2017
Year 10
Student Handbook
# Table of Contents

Revitalised Senior Assessment and Tertiary Entrance System – Year 11 2018 ..........3  
Advice for making selections .............................................................................................................4  
Core or Compulsory subjects .............................................................................................................6  
Electives ...........................................................................................................................................6  
Selection of mathematics level ............................................................................................................7  
How to MAKE SELECTION of the Electives ......................................................................................8  
How to access SSO .............................................................................................................................8  
ACCOUNTING ....................................................................................................................................9  
BUSINESS STUDIES .........................................................................................................................10  
BUSINESS .........................................................................................................................................11  
VISUAL ART ......................................................................................................................................12  
DRAMA .............................................................................................................................................13  
DANCE ...............................................................................................................................................14  
MUSIC ...............................................................................................................................................15  
FRENCH ...........................................................................................................................................16  
JAPANESE .........................................................................................................................................17  
GEOGRAPHY .....................................................................................................................................18  
ANCIENT HISTORY ............................................................................................................................19  
LEGAL STUDIES .................................................................................................................................20  
DESIGN ( a focus on graphical representation) .................................................................................21  
DESIGN TECHNOLOGY ....................................................................................................................22  
FOOD and NUTRITION .....................................................................................................................23  
INTRODUCTION TO HOSPITALITY .................................................................................................24  
DIGITAL TECHNOLOGY: ICT – App Development .......................................................................25  
FOOTBALL FOCUS .............................................................................................................................26
Students entering Year 10 in 2017 will be undertaking the new Queensland Senior Assessment and Tertiary Entrance System. Under this system, students will no longer be awarded an Overall Position (OP), but rather they will study to attain an Australian Tertiary Admissions Rank (ATAR) to enter university.

Under this new system, there will be:
- new processes to strengthen the quality and comparability of school-based assessment
- an external assessment introduced in most subjects
- no Queensland Core Skills Test (QCS) presently used to assist in ranking students for tertiary entrance

**Key Changes**
- Students will complete a total of four (4) assessments that count towards their final grade in each subject.
- The Queensland Curriculum and Assessment Authority (QCAA) will endorse three school-based assessment instruments before they are used in the College. Results will be externally confirmed by independent and assessors trained and accredited by the QCAA.
- The external assessment will be 25% towards the student’s result in most subjects. In mathematics and science subjects, it will generally contribute 59%. External assessments will be:
  - Common to all schools
  - Administered under the same conditions at the same time and on the same day
  - Marked by QCAA according to commonly applied marking scheme.
- The Queensland Tertiary Admission Centre (QTAC) will calculate tertiary entrance ranks, the ATAR.
  - The ATAR will be a number between 0.00 and 99.95.
  - As the OP consisted of only 25 bands, the ATAR will be a more precise measure of student achievement.
- New syllabuses will be developed by QCAA for use in 2018. These syllabuses will be developed from the Australian Curriculum. The new syllabuses will:
  - Define course content
  - Inform teaching
  - Outline assessment requirements

**What preparations are being made for the new assessment system?**
- The QCAA is developing new senior assessment processes through:
  - redeveloping senior syllabuses reflective of a new assessment model
  - trialling external assessments with about 20,000 students at more than 250 schools. Our College trialled the external English examination.
• trialling processes for improving the quality and comparability of school-based assessment. Our College participated in trialling processes related to Mathematics B and Accounting.
• Teachers and students will be well supported in the transition to the new system. The education community in general has been an important driver of the changes.

What does this mean for Year 10 2017?

Year 10 offers a taste of year 11 and 12. The electives are designed to allow students to experience the type of course content and the assessment techniques. It is important that students begin to choose their pathway at the end of Year 9 which is based on what they enjoy and are good at. It is never too early to begin looking at career possibilities. The College offers a Senior Tertiary Pathway and a Vocational Pathway.

New subjects are being developed to modernise existing curriculum offerings while maintaining valued learning from some current syllabuses: Business Communication & Technology, Home Economics, Graphics, Technology Studies and Information Technology Systems. These will be offered in 2018. The College is offering Year 10 elective subjects as a taste of these new subjects.

