



YEAR 10 CURRICULUM HANDBOOK 2023

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

Selecting Subjects in Year 10

Students will study 6 core subjects and 2 whole year electives.

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 started the new Senior Assessment and Tertiary Entrance system. 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)

- Religion
- English
- Mathematics or Mathematics Extension
- Science
- History
- HPE
- Senior Schooling

Elective Subjects

ARTS

- Production and Performance
- Music
- Visual Art

Languages

- Japanese

SOCIAL SCIENCES

- Business
- Geography
- Legal Studies

TECHNOLOGY

- Digital Technologies
- Food Studies
- Design (Industrial)

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.

| Role | Name | Email |
|--|-----------------------------|--|
| Assistant Principal Curriculum | Denise Newman | dmnewman@bne.catholic.edu.au |
| Assistant Principal Religious Education | Amy Brennan | abrennan@bne.catholic.edu.au |
| Guidance Counsellors | Anita Uden Sarah Padbury | auden@bne.catholic.edu.au spadbury@bne.catholic.edu.au |
| Head of Learning and Teaching – Senior Years (Years 10, 11 & 12) | Mark Sealey | msealey@bne.catholic.edu.au |
| Head of Learning and Teaching – Middle Years (Years 7, 8 & 9) | Dane Ponting | dponting@bne.catholic.edu.au |
| Learning and Teaching Leader (English, Language, Humanities) | Glenys Nash | gnash@bne.catholic.edu.au |
| Learning and Teaching Leader (Design, Arts, PE) | Jonathan Canning | jcanning@bne.catholic.edu.au |
| Learning and Teacher Leader (Maths, Science) | Krissy Lourigan | klourigan@bne.catholic.edu.au |
| Year 10 Teachers | | |

CORE SUBJECTS

| Religion | |
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| Rationale: | Religious Educations seeks to develop the religious literacy of students in light of the Catholic Christian tradition, so that they might participate critically and authentically in contemporary culture. Students will communicate, critique, evaluate, participate, and reflect with others in a variety of religious and secular contexts. |
| Learning Focus: | <p>In this subject, students will study the following units through the described content:</p> <p>THE MYSTERY OF GOD</p> <ul style="list-style-type: none"> • Describe how humans express an understanding of God or the 'Other' as revealed in creation. • Describe and identify the core beliefs and practices of Christianity, Judaism, Islam, Hinduism and Buddhism. • Differentiate between the core beliefs and practices of the major world religions. • Describe how the mystery of God can be named, encountered and better understood. <p>COURAGE TO CARE</p> <ul style="list-style-type: none"> • Apply the teachings of Jesus and Catholic Social Teachings to contemporary moral issues. • Evaluate and draw conclusions about the ways in which the church has responded to emerging threats to human and environmental ecology. <p>SPIRITUAL LIFE</p> <ul style="list-style-type: none"> • Consider how the spiritual life of believers is nourished by eucharist and prayer. • Participate respectfully in personal and communal prayer experiences. • Evaluate the relevance of Eucharist and prayer in a modern Australian context. <p>GOD IN THE MODERN WORLD</p> <ul style="list-style-type: none"> • Identify different representations of God from a range of sacred texts. • Analyse perspectives in Christian spiritual writings. • Use evidence from The Bible to explain different representations of God and evaluate their relevance in a modern Australian context. |
| Outcomes / Assessment: | Short Response Assignment Extended Written Response Reflective Journal Multimodal Presentation |
| Pathway/Senior Subject: | This subject links to the following subject/s in Year 11 and 12: <ul style="list-style-type: none"> • Study of Religion (General) • Religion and Ethics (Applied) • Religion, Meaning and Life (Brisbane Archdiocese approved subject) |

