ST MICHAEL'S
COLLEGE

SCIENTIA ET CARITAS

Curriculum Handbook

Year 10

The Essentials

- A message from the Learning & Teaching team
- The Queensland Certificate of Education (QCE)
- The Australian Tertiary Admissions Rank (ATAR)
- What contributes towards an ATAR?

The Tools

- Core or compulsory subjects and electives
- Selection of mathematics level
- School based traineeships & apprenticeships and work experience
- How to make selection of the electives

Electives

Humanities & Social Sciences

- Economics & Business (focus on Accounting)
- Economics and Business (focus on Business)
- Civic and Citizenship (focus on Legal Studies)

English

- Literature

Language

- French

Arts

- Visual Art
- Drama
- Dance
- Music

Health & Physical Education

- HPE: Personal, Social & Community Health (focus on Health)
- HPE: Movement & Physical Education with focus on Physical Education

Technology

- Design & Technologies (focus on Design)
- Design & Technologies
- Design & Technologies: Food Specialisation – We Design Food
- Digital Technologies

Vocational Education & Training

- Certificate I Business
- Certificate I in Hospitality
- Certificate II Engineering Pathways

Things to remember…

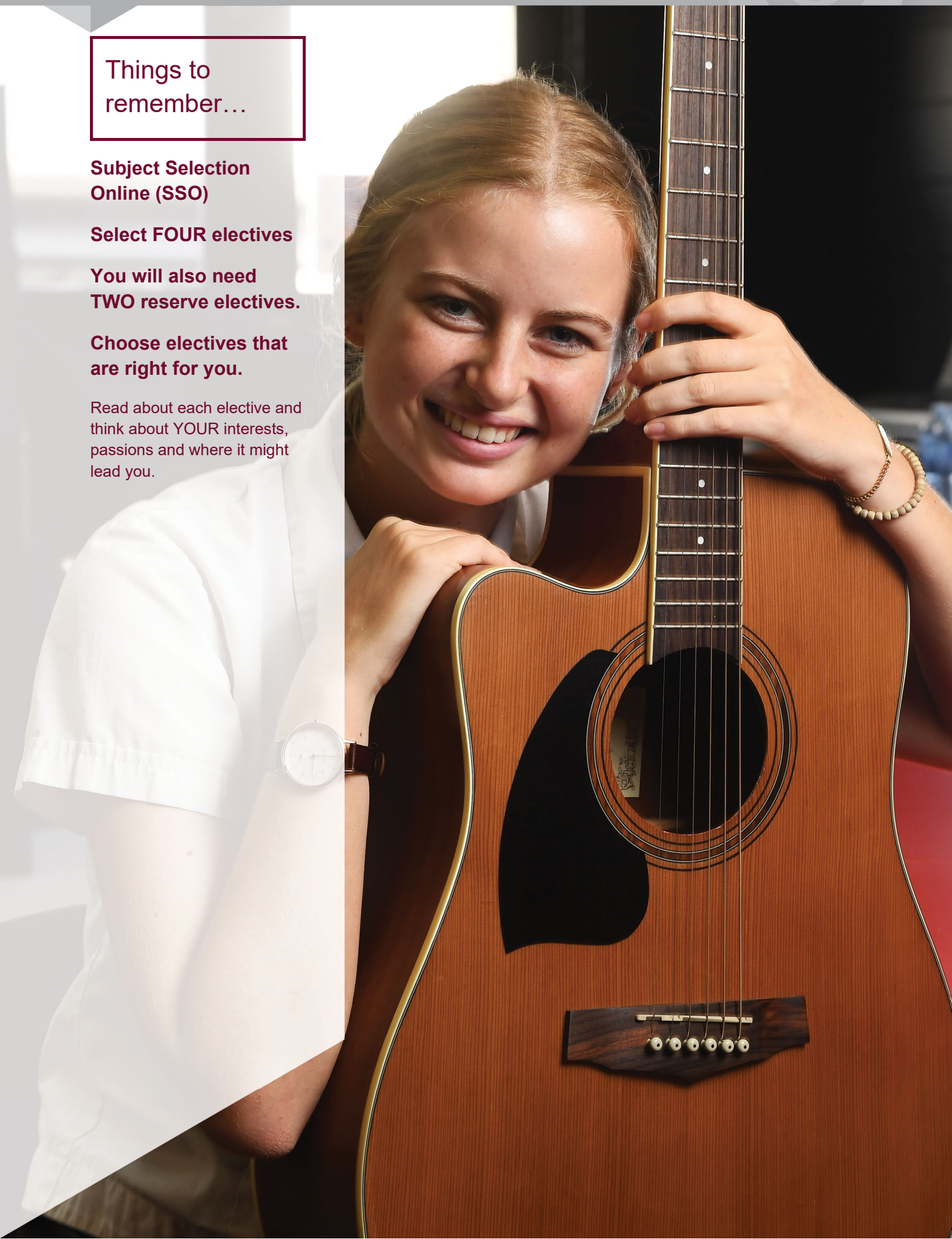
Subject Selection Online (SSO)

Select FOUR electives

You will also need TWO reserve electives.

Choose electives that are right for you.

Read about each elective and think about YOUR interests, passions and where it might lead you.



A message from the Learning & Teaching team

The move from Year 9 to 10 is a vital one for all students. Increasingly Year 10 is being considered part of senior schooling. These senior years of schooling (10-12) are very important for students wishing to progress to university or further study. Likewise, Year 10 is a year when students commence exploring vocational career and training options as part of their courses of study.

Preparing our students for senior studies

Our Year 10 curriculum and assessment programs allow students to complete the Year 10 Australian Curriculum as this allows our students to access the prerequisite knowledge, understanding and skills that are foundation and necessary for success in Year 11 and 12.

Throughout the learning in core subjects, the assessment techniques and conditions aim to gather evidence of this learning against the Australian Curriculum Year 10 Achievement Standards. For elective subjects, the courses are designed to allow students to experience the type of learning and assessment techniques closely related to the senior syllabuses. In addition, the College addresses students' individual needs through differentiation.

During the course of Year 10, all students will receive necessary advice, guidance and preparation to be develop their Senior Education and Training Plans (SETplans).

Advice when developing the course of study in Year 10

Completing the core or compulsory subjects will allow all students to engage in the learning required for success in senior. We encourage all students and parents to gain a understanding of the Queensland Certificate of Education (QCE), a qualification that all students are aspiring to gain at the conclusion of Year 12.

Choose elective subjects:

- that you are interested in
- you enjoy
- that will assist you 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

Home Learning

Home learning is not just homework. Homework is set by the teacher and students are expected to complete. Research has established that homework has a positive effect on learning, particularly at the middle and secondary school levels (Xu, 2010; Zimmerman & Kitsantas, 2005).

However, home learning is study that consists of more than just the set homework.
It includes:

- Going over the work of the day
- Doing advance reading, research and planning for coming commitments
- Preparing work for the next day.

Regular homework, which extends student learning, is an integral part of the learning process. Purposes include the following:

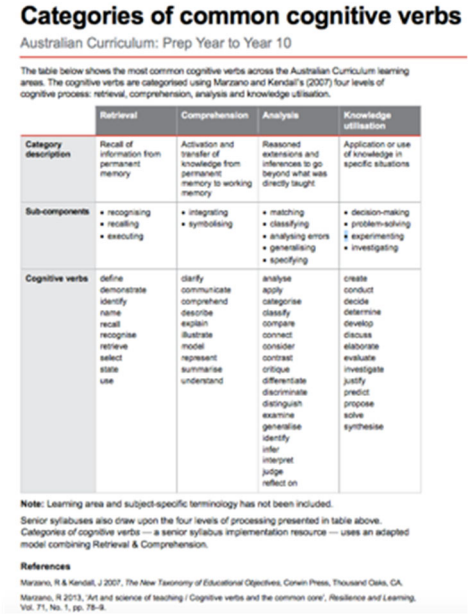
- To build on skills acquired during lesson time.
- To prepare for the next lesson through readings and so on.
- To enable students to practice the concepts and skills covered in the lesson.
- To empower students by enabling them to work independently.
- To work on assignment/ assessment tasks.
- To learn/ memorise content.

Therefore, it is the student's responsibility to complete set homework.

Recommended hours of home learning: at least 10 hours per week.

Cognitive Verbs

The Australian Curriculum is designed to help all young Australians to become successful learners, confident and creative individuals and active and informed citizens. Cognitive verbs signal to students the type of mental operations they are to use when demonstrating what they know, understand and can do. Cognitive verbs are categorised using Marzano & Kendall's four levels of cognitive process: retrieval, comprehension, analysis and knowledge utilisation (2007). Our curriculum is designed to assist students engage students in understanding these cognitions.



Categories of common cognitive verbs

Australian Curriculum: Prep Year to Year 10

The table below shows the most common cognitive verbs across the Australian Curriculum learning areas. The cognitive verbs are categorised using Marzano and Kendall's (2007) four levels of cognitive process: retrieval, comprehension, analysis and knowledge utilisation.

	Retrieval	Comprehension	Analysis	Knowledge utilisation
Category description	Recall of information from permanent memory	Activation and transfer of knowledge from permanent memory to working memory	Reasoned extensions and inferences to go beyond what was directly taught	Application or use of knowledge in specific situations
Sub-components	• recognising • recalling • executing	• integrating • symbolising	• matching • classifying • analysing errors • generalising • specifying	• decision-making • problem-solving • experimenting • investigating
Cognitive verbs	define demonstrate identify name recall recognise retrieve select state use	clarify communicate comprehend describe explain illustrate model represent summarise understand	analyse apply categorise classify compare connect consider contrast critique differentiate discriminate distinguish examine generalise identify infer interpret judge reflect on	create conduct decide determine develop discuss elaborate evaluate investigate justify predict propose solve synthesise

Note: Learning area and subject-specific terminology has not been included.

Senior syllabuses also draw upon the four levels of processing presented in table above. *Categories of cognitive verbs* — a senior syllabus implementation resource — uses an adapted model combining Retrieval & Comprehension.

