



ST. MARY'S  
COLLEGE MARYBOROUGH



# YEAR 10 CURRICULUM HANDBOOK

## INTRODUCTION

St Mary's College is committed to providing an engaging and innovative learning environment and developing in students independent thinking and informed decision-making. Entering the Senior School at St Mary's College is a significant transition for our students. This document provides information for students who are entering the Senior School at Year 10, subjects from which students will choose, and important contact information.

St Mary's believe that the individual child and their individual life-long learning journey should be catered for within the school curriculum. Allowing the students to operate at their level and building on their prior learning does much to build their confidence and self-esteem.

Year 10 provides the unique opportunity to sample a range of subjects with clear links to Senior subjects identified to assist in the subject selection process for Years 11 and 12 and reduces the risk of multiple subject changes during those years. The staff at St Mary's College are committed to encouraging and supporting students to achieve high academic standards and, also, to developing a sense of connectedness. We are dedicated to developing a culture that holds, encourages, and supports our adolescent students through these vital transition years, whilst also facilitating them to remain affiliated and contributing positively.

*Our Learning & Pastoral programs focus upon encouraging and supporting students to:*

- Set clear goals
- Plan strategies to achieve the results they want
- Understand that effort is not merely an optional extra but is an essential ingredient to achieving dreams

**Stephan le Roux**  
**Principal**

## Selecting Subjects in Year 10

Students will study 4 core subjects and 3 electives for the whole year.

For each subject outline there is information as to which senior subject (Year 11/12) these subjects lead into. They indicate whether the senior subject is General or Applied/VET. Students who wish to qualify for an ATAR in Senior are advised to study the subjects in Year 10 that they will most enjoy, are good at and may lead to a subject in Senior.

Students that are not going to university at the end of Year 12 or do not wish to qualify for an ATAR are advised to select electives which are related to careers they are interested in or general areas of interest. If a subject in Year 10 only leads to General subjects in Senior, they need to be aware that these subjects may have less emphasis on practical work and are more academically challenging even in Year 10.

### Subject offerings

A full range of subjects will be offered, however, there can be no guarantees that all will run. As always, we can only offer subjects if there are sufficient students electing to take on the subject and there is availability of resources such as staffing and rooms.

## Looking forward to Year 11 and 12

The education and government bodies of Queensland have finalised the new Senior Assessment and Tertiary Entrance system to begin in 2019. All students will be assigned an **ATAR** (Australian Tertiary Admission Rank), if they study the following combinations:

- Minimum of 5 General Subjects (1 of which must be an English)

Or

- 4 General Subjects plus 1 Applied subject or 1 VET Certificate III or above. (1 of which must be an English)

and

- Students must pass their English subject

If students are studying more than the minimum, the English result may not be used in the calculation of the ATAR.

The subjects in the new system will have a syllabus structure of 4 units. Units 3 and 4 will be the summative topics and will consist of 4 assessment items. For Applied subjects, they will all be internal (school-based) assessments. General subjects will have 3 internal (school) assessments and 1 external assessment. The external assessment will be worth 25% for all subjects except Maths and Science disciplines where the external assessment will be worth 50%. Essential Mathematics is the exception.

**Not all students need complete an ATAR course as the combination of subjects they choose may not qualify them for this. They will still be qualifying for the QCE.**

# Contents

## Core Subjects (All Students to Study)

- Religious Education
- English
- Mathematics or Mathematics Extension
- Science

## Elective Subjects

### ARTS

- Production and Performance
- Music
- Visual Art

### LOTE

- Japanese

### SOCIAL SCIENCES

- Business and Financial Management
- Geography
- History
- Legal Studies

### TECHNOLOGY

- Digital Technologies
- Hospitality
- Design (Industrial)

### PHYSICAL EDUCATION

- Physical Education

## IMPORTANT CONTACTS

Your teachers and Careers/Pathways Advisors are your best resources for information. You should never choose a subject without knowing its demands in terms of content and assessment. In order to assist you in your decision-making, refer to the list of contacts below.

<b>Role</b>	<b>Name</b>	<b>Email</b>
Assistant Principal Curriculum	Denise Newman	dmnewman@bne.catholic.edu.au
Guidance Counsellor	Anita Uden	auden@bne.catholic.edu.au
Senior Schooling and Pathways Leader	Phil McGahan	pmcgahan@bne.catholic.edu.au
Assistant Principal Religious Education	Juanita Macnamara	jmacnamara@bne.catholic.edu.au
Learning Leader	Glenys Nash	gnash@bne.catholic.edu.au
Learning Leader	Jason Menard	jmenard@bne.catholic.edu.au
Learning Leader	Krissy Lourigan	klourigan@bne.catholic.edu.au
Year 10 teachers		

