



# **YEAR 10**

# **CURRICULUM HANDBOOK**

# **2026**

## 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
- A HASS subject - History, Business, or Civics (Legal Studies)
- HPE

## Elective Subjects

### ARTS

- Production and Performance
- Music
- Visual Art

### TECHNOLOGY

- Digital Technologies
- Design (Food Studies)
- Design (Industrial)

### LANGUAGES

- Japanese

### CONSTRUCTION

- Certificate I in construction

## 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. To assist you in your decision-making, refer to the list of contacts below.

| Role   | Name                                      | Email  |
|--|---|--|
| Acting Deputy Principal Learning and Teaching          | Ryan Collins                              | <a href="mailto:rcollins@bne.catholic.edu.au">rcollins@bne.catholic.edu.au</a>   |
| Assistant Principal Religious Education                | Amy Brennan                               | <a href="mailto:abrennan@bne.catholic.edu.au">abrennan@bne.catholic.edu.au</a>   |
| Youth Support Co-ordinator                             | Angela Jones                              | <a href="mailto:ajones26@bne.catholic.edu.au">ajones26@bne.catholic.edu.au</a>   |
| Acting Learning Enhancement Leader                     | Victoria Mergard                          | <a href="mailto:vmergard@bne.catholic.edu.au">vmergard@bne.catholic.edu.au</a>   |
| VET Leader (Years 10, 11 & 12)                         | Mark Sealey                               | <a href="mailto:msealey@bne.catholic.edu.au">msealey@bne.catholic.edu.au</a>   |
| Academic Leader (English, Languages, Humanities, Arts) | Glenys Nash                               | <a href="mailto:gnash@bne.catholic.edu.au">gnash@bne.catholic.edu.au</a>   |
| Academic Leader (Maths, Science, Technology and HPE)   | Krissy Lourigan                           | <a href="mailto:klourigan@bne.catholic.edu.au">klourigan@bne.catholic.edu.au</a>   |
| Guidance Counsellor                                    | Anita Uden (T/W/Th)<br>Kierra Jones (M/F) | <a href="mailto:auden@bne.catholic.edu.au">auden@bne.catholic.edu.au</a><br><a href="mailto:kierra.jones@bne.catholic.edu.au">kierra.jones@bne.catholic.edu.au</a> |

## CORE SUBJECTS

| Religion                       |  |
|--------------------------------|--|
| <b>Rationale:</b>              | Religious Educations seeks to develop the religious literacy of students in the 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.  |
| <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>Describe how humans express an understanding of God or the 'Other' as revealed in creation.</li> <li>Describe and identify the core beliefs and practices of Christianity, Judaism, Islam, Hinduism and Buddhism.</li> <li>Differentiate between the core beliefs and practices of the major world religions.</li> <li>Describe how the mystery of God can be named, encountered and better understood.</li> </ul> <p><b>COURAGE TO CARE</b></p> <ul style="list-style-type: none"> <li>Apply the teachings of Jesus and Catholic Social Teachings to contemporary moral issues.</li> <li>Evaluate and draw conclusions about the ways in which the church has responded to emerging threats to human and environmental ecology.</li> </ul> <p><b>SPIRITUAL LIFE</b></p> <ul style="list-style-type: none"> <li>Consider how the spiritual life of believers is nourished by eucharist and prayer.</li> <li>Participate respectfully in personal and communal prayer experiences.</li> <li>Evaluate the relevance of Eucharist and prayer in a modern Australian context.</li> </ul> <p><b>GOD IN THE MODERN WORLD</b></p> <ul style="list-style-type: none"> <li>Identify different representations of God from a range of sacred texts.</li> <li>Analyse perspectives in Christian spiritual writings.</li> <li>Use evidence from The Bible to explain different representations of God and evaluate their relevance in a modern Australian context.</li> </ul> |
| <b>Outcomes / Assessment:</b>  | Short Response Assignment<br>Extended Written Response<br>Reflective Journal<br>Multimodal Presentation  |
| <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>  |