References

Marzano, R & Kendall, J 2007, *The New Taxonomy of Educational Objectives*, Corwin Press, Thousand Oaks, CA.

Marzano, R 2013, 'Art and science of teaching / Cognitive verbs and the common core', *Resilience and Learning*, Vol. 71, No. 1, pp. 78–9.

Summary

The information contained in this booklet is a summary of the electives being offered to Year 10 students as students use their first year of senior schooling gaining the skills and knowledge for success and experimenting with subjects being offered.

The Queensland Certificate of Education (QCE)

The QCE demonstrates that students have achieved a set amount of learning, in the set standard, in a set pattern, while meeting literacy and numeracy requirements. All Year 10 students are registered with the Queensland Curriculum and Assessment Authority (QCAA) and, therefore, receive a Learner Unique Identifier (LUI). Consequently, students in Year 10 can commence banking credits towards their QCE. Certificate I courses and TAFE courses are offered to Year 10 students. Please consult with our Career's Adviser, Ms Komadina, regarding these options.

The Australian Tertiary Admissions Rank (ATAR)

Under this system, students will study to attain an **Australian Tertiary Admissions Rank (ATAR)** to enter university.

Key aspects of this system:

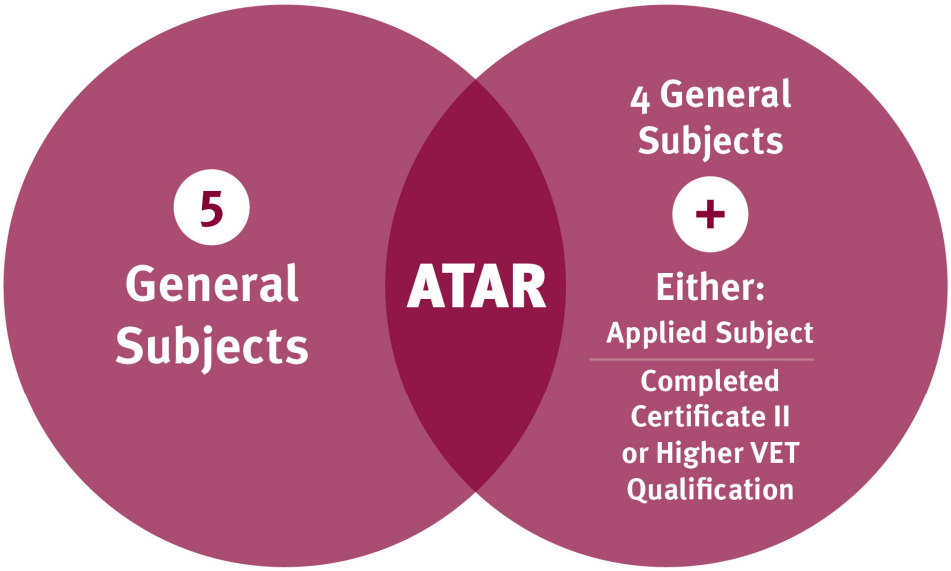
- Students will complete a total of four (4) assessments that count towards their final grade in each subject.
- The Queensland Curriculum and Assessment Authority (QCAA) will endorse three school-based assessment instruments before they are used in the College. Results will be externally confirmed by independent 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 50%. 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.
- Syllabuses developed by QCAA for use allow our students to gain the skills for the 21ST Century.

What does this mean for Year 10 2022?

The electives are designed to allow students to experience the type of course content and the assessment techniques in their senior pathway. 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 several pathways through the senior phase of learning leading to tertiary studies and/or a vocational pathway. Review the Year 10 Career Bullseye Charts, available on College website.

What contributes towards an ATAR?

The Queensland Tertiary Admissions Centre (QTAC) will be responsible for calculating students' ATARs.



QTAC will calculate ATARs based on either:

A student's best five general subject results, as is currently the case for the OP system, OR a student's best results in a combination of four general subject results, plus an applied learning subject result –

Best four QCAA General subjects + the best result in a QCAA Applied Subject or Certificate III or Certificate IV or Diploma or Advanced Diploma.

If a student is eligible for an ATAR in both categories, QTAC will use their highest ATAR.

English as a requirement for ATAR eligibility

In the new system of tertiary entrance, eligibility for an ATAR will require satisfactory completion of a QCAA English subject.

Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of English subjects — English, Essential English, Literature.

While students must meet this standard to be eligible to receive an ATAR, it won't be mandatory for a student's English result to be included in the calculation of their ATAR.

Year 10 subject selection offers the opportunity to experience introduction to certain senior subjects, while at the same time students will study core subjects (in bold under the Year 10 column). The following table indicates the pathways in learning areas:

Learning Area	**Year 9**	**Year 10**	**Senior Tertiary Pathway** General Subjects	**Senior Vocational Pathway** Applied Subjects & Certificate Courses
Religious Education	Religious Education	**Religious Education**	Study of Religion	Religion & Ethics
English	English	**English** Literature	English Literature	Essential English
Language	French	French	French	
Mathematics	Mathematics	**Mathematics Advanced**	Mathematical Methods Specialist Mathematics	
		Mathematics General	General Mathematics	
		Mathematics Core		Essential Mathematics
Science	Science	**Science**	Biology Chemistry Physics Psychology	
Social Science	History Geography	**History**	Modern History	
Health & Physical Education	Health & Physical Education	**Health & Physical Education** Health Physical Education	Physical Education Health	Certificate III Fitness Sport & Recreation
The Arts	Dance Drama Music Visual Art Media Art	Dance Drama Music Visual Art	Dance Drama Music Visual Art	Visual Art in Practice Media Art in Practice
Economics and Business	Economics & Business	Accounting Economics & Business Legal Studies Certificate I Business	Accounting Business Legal Studies	Certificate II Business Certificate III Business
Technology	Design & Technologies (Food Specialisation) Design & Technologies Design & Technologies (Textiles) Digital Technologies	Design & Technologies (Food Specialisation) Certificate I Hospitality Design Design Technologies Digital Technologies Certificate II Engineering Pathways	Design	Certificate II Hospitality Certificate II in Kitchen Operations Industrial Technology Skills Industrial Graphic Skills Information & Communication Technology Skills

Core or Compulsory Subjects and Electives

(in line with the implementation of the Australian Curriculum and Brisbane Catholic Education)

Core

- **Religion**
- **English**
- **Science**
- **a level of Mathematics: Mathematics Advanced, Mathematics General or Mathematics Core**
- **a semester of History**
- **a semester of Health & Physical Education**

Selection of Mathematics Level

The choice between Mathematics Advanced, Mathematics General and Mathematics Core depends on the Year 9 Semester 1 Level of Achievement and involves consultation with your Mathematics teacher. **Prerequisites:** As a guide, you should be achieving the prerequisite level of achievement as indicated below:

Level of Mathematics Year 10	Year 9 Prerequisite Level of Achievement
Mathematics Advanced	B or above
Mathematics General	C or above
Mathematics Core	

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.

Mathematical Methods: Mathematical 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. This subject is a co-requisite for Specialist Mathematics. A course of study in Specialist Mathematics 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.

General Mathematics: General Mathematics 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 General Mathematics 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.

Essential Mathematics: Essential Mathematics 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.

Elective selection

The electives allow students to experience Senior General and Applied Subjects.
Students can elect to study four semester electives from the following list:

NOTE: Some electives may be withdrawn based on the number of students wishing to undertake the subject.

Humanities & Social Sciences Learning Area

Economics & Business
(focus on **Accounting**)

Economics & Business
(focus on **Business**)

Civics & Citizenship
(focus on **Legal Studies**)

English Learning Area

Literature
Semester 1 | Semester 2

Languages Learning Area

French

Health & Physical Education Learning Area

HPE: Personal, Social & Community Health

HPE: Movement & Physical Activity

Arts Learning Area

Drama
Semester 1 | Semester 2

Dance
Semester 1 | Semester 2

Music
Semester 1 | Semester 2

Visual Art
Semester 1 | Semester 2

Technology Learning Area

Design & Technologies: Materials & Technologies
Semester 1 | Semester 2

Design & Technologies
Semester 1 | Semester 2

Design & Technologies: Food Specialisation

Digital Technologies
Semester 1 | Semester 2

Vocational Education & Training

Certificate II in Engineering Pathways

Certificate I Business

Certificate I Hospitality

For example:

Student A: Choose two subjects for both semesters: Music Semester 1 and 2; Digital Technologies Semester 1 and 2. **Student B**: Choose four units of study from different learning areas: Economics & Business, Health Semester 2, Design & Technologies Semester 1 and English - Literature Semester 2.

School Based Traineeships & Apprenticeships

Student Services Centre

The Centre is open from 8.00am to 4.00pm every school day by appointment with our Career/Pathways team.

Appointments can be made with:

Mr Wayne Forrest
Mrs Olivija Komadina.

Assistance can include applying for a school-based apprenticeship and traineeship (SATs) and researching university courses and career options.

TAFE QLD Courses
Some TAFE Certificate Qualifications and courses are open to Year 10 students throughout the year. The TAFE QLD website contains relevant information and instructions.

Students in Year 10-12 may combine their studies at school with a school-based traineeship or apprenticeship. The workplace skills and confidence students gain during their school-based apprenticeship or traineeship provide a solid foundation for any career.

Some of the advantages include:

- Variety - the variety provided by school-based apprenticeship or traineeship can have enormous benefits for young people who prefer hands-on learning
- Head start in a career - A school-based apprenticeship or traineeship can lead directly to fulltime employment once a student has left school
- Nationally recognised qualifications - All school-based apprentices and trainees participate in vocational training that contributes to a Certificate II, III or higher vocational qualification which counts towards the student's Queensland Certificate of Education (QCE)
- An opportunity to learn and earn - school-based apprentices and trainees are paid while they learn.

Attendance

Most students attend workplace training one day per week and school the other four days. The College offers a flexible timetable, which enables students undertaking a school-based apprenticeship or traineeship to spend more me studying or in workplace training.

