St Joseph's College
TOOWOOMBA

Year 10 Curriculum Handbook
2020

Let's create your best future, *together.*

Contents

Information for Students and Parents choosing Year 10 Areas of Study

The implementation of the Australian Curriculum began in Queensland in 2012.

Religious Education, English, Mathematics, Science, History and Health and Physical Education comprise the **six compulsory areas of study** for students in Years 7 to 10.

Therefore, our students will complete **compulsory semester units** and have the opportunity to **select elective units**. Students entering Year 10 in 2020 will nominate **4 units** they wish to study during the next year. Additionally, they are required to select **two back-up units** to study if all original preferences cannot be met.

It is a matter for the College to determine when particular units will be studied as the student's allocation depends on staffing and resources.

Detailed information on the Australian Curriculum can be accessed on the ACARA website: www.acara.edu.au. It is encouraged that you *make yourself as familiar as possible with the latest education reforms and what they mean for your children.*

This handbook has been produced to help students plan a **Course of Study** which will provide a balanced education across Key Learning Areas and provide greater opportunity for success.

The Curriculum consists of a set of semester units from which students can choose according to their own needs and abilities.

Contained in this handbook are details of the subject unit offerings planned for **Year 10, 2020**.

An elective's viability to be included will also depend on the availability of staff, resources and student interest.

The timetable for 2020 consists of a 10-day (two week) cycle.

Core Subjects

All students in Year 10 will continue to study a core of 6 academic subjects.

Core
• Religious Education • English • Mathematics • Science • Humanities • Health and Physical Education

The core program will help prepare students for transition into Year 10 and maximise options for their Senior Phase of Learning.

Elective Subjects

Year 10 students are required to select six (6) elective subjects across the year (from a range of subject offerings. Of these, four (4) will be studied over the year.

Semester Electives
Business Studies
Business Digital Media
Design Technologies – Graphics
Design Technologies – Wood
Design Technologies – Metal
Design Technologies – Home Economics
Digital Technology
French
Geography
Japanese
The Arts – Drama
The Arts – Music
The Arts – Visual Art

	Semester One	Semester Two
Business Economics	BEC	BEC
Business Digital Media	BDM	BDM
Design & Technologies – Graphics	TGD	TGE
Design & Technologies – Wood	TWC	TWD
Design & Technologies – Metal	TMC	TMD
Design & Technologies – Home Economics	HED	HEE
Digital Technology	DTA	DTB
French	LFD	LFE
Japanese	LJD	LJE
The Arts – Drama	ADC	ADD
The Arts – Music	AMB	AME
The Arts – Visual Art	AVE	AVF

Strategies for choosing Subjects

As a basic strategy it is suggested that students choose subjects:

- they enjoy
- in which they have already had some success
- which may help them reach a chosen career
- which develops skills, knowledge and attitudes useful throughout their life.

It is important to remember that students are individuals and that their needs and requirements in subject selection will be quite different from those of other students. This means that it is unwise to either take or avoid a subject because:

- someone told them they will like or dislike it
- their friends are or are not taking it
- they like or dislike the teacher
- 'only boys or girls take that subject' – all subjects have equal value for males and females.

Selection Process – Year 10 Electives

1. Students indicate which units they would like to study through an online process.

2. **Please return the preference receipt sheet signed by parent/carer by Friday 16 August 2019.**

3. Timetable lines are constructed given the choices made.

4. Elective subjects are then allocated to students.

5. Assistance can be sought by contacting the Assistant Principal – Curriculum
    (email: kfellenberg@sjc.qld.edu.au).

Because we must try to accommodate the wishes of most students, it is inevitable that some students will not be able to study all the units they first choose.

Religious Education
Compulsory Core Subject

Learning Intentions

By the end of Year 10 students should:

- **explain** how the mystery of God can be named and understood through the experience of the created world. They analyse core beliefs and practices of the major world religions (Christianity, Islam, Judaism, Hinduism and Buddhism) and explain how these reflect the human understanding of God or the 'Other'.

- **use** evidence from Old Testament and New Testament texts to explain different representations of God by various human authors in different historical, social and cultural contexts and evaluate their application for a modern Australian context.

- **critically analyse** the efforts of a range of Christian spiritual writings to search for the mystery of God in the midst of world events and the course of human history.

- **analyse** ways in which the Church has responded to a range of emerging threats to both human ecology and environmental ecology.

- **explain** the significance of various sources that guide the Church's action in the world (including the teaching of Jesus and the early Church; the principles of Catholic social teaching and the reasoned judgements of conscience) and that nourish the spiritual life of believers (including the Eucharist, and individual and communal prayer for justice, peace and the environment)

- **develop and justify** their own response to a contemporary moral question, using evidence from these various sources to support their response.

- **participate** respectfully in a variety of personal and communal prayer experiences, including meditative prayer; prayers for justice, peace and the environment; and meditative prayer practices.

2020 Year 11 and 12 - Senior Pathway

- Applied Subject: Religion & Ethics (PDF, 1.3 MB)
- General Subject: Study of Religion (PDF, 1.0 MB)

Religious Education Subject Progression

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┌─────────────────────────────────┐
│           Year 10               │
│      Religious Education         │
│          (Core Class)            │
└─────────────────────────────────┘
          ↙               ↘
┌──────────────────┐  ┌──────────────────┐
│   Year 11 / 12   │  │   Year 11 / 12   │
│ Study of Religion│  │ Religion & Ethics│
│    (General)     │  │    (Applied)     │
└──────────────────┘  └──────────────────┘
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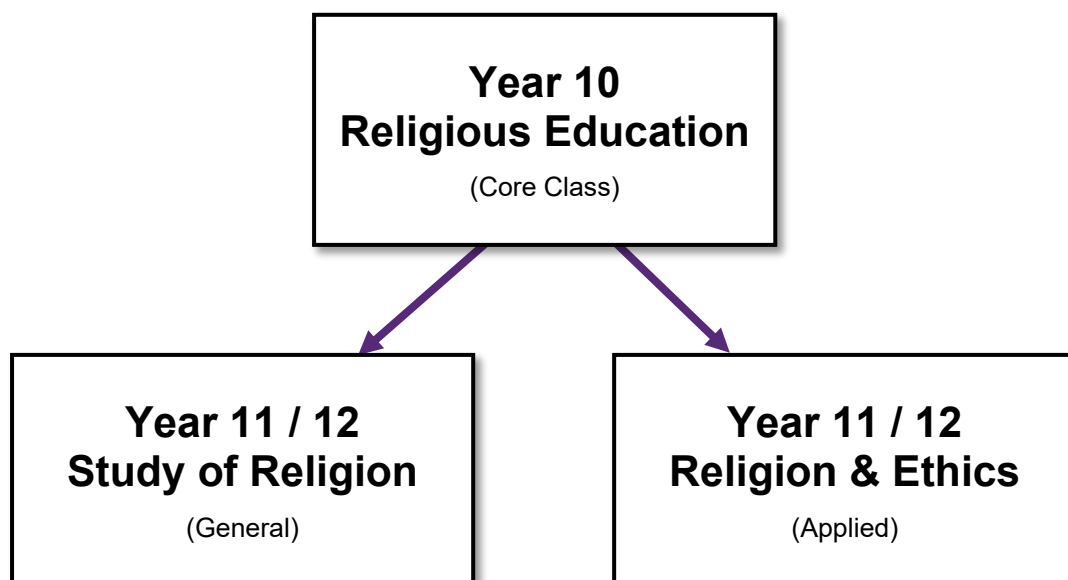
English
Compulsory Core Subject

Learning Intentions
By the end of Year 10 students should have completed:

Term 1 - Shakespearean Summer
- **investigate** classic world literature, including the play *'Romeo and Juliet'* by Shakespeare, to **explore** themes of human experience and cultural significance.
- reflect **on the classic and contemporary relevance of the themes in world literature and discuss how language devices layer meaning and influence audiences.**

Term 2 - Representations of Sport in the Media
- **analyse and evaluate** how human experience is represented in new media texts and documentaries, including the use of images.
- **develop** a critical understanding of the contemporary media and analyse the differences between news media texts privilege certain perspectives and representations of sports people.

Term 3 - Contemporary Literature
- **compare and contrast** the ethical themes in a range of literature texts, including the close study of a novel.
- **evaluate** how text structures, language and visual features can be used to influence audience response.

Term 4 - Passionate Poetry
- will **compare** love poetry composed hundreds of years apart with a similar 'voice' to evoke powerful intellectual and emotional responses from readers through the positioning effects of language choices and use of aesthetic features.
- **make** relevant thematic and intertextual connections between poetry and paintings during the Romantic era and compare this to representations of individuals in love within a modern context.
- **analyse and explain** how text structures, language features and visual features of texts and the context in which texts are experienced can influence audience appreciation.

2020 Year 11 and 12 - Senior Pathway
- Applied Subject: Essential English (PDF, 1.2 MB)
- General Subject: English (PDF, 1.4 MB)
                     Literature (PDF, 1.3 MB)

English Subject Progression

Year 10 English
(Core Class)

Year 11 / 12 Literature
(General)

Year 11 / 12 English
(General)

Year 11 / 12 Essential English
(Applied)
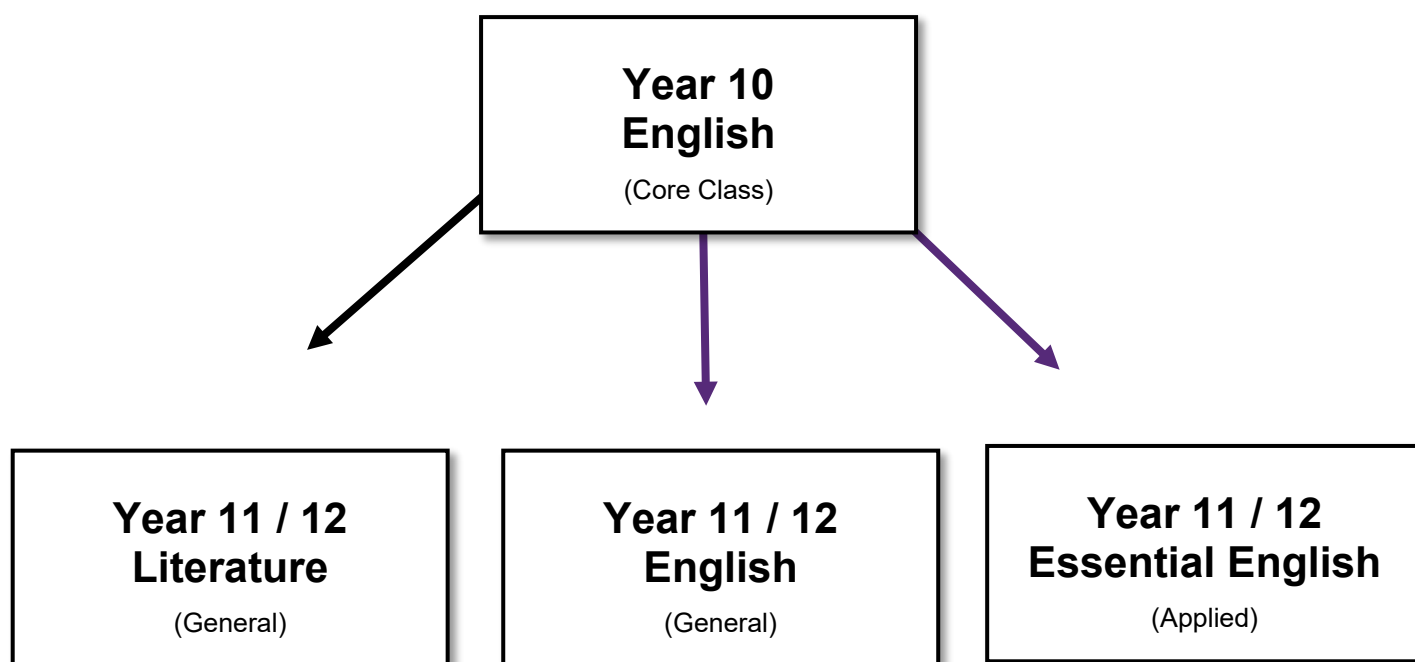
Mathematics
Compulsory Core Subject