<table>
<thead>
<tr>
<th>New subject</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>Students will explore the ways a business can manage resources (using communication skills and technologies) to achieve the objectives of the organisation. It will incorporate the valued learning in Business Communication &amp; Technology</td>
</tr>
<tr>
<td>Design</td>
<td>Students will study a design process to develop solutions to commercial needs that require the balancing of technical, commercial, human, cultural and aesthetic requirements. It will incorporate the valued learning in Graphics, Technology Studies, Home Economics (textiles) and Information Technology Systems</td>
</tr>
<tr>
<td>Food &amp; Nutrition</td>
<td>Students will study the production, processing, consumption and marketing of food and the nature of food and human nutrition through a problem solving process. It will incorporate the valued learning in Home Economics (nutrition and food)</td>
</tr>
<tr>
<td>Digital Technology</td>
<td>Students will use computational thinking to solve problems and develop solutions. It will incorporate the valued learning in Information Technology Systems</td>
</tr>
</tbody>
</table>

Advice for making selections

Choose subjects:
• that you are interested in
• you enjoy
• that will assist your achieve your goals
• that will develop your skills, knowledge and attitudes useful throughout your life
• that you may wish to study in your senior phase of learning
**Year 10 subject selection** offers the opportunity to experience introduction to certain senior subjects, while at the same times students will study core subjects as the following table indicates:

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Senior Tertiary Pathway</th>
<th>Senior Vocational Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>Religious Education</td>
<td>Religious Education</td>
<td>Study of Religion</td>
<td>Religion &amp; Ethics</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English Essential</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics Methods</td>
<td>Mathematics Methods</td>
<td>Mathematics Essentials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mathematics General</td>
<td>Mathematics General</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Physics</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>History</td>
<td>History</td>
<td>Modern History</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Geography</td>
<td>Ancient History</td>
<td>Ancient History</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Geography</td>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Legal Studies</td>
<td>Legal Studies</td>
<td></td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>Health &amp; Physical Education</td>
<td>Health &amp; Physical Education</td>
<td>Physical Education</td>
<td>Certificate III Fitness</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Recreational Practices</td>
</tr>
<tr>
<td>LOTE</td>
<td>French</td>
<td>French</td>
<td>French</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Japanese</td>
<td>Japanese</td>
<td>Japanese</td>
<td></td>
</tr>
<tr>
<td>The Arts</td>
<td>Dance</td>
<td>Dance</td>
<td>Dance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Drama</td>
<td>Drama</td>
<td>Drama</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td>Music</td>
<td>Music</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visual Art</td>
<td>Visual Art</td>
<td>Visual Art</td>
<td>Creative Art Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Media Studies</td>
</tr>
<tr>
<td>Economics and Business</td>
<td>Business</td>
<td>Accounting</td>
<td>Accounting</td>
<td>Certificate II Business</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Business</td>
<td>Business</td>
<td>Certificate III Business</td>
</tr>
<tr>
<td></td>
<td></td>
<td>in Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>Food Technology</td>
<td>Food &amp; Nutrition</td>
<td>Food &amp; Nutrition</td>
<td>Certificate II Hospitality</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to Hospitality</td>
<td></td>
<td>Fashion</td>
</tr>
<tr>
<td></td>
<td>Graphics Design Technology</td>
<td>Design</td>
<td>Design</td>
<td>Certificate III Early</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Design Technology</td>
<td></td>
<td>Childhood</td>
</tr>
<tr>
<td></td>
<td>Multimedia</td>
<td>Digital Technology</td>
<td>Digital Technology</td>
<td>Certificate I Construction</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Core or Compulsory subjects**
(in line with the implementation of the Australian Curriculum and Brisbane Catholic Education)

**Core:**
- Religious Education
- English
- Science
- a level of Mathematics: Mathematics Methods, Mathematics General or Mathematics Essentials
- a semester of History
- a semester of Health & Physical Education

The choice between Mathematics Methods, Mathematics General and Mathematics Essentials involves consultation with your Mathematics teacher. To complete Mathematics Methods students should be achieving a B or better in Year 9 Mathematics.