Work Experience

Students in Year 10 at the College have commenced preparation activities to assist them in making informed decisions about their Senior Schooling pathway. Through the Personal Enrichment Program at the College, students engage in several activities to explore pathways and to assist them in developing their Senior Education and Training Plan (SET Plan) and subsequently the selection of their senior subjects. As part of this process, a work experience program for Year 10 students has been initiated.

It is hoped that student work placements will contribute to the students' vocational awareness and assist students in determining which courses and subjects they wish to pursue in Years 11 and 12.

Benefits of work experience placements for students include:

- the opportunity for students to make links between the world of work and school.
- allowing students to observe the tasks performed in their occupation of choice.
- improving student maturity and confidence.
- building student employability skills.

It is a requirement for students to be involved in sourcing their employer of choice for work experience, this occurs under the guidance of college staff to ensure it is ideally in a field they have a particular interest in and the choice of employer is appropriate. A guide to arranging a work placement is found on the St Michael's careers website and is discussed with students in the Year 10 PEP program.

Students in Year 11 & 12 are also supported in work experience placements with the timing of the placements ideally coinciding with term breaks to minimise disruption to learning.so they can gain an insight into the workings of the chosen role.

** It is important to note that work experience in Queensland is an unpaid activity.

How to make a selection

All students are use the online subject selection by Friday September 3.

1. Students are to select Mathematics Advanced, Mathematics General or Mathematics Core based on achievement to date in Mathematics. A red or orange box will indicate that the prerequisite LOA has not been met.
2. Students are to select **FOUR** electives in preferential order, 1 to 4. Select **TWO reserve** electives. These selections may be used if there are low numbers in an elective or the class is full or there is a clash between electives.
3. 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

Use the Subject Selection Online (SSO) link that has been emailed to you. If you forget your login details, you can click on 'Obtain PIN/Password'.

Access Link

Use the subject Selection Online (SSO) link that has been emailed to you.

Login

On the login page you will be asked to put in your LOGIN and PIN.

Example login and pin for Mary Smith, born 1st January 2000:

Login: email handle *(msmith02)*
Pin: 01012000
(date and month must contain 2 numerals; year must contain 4 numerals)

Complete and Validate

Proceed through the subject selection steps.

Validate and Sign

Parent check to validate selections. Use email to access pin.

Generate report, print, sign and return to student reception. You should also email a copy of the report to yourself.

RELIGION LEARNING AREA

RELIGION

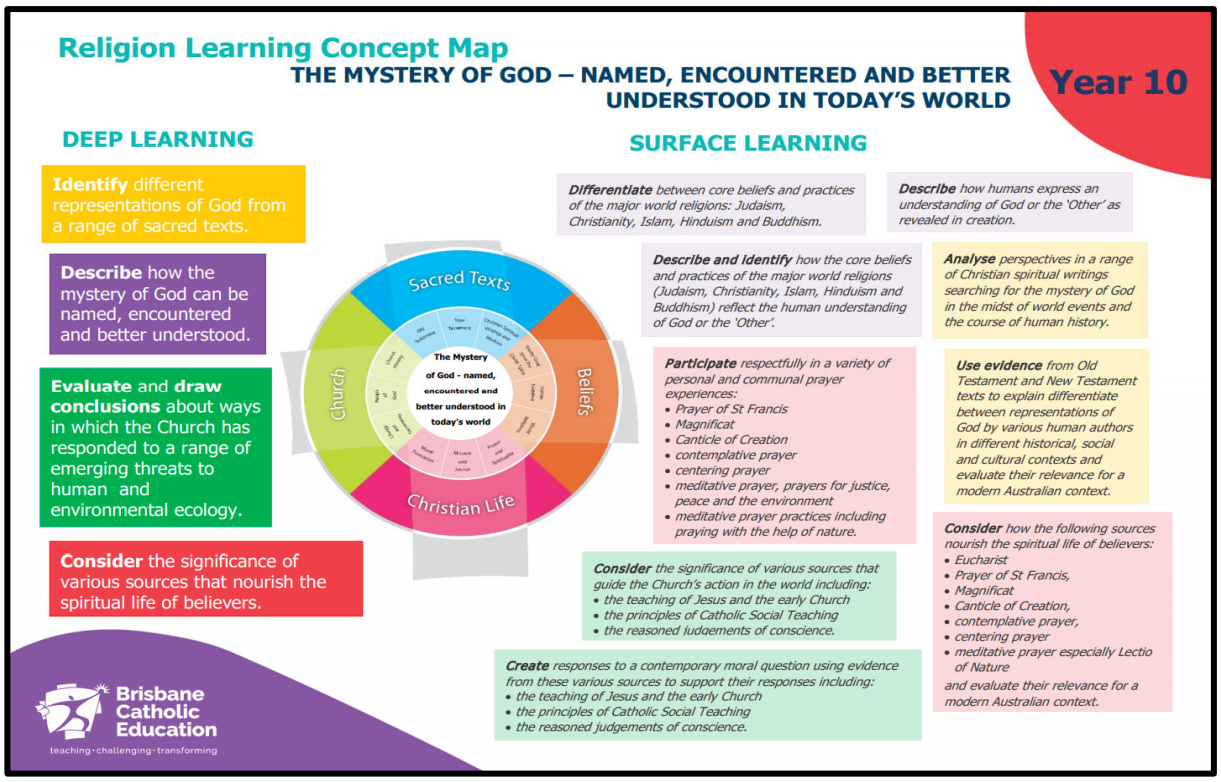
Year 10 students learn about various ways in which humans have understanding of the mystery of God or the 'Other', which is ultimately beyond human language, concepts and stories and valuable insights of the major world religions (Christianity, Islam, Judaism, Hinduism and Buddhism) as reflected in their core beliefs and practices.

Students explore 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 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. 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.

Unit 1	Unit 2	Unit 3	Unit 4
The Mystery of God	**Making Amends, Moving Forward**	**Responding to the Signs of the Times**	**Religious Voices in the World**
Inquiry question: How is the mystery of God named, encountered and better understood?	Inquiry question: What are some messages from or about God that contemporary believers can take from this text in their time and place?	Inquiry question: How did the changing nature of global conflict during the 20th Century impact religious belief about war and peace?	Inquiry question: How do the world religions reflect the human understanding of God or the “Other”?

Achievement Standard:



	Unit 1	Unit 2	Unit 3	Unit 4
Assessment	**Project – Folio and Written Task**	**Investigation**	**Research Task – Analytical Essay**	**Examination**
Conditions	600-800 words 4 Weeks of Class & Own Time	600-800 words 4 Weeks of Class & Own Time	600-800 words 4 Weeks of Class & Own Time	Short Response 40 Minutes in Class
Cognitive Verbs	Identify, Describe, Evaluate, Draw Conclusions, Differentiate, Analyse, Create			

ENGLISH LEARNING AREA

ENGLISH

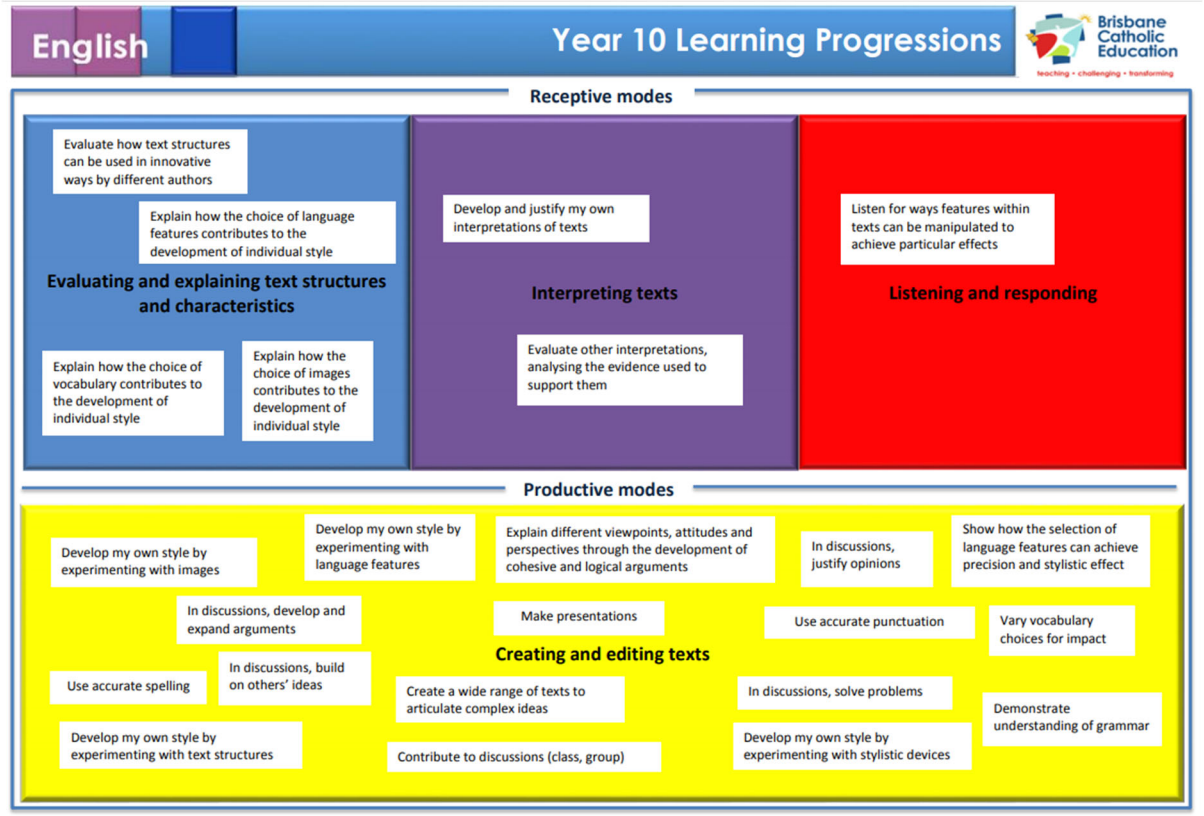
The Year 10 General English program is developed in accordance with the Australian Curriculum and is built around the three interrelated strands of Language, Literature and Literacy. Each of the program's four units is designed to develop students' knowledge, understanding and skills in preparation for the senior Queensland Certificate of Education. Students examine a range of classic and contemporary literature, as well as media material, that is directly relevant to their present and future lives.