| English | |
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| Rationale: | 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. |
| Learning Focus: | <p>In this subject, students will study the following units through the described content:</p> <p>MEDIA AND PUBLIC TEXTS</p> <ul style="list-style-type: none"> Engage with the print and digital medium of news and current affairs. Explain how the public is positioned to respond to the wide range of topics presented in articles and news stories. 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. <p>POETRY AND NARRATIVE TEXTS</p> <ul style="list-style-type: none"> Engage in a literary study of poetry and short story texts. Apply their previous knowledge and understanding of poetic techniques to their reading, deconstruction and analysis of literary poetic and narrative texts. Create an original narrative text inspired by poetry. <p>MEDIA TEXTS</p> <ul style="list-style-type: none"> Engage in a literary study of a selected film text. Investigating representation of people, places, culture and concepts. Understand and apply their knowledge of cinematography in the deconstruction of extracts from the film. Analyse the ways the reader/viewer is positioned to appreciate theme and concepts on film. <p>ISSUES IN FICTION</p> <ul style="list-style-type: none"> Engage in an in-depth study of an extended narrative text. Analyse the literary techniques used by fiction writers to '<i>speak</i>' to the reader on issues of human interest. Construct a literary analysis demonstrating an understanding of the conventions of analytical exposition. <p>LANGUAGE AND LITERACY</p> <ul style="list-style-type: none"> Engage in language and literacy knowledge and skills. Apply knowledge and skills to all reading, writing and speaking experiences in all units. |
| Outcomes / Assessment: | <p>Written Assignment – Persuasive Oral Presentation – Persuasive Written Assignment – imaginative Written Assignment – Analytical (film) Written Examination – Analytical (novel)</p> |
| Pathway/Senior Subject: | <p>This subject links to the following subject/s in Year 11 and 12:</p> <ul style="list-style-type: none"> English (General) Essential English (Applied) |

| Mathematics and Mathematics Extension | |
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| Rationale: | 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. |
| Learning Focus: <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>MEASUREMENT</p> <ul style="list-style-type: none"> • Calculate surface area • Calculate volume <p>ALGEBRA</p> <ul style="list-style-type: none"> • Simplify algebraic expressions • Factorise algebraic expressions • Expand binomial products • Factorise monic quadratics • Perform operations with simple algebraic fractions <p>DATA REPRESENTATION AND INTERPRETATION</p> <ul style="list-style-type: none"> • Calculate measures of central tendency and spread • Construct and interpret boxplots • Construct and interpret scatterplots <p>LINEAR RELATIONSHIPS</p> <ul style="list-style-type: none"> • Solve problems involving linear equations • Solve linear simultaneous equations <p>FINANCIAL MATHEMATICS</p> <ul style="list-style-type: none"> • Solve problems involving simple and compound interest • Investigate budgeting and GST <p>RIGHT ANGLED TRIANGLES</p> <ul style="list-style-type: none"> • Solve problems by applying Pythagoras' Theorem • Solve problems using trigonometry <p>GEOMETRIC REASONING</p> <ul style="list-style-type: none"> • Formulate proofs involving congruent triangles and angle properties • Determine unknown angles • Prove and apply angle and chord properties of a circle <p>CHANCE</p> <ul style="list-style-type: none"> • Construct tree diagrams, two-way tables and Venn diagrams • Determine probabilities of events <p>REAL NUMBERS</p> <ul style="list-style-type: none"> • Identify rational and irrational numbers • Perform operations with surds and fractional indices <p>NON-LINEAR RELATIONSHIPS</p> <ul style="list-style-type: none"> • Solve quadratic equations • Graph quadratic equations |
| Outcomes / Assessment: | Folio Tasks Supervised Exams Reports |
| Pathway/Senior Subject: | This subject links to the following subject/s in Year 11 and 12: <ul style="list-style-type: none"> • Essential Mathematics (Applied) • General Mathematics (General) • Mathematical Methods (General) • Specialist Mathematics (General) |

| Science | |
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| Rationale: | 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. |
| Learning Focus: | <p>In this subject, students will study the following units through the described content:</p> <p>Forensic Science</p> <ul style="list-style-type: none"> Investigate different areas of forensics and the types of evidence used (handwriting, footprints, DNA and chromatography). Investigate the roles of psychology, pathology, anthropology and entomology in forensic science <p>BIOLOGY</p> <ul style="list-style-type: none"> Describe how heritable characteristics have emerged from DNA and genetics Explain how the theory of evolution has influenced the diversity of living things Investigate how global systems rely on interactions involving various spheres on Earth <p>CHEMISTRY</p> <ul style="list-style-type: none"> Explain atomic structure and chemical properties Understand that different types of chemical reactions produce various products Describe how different factors affect the rate of reactions <p>PHYSICS</p> <ul style="list-style-type: none"> Investigate motion of objects Understand forces and motion using Newton's Laws of Motion Describe and calculate kinetic and potential energy Explain that energy conservation is influenced by energy transfers and transformations <p>Student Investigation Students will be given the opportunity to focus on senior science subjects (Biology, Chemistry, Physics, Psychology and Aquatic Practices) and depending on student choices, topics and investigations will occur.</p> |
| Outcomes / Assessment: | Research Investigation Data Test Supervised Exams Student Experiment |
| Pathways: | This subject links to the following subject/s in Year 11 and 12: <ul style="list-style-type: none"> Biology (General) Chemistry (General) Physics (General) Psychology (General) Aquatic Practices (Applied) |