Learning Intentions

By the end of Year 10 students should:

- **recognise** the connection between simple and compound interest
- **solve problems** involving linear equations and inequalities.
- make the connections between algebraic and graphical representations of relations.
- **solve** surface area and volume problems relating to composite solids.
- **recognise** the relationships between parallel and perpendicular lines.
- **apply** deductive reasoning to proofs and numerical exercises involving plane shapes.
- **compare** data sets by referring to the shapes of the various data displays.
- **describe** bivariate data where the independent variable is time.
- **describe** statistical relationships between two continuous variables.
- **evaluate** statistical reports.
- **expand** binomial expressions and factorise monic quadratic expressions
- **find** unknown values after substitution into formulas.
- **perform** the four operations with simple algebraic fractions.
- **solve** simple quadratic equations and pairs of simultaneous equations.
- **use** triangle and angle properties to prove congruence and similarity.
- **use** trigonometry to calculate unknown angles in right-angled triangles.
- list outcomes for multi-step chance experiments and assign probabilities for these experiments.
- **calculate** quartiles and inter-quartile ranges.

Students considering choosing Mathematics Extension should be achieving at least a High B Standard in Year 9 Mathematics

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2020 Year 11 and 12 - Senior Pathway

- Applied Subject: Essential Mathematics (PDF, 1.7 MB)
- General Subject: General Mathematics (PDF, 1.7 MB)
                        Mathematical Methods (PDF, 1.7 MB)
                        Specialist Mathematics (PDF, 2.2 MB)

Mathematics Subject Progression

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┌─────────────────────┐         ┌─────────────────────┐
│   Year 10 MAX       │         │   Year 10 MAE       │
│   Mathematics       │         │   Mathematics       │
│                     │         │                     │
│   (Extension)       │         │   (Core Class)      │
└─────────────────────┘         └─────────────────────┘
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Year 10 MAX Mathematics (Extension)

Year 10 MAE Mathematics (Core Class)

Year 11 / 12 Mathematical Methods (General)

Year 11 / 12 General Mathematics (General)

Year 11 / 12 Essential Mathematics (Applied)

Year 11 / 12 Specialist Mathematics (General)
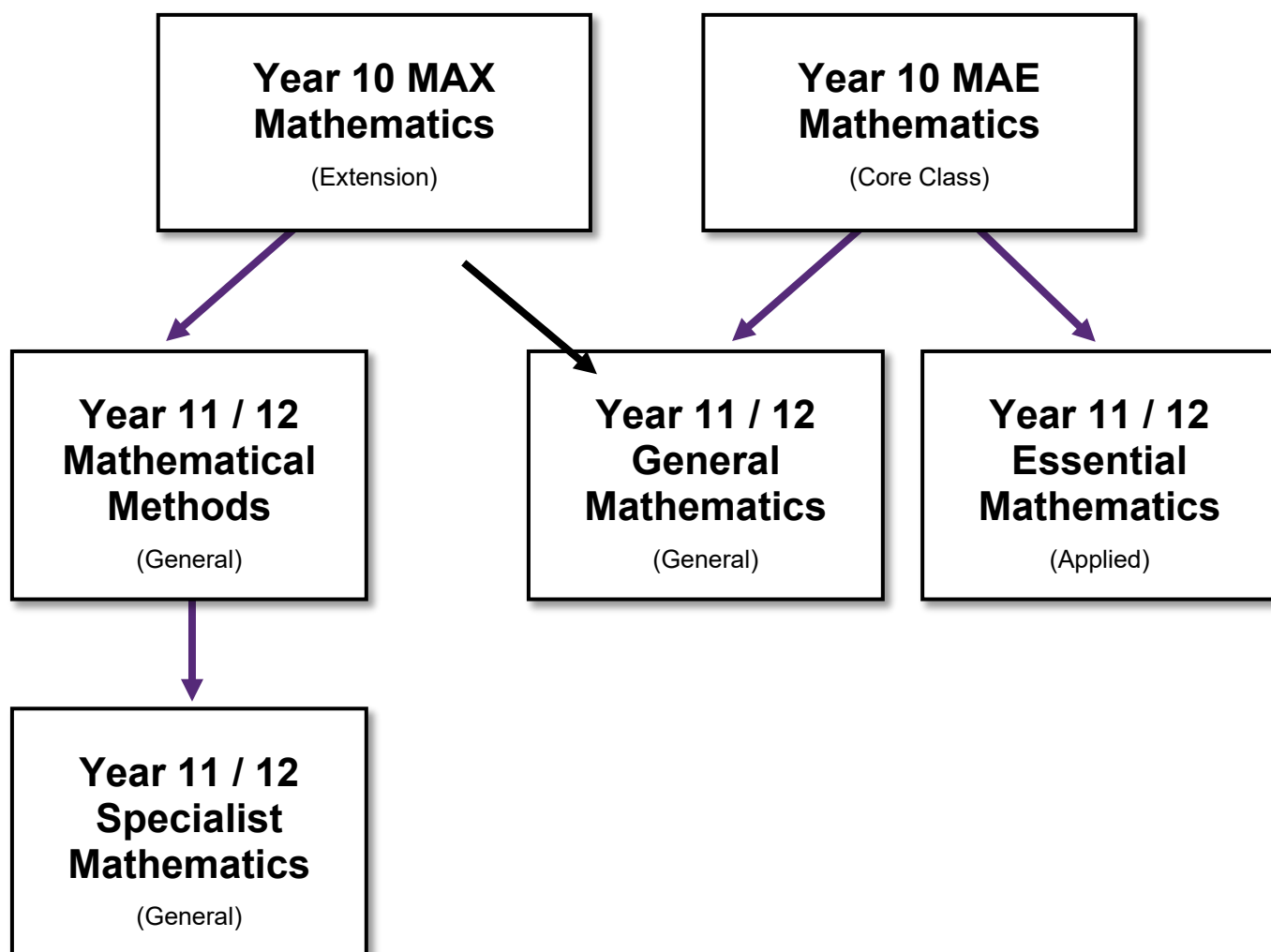
Science
Compulsory Core Subject

The science curriculum at St Joseph's College supports students developing the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. It provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society and its applications in our lives.

Students will study three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. Each strand is divided into sub-strands.

Learning Intentions

By the end of Year 10 students should:

- **analyse** how the periodic table organises elements and use it to make predictions about the properties of elements.
- **explain** how chemical reactions are used to produce particular products and how different factors influence the rate of reactions.
- **explain** the concept of energy conservation and represent energy transfer and transformation within systems.
- **apply** relationships between force, mass and acceleration to predict changes in the motion of objects.
- **describe and analyse** interactions and cycles within and between Earth's spheres.
- **evaluate** the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth
- **explain** the processes that underpin heredity and evolution.
- **analyse** how the models and theories they use have developed over time and discuss the factors that prompted their review.
- **develop** questions and hypotheses and independently design and improve appropriate methods of investigation, including field work and laboratory experimentation.
- **explain** how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data.
- when **analysing** data, selecting evidence and developing and justifying conclusions, they identify alternative explanations for findings and explain any sources of uncertainty.
- **evaluate** the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited.
- **construct** evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.

![St Joseph's College Toowoomba logo]

2020 Year 11 and 12 - Senior Pathway

- General Subject: Biology (PDF, 1.7 MB)
                          Chemistry (PDF, 1.9 MB)
                          Physics (PDF, 1.9 MB)
                          Psychology (PDF, 1.9 MB)