## CORE SUBJECTS

<b>Religious Education</b>	
<b>Rationale:</b>	Students deepen their exploration and analysis of how the Church has responded to threats to ecological and human ecology, critically analysing sources that guide the Church today. They will explore the Mystery of God through multiple mediums. They analyse core beliefs and practices of the major world religions: Islam, Judaism, Hinduism, Buddhism.
<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>THE MYSTERY OF GOD</b></p> <ul style="list-style-type: none"> <li>• Critically analyse writings, both sacred and secular, to explain how representations of God reflect author, social context, cultural influence apply to a modern Australian context.</li> <li>• Demonstrate different ways humans understand God or 'other'.</li> <li>• Explain how the mystery can be named and understood through experiences.</li> </ul> <p><b>DO I HAVE COURAGE TO CARE?</b></p> <ul style="list-style-type: none"> <li>• Use writings and teachings to make reasoned judgements about the 'conscience to respond' evident in the Shoah.</li> <li>• Critically analyse Christian spiritual writings that made sense of the presence of God in the midst of tragedy.</li> <li>• Demonstrate understanding of prayer as a way to nurture spiritual life by developing and participating in prayer for justice and peace.</li> </ul> <p><b>WORLD RELIGIONS</b></p> <ul style="list-style-type: none"> <li>• Analyse sacred text from world faiths to understand the way adherents engage with sacred writings.</li> <li>• Reflect on the evidence of belief in sacred rituals of world religions.</li> <li>• Analyse and explain meaning of sacred texts from various adherent perspectives.</li> <li>• Use religious items to design and construct appropriate sacred spaces.</li> </ul>
<b>Outcomes / Assessment:</b>	Short Response Exam Extended Written Response Multimodal Presentation Visual/Graphic representations
<b>Pathway/Senior Subject:</b>	This subject links to the following subject/s in Year 11 and 12: <ul style="list-style-type: none"> <li>• Study of Religion (General)</li> <li>• Religion and Ethics (Applied)</li> </ul>

<b>English</b>	
<b>Rationale:</b>	The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English plays a key role in the development of reading and literacy skills which help young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society.
<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>MEDIA AND PUBLIC TEXTS</b></p> <ul style="list-style-type: none"> <li>• Engage with the print and digital medium of news and current affairs</li> <li>• Explain how the public is positioned to respond to the wide range of topics presented in articles and news stories.</li> <li>• Analyse, construct and present information to demonstrate an understanding of the way combinations of language and expression and visual elements can influence a reader's perspective.</li> </ul> <p><b>POETRY AND NARRATIVE TEXTS</b></p> <ul style="list-style-type: none"> <li>• Engage in a literary study of poetry and short story texts.</li> <li>• Apply their previous knowledge and understanding of poetic techniques to their reading, deconstruction and analysis of literary poetic and narrative texts.</li> <li>• Create an original narrative text inspired by poetry</li> </ul> <p><b>SHAKESPEARE'S LEGACY</b></p> <ul style="list-style-type: none"> <li>• Engage in a literary study of one of Shakespeare's plays</li> <li>• Investigating representation of people, places, culture and concepts.</li> <li>• Understand his dramatic craft through reading, viewing and deconstruction of traditional and contemporary stage and film productions of the set play.</li> <li>• Analyse the ways the reader/viewer is positioned to appreciate theme and concepts</li> </ul> <p><b>ISSUES IN FICTION</b></p> <ul style="list-style-type: none"> <li>• Engage in an in-depth study of an extended narrative text</li> <li>• Analyse the literary techniques used by fiction writers to 'speak' to the reader on issues of human interest.</li> <li>• Construct a literary analysis demonstrating an understanding of the conventions of analytical exposition</li> </ul> <p><b>LANGUAGE AND LITERACY</b></p> <ul style="list-style-type: none"> <li>• Engage in language and literacy knowledge and skills</li> <li>• Apply knowledge and skills to all reading, writing and speaking experiences in all units.</li> </ul>
<b>Outcomes / Assessment:</b>	<p>Oral Presentation – Persuasive  Written Assignment– imaginative  Written Assignment – Analytical  Written Examination – Analytical</p>
<b>Pathway/Senior Subject:</b>	<p>This subject links to the following subject/s in Year 11 and 12:</p> <ul style="list-style-type: none"> <li>• English (General)</li> <li>• Literature (General)</li> <li>• Essential English (Applied)</li> </ul>