| English                        |   |
|--------------------------------|---|
| <b>Rationale:</b>              | The English curriculum is built around the 3 interrelated strands of <i>Language</i> , <i>Literature</i> and <i>Literacy</i> which together, focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts, literary and non-literary, both print and media. Students develop a critical understanding of how texts, language, and visual and audio features are influenced by context. Literary texts that support and extend students in Year 10 as independent readers are drawn from a range of genres. These texts may explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas in real-world and fictional settings. Year 10 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive, analytical and/or critical.  |
| <b>Learning Focus:</b>         | <p>In this subject, students will study the following units through the described content:</p> <p><b>ISSUES IN FICTION</b></p> <ul style="list-style-type: none"> <li>Engage in a close reading of an extended contemporary narrative text.</li> <li>Analyse the literary techniques used by fiction writers to 'speak' to the reader on contemporary issues of human interest.</li> <li>Construct a literary article exploring how fiction is a powerful medium to shape public opinion</li> </ul> <p><b>VOICE OF WAR</b></p> <ul style="list-style-type: none"> <li>Engage in a literary study of poetry, media, song and veterans' reflections texts.</li> <li>Apply their previous knowledge and understanding of poetic techniques to their reading, deconstruction and analysis of literary poetic and prose texts</li> <li>Create an original TEDx talk inspired by the poetry of the war eras.</li> </ul> <p><b>MEDIA TEXTS</b></p> <ul style="list-style-type: none"> <li>Engage in a literary study of a selected play and film text.</li> <li>Investigating representation of people, places, culture and concepts.</li> <li>Understand and apply their knowledge of script genre to deconstruct extracts from the written text to connect with character and theme.</li> <li>Construct a script to prose transformation of a selected section of the play,</li> </ul> <p><b>CLASSIC NOVEL</b></p> <ul style="list-style-type: none"> <li>Engage in an in-depth study of a Classic narrative text</li> <li>Construct a literary analysis in response to a focus question relating to literary aspects of the text</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>Written Assignment – Opinionative Literary Article</p> <p>Oral Presentation – Multimodal Opinionative</p> <p>Written Assignment – Imaginative Transformation</p> <p>Written Examination – Literary Analysis (Classic novel)</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>Essential English (Applied)</li> </ul>  |

| Mathematics and Mathematics Extension  |   |
|--|---|
| <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><br><br><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>NUMBER</b></p> <ul style="list-style-type: none"> <li>Recognise the effect of using approximations of real numbers in repeated calculations</li> </ul> <p><b>ALGEBRA</b></p> <ul style="list-style-type: none"> <li>Expand, factorise and simplify linear and quadratic expressions</li> <li>Solve equations algebraically</li> <li>Apply exponent laws involving products, quotients and powers of variables</li> <li>Solve linear inequalities and simultaneous linear equations in two variables</li> <li>Interpret solutions graphically and communicate solutions</li> <li>Recognise the connection between algebraic and graphical representations of exponential relations and solve exponential equations</li> <li>Use mathematical modelling to solve problems involving growth and decay</li> </ul> <p><b>MEASUREMENT</b></p> <ul style="list-style-type: none"> <li>Solve problems involving the surface area and volume of composite objects</li> <li>Interpret and use logarithmic scales</li> <li>Solve practical problems applying Pythagoras' theorem and Trigonometry</li> <li>Use mathematical modelling to solve practical problems</li> </ul> <p><b>SPACE</b></p> <ul style="list-style-type: none"> <li>Apply deductive reasoning to prove congruence of shapes</li> <li>Interpret networks and network diagrams</li> <li>Design and test solutions to spatial problems</li> </ul> <p><b>STATISTICS</b></p> <ul style="list-style-type: none"> <li>Calculate measures of central tendency and spread</li> <li>Construct and interpret boxplots, scatterplots and two tables</li> <li>Conduct statistical investigations, evaluate and report findings.</li> </ul> <p><b>PROBABILITY</b></p> <ul style="list-style-type: none"> <li>Describe and interpret situations involving conditional probability</li> <li>Determine probabilities of chance events</li> </ul> |
| <b>Outcomes / Assessment:</b>  | Supervised Exams<br>Problem Solving and Modelling tasks   |
| <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>Essential Mathematics (Applied)</li> <li>General Mathematics (General)</li> <li>Mathematical Methods (General)</li> <li>Specialist Mathematics (General) – distance learning through FISHERONE</li> </ul>  |

