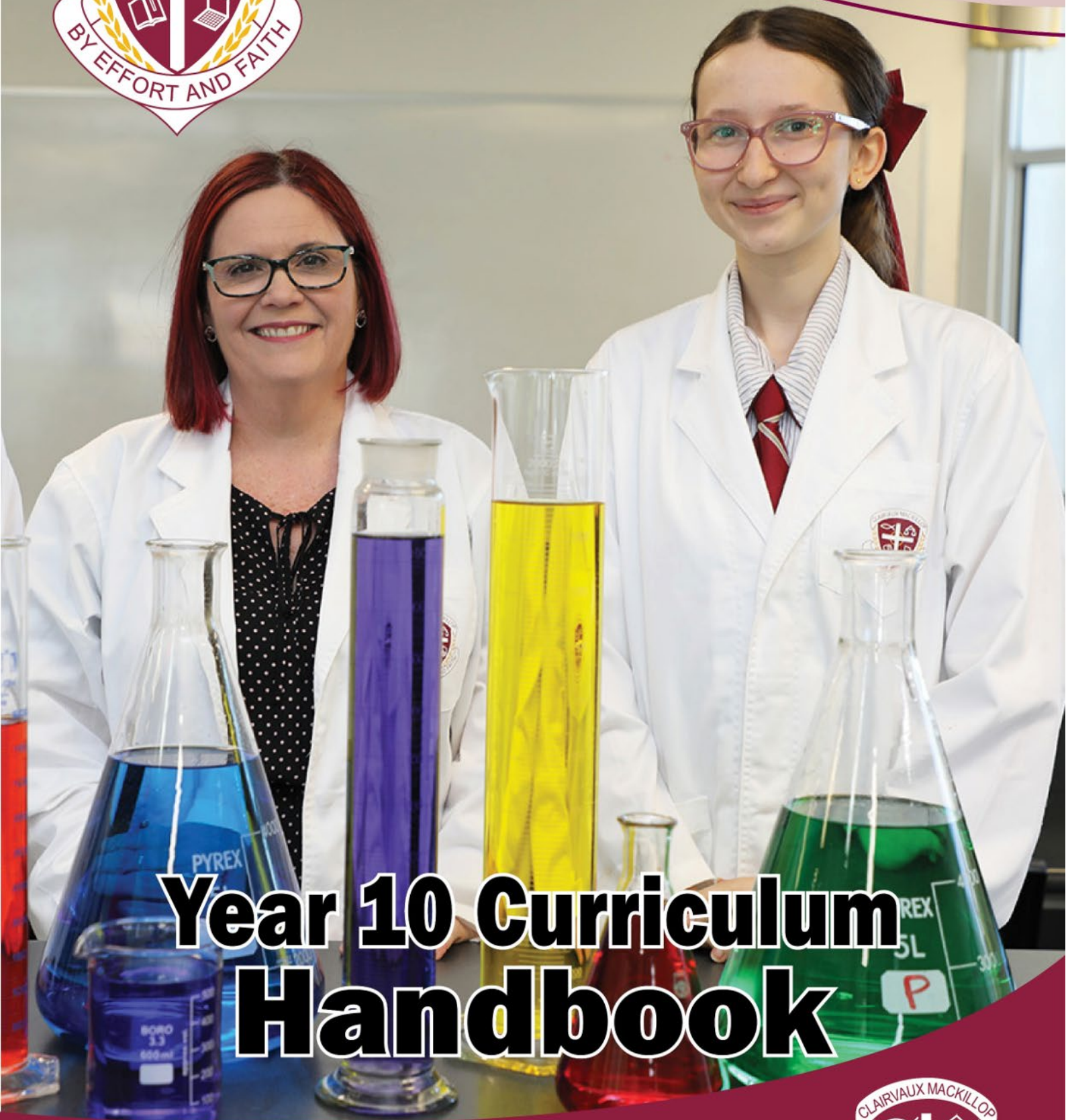


2027 Edition



Year 10 Curriculum Handbook

Clairvaux MacKillop College



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CLAIRVAUX MACKILLOP COLLEGE

From Our Principal



As our young people begin to move into Senior Schooling, we hope that they develop the habits and attributes that will furnish them with the skills required for success in their second part of high school.

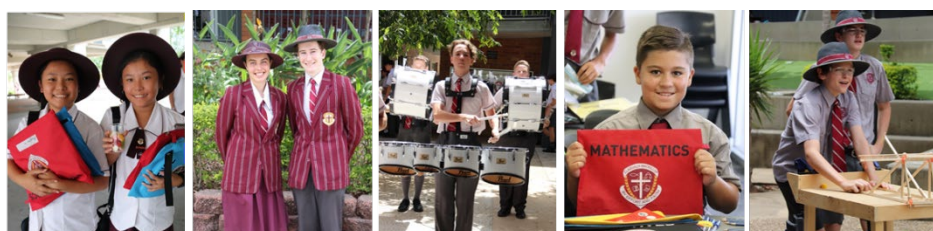
Year Ten sees our learners complete their study of the Australian Curriculum. The subsequent Year 11 and 12 Queensland Certificate of Education Curriculum has been written with the assumption that our learners have fully engaged in the Australian Curriculum, including Year Ten learning. It is a critical year in the learning journey of our students.

As such, Year Ten is an important opportunity to 'put the icing on the cake'. It is the chance for our students to finalise their preparation for Senior Schooling through subject based skill development. It is the time to demonstrate achievement that will inform the very important Senior Education and Training Plan processes that occurs in the second half of the year. It is the time to develop, refine and practice learning habits that support success.

I wish all learners the very best as they approach this exciting period of their high school life.

Wayne Chapman
Principal

By Effort and Faith.



Vision

Inspired by our Catholic tradition, we strive for excellence imbued by the charisms of our founders. As witness to the Good News of Jesus Christ, we act with integrity and hope. Empowered by the Spirit, we embrace the future with confidence.

Mission

Our mission is to work actively as a Catholic, Christian, inclusive learning community.

Values

Excellence

Integrity

Justice

Commitment

Compassion

Celebration

THE SENIOR YEARS OF LEARNING

Clairvaux MacKillop College provides a dynamic, intentional approach to teaching and learning that is responsive and appropriate to the full range of needs, interests and achievements of adolescents. Years 7, 8 and 9 are years of discovery and exploration in which students build on the experiences and learning of their Primary Years and prepare for the rigours of the Senior Years.

At Clairvaux MacKillop College, Year 10 is considered the entry into the Senior Years. Year 10 is based upon the strong foundation provided by the Australian Curriculum and the Brisbane Catholic Education Religion Curriculum.

Our key beliefs about learning in Year 10:

- Learning is a wonderful gift and every student can achieve success.
- The Year 10 courses build upon the learning of content, skills and processes established from Prep to Year 9.
- The best preparation for the Senior Years is a rigorous Curriculum where students have taken every opportunity to learn core content, skills and processes.
- The learning, teaching and assessment in Year 10 is a solid foundation for Year 11 and 12.
- There is Core learning in Religion, English, Mathematics, Science, History as well as Health and Physical Education which is essential for success in Years 11 and 12.
- There are opportunities for specialisation of subjects in preparation for Years 11 and 12.
- This is the time to establish strong, consistent study habits of 2-3 hours per night.
- All assessment of learning is important.



Students in Year 10 are prepared for future pathways both through subject selection processes and through pedagogy.

Structurally, students are permitted some degree of subject specialisation (year long) so that they can focus on depth of learning and the ways of learning within those subjects.

Teachers of Year 10 students understand that their pedagogy must reflect the developing independence of students, the need to teach key content, skills and processes, the need for differentiation, and the approaching requirements of the QCE / ATAR systems.

Teachers also provide direct focussed instruction on the cognitions emphasised by the Marzano and Kendall framework, as embedded within the Australian Curriculum and Brisbane Catholic Education Religion Curriculum.

In addition to the Curriculum offered at the College, there may be opportunities for students to participate in the Queensland TAFE Trade Taster program (subject to offering) as well as Apprenticeships and Traineeships. If available, this will be advertised during the course of the Year.