**Electives**
The electives allow students to experience Senior Authority Subjects.

Students can elect to study 4 semester electives from the following list:
- **BUSINESS LEARNING AREA**
  - Accounting
  - Business
  - Business in Practice
- **ARTS LEARNING AREA**
  - Drama
  - Dance
  - Music
  - Visual Art
- **LANGUAGES LEARNING AREA**
  - French (must be studied in both semesters)
  - Japanese (must be studied in both semesters)
- **SOCIAL SCIENCES LEARNING AREA**
  - Geography
  - Ancient History
  - Legal Studies
- **TECHNOLOGY LEARNING AREA**
  - Design (a focus in graphical representation)
  - Design Technology
  - Food and Nutrition
  - Introduction to Hospitality
  - Digital Technology
- **FOOTBALL FOCUS**
Selection of mathematics level

Please review the following excerpts from the new senior Mathematics syllabuses. This will assist in making an informed decision regarding the level of mathematics for Year 10.

Mathematics Methods (closely aligned to Mathematics B in the present system of senior education)

Mathematics Methods is designed for students whose future pathways may involve the application of mathematics and statistics in a range of disciplines at the tertiary level including natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business. In Year 10, this subject will prepare students for study in Mathematics Specialist. A course of study in Mathematics Specialist (closely aligned to Mathematics C in the present system of senior education) can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance, and economics.

Mathematics General (closely aligned to Mathematics A in the present system of senior education)

Mathematics General is a general subject suited to students who are interested in pathways beyond Year 12 that lead to work, vocational education or tertiary studies. A course of study in Mathematics General can establish a basis for further education and employment including trades, and further educational training or university courses in areas such as business and the arts.

Mathematics Essential (closely aligned to PreVocational Mathematics in the present system of senior education)

Mathematics Essential is suited to students who are interested in pathways beyond Year 12 that lead to work, vocational education or tertiary studies. This course is designed for students with a wide range of needs and aspirations. It provides students with access to authentic trade, industry and business environments and community connections. Students will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Prerequisites: As a guide, your son or daughter should be achieving the prerequisite level of achievement as indicated on the table below:

<table>
<thead>
<tr>
<th>Level of Mathematics Year 10</th>
<th>Year 9 Prerequisite Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics Methods</td>
<td>B+ or above</td>
</tr>
<tr>
<td>Mathematics General</td>
<td>C+ or above</td>
</tr>
<tr>
<td>Mathematics Essential</td>
<td>C or below</td>
</tr>
</tbody>
</table>
How to MAKE SELECTION of the Electives.

1. All students are use the online subject selection:
2. Students are to select Mathematics General, Mathematics Methods or Mathematics Essentials based on teacher recommendation.
3. Students are to select 5 electives in preferential order, 1 to 5. The fifth selection may be used if there are low numbers in an elective or the class is full.
4. Once the selection is made online, the student is to print out the subject elective form for parental signature and return to Student Reception.

How to access SSO

1. Log onto the school website: www.stmichaels.qld.edu.au
2. Click on Subject Selection Online icon (top right of Homepage)
3. Click on the Year 10 Subject Selection Online
4. Following this you will be asked to put in your LOGIN and PIN
   Example of Login and Pin for Mary Smith born on 1st January 2000
   Login:  msmith  (initial of first name and surname in full)
   Pin:  01012000  (the date and month must contain 2 numerals – the year must contain 4 numerals)
ACCOUNTING

Course Overview
Any student considering a career in commerce or economics would be recommended to undertake this course.

Students are provided with opportunities to develop skills to enable them to manage their own personal financial resources as well as finances of a small business. They are encouraged to think logically, to apply accounting principles in a consistent and effective manner and to become independent learners.

This course provides learners with the opportunity to use computers to apply the accounting process, together with the theoretical component. The course is very practical and, as well as the traditional teaching and learning activities, students participate in activities which include analysing and evaluating case studies, using computers and the internet, undertaking research activities, collecting and interpreting newspaper and magazine articles, using audiovisual materials and analysing statistics and data.

Students will learn how to keep the books for a small Business - Journals, ledgers and final reports.

Assessment
Assessment techniques include: short and/or extended responses and practical exercises both manual and using computers.

Successful completion of Year 10 Accounting should enable students to participate more confidently and responsibly with their finances in society.

This subject leads to Accounting, a tertiary subject in Years 11/12.