History

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| Rationale: | <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> |
| Learning Focus: | <p>In this subject, students will study the following unit through the described content: THE MODERN WORLD AND AUSTRALIA</p> <p>Overview of the Modern World - Overview content identifies important features of the period (1918 to the present) as part of an expansive chronology that helps students understand broad patterns of historical change.</p> <p>Depth Studies:</p> <p>1 – World War II (1939 – 1945) Investigate wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement.</p> <p>2 – Rights and Freedoms (1945 – present) Investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.</p> <p>3 – The Globalising World: Migration Experiences (1945 – present) Analyse the waves of post-World War II migration to Australia, including the influence of significant world events</p> |
| Outcomes / Assessment: | <p>Short response exam (seen and unseen stimulus) Research Assignment (Historical Inquiry) Multimodal presentation</p> |
| Pathways: | <p>This subject links to the senior subjects</p> <ul style="list-style-type: none"> • Ancient History (General) • Modern History (General) |

Health Physical Education

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| Rationale: | 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. |
| Learning Focus: | <p>In this subject, students will study the following units through the described content:</p> <p>GAME ANALYSIS</p> <ul style="list-style-type: none">• 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.• Graph data in a suitable way that can be easily critiqued.• Critically analyse and apply information from graphs and data to answer the question of which position works the hardest in a game of touch.• Fully justify and evaluate the reasons why a particular position works the hardest in a game of touch. <p>EXERCISE PHYSIOLOGY</p> <ul style="list-style-type: none">• Perform a range of fitness tests across all major fitness components to determine strengths and weaknesses.• 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.• Analyse the fitness demands of a variety of sports to determine which sports they would be suited to because of their fitness test results.• Examine the various training principles and analyse how they apply to different scenarios and training programs.• Identify the different training zones and the characteristics of each one. <p>ETHICS AND ETHICAL DECISION MAKING</p> <ul style="list-style-type: none">• Investigate the meaning of fairness in sport and integrity in sport. What does ethics in sport mean?• Complete two online courses on the award winning 'Play by the Rules' website to gain more of an understanding of ethics in sport.• Analyse several scenarios and apply an ethical decision-making framework to justify a response in each one.• Reflect on others and own experiences of ethical situations that arise in sport and share outcomes. <p>SPORT AND RECREATION</p> <ul style="list-style-type: none">• Examine the requirements of an effective warm-up and warm-down and lead the class in an effective warm-up.• Understand the requirements of an effective risk assessment and compile your own risk assessment for a training session in a sport of your choice.• Lead a 40min sport training session in a sport of your choice.• 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. <p>In this subject, students may study any of the following practical units:</p> <ul style="list-style-type: none">• Volleyball• Touch Football• Badminton |

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| | <ul style="list-style-type: none"> • Netball • Ultimate Frisbee |
| Outcomes / Assessment: | <p>Game Analysis – Multimodal Presentation</p> <p>Exercise Physiology – Written Response assignment</p> <p>Ethics and Ethical Decision-Making – Research Report</p> <p>Sport and Recreation – Written response and physical component</p> |
| Pathways: | <p>This subject links to the following subject in Year 11 and 12:</p> <ul style="list-style-type: none"> • Physical Education (General) • Certificate III Sport and Recreation (VET) |