Science Subject Progression

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                    ┌─────────────────────┐
                    │      Year 10        │
                    │      Science        │
                    │                     │
                    │    (Core Class)     │
                    └─────────────────────┘
                      ╱                  ╲
                     ╱                    ╲
                    ╱                      ╲
┌──────────────┐ ┌──────────────┐ ┌──────────────┐ ┌──────────────┐
│ Year 11 / 12 │ │ Year 11 / 12 │ │ Year 11 / 12 │ │ Year 11 / 12 │
│   Biology    │ │  Chemistry   │ │  Psychology  │ │   Physics    │
│  (General)   │ │  (General)   │ │  (General)   │ │  (General)   │
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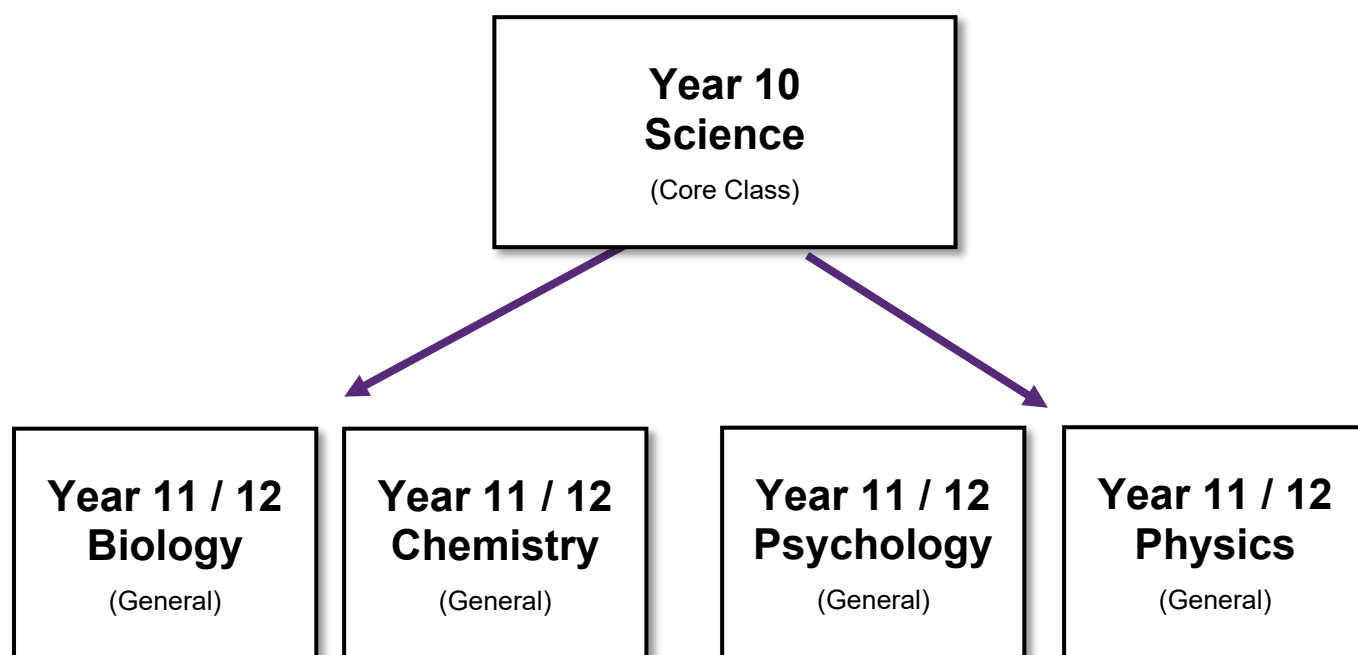
Humanities - History
Compulsory Core Subject

Depth study: World War II
In this depth study, students investigate wartime experiences through an in-depth study of World War II. This includes a study of the causes, events, outcomes and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement.
This depth study provides opportunities for students to develop historical understandings particularly focused on the key concepts of evidence, cause and effect, perspectives, empathy and significance.

Depth study: Rights and freedoms
In this depth study, students focus on the struggles for human rights. They investigate how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.
This depth study provides opportunities for students to develop historical understandings particularly focused on the key concepts of evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

Depth study: The globalising world
Elective: Popular Culture
In this depth study, students investigate the influence of Popular Culture - experiences that shaped the Australian society from 1945 to the present. This depth study provides opportunities for students to develop historical understandings particularly focused on the key concepts of evidence, continuity and change, cause and effect, perspectives, significance and contestability.

Learning Intentions

By the end of Year 10 students should:
- **refer** to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time.
- **analyse** the causes and effects of events and developments and explain their relative importance. explain the context for people's actions in the past.
- **explain** the significance of events and developments from a range of perspectives.
- **explain** different interpretations of the past and recognise the evidence used to support these interpretations.
- sequence events and developments within a chronological framework and identify relationships between events across different places and periods of time.
- when researching, students develop, **evaluate** and modify questions to frame an historical inquiry.
- **process, analyse and synthesise** information from a range of primary and secondary sources and use it as evidence to answer inquiry questions.
- **analyse** sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose, and context.

- **develop and justify** their own interpretations about the past.
- **develop texts**, particularly explanations and discussions, incorporating historical argument. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

Biomes and Food Security

The focus of the unit is on developing student understanding of the significance of the biomes of the world as a source of food and fibre, the effect of their alteration and the environmental challenges of, and constraints on, expanding food production in the future. The distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

Learning Intentions

By the end of Year 10 students should:

- **use geographical tools** to explore the spatial distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity.
- **develop** geographically significant questions about human alteration of biomes and the environmental effect of these alterations.
- **collect, select, record and organise** relevant geographical data and information, using ethical protocols, from a range of sources.
- **evaluate sources** for their reliability, bias and usefulness.
- **evaluate** multi-variable geographical data and information, using qualitative and quantitative methods and digital and spatial technologies where appropriate, to identify distributions, patterns and trends, **predict outcomes and infer relationships** to **draw conclusions.**
- **investigate** human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations, using examples of biomes in Australia and overseas that have been altered through, for example, vegetation clearance, drainage, terracing and irrigation.
- **investigate** environmental, economic and technological factors that influence crop yields in Australia and across the world, and explore the challenges to food production, including land and water degradation, competing land use and climate change.
- **investigate** the capacity of the world's environments to sustainably feed the projected future population and to achieve food security for Australia and the world.
- **reflect** on and evaluate their findings to propose individual and collective action in response to biomes, food production and food security and explain the predicted outcomes of their proposal.
- **present findings, arguments, explanations** in a range of appropriate communication forms using geographical terminology.

Environmental Change and Human Wellbeing:

The focus of the unit is on the interconnections between places and people through the production and consumption of goods and services, and how transport and information and communication technologies have changes places and their environments. The distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

Learning Intentions

By the end of Year 10 students should:

- **explore** the perceptions that people have of places and how this influences their connections to different places.
- **develop** questions about the ways places and people are interconnected.
- **use geographic tools** to ethically collect, select, record and organise data and information about geographical connections from a range of sources.
- **evaluate sources** for their reliability, bias and usefulness.
- **represent** information in a range of forms, such as scatter plots, tables, graphs, annotated diagrams and spatial distribution maps, using cartographic conventions.
- **explore** the ways transportation and information and communication technologies are used to connect people to services, information and people in other places.
- **use qualitative and quantitative methods** and digital and spatial technologies to identify distributions, patterns and trends; predict outcomes and infer relationships to draw conclusions.
- **investigate** how and why places are interconnected regionally, nationally and globally through trade in goods and services, using case studies.
- **explore** the effects of production and consumption of goods on places and environments throughout the world, including a country from North or South-East Asia.
- **reflect on, and evaluate**, the effects of people's travel, recreational, cultural or leisure choices on connections to places.
- **propose** individual and collective action in response to these changing choices and explain the predicted outcomes of their proposal.
- **present findings, arguments, explanations** in a range of appropriate communication forms, using geographical terminology.

2020 Year 11 and 12 - Senior Pathway

- Applied Subject
  - Tourism (PDF, 937.0 KB)
  - Social & Community Studies (PDF, 1.3 MB)
- General Subject
  - Ancient History (PDF, 1.4 MB)
  - Geography (PDF, 1.7 MB)
  - Legal Studies (PDF, 1.1 MB)
  - Modern History (PDF, 1.8 MB)

Humanities Subject Progression

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┌─────────────────────────────┐
│          Year 10            │
│        Humanities           │
│    History & Geography      │
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Year 11/12 Modern History (General)	Year 11/12 Ancient History (General)	Year 11/12 Legal Studies (General)	Year 11/12 Geography (General)	Year 11/12 Tourism (Applied)	Year 11/12 Social & Community Studies (Applied)
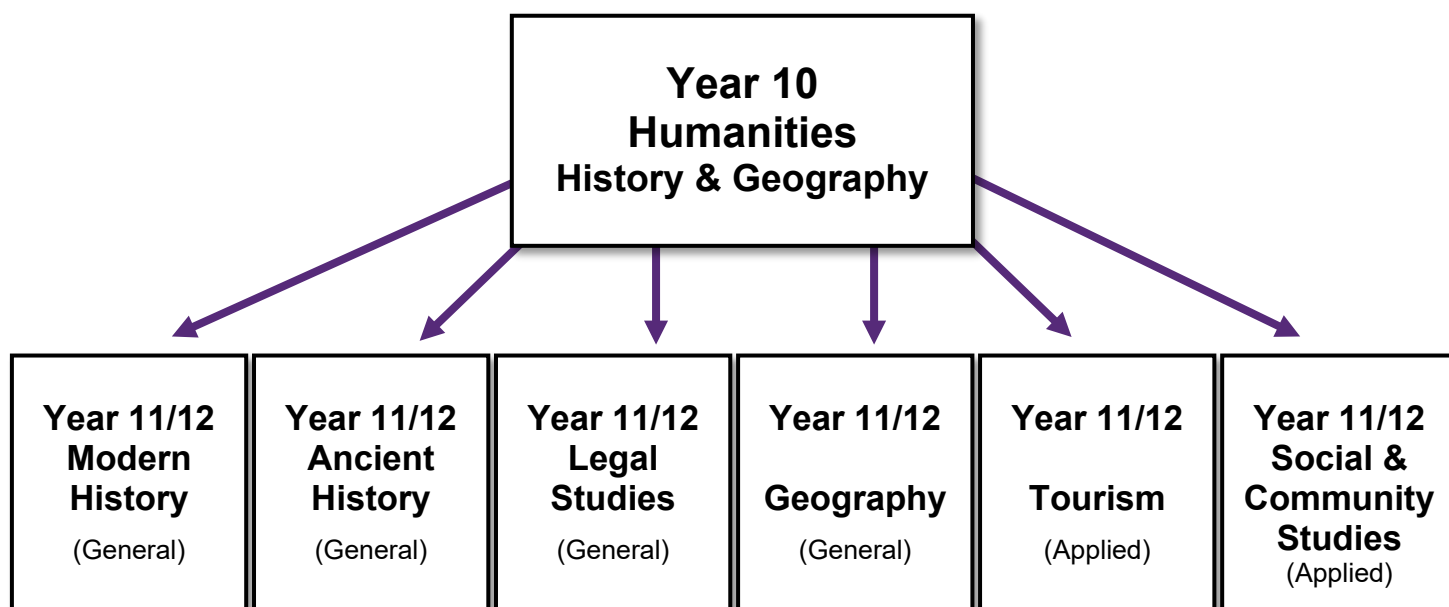
Health and Physical Education
Compulsory Core Subject

Learning Intentions

By the end of Year 10 students should:

- **critically analyse** contextual factors that influence identities, relationships, decisions and behaviours. analyse the impact attitudes and beliefs about diversity have in community connection and wellbeing.
- **evaluate** the outcomes of emotional responses to different situations.
  Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations.
- **propose and evaluate** interventions to improve fitness and physical activity levels in their communities.
- **examine** the role physical activity has played historically in defining cultures and cultural identities.
- **demonstrate** leadership, fair play and cooperation across a range of movement and health contexts.
- **apply** decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing.
- **apply and transfer** movement concepts and strategies to new and challenging movement situations.
- **apply criteria** to make judgements about and refine their own and others' specialised movement skills and movement performances.
- **work collaboratively** to design and apply solutions to movement challenges.

