



St Joseph's
College
TOOWOOMBA

Year 10 Curriculum Handbook 2021



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





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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 2021 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, 2021**.

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





The timetable for 2021 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

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.

Year 11 and 12 - Senior Pathway

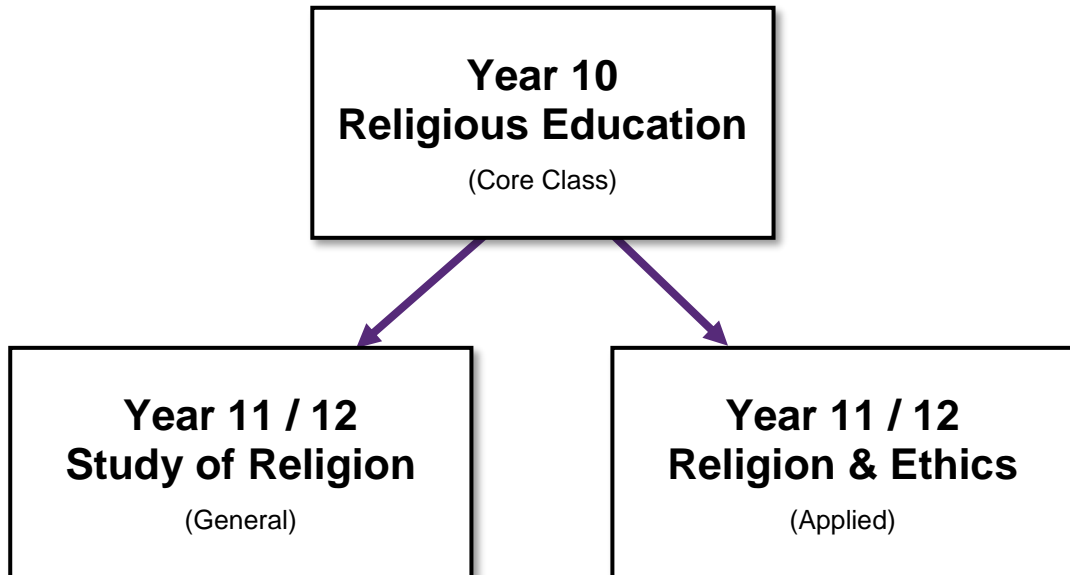
Applied Subject: [Religion & Ethics \(PDF, 1.3 MB\)](#)

General Subject: [Study of Religion \(PDF, 1.0 MB\)](#)





Religious Education Subject Progression





English

Compulsory Core Subject

Learning Intentions

By the end of Year 10 students will have completed the following units:

Unit 1 – We've got to do something

This is a project-based-learning unit that involves the student-driven creation of a persuasive spoken multi-modal text (vlog) for a public audience on a social issue of the student's choice.

- use a driving question and steering questions to determine the best way to script and persuade via a spoken innovative digital text (vlog)
- use the spoken word and audio-visual elements to create meaning and persuade in digital texts

Unit 2 – Race Relations

This is a documentary film-based unit that looks at contemporary Australian issues.

- develop a critical understanding of the contemporary media and analyse how news media texts can privilege certain perspectives and representations of sports people
- analyse and evaluate how the human experience is represented in new media texts and documentaries, including through images and sound

Unit 3 – Australian Voices

In this unit students continue their understanding of Australian texts through the close study of an Australian stage play.

- develop an understanding of how Australian voices are developed, privileged or silenced in literature texts
- create an original imaginative spoken text to explore a character's attitudes, values and beliefs

At the end of Unit, 3 students can elect to move into the Short Course in Literacy or remain in ACARA English. This subject is for those students who may find English challenging and who do not want to study General English or Literature in the Senior Years. See the following page.