ELECTIVE SUBJECTS - THE ARTS

| Production and Performance (Media and Drama) | |
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| Rationale: | 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. |
| Learning Focus: | <p>In this subject, students will study the following units through the described content:</p> <p>SELL IT</p> <ul style="list-style-type: none"> • Examine the ways in which audiences make meaning and how different audiences engage with and share media artworks • Consider social, cultural and historical influences and representations in media arts • 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 <p>SCREEN IT</p> <ul style="list-style-type: none"> • 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 • Draw on media arts from a range of cultures, times and locations as they experience media arts • Understand structure, intent, character, settings, points of view and genre conventions and explore media conventions in their media artworks <p>STAGE IT</p> <ul style="list-style-type: none"> • 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 • Refine and Extend their understanding and use of structure, intent, character, settings, points of view, genre conventions and media conventions in their compositions • Extend the use of time, space, sound, movement and lighting as they use technologies <p>PRESENT IT</p> <ul style="list-style-type: none"> • Understand from previous bands the roles of artists and audiences, as students engage with more diverse media artworks • Experiment with mood and atmosphere, use devices such as contrast, juxtaposition and dramatic symbol and modify production elements to suit different audiences • Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements |
| Outcomes / Assessment: | Analytical Essay Design Project Group Production |
| Pathways: | <p>This subject links to the following subject/s in Year 11 and 12:</p> <ul style="list-style-type: none"> • Drama (General) • Film Television and New Media (General) |

| Music | |
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| Rationale: | 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. |
| Learning Focus: | <p>In this subject, students will study the following units through the described content:</p> <p>COVER THIS – contemporary versions of classic tracks</p> <ul style="list-style-type: none"> • Analyse music forms to understand that over time there has been further development of different traditional and contemporary styles • Experience music from a range of cultures, times and locations through performance, analysis and listening • Analyse the music and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region • Reflect on the development of traditional and contemporary styles of music and how musicians can be identified through the style of their music • Evaluate performers' success in expressing the composers' intentions and expressive skills in music they listen to and perform <p>HEROES AND VILLIANS – good v's evil represented in the music of film</p> <ul style="list-style-type: none"> • Develop aural skills through the understanding and use of the elements of music • Understand the role within an ensemble through controlling tone and volume in a range of styles using instrumental and vocal techniques • Extend technical and expressive skills in performance from the previous band • Reflect on the development of traditional and contemporary styles of music and how musicians can be identified through the style of their music • Explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of music as they make and respond to music • Evaluate performers' success in expressing the composers' intentions and expressive skills in music they listen to and perform <p>SONGS OF PROTEST – music that has impacted society (civil rights, social issues)</p> <ul style="list-style-type: none"> • Draw on music from a range of cultures, times and locations as they experience music • Explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of music as they make and respond to music • Evaluate performers' success in expressing the composers' intentions and expressive skills in music they listen to and perform • Understand the role within an ensemble through controlling tone and volume in a range of styles using instrumental and/or vocal techniques |
| Outcomes / Assessment: | Solo Performance Group Performance Extended Written Response Composition |
| Pathways: | This subject links to the following subject/s in Year 11 and 12: <ul style="list-style-type: none"> • Music (General) |

Visual Art

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| Rationale: | Through the subject Visual Art, students learn to manipulate art materials and art techniques to represent their ideas through their artwork. 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. |
| Learning Focus: | <p>In this subject, students will study the following units through the described content:</p> <p>I AM</p> <ul style="list-style-type: none"> • Experiment with cross-media artforms by combining digital arts with traditional art materials • Create a series of experimental artworks to discover new ways to create art • Research artists who explore identity and self • Reflect on how artworks can be used to share about personal identity <p>BEYOND FORM</p> <ul style="list-style-type: none"> • Experiment with varied art materials including photography, digital art, painting and drawing • Explore new ways of making artworks by using art elements in different ways. • Learn about a range of artists and incorporate new ideas into art making • Communicate personal stories and ideas through your artworks <p>HUMAN NATURE</p> <ul style="list-style-type: none"> • Create developmental artworks to learn new ways of making artworks • Explore the relationship between humans and nature • Draw inspiration from the work of contemporary visual artists • Resolve artwork/s exploring themes explored in class |
| Outcomes / Assessment: | <p>Creation of artworks Experimental folio of works Analysis of artworks Self-Reflection (Artist Statement)</p> |
| Pathways: | <p>This subject links to the following subject/s in Year 11 and 12:</p> <ul style="list-style-type: none"> • Visual Art (General) • Certificate III Visual Art (when offered) (VET) |