The course is designed to further develop students' critical literacy skills, giving them the opportunity to develop and justify their interpretations of texts through analysis of evidence. Students create a variety of spoken and written texts to articulate complex and imaginative ideas, learning how to employ a purposeful selection of language features to achieve precision and stylistic effect.

The English program is designed to assist students to become self-directed learners. It is anticipated that in Year 10, students are capable of independent drafting, proofreading and editing. Feedback is purposefully shaped to help students refine and extend their ideas.

Unit 1	Unit 2	Unit 3	Unit 4
Bringing concepts to life	**Close study of literary texts**	**Perspectives and texts**	**Textual connections**
Students examine a range of concepts in literary texts, including poetry. Students revisit the components of a short story and effective use of imaginative writing skills, culminating in writing their own unique short story in examination conditions.	Students engage in the deep study, discussion and analysis of a novel. Students develop their understanding of the techniques authors use to create their texts. Students practice writing analytical paragraphs, culminating in analytical essay writing skills.	Students analyse a range of persuasive speeches, evaluating how the speakers have delivered a clear call to action to their audience. Students create their own perspective, focusing on the key values, beliefs and attitudes of Australians	Students analyse and discuss a Shakespearean play. They then analyse and create their own perspective on the representation of timeless concepts in the play and creating a persuasive perspective as to the relevance of the Shakespeare.

Achievement Standard:



Assessment

	Unit 1	Unit 2	Unit 3	Unit 4
Assessment	**Imaginative response – short story**	**Analytical essay – novel study**	**Extended response – persuasive multimodal**	**Extended response - Online literary essay**
Conditions	Concept text stimulus – exam conditions - 600-800 words	600-800 words Question seen one week prior	4-6 minutes multimodal speech	600-800 words
Cognitive Verbs	Identify, discuss, explain, analyse, persuade, create.			

MATHEMATICS LEARNING AREA

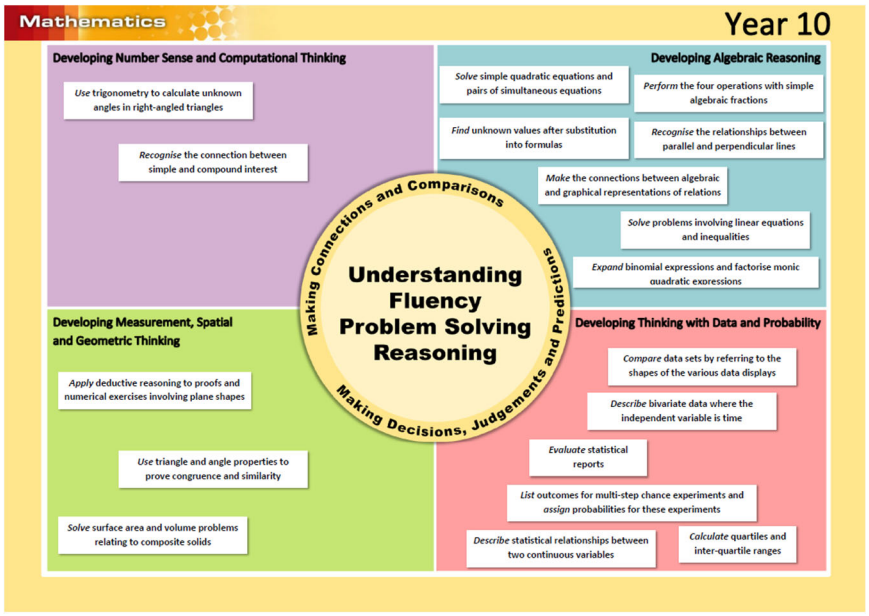
ADVANCED MATHEMATICS

Advanced Mathematics aims to enrich and extend students' mathematical study beyond the standard Year 10 curriculum. It is intended for those planning to pursue Mathematical Methods or Specialist Mathematics in the senior secondary years.

In Advanced Mathematics, students develop their knowledge of irrational numbers, algebra, linear and non-linear graphs. They apply trigonometry in three dimensions and in non-right-angled triangles, construct geometric proofs and work with probability and statistics.

Unit 1	Unit 2	Unit 3	Unit 4
• Surds • Index Laws • Exponential Growth and Decay • Univariate Data	• Linear equations, inequations and graphs • Simultaneous equations • Factorising polynomials • Algebraic fractions • Bivariate Data	• Measurement, Pythagoras' theorem and trigonometry • Geometric proofs • Quadratic equations	• Non-linear graphs • Probability

Achievement Standard:



Assessment

	Unit 1	Unit 2	Unit 3	Unit 4
Assessment	**Examination**	**Examination**	**Examination**	**Examination**
Conditions	Indices & Financial Mathematics Quiz 20 minutes, on-line	90 minutes + 5 minutes perusal	20 minutes, on-line	90 minutes + 5 minutes perusal
Assessment	**Problem-solving and modelling task (PSMT)**		**Problem-solving and modelling task (PSMT)**	
Concept & Conditions	Univariate Data Task 600-800 words		Measurement, Pythagoras' theorem & Trigonometry Task 600-800 words	
Cognitive Verbs	Investigate, Solve, Apply, Compare, Interpret, Describe, Calculate, Use Assign, Construct, Evaluate, Explore, Connect, Determine, Recognise			

MATHEMATICS LEARNING AREA

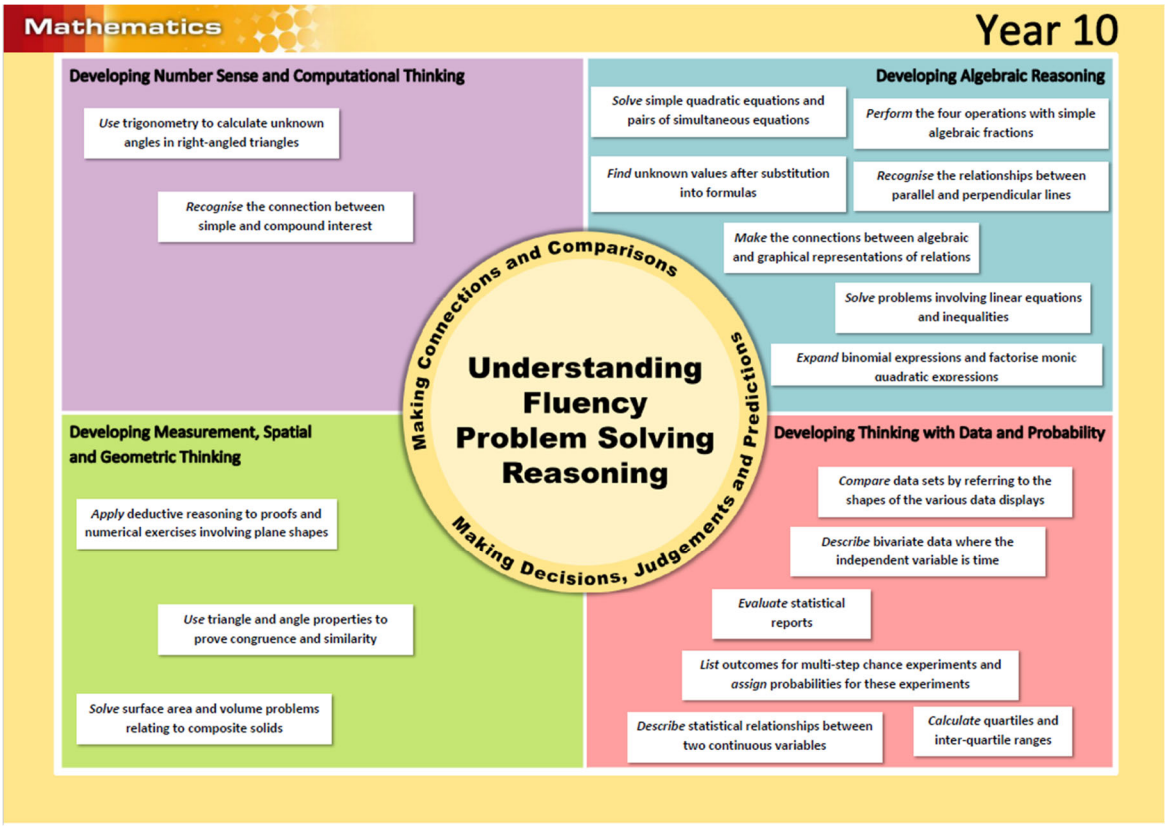
GENERAL MATHEMATICS

General Mathematics follows the standard Year 10 curriculum. It is intended for those planning to pursue General Mathematics in the senior secondary years.