| Science                       |   |
|-------------------------------|---|
| <b>Rationale:</b>             | Science is a vital aspect of education as it empowers students to embark on a journey of exploration and discovery. By investigating universal phenomena, students develop a deeper understanding of the natural world and its intricate mechanisms. Science equips students with the tools to make predictions and solve problems, fostering critical thinking and analytical skills. It also offers an empirical approach to answering intriguing questions and address significant challenges that arise in our ever-changing world. By embracing science, student require the knowledge and skills to navigate the complexities of the present and shape a brighter future.   |
| <b>Learning Focus:</b>        | <p>In this subject, students will study the following units through the described content:</p> <p><b>BIOLOGY</b></p> <ul style="list-style-type: none"> <li>Investigate the importance of biodiversity</li> <li>Explain the role of meiosis and mitosis</li> <li>Describe the function of chromosomes, DNA and genes in heredity</li> <li>Predict patterns of Mendelian inheritance</li> <li>Analyse the theory of evolution and use the theory of evolution by natural selection to explain past and present diversity</li> </ul> <p><b>CHEMISTRY</b></p> <ul style="list-style-type: none"> <li>Explain how the structure and properties of atoms relate to the organisation of the elements in the periodic table</li> <li>Identify patterns of synthesis, decomposition and displacement reactions</li> <li>Investigate factors that affect reaction rates</li> </ul> <p><b>PHYSICS</b></p> <ul style="list-style-type: none"> <li>Investigate Newton's Law of motion</li> <li>Analyse the relationship between force, mass and acceleration</li> <li>Investigate and calculate speed, velocity, acceleration, kinetic and potential energy</li> </ul> <p><b>SCIENCE AS A HUMAN ENDEAVOUR</b></p> <ul style="list-style-type: none"> <li>Construct arguments based on analysis of a variety of evidence to support or evaluate claims and consider any ethical issues and cultural protocols using or citing secondary data and information.</li> <li>Explore how values and needs of society influence the focus of scientific research</li> </ul> <p>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 during Term 4.</p> |
| <b>Outcomes / Assessment:</b> | Research Investigation<br>Data Test<br>Supervised Exams<br>Student Experiment   |
| <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>Biology (General)</li> <li>Chemistry (General)</li> <li>Physics (General)</li> <li>Psychology (General) – distance learning through FISHERONE</li> <li>Aquatic Practices (Applied)</li> </ul>  |



| History                       |  |
|-------------------------------|--|
| <b>Rationale:</b>             | 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.  |
| <b>Learning Focus:</b>        | <p>In this subject, students will study the following unit through the described content:<br/> <b>THE MODERN WORLD AND AUSTRALIA</b></p> <p><b>Overview of the Modern World</b> - 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><b>Depth Studies:</b></p> <p><b>1 – Second World War</b><br/> 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><b>2 – Building Modern Australia</b><br/> Analyse the causes of changes in perspectives, responses, beliefs and values on migration that have influenced Australian society since 1945<br/> 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><b>3 – The Globalising World</b><br/> Analyse changing historical perspectives over time in relation to the developments in technology, public health, longevity, standard of living in the 20th century, and concern for the environment and sustainability</p> |
| <b>Outcomes / Assessment:</b> | <p>Short response exam (seen and unseen stimulus)</p> <p>Research Project</p>  |
| <b>Pathways:</b>              | <p>This subject links to the senior subjects</p> <ul style="list-style-type: none"> <li>• Ancient History (General) – distance learning through FISHERONE</li> <li>• Modern History (General) – distance learning through FISHERONE</li> </ul>   |