2020 Year 11 and 12 - Senior Pathway

- Applied Subject: Sport and Recreation (PDF, 662.5 KB)
- General Subject: Physical Education (PDF, 1.8 MB)

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Health and Physical Education Subject Progression

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┌─────────────────────────────┐
│         Year 10             │
│       Health and            │
│   Physical Education        │
│                             │
│       (Core Class)          │
└─────────────────────────────┘
          ↙           ↘
┌──────────────────┐  ┌──────────────────┐
│  Year 11 / 12    │  │  Year 11 / 12    │
│ Physical         │  │ Sport &          │
│ Education        │  │ Recreation       │
│                  │  │                  │
│   (General)      │  │   (Applied)      │
└──────────────────┘  └──────────────────┘
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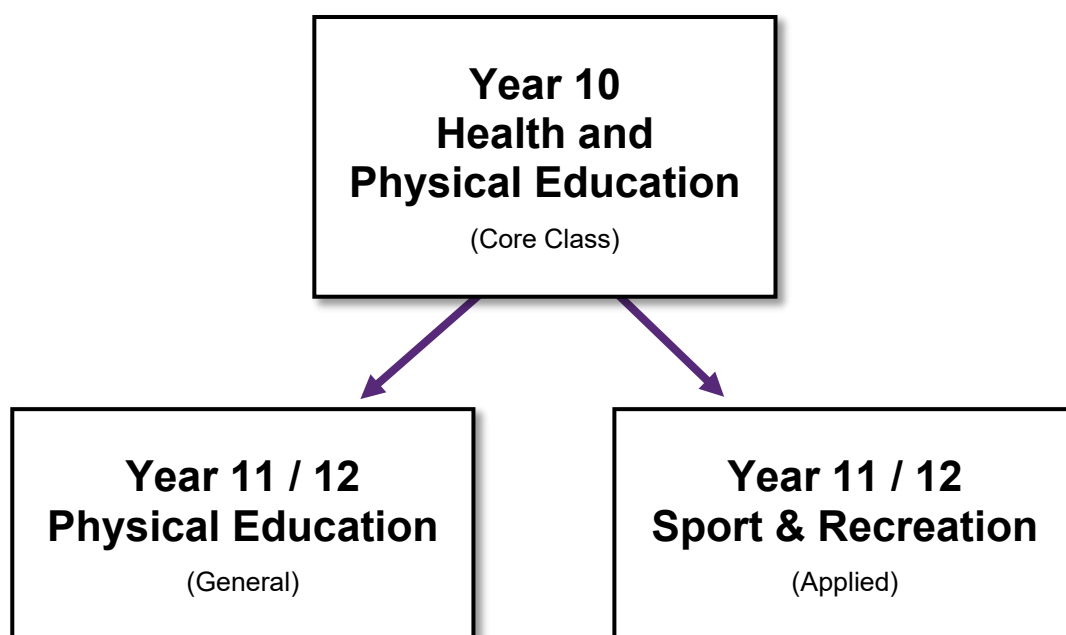
Year 10 Electives 2020

Business Economics

Business Economics (BEC) – Run Your Own Business

Learning Intentions

By the end of Year 10 students should:

- develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills or inquiry, to investigate a familiar, new and complex hypothetical national, regional or global economics or business problem.
- analyse the factors that influence major consumer and financial decisions and the short- and long-term consequences of these decisions
- explain the ways businesses organise themselves to improve productivity, including the ways they manage their workforce and how they respond to changing economic conditions.

Prerequisite: Students must have studied Business Economics A (BEA) or Business Economics B (BEB) in Year 9 to enrol in this subject.

2020 Year 11 and 12 – Senior Pathway

- General Subject: Accounting (PDF, 1016.0 KB)
  Economics (PDF, 1.1 MB)
- VET Subject: Certificate II & III in Business

Business Digital Media

Business Digital Media – BDM

This unit examines the way businesses operate at many levels, and the ways they respond to opportunities and changing circumstances and conditions. As businesses operate in the markets, the decisions they make have social, economic and environmental consequences. It explores the factors that influence the work environment now and into the future and the rights and responsibilities in the work environment.

Learning Intentions

By the end of Year 10 students should:

- identify the reasons businesses seek to build and create a competitive advantage.
- investigate the different strategies businesses use to create competitive advantage – lower-cost product.
- discuss whether the adoption of strategies based around corporate social responsibility can increase the competitive advantage of business.
- explore emerging techniques businesses can use to gain an advantage, such as blended marketing, open innovation and social media.
- describe ways in which businesses can improve productivity.
- explore the use of technology and the extent to which it has driven and allowed innovative responses by businesses.
- explore the reasons for triple bottom line business planning.
- investigate ways that businesses have responded to improving economic conditions e.g. adjusting marketing strategies to expand their market share.
- collect data and information from a variety of sources relevant to the issue or event being investigated.
- prepare a cost-benefit analysis.
- represent data and information in a format to aid interpretation and analysis.
- apply enterprising behaviours by showing initiative and leadership.
- evaluate the costs and benefits of a range of alternatives such as strategies for a business seeking to remain competitive in the global market.
- discuss the outcomes of a decision, identifying those that were intended and unintended and reflecting on strategies that may address the unintended consequences.
- communicate findings of the investigation in appropriate formats eg. web pages, spreadsheets.

2020 Year 11 and 12 – Senior Pathway

- General Subject: Accounting (PDF, 1016.0 KB)
                     Economics (PDF, 1.1 MB)
- VET Subject: Certificate II & III Business

Business Economics Subject Progression

**Year 9
BEA**

Business Economics A
Semester One Elective

**Year 9
BEB**

Business Economics B
Semester Two Elective

**Year 10
BDM**

Business Digital Media
Semester Elective

**Year 10
BEC**

Business Economics
Semester Two Elective

Prerequisite:
To study Year 10 Business and Economics (BEC) students must enrol in at least one Year 9 Business Economics elective (BEA or BEB)

**Year 11 / 12
Accounting**

(General)

**Year 11 / 12
Economics**

(General)

**Year 11 / 12
Certificate II
Business**
(VET)

**Year 11 / 12
Certificate III
Business**
(VET)

Design Technologies - Graphics
Graphics: TGD & TGE
Learning Intentions

By the end of Year 10 students should:

- **design and produce** an item (eg: models; 3D printing) which meets a local or community need or opportunity by:
- **identifying** how combining characteristics and properties of materials, systems, components, tools and equipment can be applied in designed solutions.
- **combining** the characteristics and properties of materials with force, motion and energy to create engineered solutions.
- **explaining** how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used.
- **selecting and using** appropriate technologies skilfully and safely to produce high-quality designed solutions.
- **establishing** detailed criteria for success to evaluate their ideas, designed solutions and processes.
- **applying and adjusting** sequenced production and management plans to produce designed solutions.

2020 Year 11 and 12 – Senior Pathway

- Applied Subject: Industrial Graphics Skills (PDF, 738.6 KB)
- General Subject: Design (PDF, 2.2 MB)

Design Technologies – Graphics Subject Progression

Year 10 TGD	Year 10 TGE
Graphics **Semester One Elective**	**Graphics** **Semester Two Elective**

Year 11 / 12 Design	Year 11 / 12 Industrial Graphics Skills
(General)	(Applied)

Design Technologies - Wood
Semester Elective – TWC & TWD
Learning Intentions

By the end of Year 10 students should:

- **investigate** how emerging technologies and products are being fused together to meet the changing needs and opportunities of communities.
- **generate** design ideas that consider key characteristics and properties of materials, systems, components, tools and equipment to enhance design features.
- **produce** functional well-designed products.
- **evaluate** ideas, processes and solutions against comprehensive criteria for success including sustainability.
- **collaborate** and working individually throughout the process.
- **manage** by using digital technologies to develop project plans that include time, cost, risk and production processes.

Design and produce an item which meets a local or community need or opportunity by:
- **identifying** how combining characteristics and properties of materials, systems, components, tools and equipment can be applied in designed solutions
- **combining** the characteristics and properties of materials with force, motion and energy to create engineered solutions
- **explaining** how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used
- **evaluating** needs or opportunities for wearable solutions, generating design ideas and communicating them appropriately
- **selecting and using** appropriate technologies skilfully and safely to produce high-quality designed solutions
- **establishing** detailed criteria for success to evaluate their ideas, designed solutions and processes
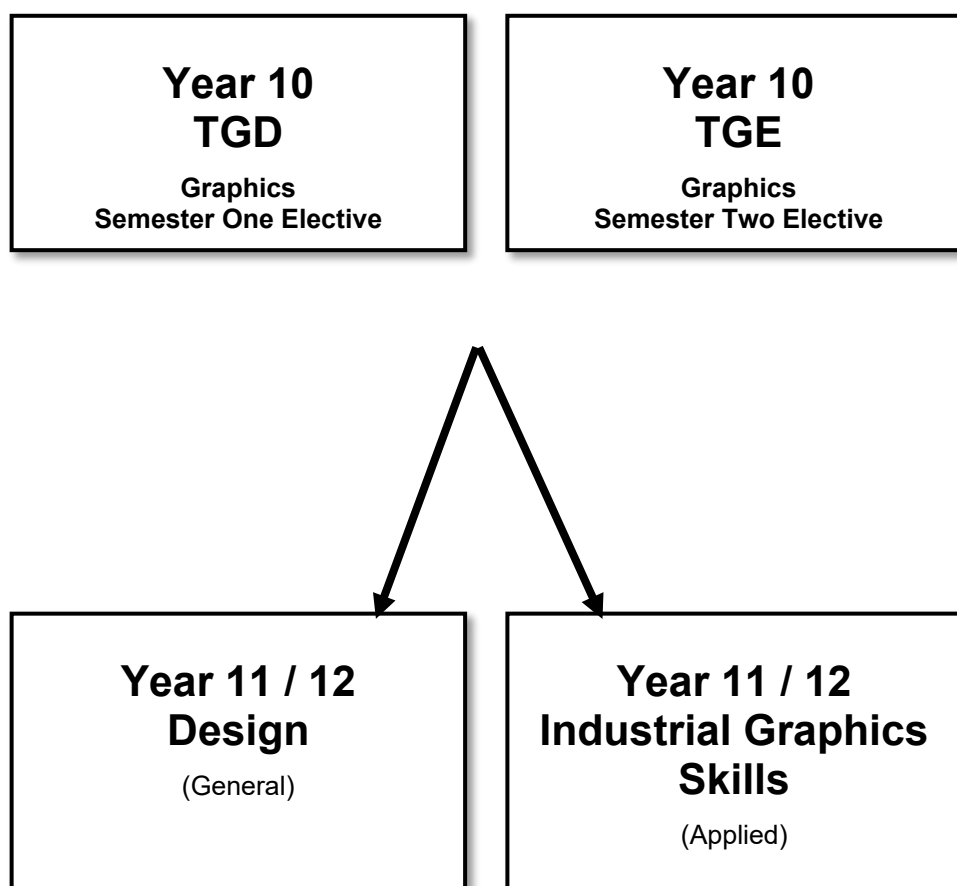- **applying and adjusting** sequenced production and management plans to produce designed solutions.