<b>Mathematics and Mathematics Extension</b>	
<b>Rationale:</b>	Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. Learning Mathematics creates opportunities for students in their personal and work lives and as active citizens.
<b>Learning Focus:</b>  <i>Extension Mathematics – study the core elements in each unit in greater depth with extension activities embedded.</i>	<p>In this subject, students will study the following units through the described content:</p> <p><b>MEASUREMENT</b></p> <ul style="list-style-type: none"> <li>• Calculate surface area</li> <li>• Calculate volume</li> </ul> <p><b>ALGEBRA</b></p> <ul style="list-style-type: none"> <li>• Simplify algebraic expressions</li> <li>• Factorise algebraic expressions</li> <li>• Expand binomial products</li> <li>• Factorise monic quadratics</li> <li>• Perform operations with simple algebraic fractions</li> </ul> <p><b>DATA REPRESENTATION AND INTERPRETATION</b></p> <ul style="list-style-type: none"> <li>• Calculate measures of central tendency and spread</li> <li>• Construct and interpret boxplots</li> <li>• Construct and interpret scatterplots</li> </ul> <p><b>LINEAR RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>• Solve problems involving linear equations</li> <li>• Solve linear simultaneous equations</li> </ul> <p><b>FINANCIAL MATHEMATICS</b></p> <ul style="list-style-type: none"> <li>• Solve problems involving simple and compound interest</li> <li>• Investigate budgeting and GST</li> </ul> <p><b>RIGHT ANGLED TRIANGLES</b></p> <ul style="list-style-type: none"> <li>• Solve problems by applying Pythagoras' Theorem</li> <li>• Solve problems using trigonometry</li> </ul> <p><b>GEOMETRIC REASONING</b></p> <ul style="list-style-type: none"> <li>• Formulate proofs involving congruent triangles and angle properties</li> <li>• Determine unknown angles</li> <li>• Prove and apply angle and chord properties of a circle</li> </ul> <p><b>CHANCE</b></p> <ul style="list-style-type: none"> <li>• Construct tree diagrams, two-way tables and Venn diagrams</li> <li>• Determine probabilities of events</li> </ul> <p><b>REAL NUMBERS</b></p> <ul style="list-style-type: none"> <li>• Identify rational and irrational numbers</li> <li>• Perform operations with surds and fractional indices</li> </ul> <p><b>NON-LINEAR RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>• Solve quadratic equations</li> <li>• Graph quadratic equations</li> </ul>
<b>Outcomes / Assessment:</b>	Folio Tasks Supervised Exams Reports
<b>Pathway/Senior Subject:</b>	This subject links to the following subject/s in Year 11 and 12: <ul style="list-style-type: none"> <li>• Essential Mathematics (Applied)</li> <li>• General Mathematics (General)</li> <li>• Mathematical Methods (General)</li> <li>• Specialist Mathematics (General)</li> </ul>



<b>Science</b>	
<b>Rationale:</b>	Science provides students with the opportunity to develop their understanding of the biological, chemical and physical world around us. In this subject, students will explore various biological systems at both a microscopic and macroscopic level. Students will develop their understanding of atomic theory to further understand relationships within the periodic table as well as understand that motion and forces are related through the application of physical laws.
<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>STEM</b></p> <ul style="list-style-type: none"> <li>• Create solutions to challenges which are based in Science, Technology, Engineering and Mathematics</li> <li>• Investigate how science concepts have developed over time</li> </ul> <p><b>BIOLOGY</b></p> <ul style="list-style-type: none"> <li>• Describe how heritable characteristics have emerged from DNA and genetics</li> <li>• Explain how the theory of evolution has influenced the diversity of living things</li> <li>• Investigate how global systems rely on interactions involving various spheres on Earth</li> </ul> <p><b>CHEMISTRY</b></p> <ul style="list-style-type: none"> <li>• Explain atomic structure and chemical properties</li> <li>• Understand that different types of chemical reactions produce various products</li> <li>• Describe how different factors affect the rate of reactions</li> </ul> <p><b>PHYSICS</b></p> <ul style="list-style-type: none"> <li>• Investigate motion of objects</li> <li>• Understand forces and motion using Newton's Laws of Motion</li> <li>• Describe and calculate kinetic and potential energy</li> <li>• Explain that energy conservation is influenced by energy transfers and transformations</li> </ul> <p><b>Student Investigation</b> Students will be given the opportunity to focus on senior science subjects (Biology, Chemistry, Physics, and Aquatic Practices) and depending on student choices, topics and investigations will occur.</p>
<b>Outcomes / Assessment:</b>	Research Investigation Data Test Supervised Exams Student Experiment
<b>Pathways:</b>	This subject links to the following subject/s in Year 11 and 12: <ul style="list-style-type: none"> <li>• Biology (General)</li> <li>• Chemistry (General)</li> <li>• Physics (General)</li> <li>• Aquatic Practices (Applied)</li> </ul>