<p>ACARA English Unit 4 – The Power of Literature</p> <p>This unit develops in students an appreciation for the power of literature through the study of an influential fiction text.</p> <ul style="list-style-type: none">• discuss and analyse how language holds power• use language creatively to develop agency in creative writing in timed, supervised conditions	<p>ACARA English Unit 5 – Two Worlds</p> <p>In this unit students learn to apply their analytical skills in a feature film study. Students are taught with an exemplar text and then apply their understandings to a film of their choice (from a selection).</p> <ul style="list-style-type: none">• analyse how film writers and directors develop cultural assumptions, attitudes, values and beliefs• independently plan and write a structured and succinct analytical essay in timed, supervised conditions
OR	
<p>Short Course in Literacy Unit 1 – Personal Identity and Education</p> <p>In this unit, students develop reading, writing, oral communication and learning skills through expressing personal identity, achieving personal goals, and understanding and interacting with the wider community. Students will also:</p> <ul style="list-style-type: none">• learn to make meaning from different text types• identify their own purpose for reading• understand the role they play in the construction of meaning• identify and develop the set of knowledge, writing skills and strategies needed to shape written language according to purpose, audience and context	<p>Short Course in Literacy Unit 2 – The World of Work</p> <p>This unit helps students develop language skills through activities related to the world of work. They will explore topics around seeking employment, operating in an existing workplace alongside entering a new work environment. They also:</p> <ul style="list-style-type: none">• understand the role they place in the construction of meaning within a workplace environment.

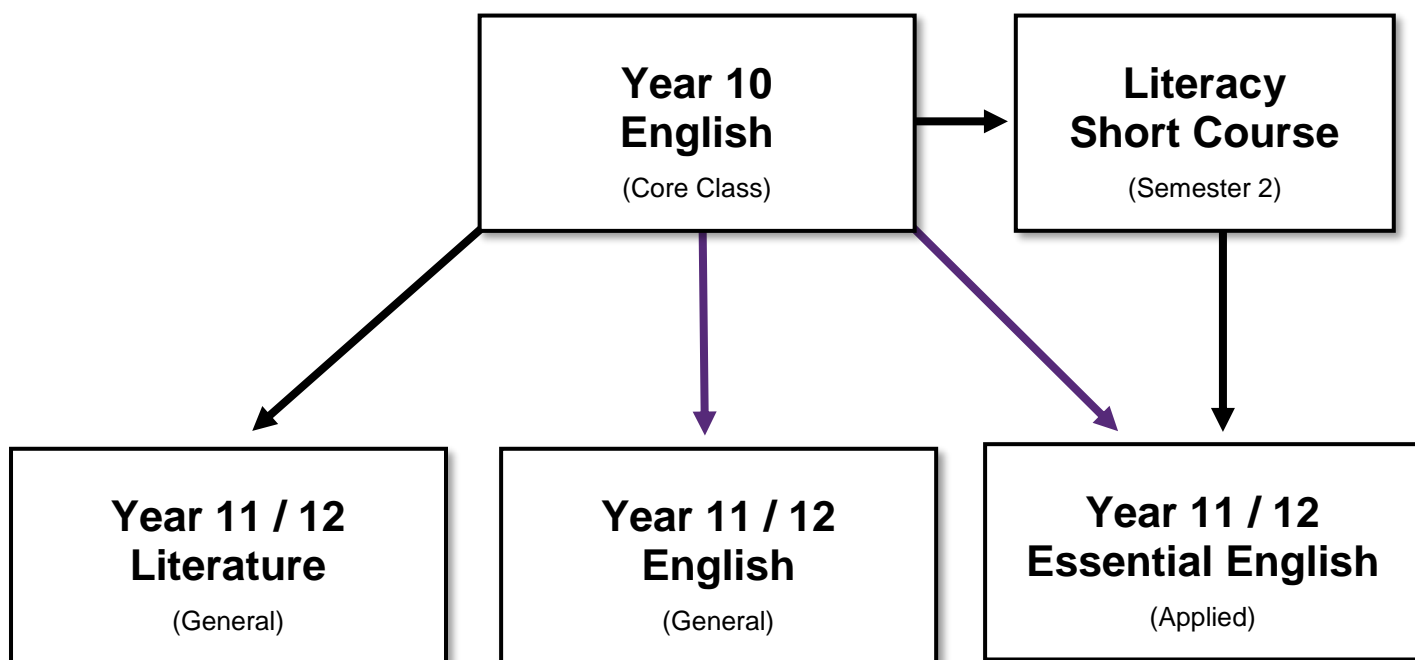
Year 11 and 12 - Senior Pathway

- Applied Subject: [Essential English \(PDF, 1.2 MB\)](#)
- General Subject: [English \(PDF, 1.4 MB\)](#)
[Literature \(PDF, 1.3 MB\)](#)





English Subject Progression





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

Year 11 and 12 - Senior Pathway

Applied Subject: [Essential Mathematics \(PDF, 1.7 MB\)](#)

General Subject: [General Mathematics \(PDF, 1.7 MB\)](#)