YEAR 10 COURSE STRUCTURE

The Year 10 Curriculum allows students to choose a more specialised pathway through to their Senior School Years.

Towards the middle of Year 9, students start looking at their pathway into the Senior Years of Schooling. They will study Core subjects and select Year Long Specialisation subjects that they may continue into Years 11 and 12 while keeping in line with the Australian Curriculum nominal hours. Students need to be aware of prerequisite subjects to Year 11 and 12 courses of study.

SUBJECT	DURATION
Religion	Full Year
English	Full Year
Mathematics	Full Year
Science	Full Year
History (either Semester 1 or 2)	One Semester
Health and Physical Education (either Semester 1 or 2)	One Semester
WAM	Full Year

SUBJECT	DURATION
Design and Technologies (Design)	Full Year
Design and Technologies (Engineering)	Full Year
Design and Technologies (Food and Fibre Production)	Full Year
Design and Technologies (Materials and Technologies)	Full Year
Design and Technologies (Food Specialisation)	Full Year
Digital Technologies	Full Year
Dance	Full Year
Drama	Full Year
Economics and Business	Full Year
Geography	Full Year
Media	Full Year
Japanese	Full Year
Music	Full Year
Visual Arts	Full Year
Science, Technology, Engineering and Mathematics (STEM)	Full Year

Students need to be aware that it is recommended that if they wish to study a language in Years 11 to 12, they should choose it in Years 9-10 also.

THE AUSTRALIAN CURRICULUM

The subjects within the Year 10 course of study are based upon the Australian Curriculum. This is because the best preparation for the Senior Years of Learning, is to take advantage of a rigorous Australian Curriculum.

The Australian Curriculum is designed to help all young Australians to become successful learners, confident and creative individuals, and active and informed citizens. Presented as a developmental sequence of learning from Foundation - Year 10, the Australian Curriculum describes to teachers, parents, students and others in the wider community what is to be taught and the quality of learning expected of young people as they progress through school.

The Australian Curriculum ensures the same high standard curriculum content is available to every student, regardless of where they live. It reflects the priorities and expectations that Australians hold for our young people.

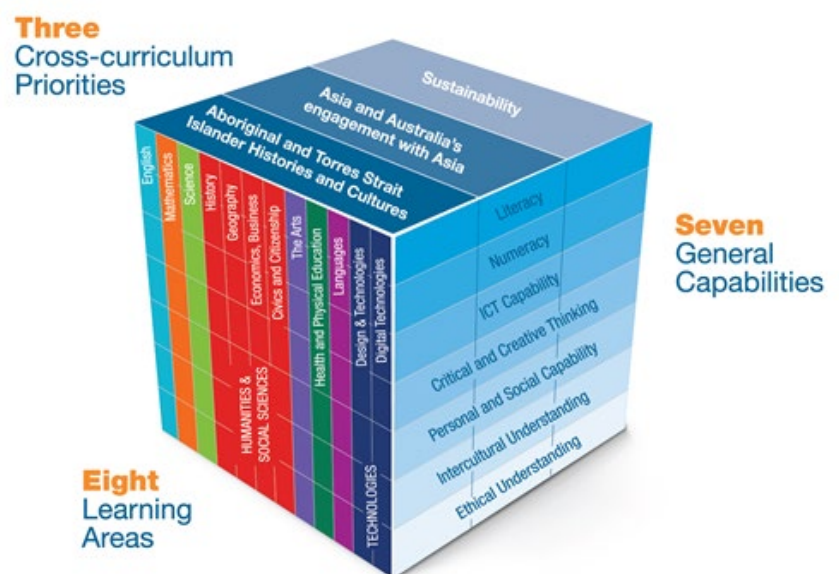
The Australian Curriculum is three-dimensional and is based upon the following:

- Three Cross-Curriculum Priorities
- Seven General Capabilities
- Eight Learning Areas

These all contribute to a well-rounded education of all Australian students, providing the knowledge, understanding and skills needed for life and work in the 21st century.

The Australian Curriculum is designed to meet the needs of students by delivering a relevant, contemporary and engaging curriculum that builds on the educational goals of the Melbourne Declaration. The Melbourne Declaration identified three key areas that need to be addressed for the benefit of both individuals and Australia as a whole. In the Australian Curriculum, these have become priorities that provide students with the tools and language to engage with, and better understand, their world at a range of levels. The priorities provide dimensions that will enrich the curriculum through development of considered and focused content that fits naturally within learning areas. They enable the delivery of learning area content at the same time as developing knowledge, understanding and skills relating to Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia or sustainability. Incorporation of the priorities will encourage conversations between learning areas and between students, teachers and the wider community.

Cross-curriculum priorities are addressed through learning areas and are identified wherever they are developed or applied in content descriptions. Cross-curriculum priorities are also identified where they offer opportunities to add depth and richness to student learning in content elaborations. They will have a strong but varying presence depending on their relevance to the learning area.



BRISBANE CATHOLIC EDUCATION

RELIGION CURRICULUM

The classroom learning within Religious Education is based upon the Religion Curriculum developed by Brisbane Catholic Education. It follows a similar structure to the Australian Curriculum.

The classroom learning and teaching of religion in the Archdiocese of Brisbane has been characterised by a reconceptualist approach. It operates from an educational framework and Brisbane Catholic Education's *Model for Religious Education*. Classroom religion becomes a place for dealing with the critical religious issues and concerns of life.

Like the learning in previous years, the Year 10 course in Religious Education is based upon four areas:

- Sacred Texts
- Beliefs
- Christian Life
- Church



The *Religion Curriculum P-12* includes content descriptions at each year level. These set out the religious knowledge, deep understanding and skills that teachers are expected to teach and students are expected to learn. The content descriptions have been written to ensure that learning is appropriately ordered and that unnecessary repetition is avoided. However, a concept or skill introduced at one year level may be revisited, strengthened and extended at later year levels as needed.

The Religion Curriculum also includes General capabilities which comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum, in co-curricular programs and in their lives outside school.

There are seven general capabilities:

- literacy
- numeracy
- information and communication technology (ICT)
- critical and creative thinking
- personal and social
- ethical understanding
- intercultural understanding.