In General Mathematics, students extend their knowledge of financial mathematics, algebra, linear relationships and graphs. They develop their skills in measurement, trigonometry, probability and statistics

Unit 1	Unit 2	Unit 3	Unit 4
• Univariate Data • Financial Mathematics • Linear Graphs	• Index Laws • Linear equations and inequations • Quadratic expressions • Simultaneous equations	• Measurement • Similarity and scale factor • Bivariate data	• Pythagoras' theorem and trigonometry • Probability

Achievement Standard:



Assessment

	Unit 1	Unit 2	Unit 3	Unit 4
Assessment	**Examination**	**Examination**	**Examination**	**Examination**
Conditions	Indices & Financial Mathematics Quiz 20 minutes, on-line	90 minutes + 5 minutes perusal	20 minutes, on-line	90 minutes + 5 minutes perusal
Assessment	**Problem-solving and modelling task (PSMT)**		**Problem-solving and modelling task (PSMT)**	
Concept & Conditions	Univariate Data Task 600-800 words		Measurement Task 600-800 words	
Cognitive Verbs	Investigate, Solve, Apply, Compare, Interpret, Describe, Calculate, Use Assign, Construct, Evaluate, Explore, Connect, Determine, Recognise			

MATHEMATICS LEARNING AREA

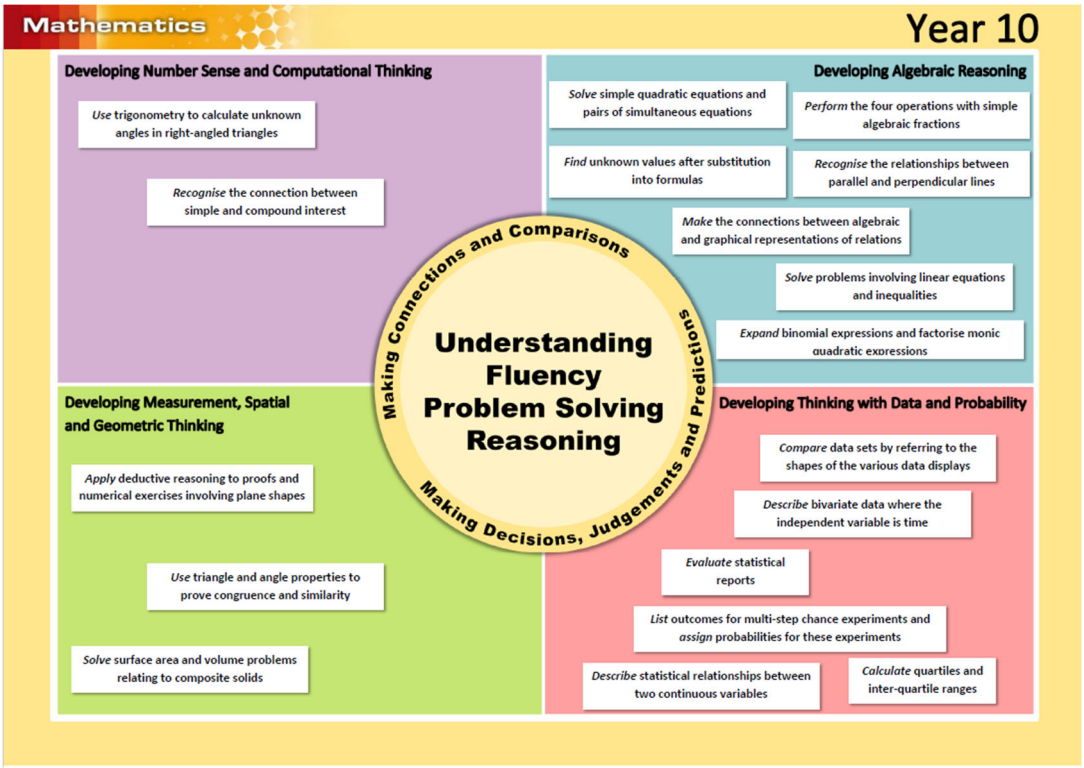
CORE MATHEMATICS

Core Mathematics consolidates prior learning in Mathematics and focuses on practical, life-related elements of the Year 10 curriculum. It is intended for those planning to pursue Essential Mathematics in the senior secondary years.

In Core Mathematics, students strengthen their proficiency with percentages, financial mathematics, algebra, linear equations and graphs. They develop their skills in measurement, trigonometry, probability and statistics.

Unit 1	Unit 2	Unit 3	Unit 4
• Percentages • Financial Mathematics • Univariate Data	• Algebra • Linear Graphs • Probability	• Measurement • Pythagoras' theorem and trigonometry	• Linear equations • Simultaneous equations • Bivariate data

Achievement Standard:



Assessment

	Unit 1	Unit 2	Unit 3	Unit 4
Assessment	**Examination**	**Examination**	**Examination**	**Examination**
Conditions	Financial Mathematics Quiz 20 minutes, on-line	90 minutes + 5 minutes perusal	20 minutes, on-line	90 minutes + 5 minutes perusal
Assessment	**Problem-solving and modelling task (PSMT)**		**Problem-solving and modelling task (PSMT)**	
Concept & Conditions	Univariate Data Task 600-800 words		Measurement, Pythagoras' theorem & Trigonometry Task 600-800 words	
Cognitive Verbs	Investigate, Solve, Apply, Compare, Interpret, Describe, Calculate, Use Assign, Construct, Evaluate, Explore, Connect, Determine, Recognise			

SCIENCE LEARNING AREA

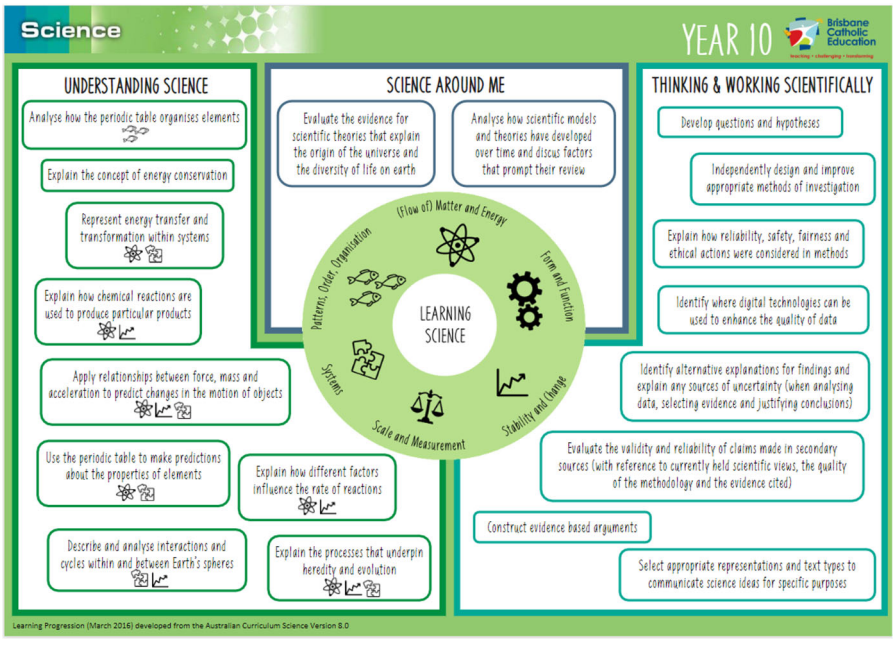
SCIENCE

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.

Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

Unit 1	Unit 2	Unit 3	Unit 4
Genetics & Evolution	**Motion & Energy**	**Chemistry – its Periodic**	**The Big Cycle**
Inquiry questions: Genetics – How significant is your genetic make-up in determining who you are? Evolution and Natural Selection – Why is there such a variety of living things on Earth?	Inquiry questions: What is Motion and what factors affect it? How is energy cycled through systems?	Inquiry questions: Why is order important in our lives? Why is it important to understand 'the codes/language' of chemistry? How do chemical reactions impact our everyday life?	Inquiry question: How can the Big Bang have created all the ingredients necessary to sustain life on Earth through the natural cycles?

Achievement Standard



Assessment

	Unit 1	Unit 2	Unit 3	Unit 4
Assessment	**Investigation** **Research task**	**Experimental Investigation** **Examination**	**Data Test**	**Examination**
Conditions	Based on given claims, students create their own research question. Format: report (headings given). 600- 800 words	Students to select and modify their own chosen experiments Format: report (headings given). 600- 800 words Multiple Choice & Short Response Questions. 90 minutes + 10 perusal	2-4 data sets given to demonstrate: Application (30%) Analysis (30%) Interpretation (40%). 50 minutes + 5minutes perusal	Multiple Choice & Short Response Questions. 90 minutes + 10 perusal
Cognitive Verbs	Analyse, predict, explain, use, apply, describe, evaluate, discuss, select, identify, construct			

HUMANITIES & SOCIAL LEARNING AREA

HISTORY

History is offered as a semester unit.

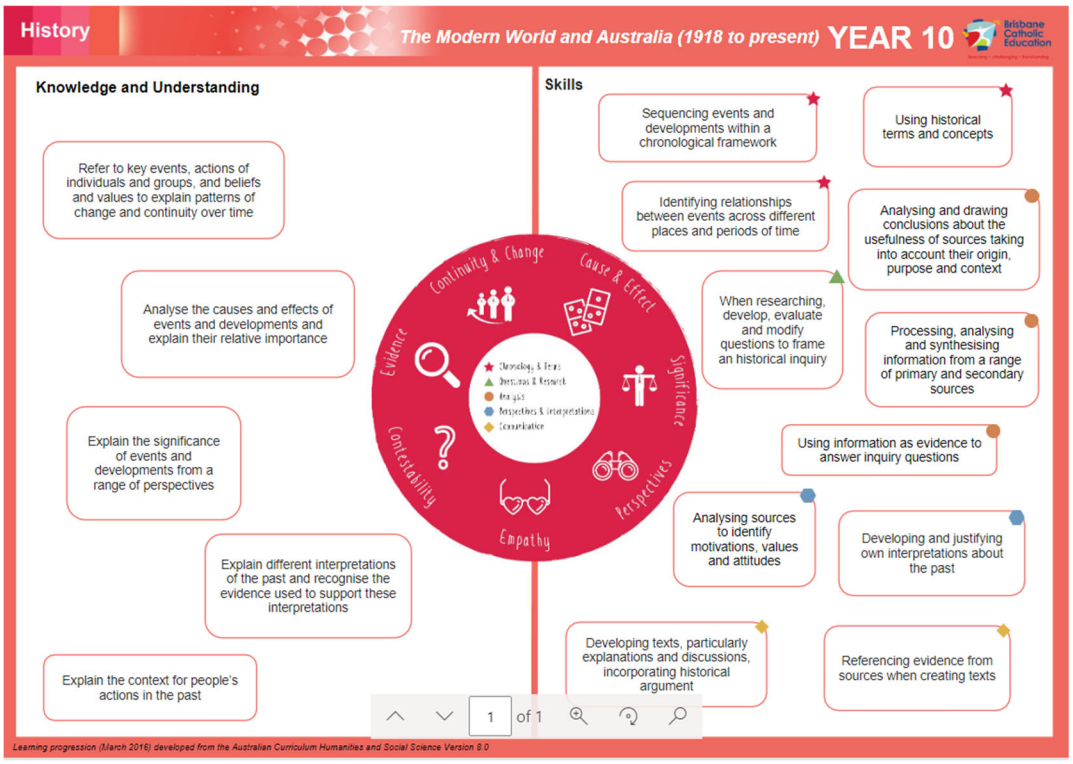
The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Unit 1	Unit 2
World War II (1939-45)	Rights and freedoms (1945 – the present)