[Mathematical Methods \(PDF, 1.7 MB\)](#)

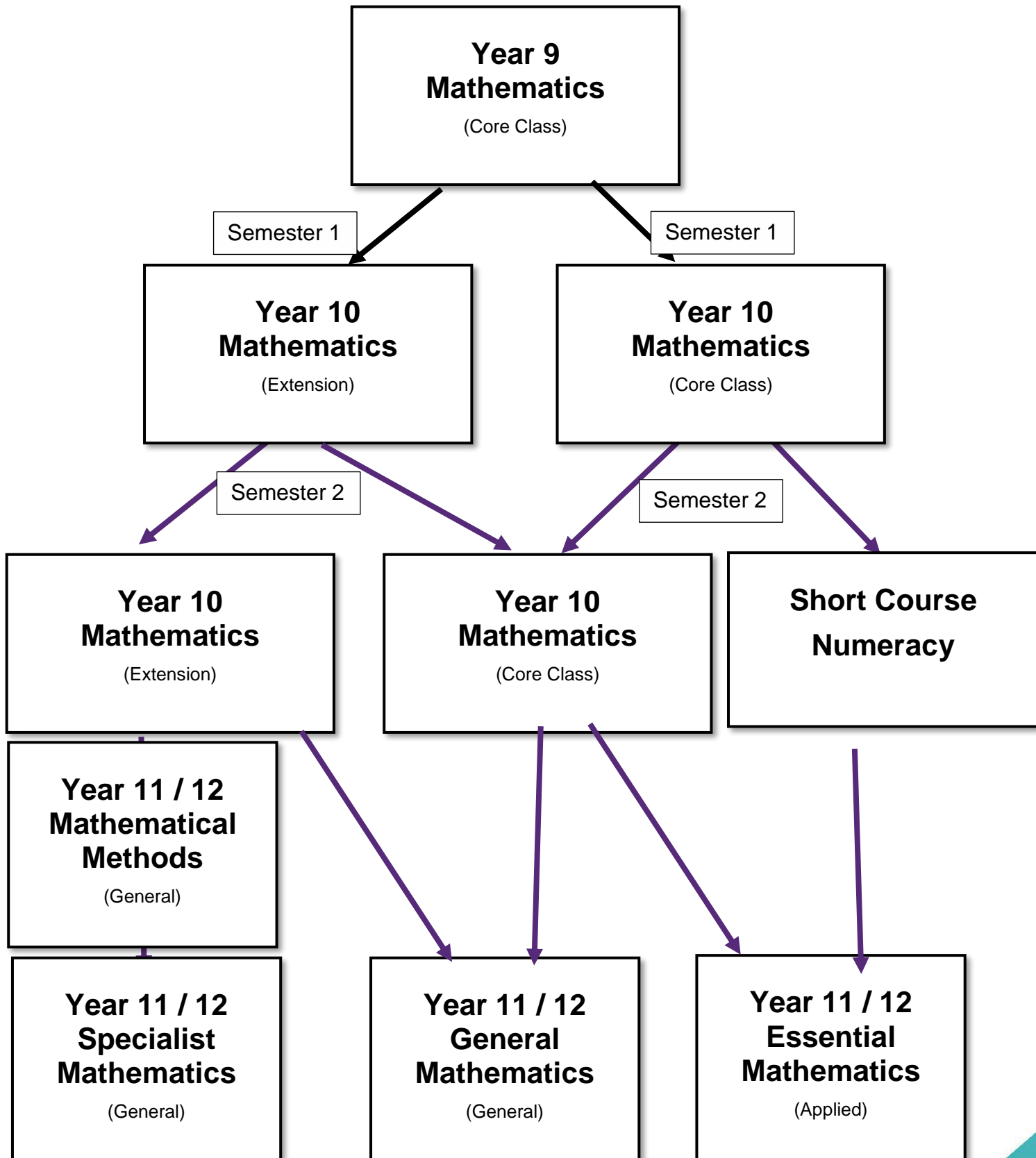
[Specialist Mathematics \(PDF, 2.2 MB\)](#)

Semester 2, Year 10 students can select to enrol in the **QCAA Short Course Numeracy**. This subject is for those students who find mathematics very challenging and who do not wish to study General Mathematics or Mathematical Methods in Senior. Admission into this course will be on a case by case basis and more information will be provided in Semester 1, Year 10.





Mathematics Subject Progression



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 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.