## ELECTIVE SUBJECTS – THE ARTS

<b>Production and Performance (Media and Drama)</b>	
<b>Rationale:</b>	Performance and Production is a subject that expresses and explores personal, cultural and social worlds through roles and situations that engage, entertain and challenge. Students create meaning, analyse their own and others' stories and points of view to reach their creative and expressive potential and develop a deep sense of inquiry and empathy by exploring the diversity of representations of the world through live theatre and communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Students are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing creative pieces.
<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>SCREEN STREAM</b></p> <ul style="list-style-type: none"> <li>• Examine the ways in which audiences make meaning and how different audiences engage with and share media artworks</li> <li>• Consider social, cultural and historical influences and representations in media arts</li> <li>• Explore meaning and interpretation, forms and elements including structure, intent, character, settings, points of view, genre conventions and media conventions as they make and respond to media artworks</li> </ul> <p><b>MOVING IMAGES</b></p> <ul style="list-style-type: none"> <li>• Explore meaning and interpretation, forms and elements including structure, intent, character, settings, points of view, genre conventions and media conventions as they make and respond to media artworks</li> <li>• Draw on media arts from a range of cultures, times and locations as they experience media arts</li> <li>• Understand structure, intent, character, settings, points of view and genre conventions and explore media conventions in their media artworks</li> </ul> <p><b>STRANGE MAGIC</b></p> <ul style="list-style-type: none"> <li>• Extend and maintain the use of voice and movement to manipulate dramatic and production elements to create and sustain belief in character role and relationships</li> <li>• Refine and Extend their understanding and use of structure, intent, character, settings, points of view, genre conventions and media conventions in their compositions</li> <li>• Extend the use of time, space, sound, movement and lighting as they use technologies</li> </ul> <p><b>FULLY FORMED</b></p> <ul style="list-style-type: none"> <li>• Understand from previous bands the roles of artists and audiences, as students engage with more diverse media artworks</li> <li>• Experiment with mood and atmosphere, use devices such as contrast, juxtaposition and dramatic symbol and modify production elements to suit different audiences</li> <li>• Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements</li> </ul>
<b>Outcomes / Assessment:</b>	Analytical Essay Design Project Group Production
<b>Pathways:</b>	<p>This subject links to the following subject/s in Year 11 and 12:</p> <ul style="list-style-type: none"> <li>• Drama (General)</li> <li>• Film Television and New Media (General)</li> </ul>

<b>Music</b>	
<b>Rationale:</b>	<p>Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in Music fosters understanding of other times, places, cultures and contexts. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding which can be gained in no other way. Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students. As students' progress through studying Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way, students develop an aesthetic appreciation and enjoyment of music</p>
<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>BAND CAMP 101</b></p> <ul style="list-style-type: none"> <li>• Develop aural skills through the understanding and use of the elements of music</li> <li>• Understand the role within an ensemble through controlling tone and volume in a range of styles using instrumental and vocal techniques</li> <li>• Extend technical and expressive skills in performance from the previous band</li> <li>• Reflect on the development of traditional and contemporary styles of music and how musicians can be identified through the style of their music</li> <li>• Explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of music as they make and respond to music</li> <li>• Evaluate performers' success in expressing the composers' intentions and expressive skills in music they listen to and perform</li> </ul> <p><b>PROTEST SONGS – MUSIC IN THE NAME OF</b></p> <ul style="list-style-type: none"> <li>• Draw on music from a range of cultures, times and locations as they experience music</li> <li>• Explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of music as they make and respond to music</li> <li>• Evaluate performers' success in expressing the composers' intentions and expressive skills in music they listen to and perform</li> </ul> <p><b>AUSTRALIAN MUSIC</b></p> <ul style="list-style-type: none"> <li>• Analyse music forms to understand that over time there has been further development of different traditional and contemporary styles</li> <li>• Experience music from a range of cultures, times and locations through performance, analysis and listening</li> <li>• Analyse the music and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region</li> <li>• Reflect on the development of traditional and contemporary styles of music and how musicians can be identified through the style of their music</li> <li>• Explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of music as they make and respond to music</li> <li>• Evaluate performers' success in expressing the composers' intentions and expressive skills in music they listen to and perform</li> </ul>
<b>Outcomes / Assessment:</b>	<p>Solo Performance  Group Performance  Extended Written Response  Composition</p>
<b>Pathways:</b>	<p>This subject links to the following subject/s in Year 11 and 12:</p> <ul style="list-style-type: none"> <li>• Music (General)</li> </ul>

<b>Visual Art</b>	
<b>Rationale:</b>	Through the subject Visual Art, students learn to manipulate art materials and art techniques to represent their ideas through their art work. They identify influences of other artists on their own artworks. Students evaluate artworks from different cultures, times and places to learn how to further develop their own work.
<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>I AM...</b></p> <ul style="list-style-type: none"> <li>• Experiment with cross-media artforms by combining digital arts with traditional art materials</li> <li>• Manipulate art materials to create a series of experimental artworks</li> <li>• Research artists who explore identity and self</li> <li>• Reflect on how their own artworks communicate information about personal identity</li> </ul> <p><b>BEYOND FORM...</b></p> <ul style="list-style-type: none"> <li>• Experiment with varied art materials including photography, digital art, painting and drawing.</li> <li>• Explore new ways of making artworks by using art elements in different ways.</li> <li>• Reflect on the artworks of others, learn from their artwork and incorporate their ideas in your own work</li> <li>• Communicate personal stories and ideas through your artworks.</li> </ul> <p><b>HUMANMADE VS NATURAL...</b></p> <ul style="list-style-type: none"> <li>• Create developmental artworks to learn new ways of making artworks</li> <li>• Explore the relationship between humans and nature.</li> <li>• Draw inspiration from the work of contemporary visual artists.</li> <li>• Resolve an artwork that explores the relationship between humans and nature. The artwork should extend on an idea explored in the developmental phase.</li> </ul>
<b>Outcomes / Assessment:</b>	<p>Creation of Artworks</p> <p>Folio of artworks</p> <p>Essay</p> <p>Comparative Analysis</p>
<b>Pathways:</b>	<p>This subject links to the following subject/s in Year 11 and 12:</p> <ul style="list-style-type: none"> <li>• Visual Art (General)</li> </ul>