Achievement Standard:



Assessment

	Unit 1	Unit 2
Assessment	**Examination** **Source Analysis and Extended Response to Stimulus**	**Photo Essay Project**
Conditions	90 minutes, plus 10 minutes perusal. 600–800 words, comprising • short response 50–100 words per item • extended response 300–400 words per item	written responses 600–800 words
Cognitive verbs	Explain Analyse Evaluate Justify	Synthesise Explain Research Analyse Develop Justify

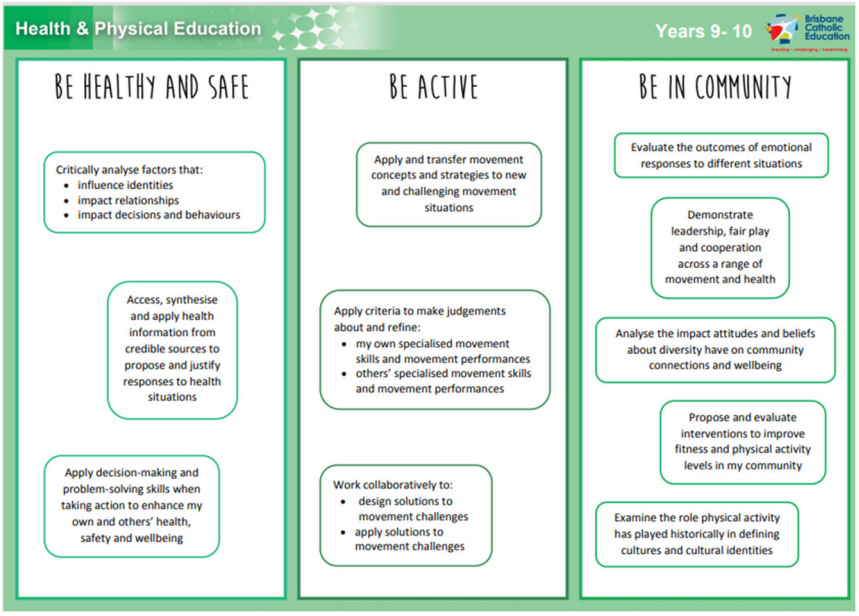
HEALTH & PHYSICAL EDUCATION

Health & Physical Education is offered as a semester unit.

The Year 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing. (ACARA).

Unit 1	Unit 2
Road Safety	**Drugs and Society**
This focus area addresses safety issues that students may encounter in their daily lives. The content supports students to develop knowledge, understanding and skills to assess risk, make safe decisions and behave in ways that protect their own safety and that of others.	This focus area addresses a range of drugs, including prescription drugs, alternative medicines, energy drinks, caffeine, tobacco, alcohol, illegal drugs and performance-enhancing drugs. The content supports students to explore the impact drugs can have on individuals, families and communities.

Achievement Standard:



Assessment

	Unit 1	Unit 2
Assessment	**Theory: Road Safety** **Investigation- Inquiry** **Practical: Invasion Sport**	**Theory: Drugs and Society** **Multimodal Presentation** **Practical: Target game**
Conditions	Individual written report 600- 800 words	Individual written report 600-800 words 3–4-minute presentation
Cognitive verbs	Analyse Discuss Justify Select	Describe Discuss Explain Justify Propose


Kylie Slatter

HUMANITIES & SOCIAL SCIENCES LEARNING AREA

Economics & Business (focus on Accounting)

Course Overview: Any student considering taking Accounting in their senior studies and undertaking 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 audio visual materials and analysing statistics and data.

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

Topics	Assessment	Pathways to Senior Subjects
• Accounting Principles • Small Business Journals, Ledgers and Final Reports	• Short and/or extended responses • Practical exercises both manual and using computers	• Accounting • Business • Legal Studies • Certificate II Business • Certificate III Business

HUMANITIES & SOCIAL SCIENCES LEARNING AREA

Economics & Business (focus on Business)

Course Overview: Any student considering taking Business in their senior studies would be recommended to undertake this course.

Learning in Business combines an inquiry approach in conjunction with authentic case studies. Students analyse business practices by undertaking investigations of business situations, with a focus on Human Resource Management. A range of business concepts, issues and situations are explored.

This course nurtures ambition and success, while being mindful of social and ethical values and responsibilities. Opportunity is provided to develop interpersonal and leadership skills through a range of activities.

Knowledge about the topics covered will be enhanced by examining real life businesses as case studies, while using the analytical tools such as: SWOT, PESTLE and Power Interest Grid to analyse the business success or failure.

Learning focused on the literacy knowledge and skills specific to Business is essential for student achievement. Students need to learn and use the knowledge and skills of writing, composing and speaking to convey the Business content they have learnt. Numeracy development is an essential component of learning across the Business curriculum. 21st century skills of creative thinking, collaboration and teamwork, ICT skills are integrated in this course.

Topics	Assessment	Pathways to Senior Subjects
• Business Life Cycle • Legal Ownership • Strategic Planning • Business Goals and objectives • Leadership roles • Human Resource Management • Strategies to improve productivity and market entry strategies	• Short and/or extended response examinations • Investigations	• Accounting • Business • Legal Studies • Certificate II Business • Certificate III Business

HUMANITIES & SOCIAL SCIENCES LEARNING AREA

Civic & Citizenship (focus on Legal Studies)

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

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.**

Topics	Assessment	Pathways to Senior Subjects
• Australian Legal System • The process of law making • Government Structures • The Court System & Juries • Criminal Law • Human Rights & the Law	• Examination – Short and Extended written responses • Inquiry Report	• Legal Studies • Business • Accounting

ENGLISH LEARNING AREA

Literature

Course Overview: This semester course introduces students in Year 10 to a range of literary texts to encourage their development as language learners and users. Students are encouraged to read widely across the course. They will explore literary texts from different times, places and cultures, including texts that aim to develop an awareness of, interest in, and respect for the literary traditions of other nations. This elective is offered in addition to the core subject of General English.

The subject Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language. The aim is to challenge ideas and interpretations through the analysis and creation of varied literary texts. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

A course of study in Literature promotes open-mindedness, imagination, critical reflection and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Semester One: Literature Studies - Responding to Oral, Written and Multimodal Texts

Students will explore and engage with the ways particular literary texts construct representations of the stories, and how readers or viewers respond to these texts both emotionally and critically. To help students develop deeper and more complex interpretations of the film, students will read/view/listen to and discuss others' perspectives of the film, including the director and the screenwriter. This will be followed by a textual study, for example, *Of Mice and Men*. The focus of this stage of the unit will be on students' own imaginative writing. They will engage in the processes of creative writing through planning, drafting and crafting a script for a spoken/multimodal monologue that reimagines the story of a character.

Semester Two: Making Connections - A study of language, culture and identity

Students develop knowledge and understanding of the ways literary texts connect with each other. Drawing on a wide range of language and literary experiences, students consider the relationships between texts, genres, authors, audiences and contexts. Ideas, language and the structure of different texts are compared and contrasted. Students create an analytical response that is evidence-based and convincing. They will experiment with text structures and language features, to understand how imaginative texts are informed by analytical responses. This unit will engage with a range of poetry from different eras and social contexts, as well as studying a classic text such as *Lord of the Flies*.

Topics	Assessment Techniques	Pathways to Senior Subjects
• Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts	• Imaginative text (spoken or written) • Analytical text (written)	• Literature • English • Essential English

LANGUAGE LEARNING AREA

French

This subject must be studied in both Semester 1 and 2.

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, students will learn to effectively understand and communicate in French. Students will begin to expand their vocabulary and experiment with producing French through different modes of communication, such as digital media, collaborative performance, and discussions. Students will become increasingly confident in communicating in spontaneous communication, building control of language structures and systems. They will exchange information and express feelings and opinions.

Students will access information through a range of authentic texts from France and French-speaking countries. They will learn to make literal translations but also to interpret and analyse a wider range of texts and experiences. Students analyse text more critically, identifying how language choices reflect perspectives and shape meaning.

Students who wish to take Year 11 and 12 French are required to take this course.

Topics	Assessment Techniques	Pathway to Senior Subjects

Will focus on issues that directly affect students, both in their personal lives and at a global level.
• The environment
• Overseas holidays
• Relationships
• Social media
• Health
	• Tests
	  ○ Response to stimulus in English (written)
	  ○ Response to stimulus in French (written and spoken)
	• Multimodal presentation
		• French

ARTS LEARNING AREA

Visual Art

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 and will work individually and with others to make images and objects by experimenting with art media and processes. Students will experience with a number of techniques and media in order to realise their artwork. Students will investigate and appraise other artists and they will critique art works through looking at art and visiting art galleries.

Semester One: Art as Self

Students will explore the art elements and experiment with 2 dimensional materials and techniques such as painting, drawing, collage, mixed media, screen printing, photographic and digital work. They will explore Expressionism and consider how we communicate emotions through portraiture, still life and abstract works. Students will be introduced to a variety of artists and will complete a folio of work, including a resolved artwork and an artist statement.

Semester Two: Art as Other

Students will explore the art elements and experiment with 3 dimensional materials and techniques including clay, found objects, wire and plaster. They will explore Contemporary Art and consider how we communicate both social, cultural and global issues. Students will be introduced to a variety of artists and will complete one folio of work, a resolved artwork and an artist statement.

In Visual Art, students are assessed in two areas: Making and Responding

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.