Year 11 and 12 - Senior Pathway

General Subject: [Biology \(PDF, 1.7 MB\)](#)

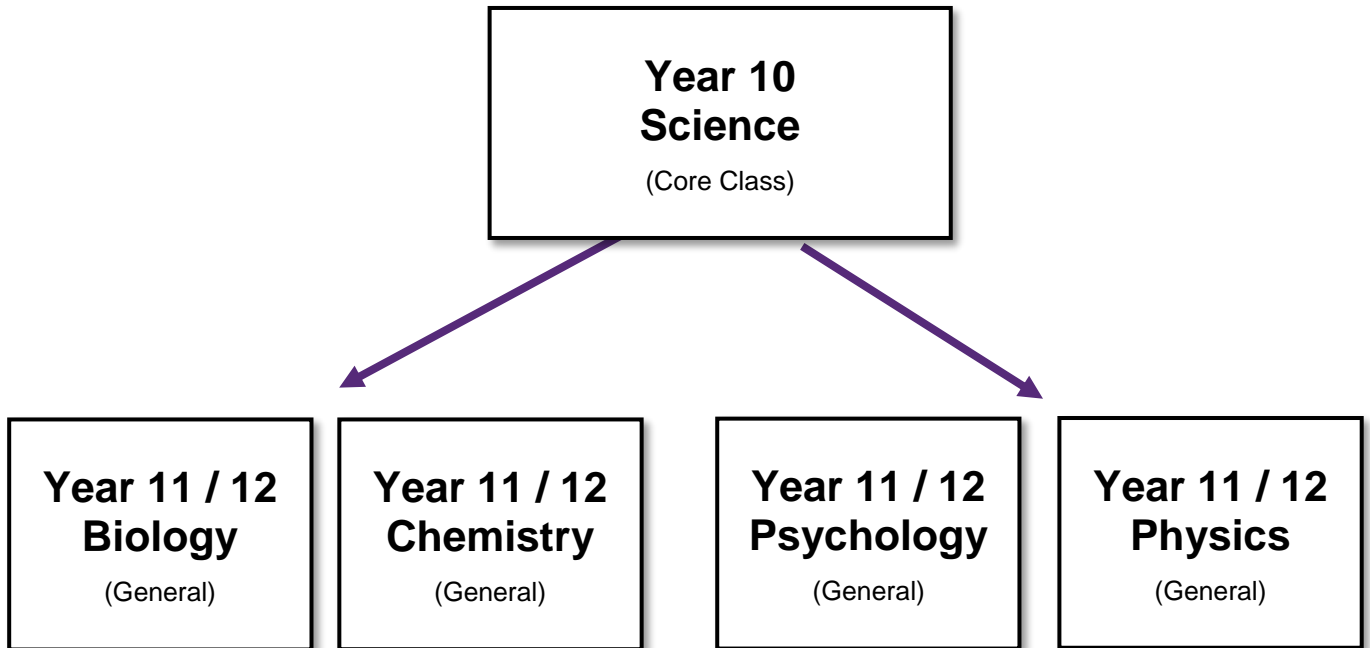
[Chemistry \(PDF, 1.9 MB\)](#) [Physics \(PDF, 1.9 MB\)](#)

[Psychology \(PDF, 1.9 MB\)](#)





Science Subject Progression



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.