Accountants are in high demand and accounting knowledge is a valuable skill for any student wishing to enter the Business Sector as a career path.
Course Overview
Any student considering an exciting and challenging career within the business sector across a range of business contexts, including commerce, financial management, international business, event management and/or e-Business would be recommended to take this course.

Students of today are consumers and one day may be employees, employers, self-employed and/or producers*, who will engage in business activities to produce, market and deliver a range of goods and services. For this reason it is imperative that the students of today understand the different facets of being a part of a global society.

Business Studies is beneficial to all students, as it provides many opportunities for students to develop the attributes of lifelong learners. It provides opportunities for students to develop practical business knowledge, understandings and skills for use, participation and work in a range of business contexts.

Students develop the ability to use business information technologies and to interact confidently within a business environment by applying a range of individual and group strategies to resolve issues and complete tasks. Students also develop effective-decision making skills and learn how to plan, implement and evaluate business outcomes and solutions.

Assessment
Assessment techniques include: written extended responses, practical exercises using computers, non-written presentations and projects.

On completion of this course, students will be better-informed citizens and have the skills to participate fully in `the global economy’. Possible topics that are offered at: e-Commerce, Tourism, Entertainment, Event Management, Sports Management, International Business, Social Media and/or Retail.

Students who are successful in Business Studies will find that they will be suited to studying Accounting, Business, Legal Studies (all tertiary subjects) or Certificate in Business II or III in Years 11 and 12 (Vocational Pathway) in their senior studies.
BUSINESS

Course Overview

A course of study in Business can establish a basis for further education and employment in the fields of small-to-medium business, business management, human resource management, financial management, commerce, marketing and events management.

In Business, you will investigate case studies which may be based on local, national and global business contexts to identify the key issues that impact businesses.

You will collect and organise business information which you can then analyse to look for trends, patterns or relationships. Simulating the role of a business manager, you will suggest management strategies and recommendations aimed at achieving business objectives.

Business lets you learn about these areas of study in relevant contexts, such as international business, small-to-medium enterprise, industry-specific and not-for-profit business.

This course provides learners with the opportunity to develop research techniques and communication skills that are essential for being independent learners. Tasks will require operating at all levels of the Three-Story Intellect. Analysis, evaluation and justification skills will be developed.

This course leads to the tertiary pathway subject Business in Year 11.
Course Overview
The arts influence decisions and choices made every day about such things as our clothing and appearance, our natural and built surroundings, music, television programs and movies. The arts entertain, record events, promote ideas, provoke responses and stimulate discussion. They provide opportunities for us to create, reflect, challenge, ritualise, critique, and celebrate.

With this in mind, the Year 10 Visual Arts Unit gives students the opportunity to explore their ideas, feelings, experiences and observations of their world. Students will be given a concept (theme) and will work individually and with others to make images and objects by experimenting with art media and processes. As an introduction to the course students will have hands on experience with a number of techniques and media in order to realize their artwork. Students will investigate and appraise other artists related to the theme and they will critique art works through looking at art and visiting art galleries.

Art media may include any of the following: two-dimensional and three-dimensional forms by selecting and combining drawing, design, painting, printmaking, sculpture, collage, photographic art, film and video art and electronic imaging, using various surfaces, wet and dry media, found and made objects and a variety of processes.

Art appraisal may include any of the following: short and extended written responses; research projects; written and visual evaluations of own and others’ art works; journals.

Assessment
Folio of Art Works and Visual Journal/Art Appraisal
Course Overview
Drama students are provided with experiences which develop focus, self-confidence, self-discipline and social skills. Studies in Drama make contributions to students’ intellectual, emotional and social growth. Assessment and learning falls under three dimensions:

- **Forming**: Making, Shaping and Creating Drama
- **Presenting**: Performing Drama in a range of genres.
- **Responding**: Analysing, interpreting and reflecting on Dramatic works.

Units and Areas of study for year 10 Drama include:
- **Scared Scriptless**: The study of a published Australian text in preparation for a polished performance. Themes in Australian Drama. Characterisation.
- **Collage Drama**: (Non-realistic Drama, Abstract Theatre, Contemporary Theatre) The study of Collage Drama in preparation for a polished performance.