| <b>Economics and Business</b> |  |
|-------------------------------|--|
| <b>Rationale:</b>             | This subject provides the opportunity for students to analyse how economic indicators influence Australian Government decision-making. Students explain ways that the government intervenes to improve economic performance and living standards. They explain processes that businesses use to manage the workforce and improve productivity. Students explain the importance of Australia's superannuation system and its effect on consumer and financial decision-making. Students also analyse factors that influence major consumer and financial decisions, and explain the short- and long-term effects of these decisions.  |
| <b>Learning Focus:</b>        | <p>In Economics and Business, students will study from the following units through the described content:</p> <p><b>CONSUMER DECISION MAKING AND PERSONAL FINANCE</b></p> <ul style="list-style-type: none"> <li>Investigate factors that influence major consumer and financial decisions, and the short- and long-term consequences of these decisions.</li> <li>Identify the costs of consumer and financial transactions over time, such as the ability to make loan repayments, available savings and the benefits provided by a purchase.</li> </ul> <p><b>ENTREPRENEURSHIP</b></p> <ul style="list-style-type: none"> <li>Research consumer markets to identify a gap in the market, an idea or service to satisfy the changing needs or wants of consumers and society.</li> <li>Generate a suitable business opportunity proposal and develop a business feasibility report, including analytical tools.</li> <li>Evaluate, recommend and communicate appropriate business management strategies to achieve business goals.</li> </ul> <p><b>SUPERANNUATION</b></p> <ul style="list-style-type: none"> <li>The importance of the Australian Superannuation system in relation to human and financial wellbeing</li> <li>Identifying why individuals make decisions about superannuation options and how their circumstances affect these decisions</li> <li>Management of personal superannuation funds</li> </ul> <p><b>ECONOMIC PERFORMANCE AND LIVING STANDARDS</b></p> <ul style="list-style-type: none"> <li>Economic growth as an indicator of economic performance</li> <li>Employment trends as indicators of economic performance</li> </ul> |
| <b>Outcomes / Assessment:</b> | <p>Short answer and extended response exam</p> <p>Feasibility Report</p> <p>Competition Entry (linked to Australian Taxation Office)</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>Business (General) – distance learning through FISHERONE</li> </ul>   |

| <b>Civics (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 from 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>• Examine current issues in sport</li> <li>• Analyse criminal law areas addressed in sport including drugs and the law and the role of anti-doping authorities</li> <li>• Analyse instances of negligence in sport and barriers for compensation</li> <li>• Examine discrimination in sport including gender bias and racism</li> <li>• Evaluate legal regulation of sports</li> </ul> <p><b>INTERNATIONAL LAW</b></p> <ul style="list-style-type: none"> <li>• What are Human Rights?</li> <li>• Human Rights in Australia</li> <li>• Australian criminals prosecuted overseas</li> <li>• Slavery and Trafficking</li> </ul> |
| <b>Outcomes / Assessment:</b> | <p>Research report</p> <p>Stimulus response exam</p> <p>In-class essay exam</p> <p>Combination response 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 Justice Studies (VET)</li> </ul>   |

| Health Physical Education     |   |
|-------------------------------|---|
| <b>Rationale:</b>             | Year 10 Health and Physical Education supports students to refine and apply strategies for maintaining and evaluating movement, fitness and health outcomes of themselves and others. Students learn to critically analyse and apply health information, movement, and fitness concepts to devise and implement personalised plans to maintain and improve health and wellbeing. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances.   |
| <b>Learning Focus:</b>        | <p>In this subject, students will study the following units through the described content:</p> <p>Nutrition, Movement and Physical activity</p> <ul style="list-style-type: none"> <li>• Proficiency of movement</li> <li>• Participation, collaboration, teamwork and fair play</li> <li>• Movement concepts and strategies</li> <li>• Physical activity plans for health and wellbeing</li> <li>• Nutrition for good health</li> <li>• Understand how the body moves</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>• Netball</li> </ul> |
| <b>Outcomes / Assessment:</b> | <p>Folio Task – Skill acquisition</p> <p>Folio Task – Fitness Training</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>• Cert III in Fitness (VET)</li> </ul>   |