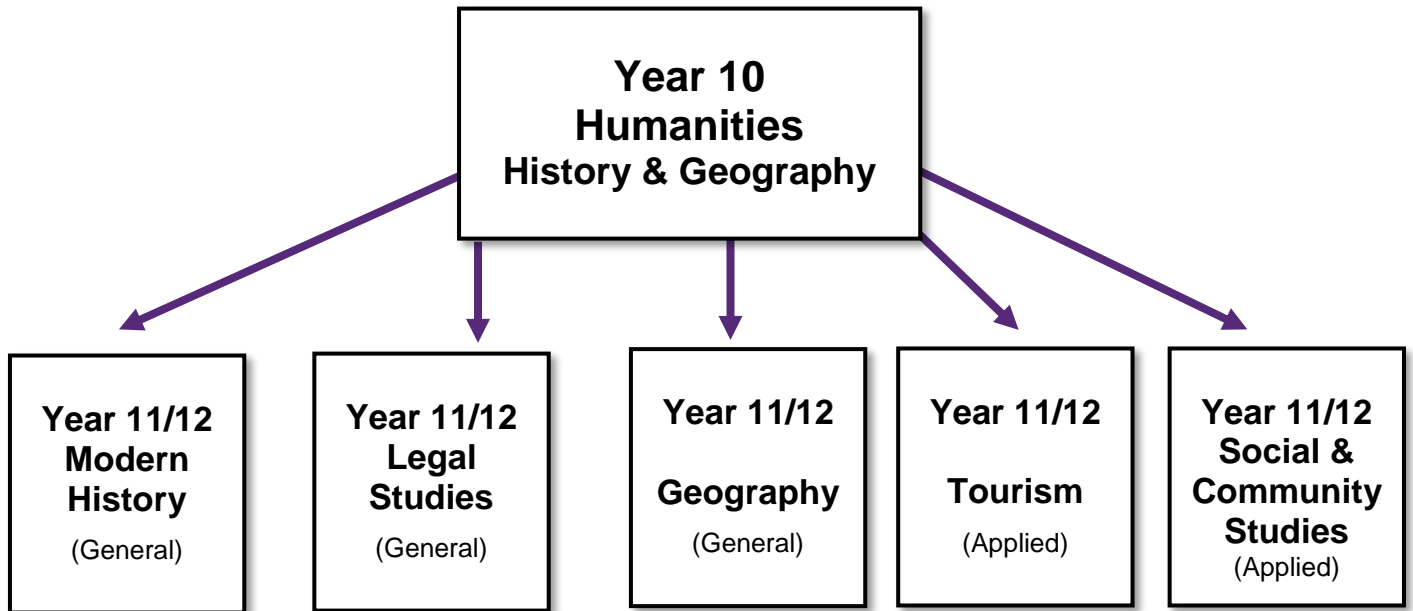
Year 11 and 12 - Senior Pathway

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





Humanities Subject Progression





Health and Physical Education

Compulsory Core Subject

Throughout the Year 10 program students will undertake study in 3 units. Firstly, students will build an understanding of functional anatomy and biomechanics integrated with a Volleyball practical component. Students then complete a Sports First Aid and CPR program with department resources. These include CPR mannequins and other placebo items to build a knowledge of basic First Aid in a practical setting. Finally, a Motor Learning and Training Plans unit is studied which gives students the opportunity to investigate similar content and assessment methods used within Senior Physical Education.

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.

Year 11 and 12 - Senior Pathway

General Subject: [Physical Education \(PDF, 1.8 MB\)](#)