Students will learn about character building, group work, scriptwriting, play reviewing and peer evaluations. It is an expectation that all performances in year 10 Drama are of substance and reflect excellence in Dramatic art.

Assessment tasks may include:
- Group performance
- Scriptwriting
- Peer Evaluation
- Theatre reviews
Course Overview
Dance students at St Michaels are engaged through looking at many different styles of both traditional and contemporary forms. This program will enable students to develop their presentation skills, become analysts of dance work and foster collaborative skills. Assessment and learning are directed under three categories:

- Forming: Making, Shaping and Creating.
- Presenting: Performing Dance through many styles and genres.
- Responding: Analysing, interpreting and reflecting on Dance and its impact on its audience.

Areas of study:
The Year 10 program completes the exploration of a variety of styles.

Unit 1: The Point and place for Ballet in Australia

This unit looks at the classical form of Ballet and its relevance for modern society today. Students will experience the style through both physical exploration and viewing traditional works.

Unit 2: The Hybrid of Hip Hop

This unit has been integrated to juxtapose between the traditional style of classical ballet, to look at the current trend of Hip Hop and the mixing of Dance styles. Students will look at why cultural shifts in the art arise, and how they reflect an ever changing society.

The unit will culminate in a celebration of the students work through the course by creating a production that centralises around the development of Dance styles in Australia. Through the unit Centre Stage Students will take ownership of their learning and create a piece of work that will captivate the minds of their audience.
Course Overview:
This course is also recommended for students wishing to study Music at the Senior level. Based on the topic Rock Music, students will learn about the History of Rock Music and how various genres within this Music were introduced into society over the decades. Using electric guitars, drum kit, percussion and voice, students will be guided towards achieving the following tasks:

- **Performing:** Students will learn to perform Rock Music, either playing on instruments and/or singing.

- **Analysing Repertoire:** By listening to various examples, students will work out how musical characteristics changed over time.

- **Composing:** Their experiences and knowledge will lead them to create their own Rock song.
Course Overview
Learning French can be useful for a variety of careers, including tourism, hospitality, business, international relations, diplomacy, education and communications. During this course, you will learn to read, write, speak and listen to French effectively. You will develop your grammar even further and be able to create more complex language. Students who wish to take Year 11 and 12 French are required to take this course.

Topics include:
- International Visitors
- Overseas holidays
- Friendships and friends
- Soap Operas

You will also get the opportunity to:
- Listen to Top 40 French music
- Watch French movies
- Read French magazines/cartoons
- Communicating with students in other schools or countries

**This subject is to be studied in both semesters.**
Content Overview
The Year 10 Japanese course continues an exploration into Japanese language and culture. Throughout the full year students will increase their proficiency in the four areas of language communication including listening, speaking, reading and writing. The culture component will be enhanced through the sister school exchange program, and by exploring the cooking and seasons of Japan. We will learn the language to discuss Japanese homes, sports, animals and festivals, finishing the year with a dramatic performance of a Japanese folk tale!

Learning languages broadens students’ horizons to include the personal, social, and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries means people in all spheres of life have to be able to negotiate experiences and meanings across languages and cultures. It has also brought the realisation that, despite its status as a world language, a capability only in English is not sufficient. A bilingual or pluri–lingual capability is the norm in most parts of the world.

Japanese is a great subject to study if students are interested in careers in tourism, hospitality, business, international relations, diplomacy, education and communication.

The study of a second language helps students gain a sense of personal achievement, enhances insights into diverse cultural and linguistic practices and also promotes awareness and confidence in the correct use of English.

Assessment
- Listening
- Writing
- Reading
- Speaking

This subject is to be studied in both semesters.
Course Overview
If you are interested in the world that you live in and how we can manage the many demands of and increasing population, then Geography is a subject that will engage and enlighten you, as well as teaching you the skills to make effective decisions. Geography teaches you to analyse data and make decisions in a relevant and ‘real-world’ context as you study the human and natural characteristics of places, and the interactions between them. You will learn where things are and why they are there, as well as how humans interact with environments.

Unit 1 – Are life and Death and Lottery of Birth? (Geographies of Human Wellbeing)
Study of this unit will captivate students who are interested in the differences between countries, as well as those who are passionate about social justice issues, as they learn to assess the liveability and wellbeing of different countries. “Human progress is neither automatic nor inevitable…” (Martin Luther King Jnr) and this course will focus on how to make decisions to improve the wellbeing of people.