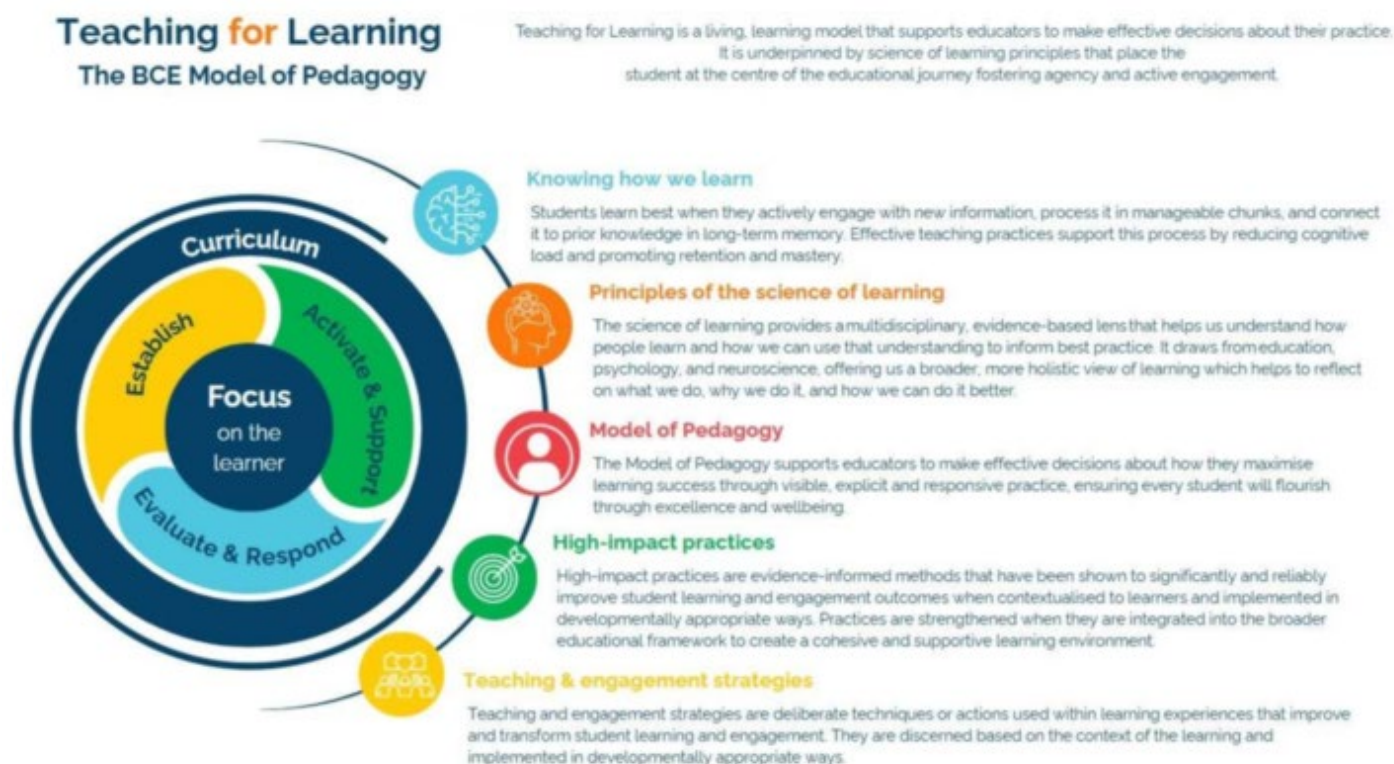
LEARNING AND TEACHING IN YEAR 10

Year 10 is the entry into the Senior School and as such, provides students with a solid foundation for learning in Year 11 and 12.

Students need to take every opportunity for success in their learning in Year 10.

The BCE model of pedagogy brings together the principles and practices of learning and teaching that lead to success for all learners. These principles and practices arise out of the beliefs and values of the BCE Learning and Teaching Framework and an evidence-base upon which teachers can construct their practice to ensure that all students are progressing in their learning and development.

It provides a common language for planning and reflecting on learning and teaching in our College.



The BCE Model of Pedagogy brings together the principles and practices of learning and teaching that lead to success for all learners.

These principles arise out of the beliefs and values of the Brisbane Catholic Education Learning and Teaching Framework and an evidence-base upon which teachers can construct their practice to ensure that all students are progressing in their learning and development.

Principles of the BCE Model of Pedagogy include:

- High expectations
- Equity and excellence
- Learning entitlement

VOCATIONAL EDUCATION AND WORK EXPERIENCE

Vocational Education and Training (VET) is 'education and training for work' and part of a broader educational network in Australia that includes schools, universities and adult and community education.

Work Experience for students may take place during the school holidays. Please contact the Program Leader – Vocational Education for details.

Apprenticeships and Traineeships may begin in Year 10 (they may also begin in Year 11). It is preferable that students have completed Work Experience in the area before signing up for an Apprenticeship or Traineeship. There is also great benefit in participating in the TAFE Trade Tester program before commencing an Apprenticeship or Traineeship.

In Year 10, the TAFE Trade Tester (from Term 2) is the first step to Vocational Education. This program gives Year 10 students who apply and are approved for the program, the opportunity to try out a trade and the training required at TAFE. Therefore, they are able to make an informed decision about training in Year 11 and 12.

NO SUBJECT CHANGES IN YEAR TEN

All subjects studied in Year 10 (with the exception of History / Health and Physical Education) are studied for the full year.

There can be no changes to Specialisation subjects as these are studied for the entire year so students should choose wisely. A good plan of action is to choose Specialisation subjects that they enjoy and excel. This is preparing students for the resilience needed for the Queensland Certificate of Education in Year 11 and 12.

ATTENDANCE REQUIREMENTS

All areas of study are subject to attendance requirements. Each subject has nominal hours per study area that must be completed in order to satisfactorily complete the area of study. The expected attendance standards are, at any given point in time, a minimum of 90% attendance (as an example, over a ten-week term, one day absent is calculated at 2% at the end of term).

For a student, attendance at extra-curricular activities, sporting events, excursion and incursion opportunities, camps, senior formals, social events etc. may be impacted and restricted due to low attendance rates and / or lack of assessment submission and homework completion.

ABSENCE FROM SCHOOL DURING THE SCHOOL TERMS

Students are discouraged from taking un-necessary time away from learning and assessment. Learning and Assessment cannot be paused during any time away. Applications for a leave of absence can be obtained through the College Office.

Please note that holidays, weekends away, camping trips, sporting and work commitment, as well as TAFE, Apprenticeships / Traineeships are not valid reasons to apply for Short term AARA.



LEARNING IN YEARS 11 AND 12

In Years 11 and 12, students have choices between General, Applied and Certificate/Diploma subjects; the subjects they choose in Year 10 are in preparation for these but they are planned from the Australian Curriculum or the Brisbane Catholic Education Religion Curriculum.

Students must choose whether they would like to apply for university directly at the end of Year 12 or whether they would like to take another pathway. If a student is undecided, we can guide them on keeping their options open.

For a student to apply to university, they would ensure they are ATAR (Australian Tertiary Entrance Rank) eligible.

THE STRUCTURE OF LEARNING IN YEARS 11 and 12

In the QCE system, Units 3-4 are summative and contribute to subject exit levels of achievement and the calculation of ATAR scores for eligible students. For teachers to deliver the QCAA recommended learning hours before the date of external exams in Year 12 Week 4, Term 4, students will commence Unit 3 learning in Term 4, Year 11.

In most subjects, Year 11 students will undertake summative assessment for Unit 3 learning in Term 4, Year 11. Student results in Term 4, Year 11 will count towards their final exit subject achievement and ATAR calculation if applicable.

Below is a general representation of Units 1-4 learning for students in Year 11, 2028. Exact start and finish times for learning within Units 1-2 and within Units 3-4 may differ according to the recommended hours of learning for unit topics. However, all Year 11, 2028 students will commence Unit 3 at the beginning of Term 4, Year 11.

Year 11 - 2028			
Formative Assessment			Summative Assessment
Unit One		Unit Two	Unit Three / Four pair
Term 1	Term 2	Term 3	Term 4
Year 12 - 2029			
Summative Assessment			
Unit Three / Four pair			External Exams
Term 1	Term 2	Term 3	Term 4

YEAR 11 EXPECTED MINIMUM RESULTS

Clairvaux MacKillop College applies expected minimum results to Senior subjects to ensure students select courses in which they have the best chance of success. These minimum results are based upon the Achievement Standard for the Australian Curriculum. ***Students need to demonstrate at least a C standard in English to have the best chance of success in any General Subject in Year 11.***

Year 11 Subject	Department	Expected Minimum Result	Subject Type
Accounting	Humanities	✓ C in Year 10 English	General
Ancient History	Humanities	✓ C in Year 10 English	General
Biology	Science	✓ C in Year 10 English ✓ B in Year 10 Science ✓ B in Year 10 Maths	General
Building and Construction Skills	ITD	✓ No recommendation	Applied
Business	Humanities	✓ C in Year 10 English	General
Business Studies	Humanities	✓ C in Year 10 English	Applied
Certificate II in Workplace Skills and Certificate III Business	Humanities	✓ C in Year 10 English	VET
Certificate IV in Justice	Humanities	✓ C in Year 10 English	VET
Certificate III in Fitness *	HPE	✓ C in Year 10 English	VET
Certificate III in Health Services Assistance including Certificate II in Health Support Services *	HPE	✓ C in Year 10 English	VET
Certificate II in Hospitality/Certificate III in Hospitality	Home Economics	✓ C in Year 10 English	VET
Certificate II in Sports Coaching/ Certificate III in Sports Coaching	HPE	✓ C in Year 10 English	VET
Chemistry	Science	✓ C in Year 10 English ✓ B in Year 10 Science ✓ B in Year 10 Maths and above satisfactory achievement in Algebra and Geometry assessment	General
Dance	The Arts	✓ C in Year 10 English	General
Design	ITD	✓ C in Year 10 English	General
Digital Solutions	Technology	✓ C in Year 10 English ✓ C in Year 10 Maths	General
Diploma of Business	Humanities	✓ C in Year 10 English	VET
Drama	The Arts	✓ C in Year 10 English ✓ C in Year 10 Drama (recommended)	General
Drama in Practice	The Arts	✓ No recommendation	Applied
Economics	Humanities	✓ C in Year 10 English	General
Engineering	ITD	✓ C in Year 10 English ✓ B in Year 10 Maths and above satisfactory achievement in Algebra and Trigonometry assessment ✓ C in Year 10 Design Technology -Engineering	General
Essential English	Languages	No recommendation	Applied
Essential Mathematics	Mathematics	✓ No recommendation	Applied
Film, Television and New Media	The Arts	✓ C in Year 10 English	General
Food and Nutrition	Home Economics	✓ C in Year 10 English ✓ C in Year 10 Science	General
Furnishing Skills	ITD	✓ No recommendation	Applied
General English	Languages	✓ C in Year 10 English and satisfactory result for the analytical assessment (Term 2) and literary essay assessment (Term 4)	General