## ELECTIVE SUBJECTS - THE ARTS

| <b>Production and Performance (Media Arts 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> <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>Evaluate how visual arts are used to celebrate and challenge perspectives of Australian identity</li> <li>They use knowledge of visual conventions, visual arts processes and materials to create artworks that represent and/or communicate ideas, perspectives and/or meaning.</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>SCREEN IT</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>STAGE IT</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>PRESENT IT</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>                            | <p>Group Performance Project</p> <p>Analytical essay</p> <p>Written examination</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>Drama (General)</li> <li>Media Arts in Practice (Applied)</li> </ul>   |

| Music                         |  |
|-------------------------------|--|
| <b>Rationale:</b>             | 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.   |
| <b>Learning Focus:</b>        | <p>In this subject, students will study the following units through the described content:</p> <p><b>COVER THIS – contemporary versions of classic tracks</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>Evaluate performers' success in expressing the composers' intentions and expressive skills in music they listen to and perform</li> </ul> <p><b>SONGS OF PROTEST – music that has impacted society (civil rights, social issues)</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> <li>Understand the role within an ensemble through controlling tone and volume in a range of styles using instrumental and/or vocal techniques</li> </ul> |
| <b>Outcomes / Assessment:</b> | <p>Solo Performance</p> <p>Group Performance</p> <p>Extended Written Response</p> <p>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>  |

| Visual Art                    |  |
|-------------------------------|--|
| <b>Rationale:</b>             | Through Visual Arts, students make artworks, and respond to artworks, representing personal and global views. Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language. Learning in the Visual Arts, students become increasingly confident and proficient in achieving their personal visual aesthetic and appreciate that of others.  |
| <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>• Create a series of experimental artworks to discover new ways to create art</li> <li>• Research artists who explore identity and self</li> <li>• Reflect on how artworks can be used to share about personal identity</li> <li>• Develop a resolved artwork for display.</li> </ul> <p><b>BEYOND FORM</b></p> <ul style="list-style-type: none"> <li>• Explore new ways of making artworks by using art elements in creative ways.</li> <li>• Experiment with varied art materials including photography, digital art, painting and drawing.</li> <li>• Create a series of experimental works to learn new ways to create.</li> <li>• Learn about a range of artists and incorporate new ideas into art making</li> <li>• Develop a resolved artwork for display.</li> </ul> <p><b>INVESTIGATION</b></p> <ul style="list-style-type: none"> <li>• Develop a personal artistic response to a stimulus (film).</li> <li>• Select artists to inspire artistic experimentation.</li> <li>• Create developmental artworks to learn new ways of making artworks</li> <li>• Explore the relationship between humans and nature</li> <li>• Resolve an artwork in response to stimulus and selected key artists.</li> </ul> |
| <b>Outcomes / Assessment:</b> | <p>Creation of resolved artwork</p> <p>Analysis of the work of other artists</p> <p>Self-Reflection (Artist Statement)</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> <li>• Visual Art in Practice (Applied)</li> </ul>   |

## ELECTIVE SUBJECTS - TECHNOLOGY

| Digital Technologies          |  |
|-------------------------------|--|
| <b>Rationale:</b>             | <p>In a digitised world, designing digital solutions that ensure user empowerment, autonomy, and accountability is crucial for economic, environmental, and societal sustainability. Emerging technologies offer transformative opportunities, requiring deep knowledge of digital systems and risk management. Digital systems transform learning, work, and communication, demanding skills in computational and systems thinking.</p> <p>Digital Technologies empowers students to influence contemporary and emerging information systems, fostering safe, respectful, creative, and discerning decision-makers. It provides practical opportunities for innovative digital solution development within an ethical framework. This subject helps students become effective users and critical consumers of digital systems, fostering curiosity, confidence, innovation, and ethical citizenship.</p>  |
| <b>Learning Focus:</b>        | <p>In this subject, students will study the following units through the described content:</p> <p><b>Data security</b><br/>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><b>Website Design</b><br/>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><b>Embedded Systems</b><br/>Students will explore the field of embedded systems and engineer and code a system with software and hardware following computational thinking.</p> <p><b>VR Experience</b><br/>Students will explore C# coding language to create a VR experience and evaluate the product.</p> <p><b>Digital Solutions that Make a Difference</b><br/>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> |
| <b>Outcomes / Assessment:</b> | <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 data security and emerging technologies.</p> <ul style="list-style-type: none"> <li>• Group Multimodal Presentation + Prototype</li> <li>• Exam</li> <li>• Design Portfolio + Product</li> </ul>   |
| <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) – distance learning through FISHERONE</li> <li>• Digital Solutions (General) – distance learning through FISHERONE</li> </ul>  |