## ELECTIVE SUBJECTS – LANGUAGE OTHER THAN ENGLISH (LOTE)

<b>Japanese</b>	
<b>Rationale:</b>	The ability to speak additional languages and to communicate across cultures is enriching in many ways. Learning a new language provides access to these different ways and opportunities to broaden understanding of self and others. It increases career and employment opportunities and improves access to the systems of digital communication and representation which are increasingly a core component of students' lives in and out of school.
<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>HOMESTAY AND PEOPLE</b></p> <ul style="list-style-type: none"> <li>• Express information about themselves and their family.</li> <li>• Describe routines and habits</li> <li>• Ask for and give permission to do something</li> <li>• Interpret emails, letters rules / instructions written in Japanese scripts</li> <li>• Compare the cultural differences between Japanese and Australian lifestyles</li> </ul> <p><b>AROUND TOWN AND EVERYONE IS ILL</b></p> <ul style="list-style-type: none"> <li>• Interpret maps and instructions written in Japanese scripts</li> <li>• Describe people, places, activities and events</li> <li>• Ask for and give directions and locations</li> <li>• Make arrangements</li> <li>• Interact with others to acquire goods and services</li> <li>• Express injuries and illness</li> </ul> <p><b>FOUR SEASONS AND DURING THE WINTER HOLIDAYS</b></p> <ul style="list-style-type: none"> <li>• Ask for and give reasons</li> <li>• Describe activities, events, places, situations and seasons</li> <li>• Express personal preferences</li> <li>• Recall past experiences</li> <li>• Compare similarities and differences between Japanese and Australian pastimes, celebrations or special days</li> </ul> <p><b>PART-TIME JOB AND FUTURE ASPIRATIONS</b></p> <ul style="list-style-type: none"> <li>• Describe people, places and things</li> <li>• Express information about self and past experiences</li> <li>• Express wants, wishes and intentions</li> <li>• Ask about people, places and things</li> </ul> <p>It is recommended that students starting Year 10 Japanese have a good working knowledge of Hiragana, Katakana and basic Kanji script acquired from study of Japanese in Year 9.</p>
<b>Outcomes / Assessment:</b>	<p>Listening comprehension tasks</p> <p>Reading comprehension tasks</p> <p>Speaking tasks</p> <p>Writing tasks: write letters, emails, brochures, diary entries and posters</p>
<b>Pathways:</b>	<p>This subject links to the following subject in Year 11 and 12:</p> <ul style="list-style-type: none"> <li>• Japanese (General)</li> </ul>

## ELECTIVE SUBJECTS – SOCIAL SCIENCES

<b>Geography</b>	
<b>Rationale:</b>	In a world of increasing global integration and international mobility, it is critical to the wellbeing and sustainability of the environment and society that young Australians develop a holistic understanding of the world.
<b>Learning Focus:</b>	<p>In this subject, students will study the following unit through the described content:</p> <p><b>GEOGRAPHIES OF HUMAN WELLBEING</b></p> <ul style="list-style-type: none"> <li>• Investigate global, national and local differences in human wellbeing between places.</li> <li>• Examine the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries.</li> <li>• Explore spatial differences in wellbeing within and between countries and evaluate the differences from a variety of perspectives.</li> </ul> <p><b>ENVIRONMENTAL CHANGE AND MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>• Investigate the coastal environment and its related geographical concepts and methods.</li> <li>• Analyse the causes and consequences of change to this environment.</li> <li>• Evaluate and select strategies to manage the change.</li> </ul> <p><b>NATURAL DISASTERS</b></p> <ul style="list-style-type: none"> <li>• Analyse the how the structure of the Earth contributes to natural disasters such as volcanoes.</li> <li>• Investigate the impact of volcanoes on communities.</li> <li>• Compare the responses to these disasters in both a high and low economically developed nation.</li> </ul> <p><b>CHANGING NATIONS</b></p> <ul style="list-style-type: none"> <li>• Propose explanations for distributions, patterns and spatial variations in populations over time, across space and at different scales</li> <li>• Evaluate alternative views on areas experiencing a population crisis</li> <li>• Evaluate alternative strategies to address this challenge using environmental, social and economic criteria and propose and justify a response.</li> </ul>
<b>Outcomes / Assessment:</b>	Practical Examination Stimulus Response Essay Field Study Report Combination Response Exam Data Report
<b>Pathways:</b>	This subject links to the following subject/s in Year 11 and 12: <ul style="list-style-type: none"> <li>• Geography (General)</li> </ul>