General Mathematics	Languages	✓ C in Year 10 English ✓ B in Year 10 Maths and satisfactory achievement in Algebra and Geometry assessment	General
Geography	Humanities	✓ C in Year 10 English	General
Health	HPE	✓ C in Year 10 English	General
Industrial Graphics Skills	Technology	✓ No recommendation	Applied
Information & Communication Technology	Technology	✓ No recommendation	Applied
Japanese	Languages	✓ C in Year 10 Japanese ✓ C in Year 10 English	General
Legal Studies	Humanities	✓ C in Year 10 English	General
Literature	Languages	✓ C in Year 10 English and satisfactory result for the analytical assessment (Term 2) and literary essay assessment (Term 4)	General
Mathematical Methods	Mathematics	✓ B in Year 10 Maths and above satisfactory achievement in Algebra and Geometry assessment	General
Media Arts in Practice	The Arts	✓ No recommendation	Applied
Modern History	Humanities	✓ C in Year 10 English	General
Music	The Arts	✓ C in Year 10 English ✓ Ability to sing or play a musical instrument to a competent level ✓ C in Year 10 Music	General
Music Extension (Unit 3 and 4 only)	The Arts	✓ Year 11 and 12 Music	General
Music in Practice	The Arts	✓ No recommendation	Applied
Philosophy & Reason	Humanities	✓ C in Year 10 English ✓ C in Year 10 Maths	General
Physical Education	HPE	✓ C in Year 10 English ✓ C in Year 10 HPE	General
Physics	Science	✓ C in Year 10 English ✓ B in Year 10 Science ✓ B in Year 10 Maths	General
Psychology	Science	✓ C in Year 10 English ✓ B in Year 10 Science ✓ B in Year 10 Maths	General
Religion and Ethics	Religion	✓ No recommendation	Applied
Social and Community Studies	Humanities	✓ No recommendation	Applied
Specialist Mathematics **	Mathematics	✓ C in Year 10 English ✓ B in Year 10 Maths and above satisfactory achievement in Algebra and Geometry assessment	General
Study of Religion	Religion	✓ C in Year 10 English ✓ C in Year 10 Religion	General
Tourism	Humanities	✓ No recommendation	Applied
Visual Art	The Arts	✓ C in Year 10 English ✓ C in Year 10 Visual Art	General
Visual Art in Practice	The Arts	✓ No recommendation	Applied

N.B.: * These courses are VETiS-funded. Students are eligible for VETiS funding for one Certificate course only. If undertaking additional VETiS-funded courses, the listed course costs will be incurred. ** Students who study Specialist Mathematics must also study Mathematical Methods

This information was correct at the time of printing however requirements and class availability are subject to change over the period this document is intended to cover due to responses to Australian Curriculum, QCE and ATAR updates, teacher availability and student interest.

****VET courses, as well as apprenticeships, are not available to overseas students.**

QUEENSLAND CERTIFICATE OF EDUCATION (YEAR 11 AND 12)

The Year 10 Curriculum is designed to give all students a solid foundation for Year 11 and 12 in which the majority of students complete the Queensland Certificate of Education.

The Queensland Certificate of Education (QCE) is Queensland's Senior School qualification, which is awarded to eligible students, usually at the end of Year 12.

The QCE recognises broad learning options and offers flexibility in what, where and when learning occurs. It is internationally recognised and provides evidence of Senior Schooling achievements.

Clairvaux MacKillop College expects all QCE students completing Year 12 to attain the qualification as a minimum qualification standard.

The Queensland Certificate of Education (QCE) qualification will be awarded to eligible students by the Queensland Curriculum and Assessment Authority (QCAA).



Students completing Year 12 in Queensland will be issued with a Senior Education Profile. Included in this profile could be the student's Statement of Results which is a transcript of a student's learning account. The Statement of Results shows all QCE-contributing studies and the results achieved that may contribute to the award of a QCE, as well as a Queensland Certificate of Education (QCE).

QUEENSLAND ATAR

The following is taken from <https://www.qtac.edu.au/atar-my-path/atar>

Please note: Eligibility for ATAR is based upon subject enrolment in Units 3 and 4 (Year 12) only.

From 2020, the Australian Tertiary Admission Rank (ATAR) replaced the Overall Position (OP) as the standard pathway to tertiary study for Queensland Year 12s. The ATAR is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students. QTAC will calculate ATARs for Queensland school leavers.

What is the ATAR?

The ATAR is the standard measure of overall school achievement used in all other Australian states and territories. It is a rank indicating a student's position overall relative to other students. The ATAR is expressed on a 2000-point scale from 99.95 (highest) down to 0, in increments of 0.05. ATARs below 30 will be reported as '30.00 or less'.

ATAR eligibility

To be eligible for an ATAR, a student must have:

- satisfactorily completed an English subject
- completed five general subjects, or four general subjects plus one applied subject or VET course at AQF certificate III or above
- accumulated their subject results within a five-year period.

While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best five subjects.

ATAR Calculation

The ATAR will be calculated by combining a student's best five subject scaled scores. Scaled scores will be derived from a student's subject results as reported to QTAC by the Queensland Curriculum and Assessment Authority (QCAA), using a process of inter-subject scaling.

Inter-Subject Scaling

Inter-subject scaling is where raw scores for a given subject are adjusted so the results for that subject can be compared fairly with the results of any other subject. If a student of a given ability studies an easier Maths subject they might get a 90/100. But if the same student studied a harder Maths subject they might only get a 70/100. However, if scaling works, they should end up with the same scaled score for inclusion in their ATAR calculation. If subjects were not scaled, students could maximise their ATAR by studying what they believe are the easiest possible subjects to get the highest possible best five subject results to comprise their ATAR. Inter-subject scaling will not enhance or diminish a student's performance in their subjects. The student's ranking relative to other students in their subjects does not change. Scaling simply allows for performances to be compared across all subjects, and then only for the purposes of including these in the calculation of a student's ATAR. Students should choose subjects that:

- they enjoy
- think they will achieve well in
- that are subject prerequisites for tertiary courses that they will be seeking entry to.

Vocational Education and Training (VET) and the ATAR

Each VET qualification level (certificate III or higher) will have a single scaled score that can be included in a student's ATAR. For example, a Certificate III in Hospitality and a Certificate III in Laboratory Skills will each have the same scaled score; this will be regardless of the duration or area of study of the certificate III. It is expected that the scaled score for a completed VET Diploma will be higher than that for a completed VET Certificate IV, which in turn will be higher than the scaled score for a completed VET Certificate III.

How Will Specific Subjects Scale?

As scaling is based on actual subject achievement data published at the beginning of each year (reporting for the previous year).



SENIOR EDUCATION AND TRAINING (SET) PLANS

A SET Plan is a Senior Education and Training Plan. The aim of SET Planning is to help students make good and realistic decisions about their learning pathways and ensure they base their subject choices on their abilities, interests and clearly articulated goals.

Under Queensland Government law, young people are required to be 'earning or learning'. To help meet this requirement in a meaningful way, the SET Plan helps students map out their learning goals and specifies what students will study in Years 11 and 12. It also considers students' tertiary or work goals. The SET Plan is a formal, private document which is referred back to whenever students request to make subject changes and is also used as part of the school's academic review process.