ELECTIVE SUBJECTS - LANGUAGES

| Japanese | |
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| Rationale: | Learning Japanese broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents in our era. Learning Japanese also contributes to strengthening economic and international development capabilities; in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications. Learning Japanese develops intercultural capacity, strengthens intellectual, analytical and reflective capabilities and enhances creative and critical thinking. It also develops the learners' understanding of how culture shapes worldviews and extends understanding of themselves, their own heritage, values, culture and Identity. |
| Learning Focus: | <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> <p>In this subject, students will study the following units through the described content:</p> <p>DESCRIBING PEOPLE</p> <ul style="list-style-type: none"> • Talking about others, describing how they look and their personality. • Develop more sophisticated language skills, increasing level of communication. • Explore Japanese fashion culture. • Learn contrasting adjectives to give extended description and statements. <p>AROUND TOWN</p> <ul style="list-style-type: none"> • Ask for directions and making extended sentences with multiple actions. • Describe locations and useful information about getting around Japan. • Understand about the train system in Japan. • This unit is useful for students wanting to visit Japan. <p>FOUR SEASONS</p> <ul style="list-style-type: none"> • Explore the emotional connection Japanese people have with the season. • Describe activities, events, places, situations and seasons. • Learn about seasonal natural disasters and onomatopoeia words. • Compare similarities and differences between Japanese and Australian celebrations or special days. <p>PART-TIME JOB AND FUTURE ASPIRATIONS</p> <ul style="list-style-type: none"> • Describe people, places and things related to employment. • Express information about self and past experiences. • Explore the differences between Japanese and Australian workforce. • This unit is useful for students wanting to work in Japan. |
| Outcomes / Assessment: | Listening comprehension tasks, reading comprehension tasks, speaking tasks and written tasks based on the units above. |
| Pathways: | <p>This subject links to the following subject in Year 11 and 12:</p> <ul style="list-style-type: none"> • Japanese (General) |

ELECTIVE SUBJECTS - SOCIAL SCIENCES

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

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

| Legal Studies | |
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| Rationale: | 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. |
| Learning Focus: | <p>In this subject, students will study the following units through the described content:</p> <p>CRIME AND PUNISHMENT</p> <ul style="list-style-type: none"> • Define crime • Describe the Queensland criminal system and common offences • Explain the values that underpin our Australian legal system • Analyse social change and the impact of new technologies in criminal investigations • Analyse the causes of crime • Investigate the role of police, courts and personnel in the justice system • Investigate the role of the High Court • Evaluate the effectiveness of sentencing options to provide justice in society • Propose new, more effective laws <p>SPORT AND THE LAW</p> <ul style="list-style-type: none"> • Examine current issues in sport • Analyse criminal law areas addressed in sport including drugs and the law and the role of anti-doping authorities • Analyse instances of negligence in sport and barriers for compensation • Examine discrimination in sport including gender bias and racism • Evaluate legal regulation of sports <p>INTERNATIONAL LAW</p> <ul style="list-style-type: none"> • What are Human Rights? • Human Rights in Australia • Australian criminals prosecuted overseas • Slavery and Trafficking |
| Outcomes / Assessment: | <p>Research report</p> <p>Stimulus response exam</p> <p>In-class essay exam</p> <p>Combination response exam</p> |
| Pathways: | <p>This subject links to the following subject/s in Year 11 and 12:</p> <ul style="list-style-type: none"> • Legal Studies (General) • Certificate IV Crime and Justice (VET) |

ELECTIVE SUBJECTS - TECHNOLOGY

| Digital Technologies | |
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| Rationale: | <p>The Australian Technologies Curriculum aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students are able to investigate, design, plan, manage, create and evaluate solutions; are creative, innovative and enterprising when using traditional, contemporary and emerging technologies and understand how technologies have developed over time.</p> <p>The learning will be based on the design process where students are given a problem which they generate ideas to solve the problem. They do this by selecting a solution, creating their solution, presenting the results and evaluating the results.</p> |
| Learning Focus: | <p>In this subject, students will study the following units through the described content:</p> <p>Data security Understand and examine how data can be secured through various methods such as access controls, virus checking, encryption, backups, data masking, and data erasure.</p> <p>Website Design Identify a local website in need of a revamp or overhaul and use research based UX/UI theories to create a digital solution.</p> <p>Embedded Systems Students will explore the field of embedded systems and engineer and code a system with software and hardware following the design process.</p> <p>VR Experience Students will explore C# coding language to create a VR experience and evaluate the product.</p> <p>Digital Solutions that Make a Difference In a team students will use the design process to create a digital solution with a prototype that that will make a difference and pitch their idea in a showcase.</p> |
| Outcomes / Assessment: | <p>Students research, analyse and synthesise data to create a solution that addresses a real-world need or opportunity by combining characteristics and properties of data security, coding languages, UX/UI theories, embedded systems and emerging technologies.</p> <ul style="list-style-type: none"> • Multimodal Presentation • Exam • Portfolio |
| Pathways: | <p>This subject links to the following subject/s in Year 11 and 12:</p> <ul style="list-style-type: none"> • Design (General) – distance learning only in Senior • Digital Solutions (General) – distance learning only in Senior • Certificate III Information, Digital Media and Technology (when offered) |