Topics	Assessment Techniques	Pathways to Senior Subjects
Semester One • The Art Elements • Experimentation with 2 Dimensional materials and techniques • Expressionist & Abstract Art Semester Two • The Art Elements • Experimentation with 3 Dimensional materials and techniques • Contemporary Art	• Folio of Art work • Investigation	• Visual Art • Visual Arts in Practice

ARTS LEARNING AREA

Drama

Course Overview: Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges.

Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view. Like all art forms, Drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

Semester One: Scared Scriptless & Collage Drama

Scared Scriptless: Students study of a published contemporary text in preparation for a polished performance. Students workshop the text; applying directorial choices and refined acting techniques. Students respond to live theatre; applying skills of critiquing and reviewing.

Collage Drama: Collage Drama is a unique combination of Physical Theatre, Abstract Theatre, and Contemporary Theatre. Students apply the skill of devising to create an original performance based on a theme of their choice.

Semester Two: Australian Drama & Preparing for Senior Drama

Australian Drama: Students study the style, history and development of Australian Drama, including an in-depth study of a published Australian text. Students workshop the text to create a group performance. Students experience professional workshops to develop applied and refined acting skills.

Preparing for Senior Drama: Students receive a glimpse into the two-year Senior ATAR General subject, experiencing forms and styles of Drama such as Gothic Theatre, Verbatim Theatre, Political Theatre and responding to live theatre artist statement.

Students wishing to study Drama in Years 11 and 12 are highly encouraged to select Drama in semester two in Year 10.

Topics	Assessment Techniques	Pathways to Senior Subjects
Semester One • The Elements of Drama • Contemporary Text • Collage Drama Semester Two • Australian Drama • Gothic theatre • Verbatim theatre • Political Theatre	In Drama, students are assessed in two areas: Making and Responding, while completing three assessments. • Group Scripted Performance • Group Devised Performance • Reviewing & Responding to theatre	• Drama

ARTS LEARNING AREA

Dance

Course Overview: Dance students are engaged through looking at many different styles of both traditional and contemporary forms. This program will enable students to develop industry specific skills, become analysts of dance work and foster collaborative skills.

Semester One: Dance Technology & Dance for Change

Dance and Technology: Students will explore the impact that modern technology has had on the dance industry. They will examine how dancers can enhance their own work, communicate themes and make statements through the use of various production elements. Students choreograph and produce a dance work that provides social commentary on a relevant issue and incorporates technology in a meaningful way to reinforce their viewpoint.

Dance for Change: Exploring purpose and finding meaning within movement is the central theme of this unit. Students will be exposed to a guest choreographer within the dance industry and participate in contemporary workshops. Additionally, this unit analyses work by Bangarra Dance Theatre Company and allows students to examine how different viewpoints impacts the choreographic process. Students use non-traditional dance spaces as stimulus for creating dance pieces.

Semester Two: On with The Show & Preparing for Senior Dance

On with the Show: Students will explore a variety of Dance genres in preparation for a live performance. Students will work collaboratively to create and choreograph group routines and solo performances for an evening Arts showcase. Students will learn practical skills that will assist them in a future dance career including audition techniques and the creation of a folio of work.

Preparing for Senior Dance: Students receive a glimpse into the two-year Senior Dance ATAR General subject, experiencing forms and styles of Dance such as contemporary dance, hip-hop, jazz, ballet and responding to live Danceworks.

Students wishing to study Dance in Years 11 and 12 are highly encouraged to select Dance in semester two in Year 10.

Topics	Assessment Techniques	Pathways to Senior Subjects
Semester One • The impact of Technology on Dance • Choreography techniques Semester Two • Dance genres • Dance Career • Audition techniques • Choreography techniques	In Dance, students are assessed in two areas: Making and Responding. • Performing & Choreographing • Analysing, interpreting & Reflecting on dance	• Dance

ARTS LEARNING AREA

Music

Course Overview: Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers, and performers. This course is recommended for students wishing to study music at the Senior level as it introduces key assessment concepts relevant to the new senior syllabus.

NOTE: *If you are considering doing Music in Year 10, please ensure that you are either receiving lessons and/or are already playing an instrument, as this will help you with all three of your assessment pieces. If you are a vocalist or drummer, it is recommended that you learn a second instrument (melodic/harmonic) so that you can relate the elements of music theory.*

Semester One: Breaking the Mold – Exploring new genres and sub-genres of Music

Breaking the Mold: Popular music has changed significantly over time, and to remain relevant and at the forefront of the industry, musicians have constantly looked for ways to adapt and break free from existing creative restraints. Students will learn how musicians manipulate the elements of music to aid in creating new genres and styles by combining and adapting existing genres.

Semester Two: Sound on Screen – Music in Film and Preparing for Senior Music

Sound on Screen: Music in Film: Music plays a crucial role in creating mood, atmosphere, and character perspectives in film. Students listen to, examine, and study music from various film soundtracks, breaking down how composers manipulate the elements of music to create appropriate mood, atmosphere, and character perspectives. Students will compose a song to accompany a scene from a film. Students learn how to collaborate as a group in performance rehearsals and assessment.

Topics	Assessment Techniques	Pathways to Senior Subjects
Semester One • The elements of Music • Popular music • Music genres Semester Two • Dance genres • Dance Career • Audition techniques • Choreography techniques	Students will be assessed in two areas, **Making** and **Responding**, while completing three assessments. • Responding: Musicology theory and genre-based assessment. Listening and responding to repertoire. Analysis of how music is manipulated using the elements of music. • Making: Composing music by implementing theory exam knowledge. Students will create their own genre-breaking song in Garage Band using technology, based around a four-chord progression. • Performing music via a melodic/harmonic based instrument. Students will be asked to perform a piece of music of 2-3 minutes in length in any genre or style.	• Music

Preparing for Senior Music: Students receive a glimpse into the two-year Senior ATAR course, experiencing forms and styles of Music such as Gothic Theatre, Verbatim Theatre, Political Theatre and responding to live theatre.

HEALTH & PHYSICAL EDUCATION LEARNING AREA

HPE: Personal, Social & Community Health (Focus on **Health**)

Health is a subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education, or work. A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing, and medical professions.

Course Overview: The study in health provides students with information on the various determinants that create and promote lifelong health and learning. Drawing from the health, behavioural, social, and physical sciences, Health offers students an opportunity to action, advocate and evaluate. Embedded is the Health inquiry model that provides the conceptual framework for this subject.

Health uses a salutogenic (prevention) approach, to focus on how health resources are accessed and enhanced. Resilience as a personal health resource in Unit 1, establishes key teaching and learning concepts, which looks at gaining an understanding of how health is socially constructed. Unit 2 explores the role of the community in shaping resources and the recognition of mental health through one topic selected from two choices: Elective topic 1: Homelessness or Elective topic 2: Anxiety.

Topics	Assessment Techniques	Pathways to Senior Subjects
• Resilience as a personal health resource • Role of community in shaping resources and the recognition of mental health • Homelessness or Anxiety	• Extended Response Examination • Investigation – action research report	• Health • Physical Education

HEALTH & PHYSICAL EDUCATION LEARNING AREA

HPE: Movement & Physical Education (focus on **Physical Education**)

Physical Education is a subject suited to students who are interested in pathways that lead to tertiary studies, vocational education or work. A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

Course Overview: The Physical Education syllabus involves developing the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

Students develop an understanding of the fundamental concepts and principles underpinning their learning of movement sequences and how they can enhance movement from a biomechanical perspective. Students broaden their perspective by determining the psychological factors, barriers and enablers that influence their performance and engagement in physical activity.

Topics	Assessment Techniques	Pathways to Senior Subjects
• Movement Sequences • Biomechanics • Psychological factors that affect performance in physical activity	• Extended Response Examination • Project Folio including Multimodal	• Health • Physical Education

TECHNOLOGY LEARNING AREA

Design & Technologies (focus on **Design**)

Course Overview: The Design subject focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.

Students use creativity, innovation and enterprise skills with increasing independence and collaboration. They respond to feedback from others and evaluate design processes used and designed solutions for preferred futures. Students investigate design professions and the contributions that each makes to society locally, regionally and globally through creativity, innovation and enterprise. They evaluate the advantages and disadvantages of design ideas and technologies.

Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and clarify ideas through sketching, modelling, perspective and orthogonal drawings. They use a range of symbols and technical terms in a range of contexts to produce patterns, annotated concept sketches and drawings, using scale, pictorial and aerial views to draw environments.

Semester One

Students work from a design brief and use informal conceptual ideation sketching to represent mental images. They will have an opportunity to use informal and conceptual physical low-fidelity prototyping to present their ideas clearly. This unit of work hones graphical representation skills required to successfully communicate design proposals. They use informal and conceptual physical low-fidelity prototyping to present their ideas clearly. Notes and annotations are added to justify and evaluate designs.

Semester Two

Students explore how to divergent thinking strategies and design styles to develop new ideas. They produce high quality concepts for stakeholders and/or investors. This unit gives them the opportunity to use computer software to render and illustrate a given design that could then be used to deliver a highly polished sales pitch. Students research, design, present and evaluate their ideas and learn to use computer software to render and present their final design.

Topics	Assessment Techniques	Pathways to Senior Subjects
Principles of good design Design Process Sketching designs CAD project	Project – Multimodal folio and practical project	Design Industrial Technology Skills Industrial Graphic Skills

Students wishing to study Design in Years 11 and 12 are highly encouraged to select Design in Year 10.

TECHNOLOGY LEARNING AREA

Design & Technologies (Focus on **Industrial Technology Skills**)

Course Overview: The Design &Technologies subject focuses on the underpinning industry practices and production processes required to manufacture products in a variety of industries, including building and construction, engineering, furnishing and plastics. It provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

The majority of learning is done through manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

By doing manufacturing tasks, students develop transferable skills relevant to a range of industry-based electives and future employment opportunities. They understand industry practices, interpret specifications, including technical drawings, demonstrate and apply safe practical production processes with hand/power tools and machinery, communicate using oral, written and graphical modes, organise, calculate and plan production processes and evaluate the products they create using predefined specifications.