The SET Plan process begins mid-way through Year 10.

Specific goals of SET Planning

- Ensure students are aware of the requirements of the QCE/QCIA and have made clear, informed choices which set them up to attain a QCE/QCIA.
- Ensure students are aware of the stepping stones required to achieve an ATAR (Australian Tertiary Admission Rank), Vocational Qualification or an achievable career after school.
- Provide a platform from which students can seek and engage in further education and training.
- Formally document the students' learning pathway for the Senior Years of schooling.
- Empower students, encouraging them to be active participants who are responsible for their own learning.
- Provide a discussion point for students, families and the school.
- Provide a tool through which the school can monitor students' progress in their Senior learning pathway.

SET Planning is a detailed process which develops in stages. Initially, students will need to think clearly about their future goals and explore their learning options. At Clairvaux MacKillop College, we support students in this process through Year 10 lessons. After considering their learning goals, students will document their SET Plan and implement it in Years 11 and 12.

The SET Plan needs to be finalised by the end of Year 10. This is a vital component of students' Senior studies. The SET Plan is agreed upon by the student, their parents/carers and the school and a copy of the student's SET Plan is retained by the school as an official record.

The SET Plan is reviewed through Year 11 and 12.



YEAR 10 SUBJECT OUTLINES

Business

By the end of Year 10, students should be able to explain how economic performance is measured and how governments, businesses and individuals respond to changing conditions. Students will also be introduced to the Senior subject areas of Business, Economics, Legal Studies and Accounting.

ACCOUNTING

- Manual accounting process for a business

LEGAL STUDIES

- Understanding Our Laws
- The Court Hierarchy
- Role of Police
- Rights of the Individual
- Crime and Punishment
- Youth and the Law

ECONOMICS

- Economic performance indicators
- Links between living standards and Australia's economy

BUSINESS

- Improving business productivity
- Social Enterprise

This subject leads to four areas of study in Year 11 and 12 – Legal Studies, Accounting, Economics and Business, which caters to students interested in future studies in the Business, Finance and Legal areas.

Recommended Nil

Learning Experiences

Students are introduced to the Queensland legal system and manual accounting processes in a business. They then participate in planning their own enterprise, whilst gaining an understanding of the Australian and global economy, and how economic performance is measured.

Students will learn the following skills:

- Organisation and planning
- Innovation
- Decision making
- Research and communication
- Collaboration
- Reflection and action

Possible Assessment

Assignments, Exams and Presentations.

Resources Required Laptop

Dance

Year 10 Dance gives students an understanding of manipulating choreography to communicate meaning. Students view various dance works to evaluate choreographic intention. They also develop technical and expressive skills through working with teacher and guest artist choreographers to rehearse and perform dances within studied genre and styles.

Semester 1: Dance on film unit explores popular dance and music through dance making. Students transition to a Razzle Dazzle unit which explores performing and responding to choreography within the musical theatre genre.

Semester 2: My Idol unit explores contemporary dance, specifically the Choreographic and structural techniques used to create abstract movement. Students continue to develop technical and analytical skills through Contemporary movement style.

This subject caters to students who study Dance to develop lifelong skills of critical and creative thinking, problem solving, collaboration, reflection, and persistence.

This subject leads to Year 11 and 12 Dance.

Recommended Nil

Learning Experiences

- Manipulate movement through the use of choreographic devices and the elements and principles of choreography and sequence dance actions into short dance sequences as partners, groups and individually.
- Examine the development of film clips, music theatre, contemporary and cultural dance throughout history.
- Participate in classes in a range of popular dance styles including Jazz, Hip-Hop, Funk, and Break Dancing styles, as well as deconstruct and critically investigate the socio-cultural context of dance clips.
- Apply choreographic form, devices and technique to create dance movement pieces.
- Identify and discuss the use of choreographic devices in their own and others' Contemporary dance works.
- Students will identify and discuss the use of dance actions in their own and others' Contemporary dance works as well as research the history of Contemporary dance and the evolution of the art form.
- Workshop dance actions specific to a number of dance styles including, Indigenous Dance, Irish Dance, Bollywood, Flamenco, African, Chinese Ribbon Dance and various Latin styles.
- Students will analyse, interpret and evaluate ritual dances and Musical Theatre through research, film excerpts and movement demonstrations, including hypothesising as to how such dances reflect various geographical, historical and socio-cultural contexts.

Possible Assessment

- Group performance
- Individual and Group choreography
- Analytical Essay
- Exam

Resources Required

All students are required to have black leggings or trousers and a black fitted top for performance.

Students are invited to attend 1-2 live Dance experiences in each unit of dance. These will occasionally involve performances outside school. There will be a cost for each performance. These experiences are invaluable for enhancing students' knowledge, understanding and appreciation of Dance. These performances will constitute part of the assessment e.g. a critical review of a performance. Black socks are also required.

Design and Technologies (Food and Fibre Production)

Year 10 Design and Technologies (Food and Fibre Production) combines practical learning with creative thinking and problem-solving. Students research, design, produce and evaluate food and textile products while developing the knowledge and skills to respond to real-world challenges.

Throughout the year, students:

- **From Fabric to Fashion** – Design and construct a personalised pair of pyjama pants.
- **Future of Food** – Investigate food waste, sustainability and sensory evaluation while designing food products that repurpose commonly wasted ingredients.
- **Nourish and Thrive** – Design, produce and evaluate a nutritious snack suitable for sale through a school tuckshop.
- **Baked to Perfection** – Explore the functional properties of ingredients while preparing a range of sweet baked products.

Success in this subject requires organisation, effective time management, creativity and a commitment to producing high-quality work.

This subject leads to further study in Food & Nutrition, Social and Community Studies, and the Certificate III in Hospitality. It is ideal for students interested in pursuing future careers in health, nutrition, hospitality, community services, design, textiles and the creative industries.

Recommended Nil

Learning Experiences

- Apply the design process to develop food and textile products.
- Develop practical food preparation and textile construction skills.
- Investigate the impact of sustainability and consumer needs on product design.
- Use sensory evaluation to assess and improve food products.
- Explore the functional properties of ingredients during food preparation.
- Communicate, justify and evaluate design decisions through practical and written assessment.

Possible Assessment

- Design projects
- Practical investigations
- Product evaluations
- Written examinations

Resources Required

Food Practical Lessons: Clean, full-coverage apron, two clean tea towels, container for transporting food home and cutlery.

The College supplies ingredients for weekly practical lessons. During the *Nourish and Thrive* design project, students are required to provide some specialised ingredients.

Textiles Practical Lessons: All fabrics and materials are supplied by the College.

Design and Technologies (Food Specialisations)

Year 10 Food Specialisations combines practical food preparation with creative thinking, problem-solving and food service skills. Students research, design, produce and evaluate food solutions while developing advanced practical techniques, nutritional knowledge and an understanding of the food and hospitality industries.

Throughout the year, students:

- **Exploring Food Properties** – Investigate the nutritional, functional and sensory properties of food while preparing healthy food products.
- **Fuel & Flavour: Designing Nutritious Foods** – Design, produce and evaluate nutritious food solutions that respond to identified consumer needs.
- **Food Service Essentials** – Develop food presentation, customer service and event catering skills through planning and delivering a food service function.
- **Food Planning & Catering Foundations** – Explore menu planning, food costing and catering operations while preparing a range of food products.

Success in this subject requires organisation, effective time management, creativity and a commitment to producing high-quality work.

This subject leads to further study in Food & Nutrition, Certificate III in Hospitality, and other hospitality and food-related pathways. It is ideal for students interested in pursuing future careers in health, nutrition, hospitality, catering, food service and the food industry.

Recommended Nil

Learning Experiences

- Apply the design process to develop innovative food solutions.
- Develop advanced food preparation, presentation and service skills.
- Investigate nutrition, food properties and consumer needs.
- Plan and deliver food service experiences for a range of occasions.
- Apply food safety and hygienic work practices in practical settings.
- Communicate, justify and evaluate design decisions through practical and written assessment.