Unit 2 – Does it matter if Polar Bears become extinct? (Environmental Change and Management)
This unit teaches students about importance of different habitats, and the complex interactions that occur within and between ecosystems. You will undertake fieldwork to investigate the biodiversity, and water quality, within Numinbah Valley. You will learn the scientific skills associated with water sampling and species identification as well as how to create appropriate graphs and charts. Finally, you will learn how to analyse the data you have created to make effective decisions about future sustainable management of the area.

SKILLS
Data representation & analysis - Decision-making - Report & essay writing

ASSESSMENT
You will be required to write a Response to Stimulus Essay, in class under exam conditions, as well as write a Geographical Report, which you will present the finding of to the class.
Course Overview
If you have more than a passing interest in mummies, Spartans, gladiators, archaeology, Medieval times, Greek mythology or famous figures such as Cleopatra, Julius Caesar or King Tut, then we have the subject for you. Ancient History is much more than looking at the dim, distant past. It encourages students to make connections between the past and the present, to use their fascination for the ancient past to improve their research, inquiry and writing skills, and to gain an appreciation for the types of careers linked to history.

Our starting point is often to pursue the big question: Just what was so good about the good old days? In these introductory lessons we explore what we owe to the ancient past and what was unique about the different ancient civilisations. We become adept at the critical use of primary and secondary sources in understanding the past, particularly how primary sources reveal the emergence, development and, in many cases, decline of Roman, Greek, Egyptian, Chinese and other civilisations. The emphasis on skills development, critical inquiry and higher order thinking skills assists students with other subject areas in Year 10 as well as prepares them for Years 11 and 12 and even university.

The Year 10 Ancient History program is highly responsive to the interests of students and to what is happening in the world or our region. If a major exhibition visits Brisbane or the Gold Coast our Ancient History students will attend and we will tailor our unit to suit the exhibition’s focus. Similarly in an Olympic year we often choose to look at the origins of the Ancient Olympic Games and how the Modern Games evolved. In their independent research assignments, students are encouraged to focus on areas of particular interest to them as this can be highly motivating and bring about a renewed sense of enthusiasm for learning. Students might choose to explore a particular famous figure or event from the past, or examine the historical accuracy in a Hollywood blockbuster or computer game, or even explore a town, city, region or continent they have visited or would like to visit one day.

Past students often report back that the skills they attained in Year 10, 11 and 12 Ancient History proved invaluable in their later studies at university. They were expert evaluators, clear thinkers, critical questioners, methodical researchers and excellent essay writers. Ancient History might just be the subject for you.
Course Overview
Any student considering a future career in law would be recommended to undertake this course.

This course provides learners with the opportunity to identify legal situations and issues that arise in their everyday lives. These situations and issues often have legal implications that affect their rights and obligations as well as the rights of other community members.

Students will gain knowledge to understand the legal framework that regulates society. Legal Studies enables learners to formulate personal views of the world and understand how the law affects their world. Through critical analysis, examination and problem solving, they are empowered to make decisions that can benefit themselves and the community.

Students examine the nature and functions of the Australian Legal System, the processes of lawmaking and its implementation. This course specifically investigates areas of Government Structures, Court System and Juries, Criminal Law, Negligence and Mooting.

Students will be involved in a wide range of learning activities such as case studies, mock trials (Moots), debates and discussions, simulation activities and the invaluable experience of visiting and witnessing real-life cases at the Southport Court.

Assessment techniques include: extended written responses, non-written presentations, inquiry and responses to stimulus materials.