Wood Technology: Semester One – TWC

Examples of Design Projects may include:
- Jewelry Box
- Carry-all case

Wood Technology: Semester Two – TWD

Examples of Design Projects / Problems may include:

- Clock
- BBQ utensil holder

2020 Year 11 and 12 – Senior Pathway

- Applied Subject: Furnishing Skills (PDF, 804.9 KB)
- VET Course: Certificate I in Construction

Design Technologies – Wood Subject Progression

Year 10 TWC	Year 10 TWD
Year 10 TWC **Wood Technology Semester One Elective**	**Year 10 TWD** **Wood Technology Semester Two Elective**

Year 11 / 12 Furnishing Skills (Applied)	**Year 11 / 12 Certificate I in Construction** (VET)
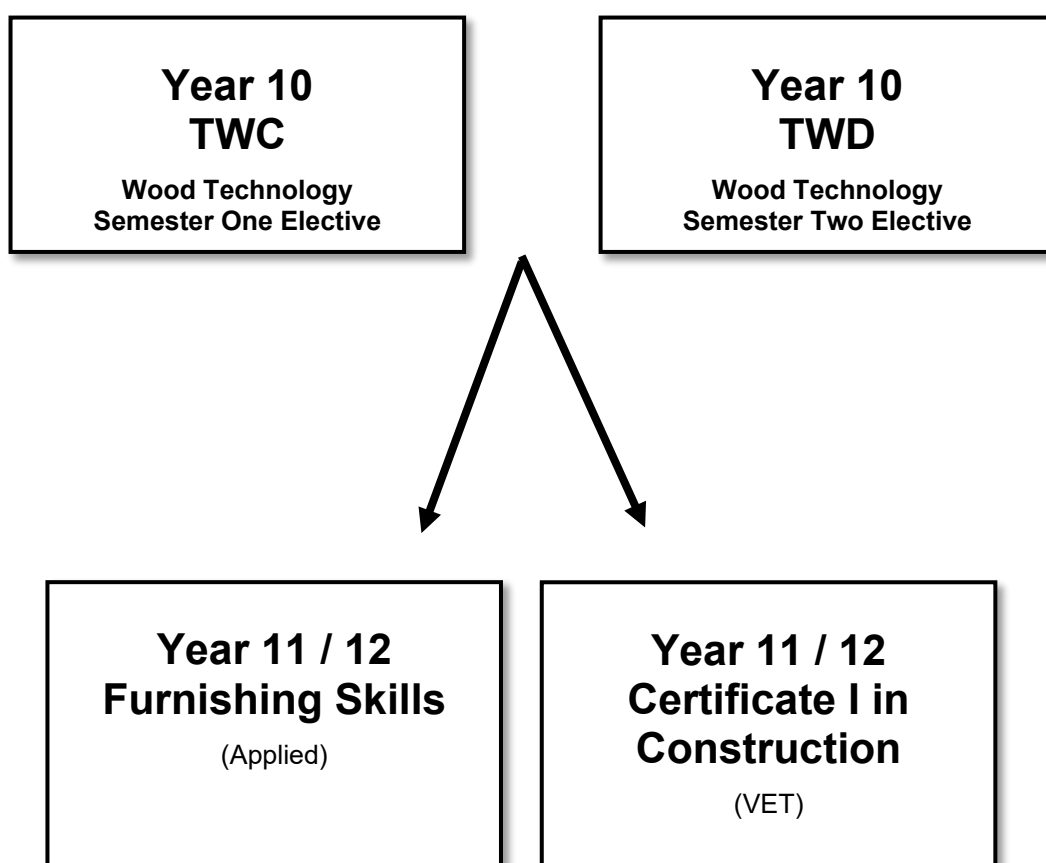
Design Technologies - Metal

Semester Elective – TMC & TMD

Learning Intentions

By the end of Year 10 students should:

- investigate how emerging technologies and products are being fused together to meet the changing needs and opportunities of communities.
- generate design ideas that consider key characteristics and properties of materials, systems, components, tools and equipment to enhance design features.
- produce functional well-designed products.
- evaluate ideas, processes and solutions against comprehensive criteria for success including sustainability.
- collaborate and working individually throughout the process.
- manage by using digital technologies to develop project plans that include time, cost, risk and production processes.

Metal Technology: Semester One – TMC

Examples of Design Projects may include:

- Sheet metal Projects
- Metal Lathe - Cannon and Hammer Handle
- Mild Steel – Hammer Head

Metal Technology: Semester Two – TMD

Examples of Design Projects / Problems may include:

- Fitting and Fabrication
- Sheetmetal
- Metal Turning

2020 Year 11 and 12 – Senior Pathway

- VET Subject: Certificate II in Engineering Pathways

Design Technologies – Metal Subject Progression

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┌─────────────────────────┐         ┌─────────────────────────┐
│       Year 10           │         │       Year 10           │
│        TMC              │         │        TMD              │
│                         │         │                         │
│   Metal Technology      │         │   Metal Technology      │
│  Semester One Elective  │         │  Semester Two Elective  │
└─────────────────────────┘         └─────────────────────────┘
                    ↘                 ↙
                  ┌─────────────────────────┐
                  │      Year 11 / 12       │
                  │    Certificate II in    │
                  │  Engineering Pathways   │
                  │                         │
                  │         (VET)           │
                  └─────────────────────────┘
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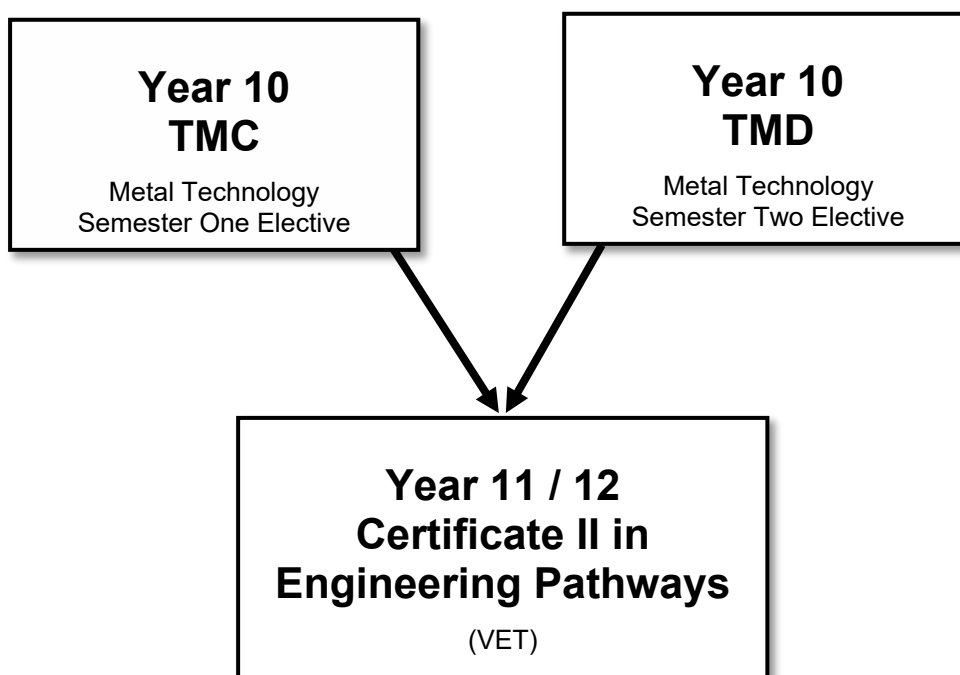
Design Technologies - Home Economics

Semester Elective

The Beginning Chef: Semester Elective – HEB

This unit is designed to give the student insight into the world of food. It introduces the role of the Hospitality Industry in our everyday lives and explores the related concepts. Practical skills will be developed to reinforce knowledge of related concepts.

- Hygiene and Safety
- Knife Skills
- Practical cooking
- Exploring the Hospitality Industry
- Planning and executing small functions.

Students who studied The Beginning Chef in Year 9 cannot enrol in this subject in Year 10.

The Beginning Chef - HEB

Learning Intentions

By the end of Year 10 students should:

- critically evaluating the challenging food needs of diverse people.
- investigate the principles of food safety, preservation, preparation and the impact of social, cultural and individual preferences on food products.
- generate design ideas for products (food items), services (marketing) and environments (safe, hygienic spaces to produce food).
- select and use appropriate technologies skilfully and safely to produce high-quality food products.
- evaluate ideas, processes and solutions against comprehensive criteria for success including sustainability and client needs.
- collaborate and work individually throughout the process.
- manage by using digital technologies to develop project plans that include time, cost, risk and production processes.

Food and Fibre Production: Fashion and Interior Design: Semester One - HED

By the end of Year 10 students should:

- **investigate and make judgments** on the ethical and sustainable production and marketing of food and fibre.
- **critically analyse** factors (including social, ethical and sustainability considerations) that impact on designed solutions for global preferred futures.
- **apply** design thinking as they develop a proposal for an innovative managed environment that enhances food or fibre production in a specific context.
- **investigate** emerging production technologies which improve productivity and sustainability
- **generate** designs for testing growth-management strategies to inform proposals
- **produce** a communication product that explains a proposal for an innovative environment, e.g. expo presentation, model/s, multimodal
- **evaluate** ideas, processes and solutions against comprehensive criteria for success including sustainability
- **collaborate** and work individually throughout the process
- **manage** by using digital technologies to develop project plans that include time, cost, risk and production processes.

Cooking Around the World: Semester Two - HEE

- **investigate and make judgments** on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating.
- **critically analyse** factors (including social, ethical and sustainability considerations) that impact on designed solutions for global preferred futures and apply design thinking as they develop a specialised food product, service or environment for a challenging client, e.g. a mountaineer, a homeless person, a person with food intolerances.
- **critically evaluating** the challenging food needs of diverse people
- investigate the principles of food safety, preservation, preparation and the impact of social, cultural and individual preferences on food products
- **generate** design ideas for products (food items), services (marketing) and environments (safe, hygienic spaces to produce food)
- **select and use** appropriate technologies skilfully and safely to produce high-quality food products
- **evaluate** ideas, processes and solutions against comprehensive criteria for success including sustainability and client needs
- **collaborate** and work individually throughout the process
- **manage** by using digital technologies to develop project plans that include time, cost, risk and production processes.