Possible Assessment

- Design projects
- Practical investigations
- Product evaluations
- Written examinations

Resources Required

Food Practical Lessons: Clean, full-coverage apron, two clean tea towels, container for transporting food home and cutlery.

The College supplies ingredients for weekly practical lessons. Students may be required to provide some specialised ingredients for individual design projects.

Design and Technologies (Material and Technologies)

Design and Technologies (Material and Technologies) has been planned from the Australian Curriculum to use knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities.

This subject will give students a foundation that builds skills and knowledge regarding materials, tools and workshop processes to construct a range of varied projects. It allows students to understand the safety requirements of a workshop setting when using powered machinery. Students will complete practical projects and relate them to industry practices, using the design process.

This subject leads to the Applied subjects of Year 11 and 12 Building and Construction Skills as well as Furnishing Skills.

Recommended Nil

Learning Experiences

Areas of Study may include:

- Occupational Health and Safety Issues
- Workplace drawings and standards
- Production of projects using timber
- Hand and power tools use.
- The Design Process.

Possible Assessment

- Completion of class projects
- Project folios

Resources Required

Pencil, Safety Glasses and 48 page A4 writing book

Design and Technologies (Design)

This unit of study is about designing products, services and environments to solving real life problems and communicating through both written and drawing. Each of the units of study engage students in understanding ethical, social and economic impacts of designed products in our world.

This subject leads to Design (General Subject).

This subject caters to students interested in further studies in Design.

Recommended Nil

Learning Experiences

In learning about graphics and information, students will -

- Form and develop the ability to analyse and interpret information;
- Meet needs and solve problems in creative ways, using imagination and visualisation;
- Transfer information and ideas, and disseminate knowledge to a variety of audiences using different mediums.

Students study the following three areas of study throughout the year

- Product Design
- Environment Design
- Service Design

Possible Assessment

- Exams
- Design Folios

Resources Required

Pencil for sketching, eraser and 48 page A4 writing book

Design and Technologies (Engineering)

Based upon the Australian Curriculum, this subject encourages learners to be independent and creative problem solvers. Engineering provides students an opportunity to gain an understanding of the underlying principles of design and problem solving. It is concerned with the theoretical concepts and their practical applications in real world scenarios. Students who study Engineering develop technical knowledge and problem-solving skills that enable them to respond to and manage ongoing change in technology and society.

Please be aware that this course requires a high knowledge of Mathematics.

This subject leads to Year 11 and 12 Engineering.

This subject caters to students who are pursuing careers in the following:

- Engineering
- Aerospace
- Mining
- Telecommunications
- Biomedical

Recommended B in Mathematics and C in English

Learning Experiences

Semester 1

- Engineering millstones in history
- Newtons 3 laws
- Deformation and failure of structures
- Forces in structures
- Categorising materials
- Types of material tests
- Stress vs Strain
- Technical sketching
- Australian Engineering Standards

Semester 2

- Engineering in society
- Investigate and area of growing demand
- Reduce air travel costs and environmental impact
- Dynamic calculations
- Perform aerodynamic Calculations
- Investigate 3D printing
- Conduct material calculations

Possible Assessment

Semester 1 Assessment:

- Gantry crane project folio
- Theoretical Exams

Project 2 Assessment:

- Drone Rescue
- Theoretical Exams

Resources Required 48 page A4 Writing Book, Safety Glasses, Pencil

Digital Technologies

Based upon the Australian Curriculum, Digital Technology is a course which covers topics relevant to students interested in learning skills that are interesting and relevant to them. Students will learn programming techniques using a popular coding language to create small computer programmes, web pages as well as understanding how data is managed on the world wide web. Students will also create games in Unity, which is industry standard game authoring software.

The material covered will include:

- Introduction to programming languages using Python
- Web page creation in HTML and CSS
- Data and Information Processing using SQL
- Creating games in Unity

This subject leads to Year 11 Information and Communication Technology (ICT) as well as Year 11 Digital Solutions.

This subject caters to students interested in future studies in IT and those interested in programming.

Recommended Nil

Learning Experiences

Students will learn programming techniques and languages in a games design context and will explore data and information processing using practical and fun themes. They will also learn how to design and create purposeful web pages using industry standard guidelines.

Possible Assessment

3 x Practical Assignments
1 x Exam

Resources Required

All students will require a 32G USB.

Drama

In this subject, students will enhance their knowledge, understanding and appreciation of Drama through theatrical experiences and will build on many principles of Drama, such as teamwork.

Semester 1: This unit explores multiple theatre styles and forms such as Cross-Arts, Cinematic Theatre and Children's Theatre (Theatre in Education). Students will look at the role of director, study a published text, and will create a performance for a public audience.

Semester 2: This unit explores Australian Gothic Theatre. Students will create a Dramatic Concept based on gothic stories, and will culminate in a performance for a public audience.

This subject caters to students who study Drama to develop lifelong skills of critical and creative thinking, problem solving, collaboration, reflection, and persistence. Consequently, it teaches skills that are useful beyond the Drama industry.

This subject leads to Year 11 and 12 Drama (General) and Drama in Practice.

Recommended Year 9 Drama

Learning Experiences

- Characterisation skills
- Script writing
- Directing workshops
- Re-contextualising plays.
- Script analysis
- Conventions of different styles of Drama
- Inclusion of sound, lighting and multi-media in performance
- Analysing and presenting published scripts
- Exploring verbal and non-verbal communication
- Stagecraft
- Investigating the elements of Drama including: place, space, role, language, contrast, movement, relationships, focus, mood, symbol.
- Building team/group work skills
- Analysing and evaluating own and other's performance

Possible Assessment

- Public group performances (scripted)
- Directing Vision based on a selected play (individual presenting)
- Group performance of self devised work
- 2 x live theatre review (one in exam conditions)

Resources Required

All students are required to have black clothing for performance.

Students will be invited to attend 1-2 theatrical experiences in each unit of Drama. There will be a cost for each performance. These experiences are invaluable for enhancing students' knowledge, understanding and appreciation of Drama. These performances will constitute part of the assessment e.g. a critical review of a performance.

English

In Year 10 English, students examine a variety of texts and examine how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style. They also develop and justify their own interpretations of novels, plays, films and poetry.

Students create a wide range of texts to communicate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact and accurately use spelling and punctuation when creating and editing novels, plays, advertisements and poetry.

Unit topics include: A novel creative study; analytical poetry study; Shakespeare study; genre study.

This subject leads to Year 11 and 12 English subjects.

Recommended Year 9 English

Learning Experiences

- Reading, comprehending and interpreting a variety of texts, both individually and in groups.
- Comparing the purposes, text structures and language features of traditional and contemporary texts.
- Refining vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences.
- Analysing and explaining how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response.
- Evaluate the social, moral and ethical positions represented in texts.
- Using a range of software, including word processing programs, flexibly and imaginatively to publish texts.
- Creating sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues.

Possible Assessment

In English, assessment pieces are either Written or Spoken:

- Written assessment tasks include the following genres: analytical and literary essays; and short stories.
- Spoken assessment tasks include: persuasive speech.

Resources Required Class Notebook, Document Folder

Important Information for Year 11 and 12:

Students who are wanting to successfully study General English and Literature in Year 11 and 12, need to have a high level mastery of analytical extended writing as demonstrated in Year 10. Many subjects in Year 11 and 12 require a C achievement in Year 10 as the Expected Minimum Result.

Geography

Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years.

Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.

This subject leads to Year 11 and 12 Geography.

This subject caters to all students looking to further their knowledge and understanding of the world, its systems and how they all link together. This subject also caters for students interested in the growing field of sustainability, environmental management, architecture, science, engineering and urban design.

Recommended Nil

Learning Experiences

Via the themes of Environmental Change and Management and Geographies of Human Wellbeing, students will engage in the following learning experiences:

- Field Work
- Primary Data Collection
- Field Sketching
- Mapping
- Graphing
- Planning

Possible Assessment

Assessment will be a variety of:

- Short Response Test
- Stimulus Response Essay
- Field Studies Report
- Multi-model Seminar
- Practical Exercise

Resources Required Nil

Excursion for assessment

Health and Physical Education

Year 10 Health and Physical Education aims to prepare students for both senior Physical Education and Senior Health subjects. Students engage in a range of physical activities to identify the demands of movement sequences and movement strategies. Students gather primary data to analyse their performance in volleyball and evaluate movement sequences and body and movement concepts to optimise performance. Through a variety of world games students also refine and adapt their own and other's movement skills and performances in a range of challenging and unfamiliar situations to achieve successful outcomes.