Students who are successful in Year 10 Legal Studies will find that they will be suited to studying Senior Legal Studies for those on a tertiary pathway in Years 11/12.
Course Overview
This course is designed to enable students to become familiar with the design process. Students also draw & present work using the 2D and 3D features of CAD software. Topics covered are:

1. Industrial Design
2. Design
3. Graphic Design

The following are suggested student activities:

- Design Scenarios
- Sketching, 3D Modelling
- Detail drawings, Assembly drawings
- Pictorial drawings
- Presentation of designs

Assessment for each of the units is based on folio, which will assess:

a) Knowledge and Understanding
b) Application and Analysis
c) Synthesis and Evaluation
**Course Overview**
The year 10 Design Technology course has been upgraded to teach design principles. The students will work through a wide variety of problem solving exercises. Technology Studies will expose students to a wide variety of materials, tools and processes to allow them to increase their decisions about solutions to any problem faced. The course will cover Workplace Health and Safety, Team Work, Sketching and researching materials. By the end of each unit the student will evaluate their work and be able to build on their experiences. Please note that this subject is not a 100% practical subject it contains theoretical aspects.

**Mandatory Topics**
- Safety
- Design processes
- Materials
- Tools
- Team work
- Assignments

This course leads to the tertiary pathway subject Design in Year 11 or to a Vocational Pathway course, Certificate I in Construction.
Course Overview
Food and Nutrition is an academic subject with a strong practical component. As a field of study, this subject offers students opportunities to discover and further develop their critical and creative capabilities that enhance individual and family wellbeing. These attributes can be used in their personal and professional lives, informing their future decisions and actions.

Year 10 course will assist students to develop skills required for Senior Food and Nutrition through a focus on the core areas of study.

The core areas of study
- Food Production
- Human Nutrition
- Food Processing
- Marketing of Food

Assessment involves students in:
- applying knowledge and understandings from the main areas of study.
- using research techniques such as analytical expositions to investigate an issue related to an area of study or resolving a design challenge. Students will be required to complete independent research.
- producing a product which includes planning, evaluating and reflecting as well as the performance of a range of practical skills.
Course Overview
Introduction to Hospitality is designed to prepare students for the vocational course, Certificate II in Hospitality in Years 11 & 12. This is a practical course that aims to develop in students the ability to select, prepare, present and serve foods and beverages.

Topics included: espresso, mocktails, muffins, slices, biscuits and appetisers

The assessment includes a research assignment, coffee shop function and written exam.
Course Overview
Information Communication Technology (ICT) is designed to help students develop a range of IT skills necessary for the 21st Century with a focus on being creative and developing a range of digital projects. The push for students to have and develop IT skills especially coding skills has never been greater.

In this Semester course students will study an Introduction to Programming through the development of a range of Apps for iPhone and iPad using Apple’s xCode software. Students will have the ability to test their code on a virtual device.

Students will develop an understanding of programming basics such as:

- Variables
- Timers
- Loops
- Arrays

Over the semester students will develop a range of products which cover these plus many more programming techniques. These activities will then assist students to complete an assignment (Project) where they are required to produce their very own app.

Students will also develop an understanding of Graphic Design Principles and its application in software development. Throughout the course students will also learn about other important IT skills, including:

- File management and System Backup (cloud)
- IT Troubleshooting
- Advanced Features of Microsoft Word
- Advanced Google Search Techniques

This Semester course will be useful, but is not compulsory, for those students wanting to study ITS in Years 11 and 12 or pursue a career in Information Technology.
Football Focus is an initiative developed in partnership with Gold Coast Football. It is a sport specialist program aimed at developing strength, fitness and skills in soccer. Students wishing to participate in this program as one of their two electives each semester will also be required to complete an application form.

Program Description

Aim of Football Focus Program is to:

- Improve the technical ability of players
- To give players a tactical awareness of the game by a game sense approach
- All players to recognise how technique affects a tactical outcome
- Create a culture within to maximise player potential and self improvement
- Personal development from professional lecturers
- Fitness; Strength and Conditioning
  - Psychology
  - Nutrition; in particular recovery
  - Dealing with outside influences

Student Activities

- Participate in 2 hours a week training and coaching by Gold Coast Football Coaching staff
- One theory lesson facilitated by a College staff member
- Participation in game situations
- Exposure to the National level of a professional football environment, via excursions to A-League training sessions and hearing from top-level coaches.
- Gain relevant refereeing accreditation

Assessment

- Practical assessment is ongoing throughout students’ involvement in drills and game scenarios
- Sports Psychology assignment
- Semester one examination
- Multi-modal skill drill presentation

Cost/Levy

Please note that in 2016, the levy was $250.00 for participation in both semesters.