<b>Business</b>	
<b>Rationale:</b>	This subject provides the opportunity for students to develop an appreciation of the issues challenging business organisations and managers locally, nationally and globally. Business practices include innovation, entrepreneurial creativity, marketing, financial and human resource management. The course also provides students with an understanding of the processes involved in using financial information to make effective decisions. As part of the course, students will develop and market a small business enterprise. This venture will consolidate the business knowledge gained and also develop valuable communication, teamwork and organisational skills.
<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>THE BUSINESS ENVIRONMENT</b></p> <ul style="list-style-type: none"> <li>• Define and describe business structures</li> <li>• Evaluate the impact of internal or external environments on businesses</li> <li>• Investigate and explain the roles of business managers who plan, organise and lead businesses.</li> </ul> <p><b>SMALL BUSINESS MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>• Research consumer markets and tailor products, ideas or services to satisfy the changing needs or wants of consumers and society.</li> <li>• Generate a suitable business opportunity and develop a business.</li> <li>• Evaluate, recommend and communicate appropriate business management strategies to achieve business goals.</li> </ul> <p><b>FINANCIAL MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>• Analyse and interpret financial data to achieve financial objectives of liquidity, profitability, risk minimisation and growth.</li> <li>• Use tools such as financial ratio analyses to make financial management decisions and for information disclosure to interested stakeholders.</li> </ul> <p><b>ENTREPRENEURSHIP</b></p> <ul style="list-style-type: none"> <li>• Develop entrepreneurship skills as they formulate and test ideas.</li> <li>• Prepare feasibility studies to determine the viability of those ideas developing valuable skills including innovation, creativity, initiative, and problem solving.</li> </ul>
<b>Outcomes / Assessment:</b>	Short answer and response to stimuli exams Business Plan Research Report
<b>Pathways:</b>	This subject links to the following subject in Year 11 and 12: <ul style="list-style-type: none"> <li>• Business (General)</li> </ul>

<b>History</b>	
<b>Rationale:</b>	<p>History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. History promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The process of historical inquiry develops transferable skills such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations and communicate effectively.</p>
<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>ANCIENT GREECE AND ROME.</b></p> <ul style="list-style-type: none"> <li>• Research the rise of the city states</li> <li>• Explain the significance of the Greek gods and associated religious practices</li> <li>• Research the Greek philosophers, their ideologies and impact on the development of the society</li> <li>• Analyse and synthesise documents and other sources related to the golden age of Athens, Sparta, the Peloponnesian wars, Greece and Persia and Alexander the Great, the Roman Republic, Roman culture and key personalities.</li> <li>• Develop interpretations using the historical inquiry approach</li> </ul> <p><b>AUSTRALIA AND THE MODERN WORLD</b></p> <ul style="list-style-type: none"> <li>• Research key events of the early Twentieth Century</li> <li>• Explain the significance of those events in relation to their impact in shaping Australia and its people.</li> <li>• Research the inter-war years and the Treaty of Versailles, the rise of Hitler in Germany and the causes of the Second World War.</li> <li>• Investigate the impact of the Second World War on Australia</li> <li>• Research the Home Front, the changing role of women in society and key events such as Kokoda campaign</li> <li>• Research the civil rights movement in the USA and its influence upon Australia in the post war decades.</li> </ul>
<b>Outcomes / Assessment:</b>	<p>Short response exam  Stimulus response essay exam  Multimodal presentation  Analytical essay</p>
<b>Pathways:</b>	<p>This subject links to the senior subjects</p> <ul style="list-style-type: none"> <li>• Ancient History (General)</li> <li>• Modern History (General)</li> </ul>



<b>Legal Studies</b>	
<b>Rationale:</b>	Legal Studies focuses on the interaction between society and the law. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. It allows students to understand the role of key personnel, courts and government to provide a fair and just legal system. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.
<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>CRIME AND PUNISHMENT</b></p> <ul style="list-style-type: none"> <li>• Define crime</li> <li>• Describe the Queensland criminal system and common offences</li> <li>• Explain the values that underpin our Australian legal system</li> <li>• Analyse social change and the impact of new technologies in criminal investigations</li> <li>• Analyse the causes of crime</li> <li>• Investigate the role of police, courts and personnel in the justice system</li> <li>• Investigate the role of the High Court</li> <li>• Evaluate the effectiveness of sentencing options to provide justice in society</li> <li>• Propose new, more effective laws</li> </ul> <p><b>SPORT AND THE LAW</b></p> <ul style="list-style-type: none"> <li>• Define performance enhancing drugs</li> <li>• Examine the Australian legal system and the competing legal issues (criminal and civil) within sport</li> <li>• Explain the role of the Australian Sports Anti-Doping Authority</li> <li>• Explain the role of the World Anti-Doping Authority</li> <li>• Examine the role and responsibility of Queensland and Australian governments to regulate legal issues in sport</li> <li>• Analyse the variety of legal situations facing athletes, spectators, sponsors and sporting authorities</li> <li>• Explain the Australia's obligations in relation to international sporting competitors and events</li> <li>• Evaluate the effectiveness of law to provide fair and just sporting competitions</li> <li>• Evaluate the effectiveness of the law to provide fair and just outcomes for sponsors, competitors and spectators.</li> </ul>
<b>Outcomes / Assessment:</b>	<p>Research report</p> <p>Stimulus response exam</p> <p>In-class essay exam</p>
<b>Pathways:</b>	<p>This subject links to the following subject/s in Year 11 and 12:</p> <ul style="list-style-type: none"> <li>• Legal Studies (General)</li> <li>• Certificate IV Crime and Justice (VET)</li> </ul>