Theoretical units focus on developing students understanding of both community and personal health. Students devise strategies to manage and improve the use of screen time within their cohort. By investigating domestic violence issues students evaluate beliefs and attitudes about equality, respect and learn how to develop and maintain quality relationships. Year 10HPE emphasizes students' ability to gather and synthesise primary and secondary data from a range of credible sources, whilst also using health frameworks to propose and justify strategies to improve health and wellbeing.

This subject leads to Year 11 and 12 Physical Education and Health.

Recommended C in Year 9 English and Science

Learning Experiences

Students will use a critical inquiry approach to investigate:

- The application of Body and Movement Concepts to optimise performance
- Identifying movement sequences and movement strategies to optimise performance
- Collecting primary data through video analysis and surveys
- Collecting secondary data from credible health resources
- Analysing and synthesising primary and secondary data
- Understanding health literacy and applying health frameworks
- Propose and Justify strategies to improve health and wellbeing of individuals and communities

Students will examine the above concepts through participation in the following physical activities:

- Volleyball
- World Games- Gaelic Football, Futsal, Flag Football and European Handball

Possible Assessment

- Teacher observation of physical performance
- Folio
- Supervised Exam
- Investigation - Report

Resources Required Sports Uniform, 1 x A4 Document folder

History

Students will investigate the impact of World War II upon Australia and the world, post-war freedom movements, and post-war popular movements.

The study of History is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. 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.

This subject leads to

- Year 11 Ancient History
- Year 11 Modern History
- Year 11 Philosophy and Reason

This subject caters to

- Students interested in history.
- Students interested in taking Senior Ancient History, Modern History, or Philosophy and Reason.
- Any students wishing to pursue university study in fields such as law, politics, journalism, creative writing, film-making, psychology, sociology, anthropology etc.

Recommended Nil

Learning Experiences

- Investigations
- Source Analysis
- Critical and Creative thinking
- Paragraph writing
- Research skills
- Essay writing
- Groupwork

Possible Assessment

- Short Answer Test - Skills
- Written research assignment

Resources Required Nil

Japanese

In Year 10 Japanese, students will consolidate their knowledge of the writing scripts, *hiragana* and *katakana*, and build on their knowledge of *kanji*. Course content is based on the textbook *Obento Supreme*, and topics covered include school, the weather, shopping, eating out, descriptions, asking for permission, and directions.

This subject leads to Year 11 Japanese.

This subject caters to students with an interest in the Japanese language and culture, who enjoy communicating in Japanese and have a strong desire to develop their language skills, and who may be interested in overseas travel, or a career in which they can utilise these skills, such as international business and law, diplomacy, tourism and hospitality, or teaching.

Recommended Year 9 Japanese Semester 1 and 2

Learning Experiences

- Initiate and sustain interactions to share experiences, personal opinions, aspirations, thoughts and feelings and to discuss aspects of young people's experience.
- Develop classroom language to participate in interactions such as clarifying, apologising, showing appreciation, complimenting, and reflecting on their learning experiences.
- Access ideas and information from a range of spoken, print and multimodal texts, compare views, state opinions, and present information in different formats to inform or interest others.
- Convey information, ideas and opinions using different modes of presentation that take account of context, purpose and audience.
- Translate familiar social and community texts, such as emails, chat room posts, public signs and notices, from Japanese into English and vice versa, considering the role of culture when transferring meaning from one language to another.
- Participate in intercultural interactions, recognising how their own cultural norms impact on language use and that intercultural communication involves shared responsibility for meaning-making.
- Convey meaning by appropriately selecting and combining hiragana, katakana and kanji characters, and use understanding of kanji to predict meaning of unfamiliar words.

Possible Assessment

Students will be assessed in each of the four macro skills:

- Listening
- Speaking
- Reading
- Writing

Listening, Reading and Writing are assessed in written exams each term, and Speaking is assessed once per semester through a dialogue with the teacher or a spoken presentation.

Resources Required Obento Supreme Workbook. Approximate cost \$35 - \$40.

(This may have been retained from the Year 9 Japanese Semester 2 course.)

Media

Learning in Media Studies involves students making and responding to media forms, independently and in small groups. They explore media as an art form, and analyse the way in which mass communications constructs meaning. Students refine and extend their understanding of not only technologies like DSLR camera and video editing tools, but the more general use of character, settings, points of view, and genre conventions. They make productions, design their ideas, and critique media works and traditions.

As with Year 9 Media, there is a subject focus on the ethical, safe and proper use of media forms; and the course builds an awareness about the betterment of media practices in the digital age. Students analyse the way in which audiences make meaning and how audiences interact with and share media artworks. As they make and respond to media artworks, students explore meaning and interpretation, forms and elements, and social, cultural and historical influences of media arts. They evaluate the social and ethical implications of media arts: they extend their knowledge of camera, lighting, sound and video editing tools.

This subject leads to Year 11 and 12 Film, Television and New Media as well as Media Arts in Practice.

This subject caters to students who study Media to develop lifelong skills of critical and creative thinking, problem solving, collaboration, reflection, and persistence. This subject caters to all learning styles and progresses developmentally.

Recommended Year 9 Media

Learning Experiences

Students gain an appreciation for how advertising works in magazines, billboards and on the net. Magazine full-page ads provide a learning text to scrutinise how photographs can be constructed for their layout, spatial composition and colouring. Semester 2 looks at classic Black & White and how audio voice-over, music and sound effects work.

Possible Assessment

Making (Design)	Character Outline and Storyboard; Film Noir Pitch
Making (Production)	Still Photography; Black and White Film
Responding (Critique)	Advertising Blog; Audio commentary track to a music video.

Resources Required

All students are required to have headphones and access to a laptop for editing purposes. Students will require an SD card and a 32G USB.

Music

Year 10 Music gives students an opportunity to develop as performers and composers and helps students to develop their understanding of the analysis of music repertoire. This subject also gives a historical overview of music and the arts.

Throughout the course, students develop their understanding of the music elements by engaging in repertoire from a wide range of music styles and genres. In performance, students are afforded the flexibility to enhance their performance skills on their chosen instrument or voice. Students will engage in song-writing and composing a wide range of technologies available.

This subject leads to Year 11 and 12 Music (General) and Year 12 Music Extension (General) or Year 11 Music in Practice (Applied).

This subject caters to students who study Music to develop lifelong skills of critical and creative thinking, problem solving, collaboration, reflection, and persistence. This subject caters to all learning styles and progresses developmentally towards Senior Music and Music in Practice.

Recommended Year 9 Music

Learning Experiences

- Manipulate sound and silence to achieve aesthetic outcomes when they perform and create music.
- Develop musicianship.
- Practise, refine and perform a range of solo and ensemble repertoire with confidence, expression and stylistic integrity.
- Improvise, arrange and compose original works.
- Use aural skills and synthesis of knowledge of the elements of music, stylistic features, and structures.
- Use notation and available technologies to record and share music.
- Evaluate their own and others' music practices to inform and shape their own music making.
- Use music terminology to describe features of the music.
- Justify their opinions and preferences about music.
- Investigating the elements of music including: duration, expressive devices, pitch, structure, texture, timbre.

Possible Assessment

- Performing (solo and/or ensemble)
- Seminar
- Analytical essay
- Performance Journal
- Composing
- Concert review

Resources Required

All students are required to have headphones and access to an instrument for practice purposes.

Students are offered opportunities to attend 1-2 musical experiences in each unit of Music. These will occasionally involve performances outside school and there may be a cost for each performance. These experiences are invaluable for enhancing students' knowledge, understanding and appreciation of music.

Mathematics

Year 10 Mathematics extends on the concepts studied in Year 9 Mathematics.