VET Subject: Certificate II & III Sport and Recreation

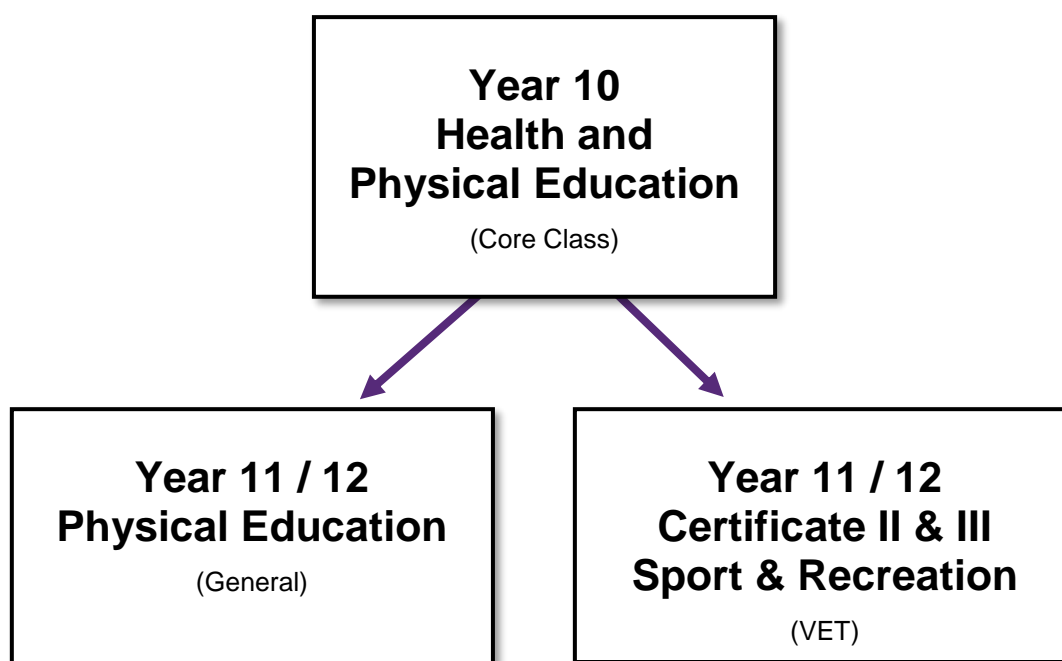




Assessment

Unit 1	Unit 2	Unit 3
<p>Supervised Exam Students will complete an exam which will challenge their understanding of functional anatomy and biomechanical principles. This includes but not limited to:</p> <ul style="list-style-type: none">• define and explain Biomechanics principles.• analyse motion, force, momentum, balance, Newton's Law, levers and their effect on human movement.	<p>Supervised Exam The exam will assess students on their understanding of sport/non-sport first aid and CPR. Students will apply their understanding of first aid to various scenarios which require them to follow first aid principles such as; DRSABCD, NO HARM & STOP. Students will evaluate situations and recognise suitable approaches for each scenario.</p>	<p>Project – Folio Students complete a practical performance and project folio. An assessment piece used regularly within the Senior PE program. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none">• recognise and explain motor learning concepts including; motor skills and motor programs.• analyse and synthesise data about the influence of motor learning concepts and principles on movement sequences and movement strategies in the selected physical activity.

Health and Physical Education Subject Progression





Year 10 Electives 2021



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.

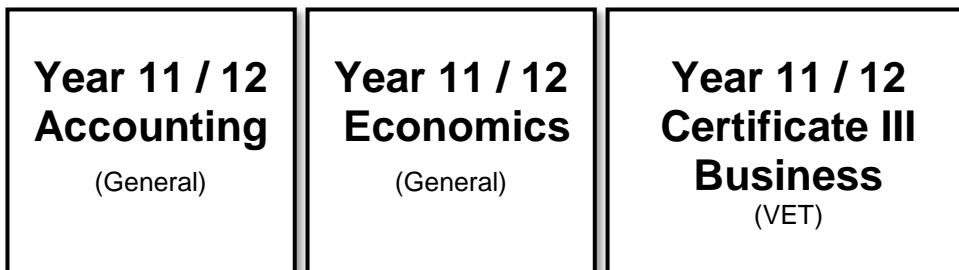
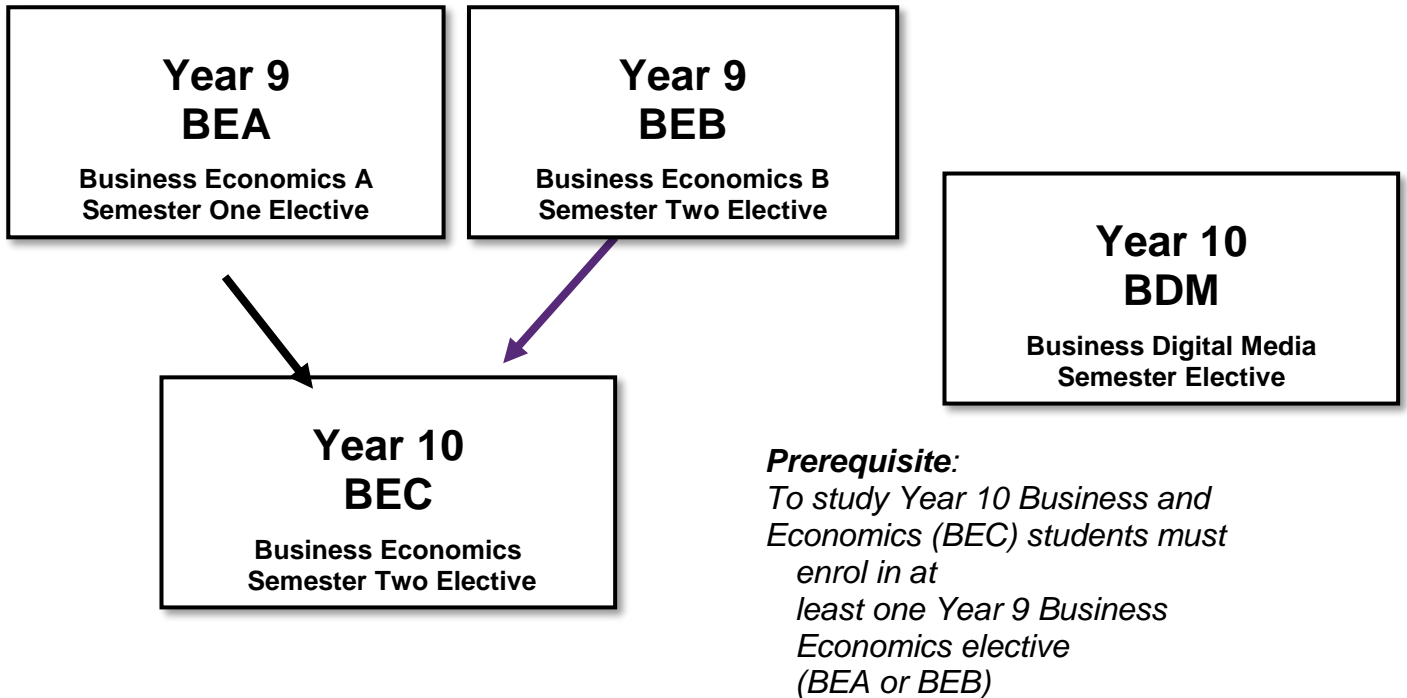
2020 Year 11 and 12 – Senior Pathway