## ELECTIVE SUBJECTS – TECHNOLOGY

<b>Digital Technologies</b>	
<b>Rationale:</b>	<p>The study of Digital Technologies reinforces the skills of the 21<sup>st</sup> Century. It is vital for us to ensure there are people who can control and manage networked digital systems and the security implications of the interaction between hardware, software and users. They explain simple data compression, and why content data are separated from presentation. Students also plan and manage digital projects using an iterative approach. They define and decompose complex problems in terms of functional and non-functional requirements. Students design and evaluate user experiences and algorithms. They design and implement modular programs, including an object-oriented program, using algorithms and data structures involving modular functions that reflect the relationships of real-world data and data entities. They take account of privacy and security requirements when selecting and validating data. Students test and predict results and implement digital solutions. They evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise. They share and collaborate online, establishing protocols for the use, transmission and maintenance of data and projects.</p>
<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>DATA CONTROLLED AND SECURED</b></p> <ul style="list-style-type: none"> <li>Understand and examine how data can be secured through various methods such as access controls, virus checking, encryption, backups, data masking, and data erasure.</li> </ul> <p><b>ORGANISE, VISUALISE, ANALYSE</b></p> <ul style="list-style-type: none"> <li>Create databases that enable data to be stored so it can be efficiently and reliably retrieved using relevant queries.</li> </ul> <p><b>ROBOTICS AND EMBEDDED SYSTEMS</b></p> <ul style="list-style-type: none"> <li>Create programs with a digital solution using sensors, servos and mechanical parts to meet a client's needs.</li> </ul> <p><b>WEBSITE PROJECT</b></p> <ul style="list-style-type: none"> <li>Identify a local website in need of a revamp or overhaul and use research based UX/UI theories to create a digital solution.</li> </ul>
<b>Outcomes / Assessment:</b>	<p>Multimodal presentations Exams Technical Reports Digital Solution Products</p>
<b>Pathways:</b>	<p>This subject links to the following subject/s in Year 11 and 12:</p> <ul style="list-style-type: none"> <li>Design (General)</li> <li>Digital Solutions (General) offline</li> </ul>

<b>Hospitality</b>	
<b>Rationale:</b>	Course work will enable students to become creative and responsive designers. When they consider ethical, legal, aesthetic and functional factors and the economic, environmental and social impacts of technological change, and how the choice and use of technologies contributes to a sustainable future, they are developing the knowledge, understanding and skills to become discerning decision-makers. Students complete a variety of theory and practical tasks to develop their knowledge of food principles and properties, basic knowledge of the Hospitality Industry and skills and techniques related to this industry. Students will also be given the opportunity to work alongside senior students for various catering events.
<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>Unit 1: Aussie Bites</b>  <b>Unit 2: Street Food Market</b>  <b>Unit 3: Master Chef in the making</b>  <b>Unit 4: Culinary Cafe</b></p> <ul style="list-style-type: none"> <li>• Explore and analyse historical, cultural, social, political, economic, technological and environmental factors that influence food services, production and consumption patterns</li> <li>• Investigate legal requirements of Food labelling systems</li> <li>• Modify standard recipes to enhance the overall nutritional value of food products</li> <li>• Develop nutritional labels using online programs</li> <li>• Compare, contrast and analyse original nutritional labels as opposed to the modified version to identify the nutritional benefits of food choices</li> <li>• Investigate and evaluate in relation to nutrition and health, the social, cultural, environmental and economic factors which influence food and drink choices.</li> <li>• Critically analyse and evaluate food, nutrition and health information to make informed healthy eating choices.</li> <li>• Demonstrate budgeting skills and application of healthy eating recommendations when planning and critiquing a range of common menus.</li> <li>• Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved.</li> <li>• Explain how products, services and environments evolve with consideration of preferred futures and the impact of emerging technologies on design decisions.</li> <li>• Investigate and make judgments on the ethical and sustainable production and marketing of food and fibre.</li> <li>• Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication.</li> <li>• Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions.</li> </ul>
<b>Outcomes / Assessment:</b>	<b>Design folio and Practical Food Service Product</b>
<b>Pathways:</b>	<p>This subject links to the following subject/s in Year 11 and 12:</p> <ul style="list-style-type: none"> <li>• Certificate II Hospitality/Tourism (VET)</li> </ul>