Semester One

The first part of the unit introduces students to workshop safety and working with tools & materials. For their project, students are provided with a set of parameters to design a specified product. Comprehensive materials testing and research will help them understand the constraints of the problem. Through the evaluation of existing designs, they plan and sketch their own solution, then use tools and materials to manufacture an appropriate solution to the given problem.

Semester Two

The second part of this unit provides students with an opportunity to develop technically accurate products. Students work to a set of pre-defined requirements to develop a set of technical drawings for a product they will then manufacture. The focus for this unit is high expectations and quality outcomes. As students develop their products they learn about the industry practices and production processes used in the creation of quality products.

Topics	Assessment Techniques	Pathways to Senior Subjects
Safety Training & Induction Planning of design Production of design Evaluation of design	OnGuard training Project – Multimodal folio and practical project	Industrial Technology Skills Industrial Graphic Skills Design Engineering

Students wishing to study Industrial Skills in Years 11 and 12 are highly encouraged to select Design Technology in Year 10.

TECHNOLOGY LEARNING AREA

Design & Technologies: Food Specialisation - We Design Food

Course Overview: This course will provide the best of both worlds, as it will cater to students looking to develop their practical skills and commercial kitchen knowledge, as well as gain skills for future pathways in the hospitality industry. Students will investigate a variety of cookery techniques and have their production skills extended and challenged. The course will focus on Café Culture and include a variety of café menu items (sweet and savoury) as well as café style drink production.

This is a hands-on subject with a strong practical component. Students will have opportunities to experience creating designed solutions for products, services, and environments.

Students will work independently and collaboratively. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. Increasingly, study has a global perspective, with opportunities to understand the complex interdependencies involved in the development of technologies and enterprises. Students use creativity, innovation and enterprise skills with increasing confidence, independence, and collaboration.

Topics	Assessment Techniques	Pathways to Senior Subjects
• Safety and Hygiene in a commercial kitchen • Commercial kitchen equipment • Cookery techniques • Café Culture • Café style food and Drink preparation skills	• Examination • Design Project	• Certificate II Hospitality • Certificate II Kitchen Operations

TECHNOLOGY LEARNING AREA

Digital Technologies

Course Overview: It was Steve Jobs who said, “The people who are crazy enough to think they can change the world are the ones who do”. Do you want to change the world? Technology is a part of every aspect of our lives, phones, cars, planes, even your fridge are all technological machines. All this technology needs skilled programmers who can plan, design, write and test the thousands of lines of code that this technology relies on. What will be the next big technology that changes the world?

Digital Technologies also teaches students key 21st Century skills, the skills students will need to succeed in their careers during the Information Age. The key skills covered will include critical thinking, creativity, information literacy and technology literacy with the aim of preparing students for those new and emerging careers and industries.

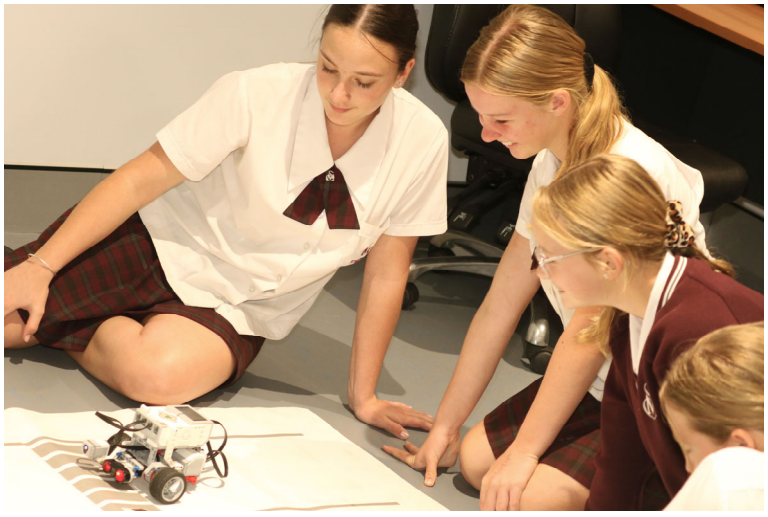
Studying Digital Technologies in Year 10 will begin preparing students for a range of jobs in the IT field and ensure they are ready for further study in IT at St Michael’s or at university.

Semester 1: Software Development & Online Communication

Students will explore **Python programming** language and discuss the importance of decomposing and solving problems by deconstructing and breaking tasks down into smaller chunks. In response to a client brief, students will decompose a problem, plan, create and test their own python program. In the second half of the semester, students will explore the world of **Online Communication**. How **search engines** work, how online **privacy, security** and **data collection** plays an integral part in the online space. Students will also spend time looking at social media, the **user experience** and how it has influenced and continues to shape the way we communicate online.

Semester 2: Big Data & Augmented and Virtual Reality

Students will explore the use and management of **big data** in society. From how **consumer data** is analysed to how it is used in **online systems** to inform, **influence commerce** and how it affects our **privacy**. Students will develop their knowledge of data collection and use this in developing a data focused prototype that solves a **real-world problem**. In the second half of the term, students will also look at how **Augmented and Virtual Reality** works and go on to plan, develop and test their own augmented reality application.



Topics	Assessment Techniques	Pathways to Senior Subjects
• Data Mining • Security and Privacy • Decomposition • Data Mining • Project Planning, Collaboration and Management • Augmented Reality • Virtual Reality • Online Communication • Search Engine Optimisation • Social Media	• Digital Project	• ICT (Information Communication Technology)

VOCATIONAL EDUCATION & TRAINING LEARNING AREA

Certificate I Business

Course Overview: Certificate I Business is an entry-level qualification designed to prepare students for the vocational course, Certificate II in Business and Certificate III in Business in Years 11 & 12. This is a practical course that offers students introductory skills relevant to administration and clerical roles in a variety of industry settings.

This qualification reflects the role of individuals who participate in a range of routine and simple tasks under close supervision. It provides a pathway to work in various business / administration settings, such as offices, receptions and administration in general.

QCE Credit Points: 2 credit points

Competencies:

Core units:

- BSBWHS201 Contribute to health and safety of self and others

Elective units:

- BSBADM101 Use business equipment and resources
- BSBCMM101 Apply basic communication skills
- BSBITU111 Operate a personal digital device
- BSBITU112 Develop keyboard skills
- BSBLED101 Plan skills development

Assessment Techniques	Pathways to Senior Subjects/Higher Qualifications
• Role plays / Observation • Scenarios • Question and Answer / Written examination • Folio of different work samples	• Certificate II Business • Certificate III Business • Certificate III Business Administration

VOCATIONAL EDUCATION & TRAINING LEARNING AREA

Certificate I in Hospitality

Course Overview: Certificate I 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.

This qualification reflects the role of individuals who participate in a range of routine and predictable hospitality work activities. They work under close supervision and are given clear directions to complete tasks.

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.

QCE Credit Points: 2 credit points

Possible job titles include:

- Bar useful
- Food runner
- Glass runner
- Housekeeping assistant
- Kitchen steward

Competencies:

Core units

- BSBWOR203 Work effectively with others
- SITXCCS001 Provide customer information and assistance
- SITXWHS001 Participate in safe work practices

Elective units

- SITXFSA001 Use hygienic practices for food safety
- SITXCOM001 Source and present information
- TLIE1005 Carry out basic workplace calculations

Assessment Techniques	Pathways to Senior Subjects
• Coffee Shop Functions • Written examination	• Certificate II Hospitality • Food and Nutrition

VOCATIONAL EDUCATION & TRAINING LEARNING AREA

Certificate II in Engineering Pathways: MEM20413

Course Overview: The College is offering in partnership with registered training organisation, Skills Generation, the MEM20413 Certificate II in Engineering Pathways. The course is forward thinking and aims to educate students about emerging and increasingly more prominent technologies by integrating those exact technologies into the qualification's curriculum.

While Skills Generation focuses on the future and ensuring students are prepared for the changing landscape of engineering and manufacturing fields, this is not without sacrifice of these disciplines' roots. Our MEM20413 qualification firstly lays the groundwork, introducing students to the foundations of engineering and manufacturing – correct use of hand and power tools, appropriate understanding of PPE, proper welding technique etc. – before having your students then apply this foundational knowledge in a variety of projects including the construction of individual drones.

BUILD AND FLY A DRONE PROJECT

The Build and Fly a Drone Project provides students with the skills and knowledge to integrate and apply traditional engineering skills to the emerging technologies that are changing the global engineering landscape. Valuing the words of physicist Richard Feyman, "What I cannot create, I do not understand," the project provides students with a comprehensive understanding of drone engineering through the construction of an individual.

This program will allow students to:

- Gain foundational knowledge and experience in a broad range of engineering disciplines
- Apply these acquired skills in the construction of individual drones and a larger group-based drone
- Obtain insights into the exciting and growing employment pathways in the trade, engineering and aviation industries as well as other industries that now utilise drone technology

COURSE DELIVERY

MEM20413 Certificate II in Engineering Pathways 1 Year (Year 10) 4 Terms. The delivery of the MEM20413 is face to face at school and will be included as part of the student's timetable.

QCE Credit Points: 4 credit points

Course Fees

- VETiS Funded Student MEM20413: Free
- CASA RePL Licence Application $40
- For students who are not eligible for funding: Fee For Service Student MEM20413 $1,200

Competencies

- MEM13014A Apply principles of occupational health and safety in the work environment
- MEM16006A Organise and communicate information
- MEMPE002A Use electric welding machines
- MEMPE006A Undertake a basic engineering project
- MEM18001C Use hand tools
- MEM18002B Use power tools/handheld operations
- MSAPMSUP106A Work in a team
- MEMPE001A Use engineering workshop machines
- MEM16008A Interact with computing technology
- MEMPE007A Pull apart and re-assemble engineering mechanisms
- MSAENV272B Participate in environmentally sustainable work practices
- MEMPE005A Develop a career plan for the engineering and manufacturing industry