It consolidates the algebraic knowledge learnt in Year 9 Mathematics applied in more complex but practical contexts. This subject will focus on algebra, graphing, trigonometry, geometry and statistics.

In Year 10 Mathematics, students will study the following topics:

- Number and Algebra - money and financial mathematics, patterns and algebra, linear and non-linear relationships
- Measurement and Geometry - geometric reasoning, Pythagoras and trigonometry
- Statistics and Probability - chance, data representation and interpretation

This subject leads to Specialist Mathematics, Mathematical Methods, General Mathematics or Essential Mathematics in Year 11 and 12.

Recommended Year 9 Mathematics

Learning Experiences

- Apply the four operations with simple algebraic fractions, triangle and angle properties to prove congruence and similarity, trigonometry to calculate unknown angles in right-angled triangles, deductive reasoning to proofs and numerical exercises involving plane shapes, the distributive law to expanding binomial expressions and factorising monic quadratic expressions.
- Calculate unknown values after substitution into formulas, probabilities for multi-step experiments, quartiles and inter-quartile ranges.
- Compare data sets by referring to the shapes of the various data displays.
- Describe bivariate data where the independent variable is time, statistical relationships between two continuous variables.
- Evaluate statistical reports.
- Identify outcomes for multi-step chance experiments.
- Investigate the connection between simple and compound interest.
- Link algebraic and graphical representations of relations.
- Recognise the relationships between parallel and perpendicular lines.
- Solve problems involving linear equations and inequalities, surface area and volume problems relating to composite solids, simple quadratic equations and pairs of simultaneous equations.

Possible Assessment

Students will be assessed through term exams in Term 1 and 3 and semester exams in Term 2 and 4. Exams will test student's ability to apply content taught in both familiar and unfamiliar contexts.

Resources Required CASIO fx-82AU PLUS II - scientific calculator

Important Information for Year 11 and 12:

Students who are wanting to successfully study General Mathematics, Mathematical Methods and Specialist Mathematics in Year 11 and 12, need to have a high level mastery of Geometry and Algebra (from Year 9 and 10).

Religious Education

Students learn about various ways in which humans have understanding of the mystery of God or the 'Other', which is ultimately beyond human language, concepts and stories. These include, the human experience of the created world; the valuable insights of the major world religions, as reflected in their core beliefs and practices; the different representations of God in Old Testament and New Testament texts by various human authors in different historical, social and cultural contexts; Christian spiritual writings that search for the mystery of God in the midst of world events and the course of human history; and participation in personal and communal prayer that can lead believers to contemplation (the simple awareness of the presence of God).

Students explore how the Church has responded to the range of unprecedented threats to both human ecology and environmental ecology facing Australian and the Modern World (c. 1918 to the present) from science, technology, materialism, consumerism and political ideologies. They develop critical understanding of the various sources that guide the Church's action in the world today, including the teaching of Jesus and the early Church, the principles of Catholic social teaching and the reasoned judgements of conscience, carefully formed and examined. They examine the Eucharist as the primary and indispensable source of nourishment for the spiritual life of believers, who carry on Jesus' mission in the world. They continue to develop their understanding of prayer in the Christian tradition through an exploration of Centering Prayer; prayers for justice, peace and the environment, including the Prayer of St Francis, the Magnificat and the Canticle of Creation; and meditative prayer practices, including praying with the help of nature.

This subject leads to Year 11 and 12 Study of Religion as well as Religion and Ethics.

Recommended Nil

Pathways Nil

Learning Experiences

Students examine and respond to a range of texts related to:

- The mystery of God can be named and how it can be understood through the experience of the created world.

The role of religion in the world, especially the Catholic Church. Students extend the literacy skills required to:

- understand texts concerning religious and moral issues
- explain how religious writings reflect the human understanding of God.
- participate respectfully in vocal and meditative prayer practices develop and justify their own responses to contemporary religious and moral questions,
- learn to use evidence from various sources to support their responses.
- critically analyse a range of spiritual writings that:
- focus on the search for the mystery of God in the midst of current and historical events.
- lead believers to action and contemplation, based on the awareness of the presence of God.
- show how the Church responds to challenge, change and threat, including threats to human life and ecology.

Possible Assessment

Extended written responses (Report and Essay), Short Response Exam (2).

Science

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical & creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods.

This subject will cover biological sciences, chemical sciences, earth and space science and physical sciences in accordance with the Australian Curriculum.

In Year 10 Science students will study the following topics:

- Forces and Motion.
- Chemistry – Atomic Theory, bonding, chemical reactions.
- Genetics and Evolution including the theory of natural selection.
- Astronomy and Earth Science.

This subject leads to Year 11 Biology, Chemistry, Physics and Psychology. It caters to students inquisitive about how the world works and those students considering a career in a Science, Engineering or Health field.

Recommended Year 9 Science

Learning Experiences

In the Year 10 curriculum, students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang.

Atomic theory is developed to understand relationships within the periodic table.

Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

Possible Assessment

Students will be assessed in their learning in a variety of ways, including written research investigations, student experiments, data tests and written semester exams. Both individual and group activities will be assessed.

Resources Required Laptop

Important Information for Year 11 and 12:

Students who are wanting to successfully study Biology, Psychology, Chemistry or Physics in Year 11 and 12, need to have a high level of understanding of Science concepts from the Year 10 Science course in addition to a B in Mathematics.

Science, Technology, Engineering and Mathematics (STEM)

STEM is an approach to learning and development that integrates the areas of science, technology, engineering and mathematics.

The global economy is changing. Current jobs are disappearing due to automation and new jobs are emerging every day as a result of technological advances. The continual advances in technology are changing the way students learn, connect and interact every day. Skills developed by students through STEM provide them with the foundation to succeed at school and beyond.

Employer demand for STEM qualifications and skills is high, and will continue to increase in the future. Currently, 75 per cent of jobs in the fastest growing industries require workers with STEM skills. To be competitive, the Australian workforce needs people who can adapt to a changing workplace and STEM empowers individuals with the skills to succeed and adapt to this changing world.

This subject, planned from the Australian Curriculum, is designed to develop both critical thinking skills as well as lateral thinking and design by working collaboratively on projects to solve real world problems. Students must be able to work independently as well as in teams.

In Year 10 STEM students will study the following topics:

- Sustainability
- Rockets and Parachutes
- Robotics (including 3D printing)

This subject leads to Year 11 and 12 Biology, Chemistry, Physics.

This subject provides students with opportunities to consolidate and integrate knowledge and skills learnt in Science, IT and Mathematics subjects to find solutions to real world, multidisciplinary problems. Students will also learn about the engineering methodology.

Recommended B in Year 9 Science and Maths

Students will have difficulty with the subject if they are not achieving a B in both Mathematics and Science.

Learning Experiences

Develop skills such as: teamwork, critical thinking skills and problem solving.

Possible Assessment

Majority of assessment is project based which is developed and worked on through the term.

Resources Required Laptop

Possible bus costs for transportation to university workshops/ engineering activities.

Visual Art

This subject encourages creativity through greater interpretation and purposeful expression with the development of Visual Literacy.

Topics include:

- Elements of design and Art, colour theory and visual literacy.
- Expression through line, colour and symbols.
- Research of the art movements within Modernism.
- Appraising the 'Modernist' art period and its artists.
- Expression of emotion through colour, texture, mask making and mixed media painting.
- Research of social issues expressed through Art.
- Appraising artists expressing social issues.

This subject leads to Year 11 and Year 12 Visual Art (General) and Visual Arts in Practice (Applied).

This subject caters to students interested in future Creative Industries studies.

Recommended Year 9 Visual Art

Learning Experiences

Design, drawing, painting, print making, sculpture, mixed media and Art appraising and literacy (including art vocabulary).

Possible Assessment

Visual Art journal, drawing, Lino printing, appraising, mask making, mixed media canvas, artist statement exam, appraising multi modal presentation.

Resources Required

Students will require the following essential equipment includes an art/visual journal, water colour pencils, student set of brushes, Artline pens. Students may be asked to provide some of the following resources: paints, crayons, charcoal pencils, brushes, palettes, palette knives, paper cards, drawing boards, consumables such as tape and glue.

Art packs are available from the College.