| Food Studies | |
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| Rationale: | Course work will enable students to become creative and responsive designers of food products. Students complete a variety of theory and practical cookery 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 at various catering events and to host their own functions. 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 and informed food consumers. |
| Learning Focus: | <p>In this subject, students will study the following units through the described content:</p> <p>UNIT 1: AUSSIE BITES - AUSTRALIAN CUISINE UNIT 2: STREET FOOD MARKET - MULTICULTURAL CUISINE UNIT 3: GETTING FOOD FAST - NUTRITION UNIT 4: PERFECTLY PRESERVED - FOOD PRESERVATION</p> <ul style="list-style-type: none"> • Explore and analyse historical, cultural, social, political, economic, technological and environmental factors that influence food services, production and consumption patterns • Experiment with native Australian ingredients and traditional cooking methods • Experiment with herbs, spices and kitchen technologies when investigating multicultural cuisine • Host functions including a high tea and street food market • Investigate legal requirements of food labelling systems • Modify standard recipes to enhance the quality of food products • Conduct taste tests and apply sensory analysis vocabulary • Create marketing products and food labels using online programs • Compare, contrast and analyse original nutritional labels as opposed to the modified version to identify the nutritional benefits of food choices • Investigate and evaluate consumer needs when designing food products for clients • Demonstrate budgeting skills and an application of healthy eating recommendations when meal planning and critiquing a range of common menus <ul style="list-style-type: none"> • Explain how products, services and environments evolve with consideration of preferred futures and the impact of emerging technologies on design decisions • Investigate and make judgments on the ethical and sustainable production and marketing of food and fibre • Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication • Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions • Use food preservation technologies when experimenting with sustainable kitchen processes to produce a gourmet food hamper • Use contemporary cooking methods and time management skills when producing quality food products during practical cookery lessons |
| Outcomes / Assessment: | Design folios and Practical Food Service Products |
| Pathways: | <p>This subject links to the following subject/s in Year 11 and 12:</p> <ul style="list-style-type: none"> • Certificate III Hospitality/Tourism (VET) |

| Design Technologies (Industrial) | |
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| Rationale: | 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 Technologies. |
| Learning Focus: | <p>In this subject, students will study the following units through the described content:</p> <p>THE DESIGN PROCESS</p> <ul style="list-style-type: none"> • Research the problem and client's needs • Investigate designs and concepts • Problem solve and determine design factors • Generate concept sketches • Work collaboratively with other students • Create, innovate and use enterprising skills to solve design problems <p>DESIGNING A KEY HOLDER</p> <ul style="list-style-type: none"> • Design and produce a key holder for a client, using various products and recycled materials • Communicate graphically technical drawings and annotated sketches • Develop project management plans using timelines, costing analysis and action plans for safe design <p>DESIGNING A CLOCK</p> <ul style="list-style-type: none"> • Design and produce a clock for a client, using digital technologies. A variety of materials and finishes can be utilized. • Communicate graphically technical drawings and annotated sketches • Communicate graphically technical drawings and annotated sketches <p>INTRODUCTION TO MANUFACTURING SKILLS- TIMBER PROJECT</p> <ul style="list-style-type: none"> • Develop industrial practical skills through the introduction to tools and machinery |
| Outcomes / Assessment: | Semester 1 Design folio assignment (Key Holder) Semester 2 Design folio assignment (Clock) Timber project (Manufacturing Skills) |
| Pathways: | <p>This subject links to the following subject/s in Year 11 and 12:</p> <ul style="list-style-type: none"> • Industrial Technology Skills/Industrial Graphic Skills • Many TAFE Certificate courses (VET) |

Version history

| Version | Date of change | Update |
|---------|----------------|---|
| 3.0 | July 2022 | General changes & formatting |
| 2.0 | August 2021 | New logo, Placement of elective subjects, general changes |
| 1.2 | July 2020 | Wording |
| 1.1 | June 2020 | Formatting |
| 1 | August 2019 | Finalised subjects. |