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





Business Economics Subject Progression





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.

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 skillfully 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

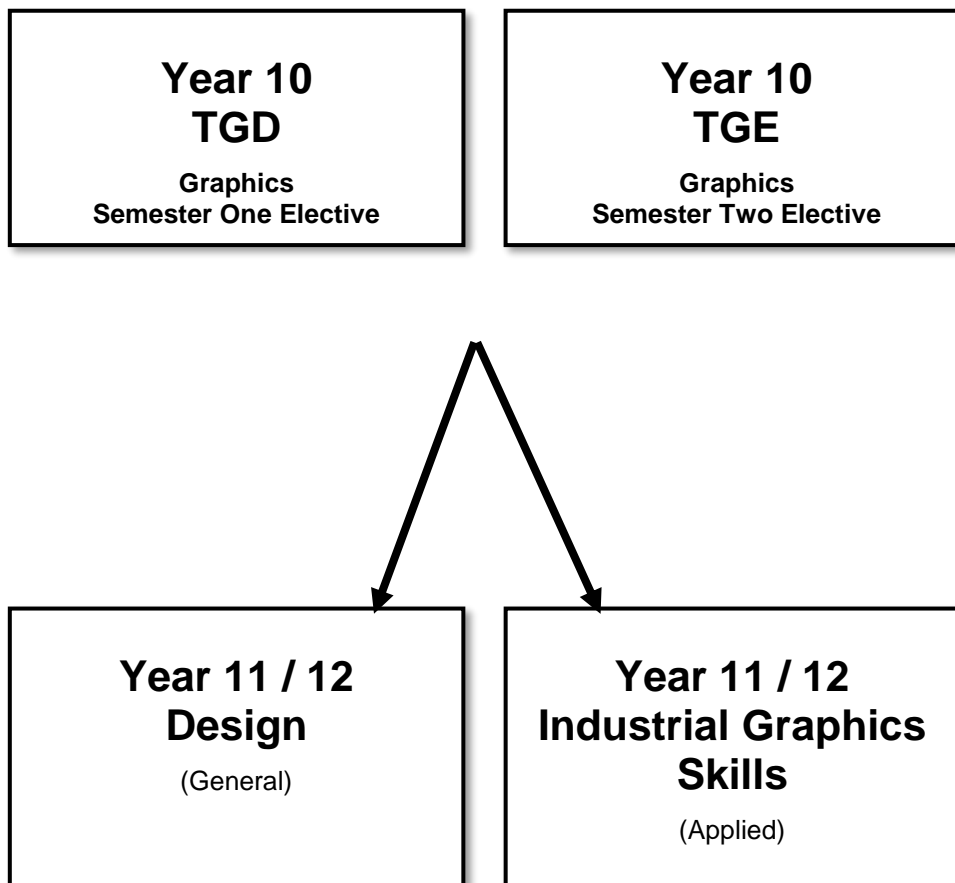
Applied Subject: [Industrial Graphics Skills \(PDF, 738.6 KB\)](#)

General Subject: [Design \(PDF, 2.2 MB\)](#)





Design Technologies – Graphics Subject Progression



A levy for consumables will be applicable for this subject.