2020 Year 11 and 12 – Senior Pathway

- Applied Subject: Fashion (PDF, 859.0 KB)
- VET Subject: Certificate II in Kitchen Operations

Design Technologies – Home Economics Subject Progression

Year 10 HED
Year 10 HED **Fashion and Interior Design Semester One Elective**

Year 10 HEE
Year 10 HEE **Cooking Around the World Semester Two Elective**

↓

Year 11/12 Fashion (Applied)

↓

Year 11/12 Certificate II in Kitchen Operations (VET)
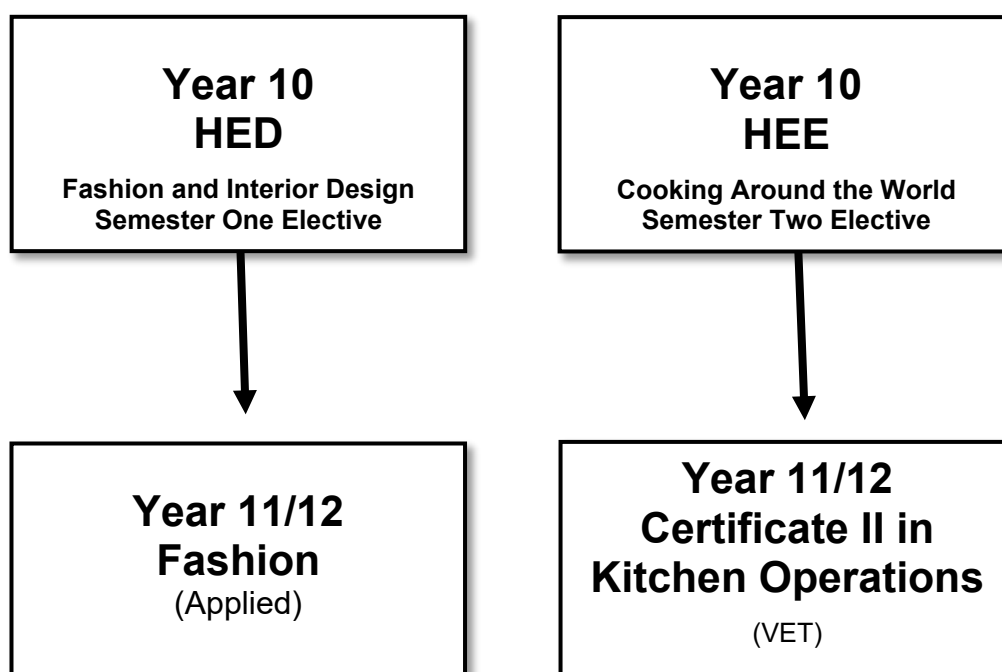
Digital Technology
Digital Technologies A : Semester One – DTA

This unit is designed to introduce students to some of the various applications and programs commonly used in all professions. Students will gain an introductory background in the theoretical side of computing which is invaluable to those wishing to pursue further studies in this field.

A variety of computer programs will also be explored.

Practical and theoretical components will be interlaced throughout the unit.

- Hardware, Software (Theory)
- Spreadsheets (Excel)
- 3D Imaging (Paint 3D and Photos)
- Coding Design (Python)
- Robotics (LEGO)
- Introduction to the Internet & Social Media (Theory)

Learning Intentions

By the end of Year 10 students should:

- **investigate** the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems.
- **design and implement** a security system to protect data transmissions within a social media information system.
- **analyse** simple compression of data and how content data are separated from presentation.
- **develop** techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, considering privacy and security requirements.
- **analyse and visualise** data to create information and address complex problems, and model processes, entities and their relationships using structured data
- **create** interactive solutions for sharing ideas and information online, considering social contexts and legal responsibilities
- **precisely define** and decompose real-world problems, taking into account functional and non-functional requirements and including interviewing stakeholders to identify needs

Semester Elective
Digital Technologies B: Semester Two – DTB
Digital Technologies B

The prior study of Digital Technologies A (DTA) is advisable, although not essential.

Students will be exposed to various programs with an emphasis on developing good problem solving and communication skills.

While much of the unit is "hands-on" there are associated theory components which will be integrated throughout the unit.

It is designed to introduce students to areas of Web Design, Programming, Robotics Extension and Program Design and Development.

- Algorithms & Programming (Python)
- Databases (Access/SQL)
- Augmented Reality (HoloLens)
- Robotics (LEGO/NAO)
- Web Design & Development (HTML5/PHP)

Learning Intentions

By the end of Year 10 students should:

- **use** mark-up language and style sheets to **design and create** a prototype data-driven web app to solve an identified problem.
- **design** the user experience of a digital system, evaluating alternative designs against criteria including functionality, accessibility, usability, and aesthetics.
- **design** algorithms represented diagrammatically and in structured English and validate algorithms and programs through tracing and test cases.
- **implement** modular programs, applying selected algorithms and data structures including using an object-oriented programming language.
- **critically evaluate** how well developed solutions and existing information systems and policies take account of future risks and sustainability and provide opportunities for innovation and enterprise.
- **plan and manage projects** using an iterative and collaborative approach, identifying risks and considering safety and sustainability.
-

2020 Year 11 and 12 – Senior Pathway

- General Subject: Digital Solutions (PDF, 1.6 MB)
- VET Subject: Certificate I & II in Information, Digital Media & Technology

Digital Technology Subject Progression

**Year 9
DTA**

**Digital Technologies A
Semester One Elective**

**Year 10
DTB**

**Digital Technologies B
Semester Two Elective**

Year 11 / 12

Digital Solutions

(General)

**Year 11 / 12
Certificate I & II in
Information, Digital
Medial & Technology**

(VET)
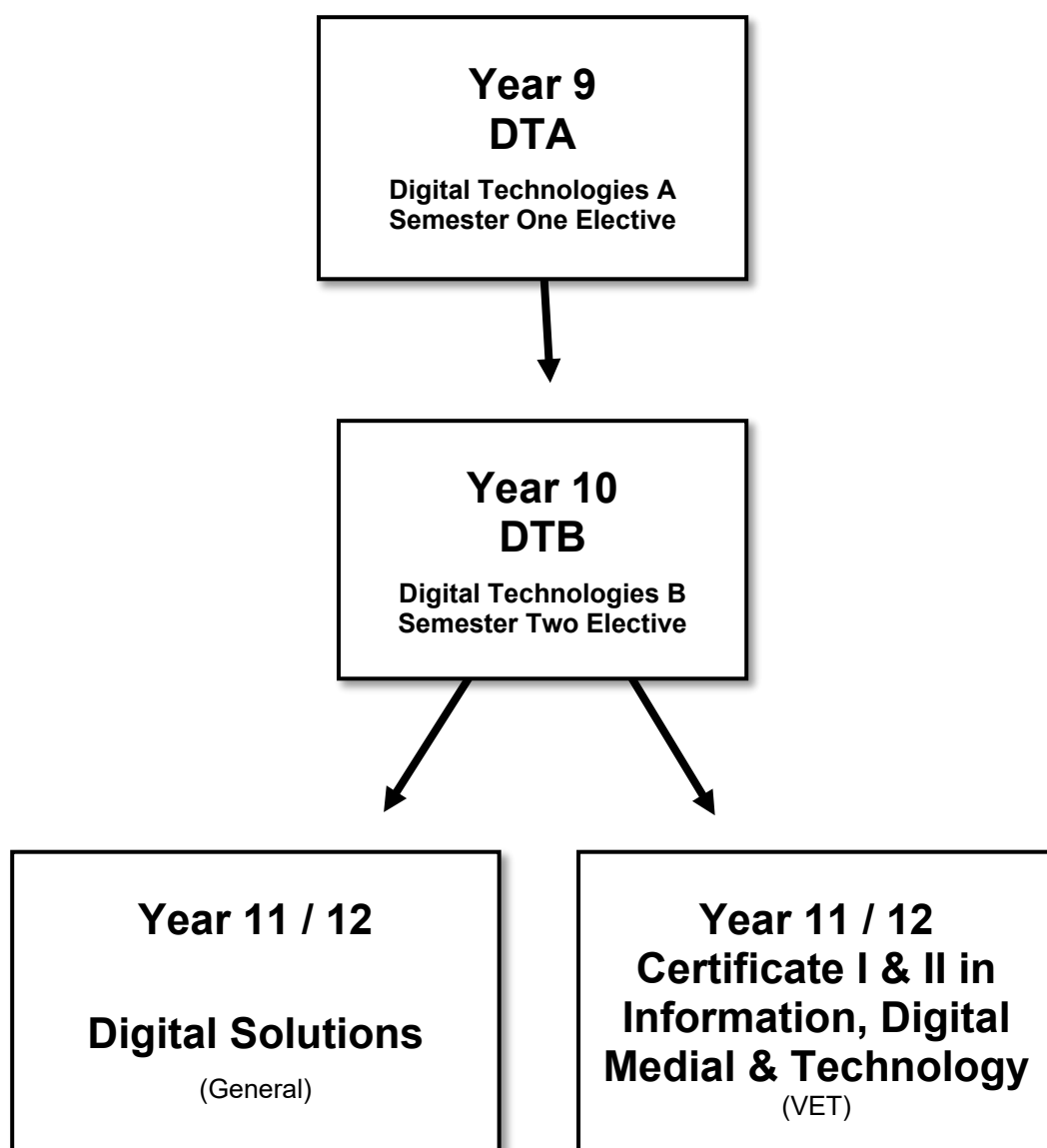
French

French in Year 10 gives students the opportunity to improve their communication skills and reinforce basic vocabulary and grammar studied during Year 9. Cultural aspects are identified and built upon throughout both semesters. Ideally students continue their study from Year 9 though, as some topics are revisited in more depth, <u>there is the possibility of joining or re-joining the class</u>. Students develop skills in comprehending and composing through Listening, Reading, Speaking and Writing in French. **It is strongly recommended that students study the 4 units across Years 9 and 10 consecutively, as vocabulary and grammar is built on continually to maximise success.**

Semester Elective

French: Semester One – LFD

In this unit students will continue to develop skills in comprehending and composing in French. Students will be given the opportunity to demonstrate Reading, Writing, Listening, Speaking.

Semester One – LFC

Topics studied include:

- Shopping
- Making plans and travel
- School days
- Staying with a French family
- Eating out

French: Semester Two – LFE

Topics studied include:

Semester Two – LFD

Students continue from Semester One studying the following topics and supporting these through more in-depth grammar and vocabulary building.

- Good health
- Outings and leisure activities
- The French-speaking world
- Visiting Paris

There is also a flexible unit presenting cultural items e.g. songs (including a "song of the week"), poems, news items throughout each semester.

2020 Year 11 and 12 – Senior Pathway

- General Subject: French (PDF, 963.8 KB)

French Subject Progression

Prerequisite:

Students should have successfully completed Year 9 French to enrol in Year 10 French.