| <b>Food Studies</b>           |  |
|-------------------------------|--|
| <b>Rationale:</b>             | 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.  |
| <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 - AUSTRALIAN CUISINE</b><br/> <b>UNIT 2: STREET FOOD MARKET - MULTICULTURAL CUISINE</b><br/> <b>UNIT 3: GETTING FOOD FAST - NUTRITION</b><br/> <b>UNIT 4: PERFECTLY PRESERVED - FOOD PRESERVATION</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>• Experiment with native Australian ingredients and traditional cooking methods</li> <li>• Experiment with herbs, spices and kitchen technologies when investigating multicultural cuisine</li> <li>• Host functions including a high tea and street food market</li> <li>• Investigate legal requirements of food labelling systems</li> <li>• Modify standard recipes to enhance the quality of food products</li> <li>• Conduct taste tests and apply sensory analysis vocabulary</li> <li>• Create marketing products and food 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 consumer needs when designing food products for clients</li> <li>• Demonstrate budgeting skills and an application of healthy eating recommendations when meal planning and critiquing a range of common menus</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> <li>• Use food preservation technologies when experimenting with sustainable kitchen processes to produce a gourmet food hamper</li> <li>• Use contemporary cooking methods and time management skills when producing quality food products during practical cookery lessons</li> </ul> |
| <b>Outcomes / Assessment:</b> | Design folios and Practical Food Service Products  |
| <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>• Food and Nutrition (General) - distance learning through FISHERONE</li> </ul>   |

| <b>Design Technologies (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 Technologies.  |
| <b>Learning Focus:</b>                  | <p>In this subject, students will study the following units through the described content:</p> <p><b>THE DESIGN PROCESS</b></p> <ul style="list-style-type: none"> <li>• Research the problem and client's needs</li> <li>• Investigate designs and concepts</li> <li>• Problem solve and determine design factors</li> <li>• Generate concept sketches</li> <li>• Work collaboratively with other students</li> <li>• Create, innovate and use enterprising skills to solve design problems</li> </ul> <p><b>DESIGNING A KEY HOLDER AND CLOCK</b></p> <ul style="list-style-type: none"> <li>• Use a variety of strategies such as brainstorming, sketching, 3D modelling and experimenting to generate innovative design ideas to present to others</li> <li>• Practise techniques to improve expertise, for example, cutting and joining materials such as metal and timber</li> <li>• Produce annotated concept sketches and drawings, using technical terms, scale, symbols, pictorial and aerial views to draw environments; production drawings, perspective drawings, orthogonal drawings; patterns and templates to explain product design ideas</li> <li>• Develop technical production skills (techniques) and safe independent inclusive working practices to produce quality solutions designed for sustainability</li> <li>• Investigate a broad range of technologies – tools, equipment, processes, materials, systems and components – when designing for a range of technologies contexts</li> </ul> <p><b>INTRODUCTION TO MANUFACTURING SKILLS - TIMBER PROJECT</b></p> <ul style="list-style-type: none"> <li>• Develop industrial practical skills through the introduction to tools and machinery</li> </ul> |
| <b>Outcomes / Assessment:</b>           | <p>Semester 1 Design folio assignment (Key Holder)</p> <p>Semester 2 Design folio assignment (Clock)</p> <p>Timber project (Manufacturing Skills)</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) – distance learning through FISHERONE</li> <li>• Industrial Technology Skills (Applied)</li> <li>• Other Certificate courses (VET)</li> <li>• Certificate I in construction (RTO)</li> </ul>   |

## CPC10120 Certificate I in Construction - (Adapt Education RTO Code 32452 trading as My Industry Training)

### Stand Alone VET Certificate Course

#### Overview

Certificate I in Construction is a VET subject offered in Year 10, 11 & 12. It gives students National Industry recognition and contributes 3 QCE credit points. This qualification provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations. The course has both practical and theory elements. Students will be required to use tools and equipment to construct a project throughout the course.