<b>Design (Industrial)</b>	
<b>Rationale:</b>	Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years. These will be revisited, strengthened and extended during Year 10 Design.
<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>DESIGNING A KEY HOLDER</b></p> <ul style="list-style-type: none"> <li>• Design and produce a key holder using various products and recycled materials</li> <li>• Communicate graphically technical drawings and annotated sketches</li> <li>• Develop project management plans using timelines, costing analysis and action plans for safe design</li> </ul> <p><b>ELECTRONICS DESIGN PROBLEM</b></p> <ul style="list-style-type: none"> <li>• Problem solve a solution to a design problem</li> <li>• Work collaboratively with others</li> <li>• Investigate economic, environmental and social sustainability factors</li> <li>• Create, innovate and use enterprising skills to design and solve problems</li> </ul>
<b>Outcomes / Assessment:</b>	Design folio and product
<b>Pathways:</b>	<p>This subject links to the following subject/s in Year 11 and 12:</p> <ul style="list-style-type: none"> <li>• Design (General)</li> <li>• Industrial Technology Studies (Applied)</li> </ul>

## ELECTIVE SUBJECTS – PHYSICAL EDUCATION

<b>Physical Education</b>	
<b>Rationale:</b>	Year 10 Health and Physical Education supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different social, and movement situations. Students learn to critically analyse and apply health information to devise and implement personalised plans for maintaining healthy habits. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. The Year 10 course also provides opportunities for students to be introduced to concepts and principles that are covered in the new senior curriculum which will augur well for those students who choose to take up Senior Physical Education in Year 11.
<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>GAME ANALYSIS</b></p> <ul style="list-style-type: none"> <li>• Compile data after watching the class play a game of touch. Data will include heart rate response, GPS tracking, speed of movement, skills performed in the game and energy system usage.</li> <li>• Graph data in a suitable way that can be easily critiqued.</li> <li>• Critically analyse and apply information from graphs and data to answer the question of which position works the hardest in a game of touch.</li> <li>• Fully justify and evaluate the reasons why a particular position works the hardest in a game of touch.</li> </ul> <p><b>EXERCISE PHYSIOLOGY</b></p> <ul style="list-style-type: none"> <li>• Perform a range of fitness tests across all major fitness components to determine strengths and weaknesses.</li> <li>• Compile a graph on the results of these tests and after analysis of the graph, identify what sports that you would be suited to play providing justification and reasoning.</li> <li>• Analyse the fitness demands of a variety of sports to determine which sports they would be suited to based on their fitness test results.</li> <li>• Examine the various training principles and analyse how they apply to different scenarios and training programs.</li> <li>• Identify the different training zones and the characteristics of each one.</li> </ul> <p><b>ETHICS AND ETHICAL DECISION MAKING</b></p> <ul style="list-style-type: none"> <li>• Investigate the meaning of fairness in sport and integrity in sport. What does ethics in sport mean?</li> <li>• Complete two online courses on the award winning 'Play by the Rules' website to gain more of an understanding of ethics in sport.</li> <li>• Analyse a number of scenarios and apply an ethical decision-making framework to justify a response in each one.</li> <li>• Reflect on others and own experiences of ethical situations that arise in sport and share outcomes.</li> </ul> <p><b>SPORT AND RECREATION</b></p> <ul style="list-style-type: none"> <li>• Examine the requirements of an effective warm-up and warm-down and lead the class in an effective warm-up.</li> <li>• Understand the requirements of an effective risk assessment and compile your own risk assessment for a training session in a sport of your choice.</li> <li>• Lead a 40min sport training session in a sport of your choice</li> <li>• Conduct an equipment maintenance check on the college sports room and an audit on the sport facilities. Compile findings in a report format and suggest action items.</li> </ul>

	<p>In this subject, students may study any of the following practical units:</p> <ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Touch Football</li> <li>• Badminton</li> <li>• Golf</li> <li>• Netball</li> <li>• Ultimate Frisbee</li> </ul>
<b><i>Outcomes / Assessment:</i></b>	<p>Game Analysis – Multimodal Presentation  Exercise Physiology – Exam – Response to Stimulus  Ethics and Ethical Decision-Making – Research Report  Sport and Recreation – Multimodal Presentation</p>
<b><i>Pathways:</i></b>	<p>This subject links to the following subject in Year 11 and 12:</p> <ul style="list-style-type: none"> <li>• Physical Education (General)</li> <li>• Certificate III Sport and Recreation (VET)</li> </ul>

## Version history

Version	Date of change	Update
1	August 2019	Finalised subjects.