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┌──────────────────────────────────────────────────────┐
│                      Year 10                         │
│          LFD                        LFE              │
│         French                     French           │
│  Semester One Elective      Semester Two Elective    │
└──────────────────────────────────────────────────────┘
                          │
                          ▼
              ┌────────────────────────┐
              │      Year 11 / 12      │
              │        French          │
              │       (General)        │
              └────────────────────────┘
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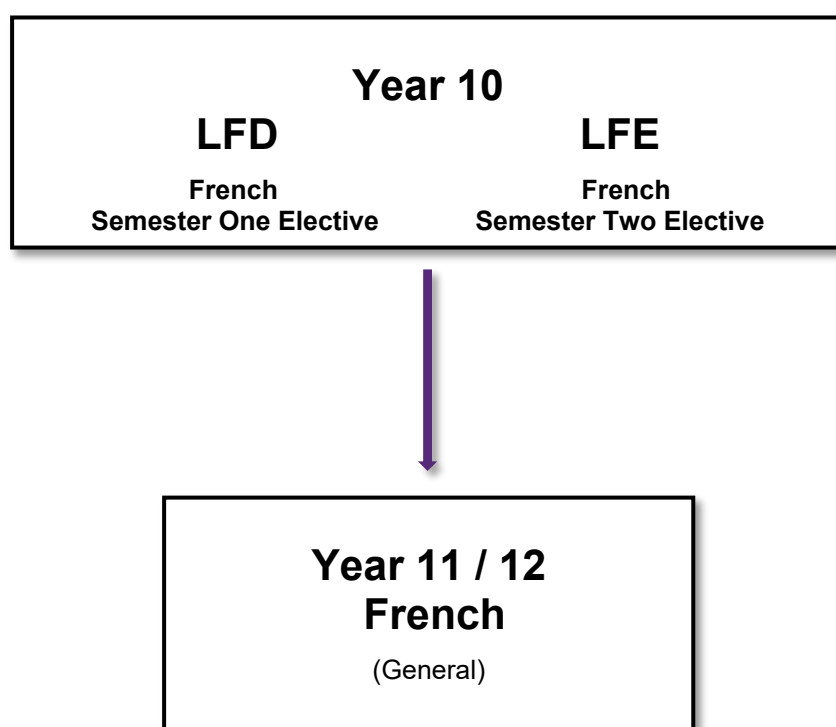
Japanese

Japanese in Year 10 gives students the opportunity to improve their communication skills and reinforce basic vocabulary and grammar studied during Year 9, with a greater emphasis placed on script writing and recognition. Cultural aspects are identified and built upon throughout both semesters, with manga, anime, origami, cooking and Japanese games also addressed. Students have the opportunity to interact with Japanese students from our sister school, Shijonawate Gakuen, in Term 3 and also participate in a culture-based excursion to Brisbane before the year's end.

It is strongly recommended that students study the 4 units across Years 9 and 10 consecutively, as vocabulary and grammar is built on continually to maximise success.

Semester 2 units, in particular, provide important grammar in preparation for Senior Japanese, as well as information that relates to the biannual Japanese language and culture tour to Japan. Students develop skills across communicating and understanding the language including reading, writing and speaking in context.

Japanese: Semester One – LJD

Learning Intentions

By the end of Semester One, Year 10 students should:

- **attain** the knowledge and skills to discuss in depth about a scheduled trip to Japan, including transport options and timetables, accommodation, sightseeing and directions.
- **attain** the knowledge and skills to discuss in depth health concerns and fashion, both western trends and traditional wear.

Japanese: Semester Two – LJE

Learning Intentions

By the end of Semester Two, Year 10 students should:

- **attain** the knowledge and skills to discuss in depth specific concerns of tourists. The first unit focuses on visiting a zoo, discussing animals, appearance and numbers while the second unit investigates common sightseeing experiences in a city of choice.
- **explain** famous places in detail
- be able to **provide reasoning** for choices made and outline intentions regarding places of interest and activities.

2020 Year 11 and 12 – Senior Pathway

- General Subject: Japanese (PDF, 1.3 MB)

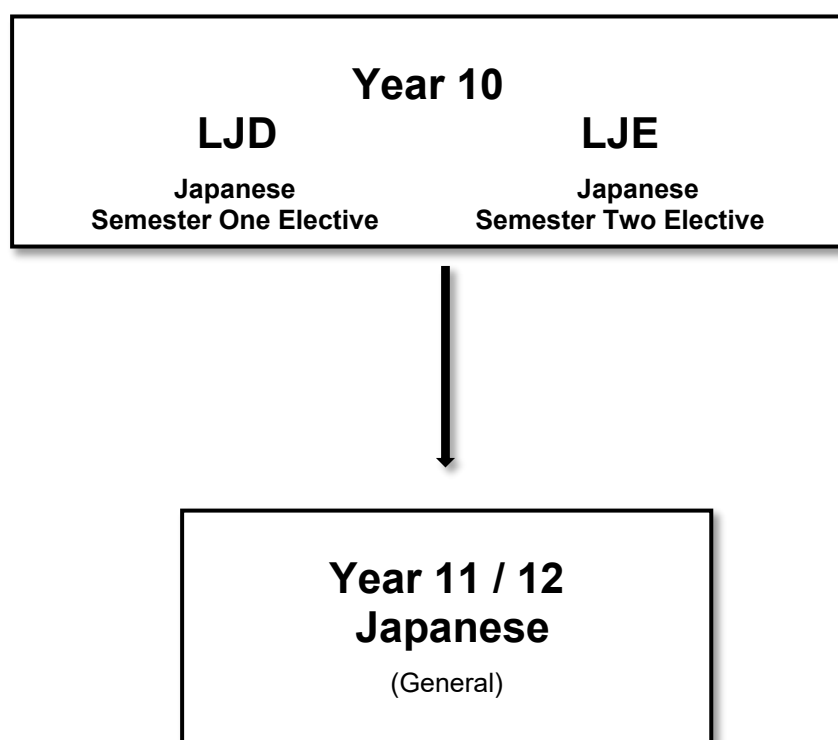# Japanese Subject Progression

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Prerequisite: Students should have completed Year 9 Japanese to enrol in Year 10 Japanese.

Year 10	
LJD	**LJE**
Japanese Semester One Elective	Japanese Semester Two Elective

Year 11 / 12 Japanese

(General)

The Arts – Drama

Semester Elective

Drama: Semester One – ADC

In this unit, students manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles.

Drama: Semester Two – ADD

In this unit students devise and refine scenarios and scripts, both individually and as part of an ensemble. They will practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performance spaces, including exploration of those developed by Aboriginal and Torres Strait Islander dramatists.

Learning Intentions

By the end of Year 10 students should:

- have a clear and concrete **understanding** of the elements of drama, elements of production, and skills of drama.
- **apply** the elements of drama and skills of drama in devised and scripted work, to create dramatic action and meaning.
- have an **understanding** of the application of the elements of production, and how they work with the elements of drama to assist in the creation of dramatic meaning.
- understand the conventions used in a range of different dramatic forms, specifically Verbatim, Musical, and Modern Australian, and **apply** them to the creation and interpretation of scripts, and performance.
- **work effectively** in a group (from creation through to performance) to produce pieces which include appropriate production elements
- be able **to identify** target audiences and select or create appropriate scripted work to entertain and/or inform
- **respond** in formal written form to a dramatic stimulus, specifically a live theatre piece.

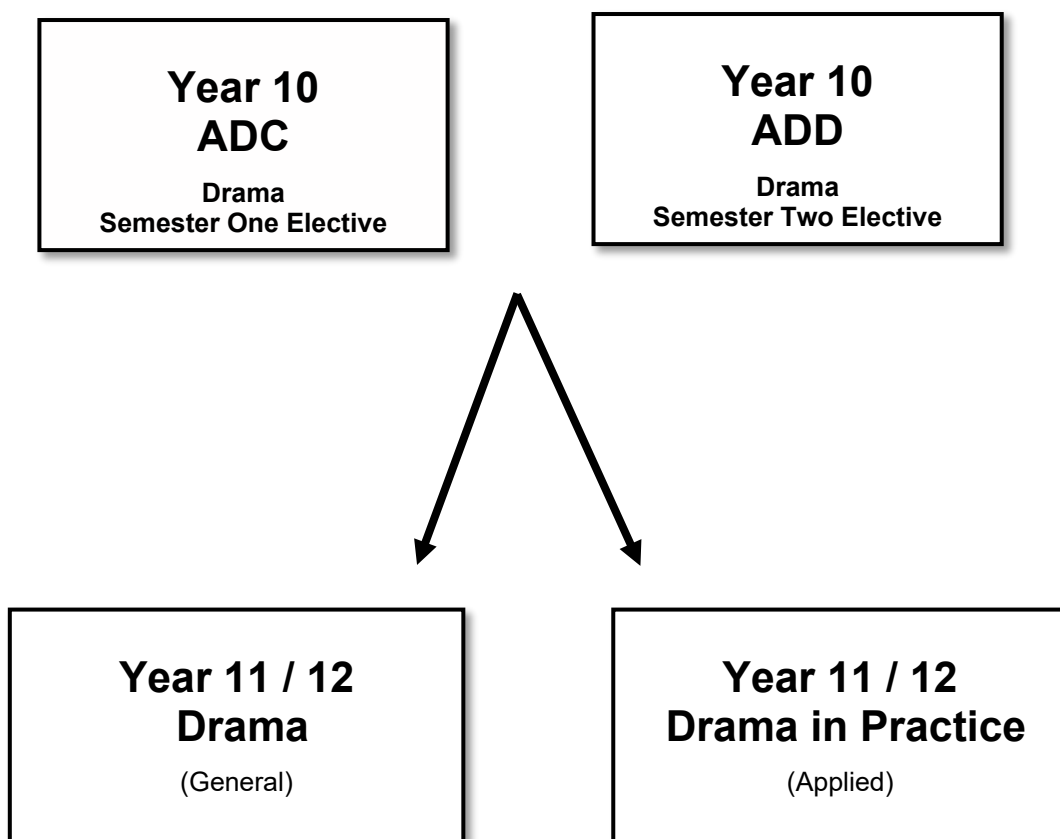2020 Year 11 and 12 - Senior Pathway

- General Subject: Drama (PDF, 1.5 MB)
- Applied Subject: Drama in Practice (PDF, 1023.8 KB)

The Arts – Drama Subject Progression

Year 10 **ADC** Drama Semester One Elective	Year 10 **ADD** Drama Semester Two Elective

Year 11 / 12 **Drama** (General)	Year 11 / 12 **Drama in Practice** (Applied)

The Arts – Music

Semester Elective

Music: Semester One – AMB

Greatest Hits

Learning Intentions

By the end of Year 10 students should:

- **arrange** a classical tune for an instrumental chamber ensemble to develop an aural understanding of the elements of music using Sibelius.
- **develop** performance skills on keyboard & Classical guitar demonstrating music reading, and perform in other area of musical interest as solo or in group.
- **arrange** a Jazz tune for quartet following jazz conventions.
- **perform** Classical keyboard work in the appropriate and relevant conventions of that style.
- **listen** to Classical performances to inform their own chamber music composition and keyboard performance.
- **listen** to, analyse **and evaluate** a variety of Classical and Jazz pieces from different eras and genres to develop aesthetic awareness and performer roles across a range of formal settings.