#### Objectives

Students will learn the necessary skills and knowledge to enter the construction industry as a confident and effective worker. On successful completion students will gain:

- Certificate I in Construction (CPC10120)
- White Card (General Construction Induction)
- 3 QCE points
- Opportunity for work experience and apprenticeships

#### Structure

The course includes the following eleven competencies that students must achieve in order to complete the certificate:

CPCCCM2004 Handle construction materials

CPCCCM2005 Use construction tools and equipment

CPCCCM1011 Undertake basic estimation and costing

CPCCCM1012 Work effectively and sustainably in the construction industry

CPCCCM1013 Plan and organise work

CPCCVE1011 Undertake a basic construction project

CPCWHS1001 Prepare to work safely in the construction industry

CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry

CPCCOM1014 Conduct workplace communication

CPCCOM1015 Carry out measurements and calculations

CPCCOM2001 Read and interpret plans and specifications

### Assessment

Certificate I in Construction combines practical and theory work to assess the eleven competencies.

Students will complete a practical 'construction project' on school grounds as part of their timetabled Construction class. They will be exposed to a range of tools and equipment that are used in the construction industry. In addition, students will be required to complete an online theoretical component guided by the trainer throughout the course.

### Cost

The course is a funded course through VETiS so there is no charge to students. In the case where a student has used their VETiS funding a fee of \$850 will be charged.

### Pathways

The skills and knowledge gained from the Certificate I in Construction are essential for any student seeking employment in the construction industry. Students that successfully transition into a school-based apprenticeship may be eligible to transfer units from their Certificate I in Construction to the apprenticeship course they are completing.

Course information current as [at 9<sup>th</sup> December 2021](#)

## ELECTIVE SUBJECTS – LANGUAGES

| Japanese                    |   |
|-----------------------------|---|
| <b>Rationale:</b>           | <p>In Year 10 Japanese, students will acquire:</p> <ul style="list-style-type: none"> <li>• communication skills in the language being learnt</li> <li>• an intercultural capability, and an understanding of the role of language and culture in communication</li> <li>• a capability for reflection on language use and language learning</li> </ul> <p>Learning language broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. Bilingual or plurilingual capability is the norm in most parts of the world. Learning languages also contributes to strengthening the community's social, economic and international development capabilities. Further enriching domains such as business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.</p>   |
| <b>Learning Focus:</b>      | <p>In this subject, students will study the following units through the described content:</p> <p><b>HOMESTAY</b></p> <ul style="list-style-type: none"> <li>• Learn about and discuss how language is used in different social and cultural contexts, including online texts</li> <li>• Reflect on language, in particular te-forms of verbs</li> <li>• Communicate by asking/giving/refusing permission and giving reasons</li> </ul> <p><b>MY SCHOOL</b></p> <ul style="list-style-type: none"> <li>• Interpret school timetables and talking about school subjects and activities</li> <li>• Express information about you subjects</li> <li>• Compare similarities and differences between Japanese and Australian education and school life</li> <li>• Communicate by saying when an activity is, using positive and negative adjectives</li> </ul> <p><b>COOL JAPAN</b></p> <ul style="list-style-type: none"> <li>• Learn about Japanese pop culture and what Japanese people value</li> <li>• Understand hospitality differences between Australia and Japan</li> <li>• Communicate by using persuasive information and talking about experiences</li> <li>• Analyse plain forms of verbs</li> </ul> <p><b>LIVING IN A COMMUNITY</b></p> <ul style="list-style-type: none"> <li>• Describing your neighbourhood</li> <li>• Asking for directions</li> <li>• Discuss life in the city and life in the country</li> <li>• Saying where you are from</li> </ul> |
| <b>Outcomes/ Assessment</b> | Listening comprehension tasks, reading comprehension tasks, speaking tasks and written tasks based on the units above.  |
| <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>• Japanese (General)</li> </ul>  |

## Version history

| Version | Date of change | Update   |
|---------|----------------|--|
| 5.0     | July 2024      | V9 changes, HASS changes, Japanese added   |
| 4.0     | July 2023      | General changes, removal of subjects, changes of Senior Paths for some subjects, front cover page photo change |
| 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.  |

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