Music: Semester Two – AME

Music of the Media

- **write** a film score using a loop based computer program
- **develop** performance skills on keyboard (chord approach), guitar (chords & voice) and other area of musical interest e.g. violin
- **create** a Jingle in the context of the product market and target audience.
- **perform** their original Jingles in small groups.
- **create** oral presentations and analysis of jingles to enhance awareness of composition in the advertising industry.
- **listen** to and analyse a variety of Film scores and themes songs for television shows which serve different musical functions within context and film culture.
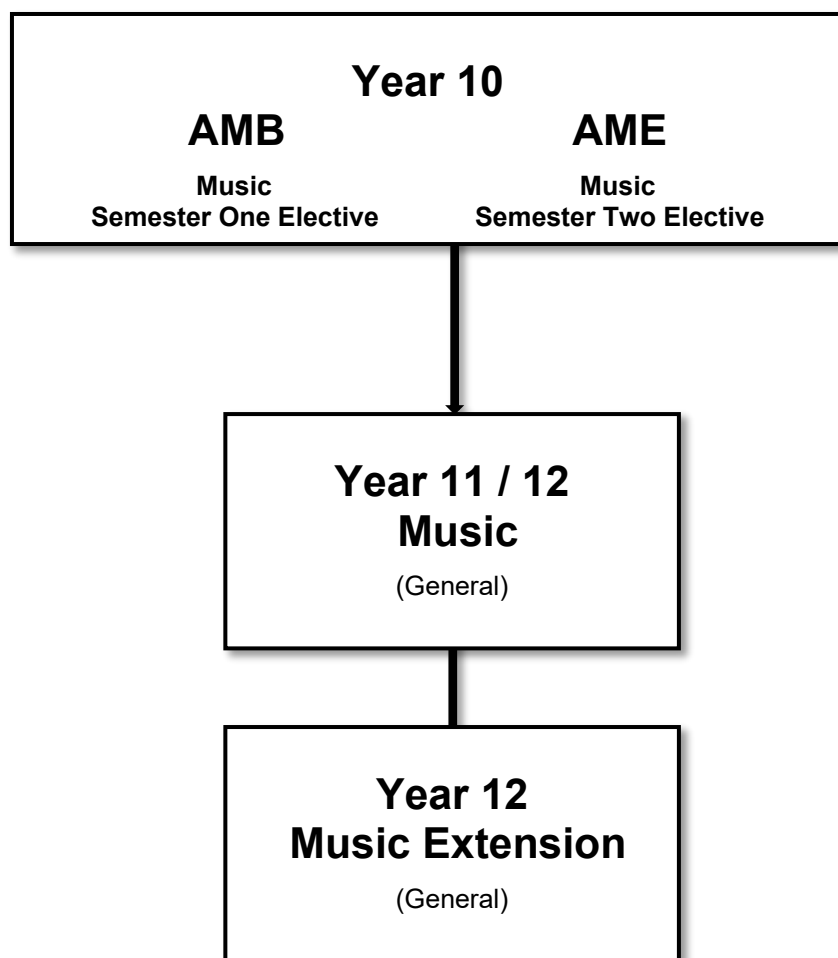
2020 Year 11 and 12 - Senior Pathway

- General Subject: Music (PDF, 1.5 MB)
  Music Extension (PDF, 924.5 KB)

The Arts – Music Subject Progression

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┌─────────────────────────────────────────────┐
│                  Year 10                      │
│      AMB                    AME               │
│                                               │
│      Music                  Music             │
│  Semester One Elective  Semester Two Elective │
└─────────────────────────────────────────────┘
                      │
                      ▼
          ┌───────────────────────┐
          │     Year 11 / 12       │
          │        Music           │
          │                        │
          │      (General)         │
          └───────────────────────┘
                      │
          ┌───────────────────────┐
          │       Year 12          │
          │    Music Extension     │
          │                        │
          │      (General)         │
          └───────────────────────┘
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The Arts – Visual Arts

Semester Elective

Art: Semester One – AVE

Drawing: In this unit students will concentrate on creating artworks using drawing media and processes. Themes will cover both traditional and imaginative approaches including Portraits, Nature, Imagined and Narrative.

Painting: Using a range of painting media, students will learn about the potential of one of the oldest mediums for creating artworks. This will include Environments and Interior/Exterior Painting.

Design: Graphic design is an integral part of our society. Students in this unit will explore how designers produce artworks for the consumer. Students will research, plan and create artworks that deal with a variety of graphic themes including Product design, Packaging and Labelling.

Mixed media: In this unit students will find ways of using common and unusual materials to create artworks using Sculpture and Artist's books.

Semester Elective

Art: Semester Two – AVF

Printmaking: This unit explores the techniques and processes involved in designing and producing multiple prints, using sophisticated techniques and media. It will include Etching, Lino Printing and Collagraph.

Technology: Using specific technological processes, students will turn ideas into creative artworks, using the following processes: Photoshop, Photography, Animation and Stop Motion Pro.

Ceramics: In this unit students will research, plan and develop artworks that utilise specific sculptural media including Hand-built ceramic forms and additive and subtractive sculptural forms.

Learning Intentions

By the end of Year 10 students should:

- **identify and analyse** how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making through experimentation with a variety of techniques and mediums.
- **explain** how an artwork is displayed to enhance its meaning.
- **evaluate** how they and others are influenced by artworks from different cultures, times and places.
- **plan** their art making in response to exploration of techniques and processes used in their own and others' artworks.
- **demonstrate** use of visual conventions, techniques and processes to communicate meaning in their artworks.
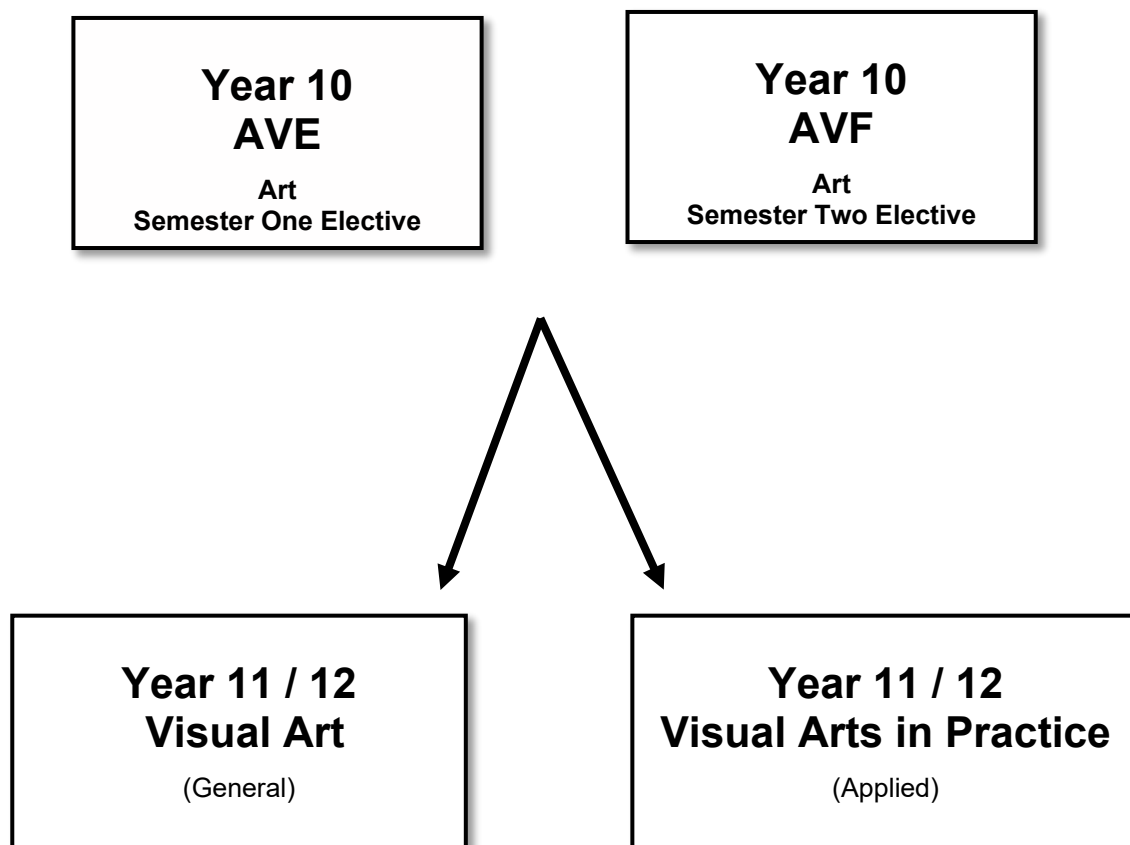
2020 Year 11 and 12 - Senior Pathway
- General Subject: Visual Art (PDF, 1.7 MB)
- Applied Subject: Visual Arts in Practice (PDF, 897.9 KB)

The Arts – Visual Art Subject Progression

Year 10 AVE	Year 10 AVF
Art **Semester One Elective**	**Art** **Semester Two Elective**

Year 11 / 12 Visual Art	Year 11 / 12 Visual Arts in Practice
(General)	(Applied)

How should students select subjects?

Selecting subjects should be based on consideration of the following points:

- Enjoyment
- Interest
- Previous successes / experiences
- Interest
- Possible future pathways, if already known

A student SHOULD NOT choose subjects for the following reasons:

1. '**My friend is taking that subject**.' There are usually several classes in a subject, so even if you are doing the same subjects, you won't necessarily be in the same class.

2. '**I do/don't really like the teacher**.' There is no guarantee that you will have any particular teacher.

3. '**Someone told me that the subject is fun** (or easy, or interesting).' It may be enjoyable/easy/ interesting for someone but not necessarily for you. Make up your own mind based on what you enjoy.

4. '**Someone told me that the subject is boring**.' See point 3.

5. '**Someone told me that I do/don't need that subject for the course I want to take in Year 12/ at university.**' If you are planning this far ahead, speak to the relevant Middle Leader Curriculum, check tertiary prerequisites or see the Careers Counsellor or Assistant Principal.