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

selecting and using appropriate technologies skillfully and safely to produce 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:

Jewellery Box

Carry-all case

Wood Technology: Semester Two – TWD

Examples of Design Projects / Problems may include:

Clock

BBQ utensil holder

Year 11 and 12 – Senior Pathway

Applied Subject:

[Furnishing Skills](#) (PDF, 804.9 KB)

VET Course:

Certificate I in Construction

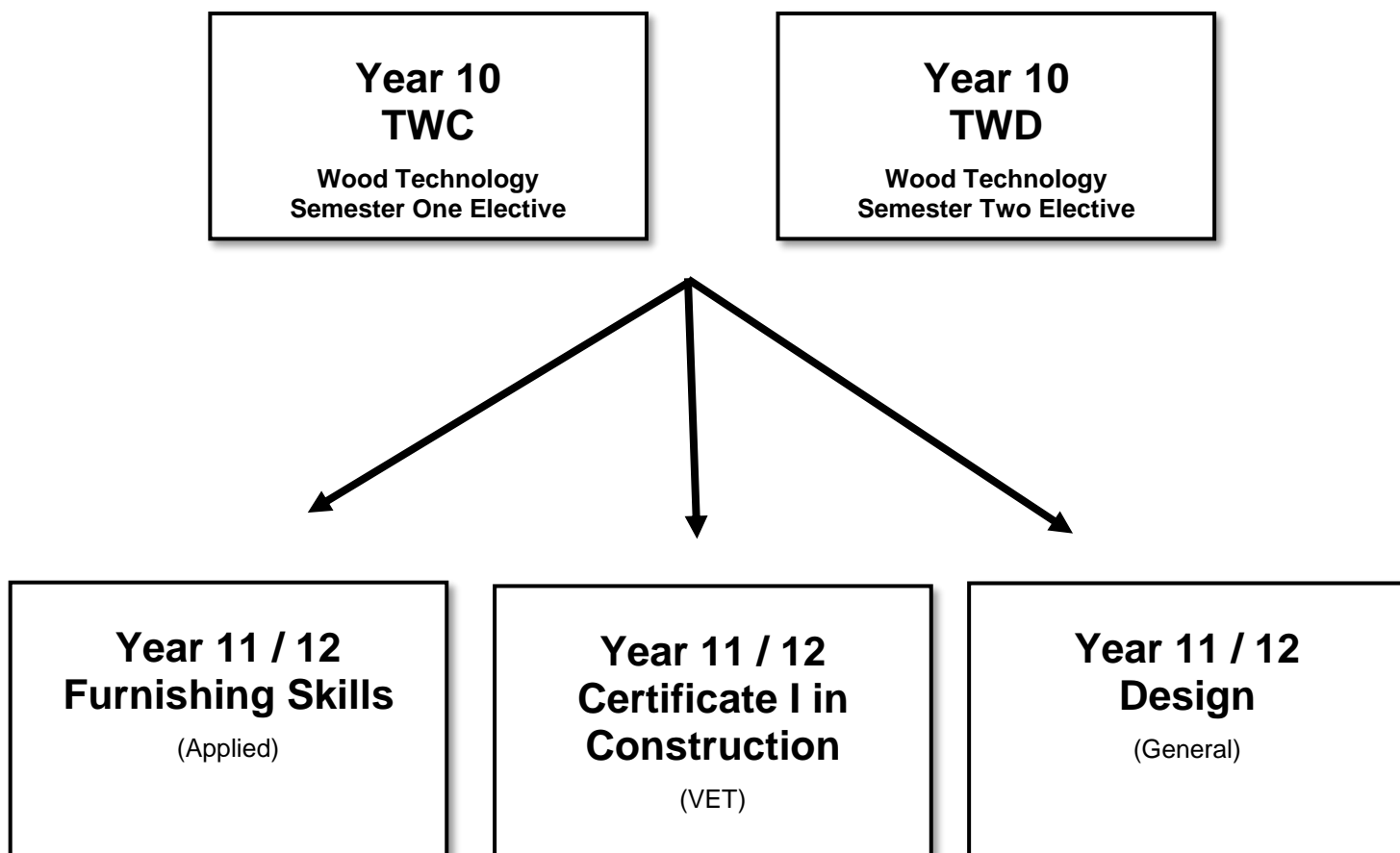
General Subject:

[Design](#)





Design Technologies – Wood Subject Progression



A levy for consumables will be applicable for this subject.





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.

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

selecting and using appropriate technologies skillfully 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.

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
Solar Phone Charger

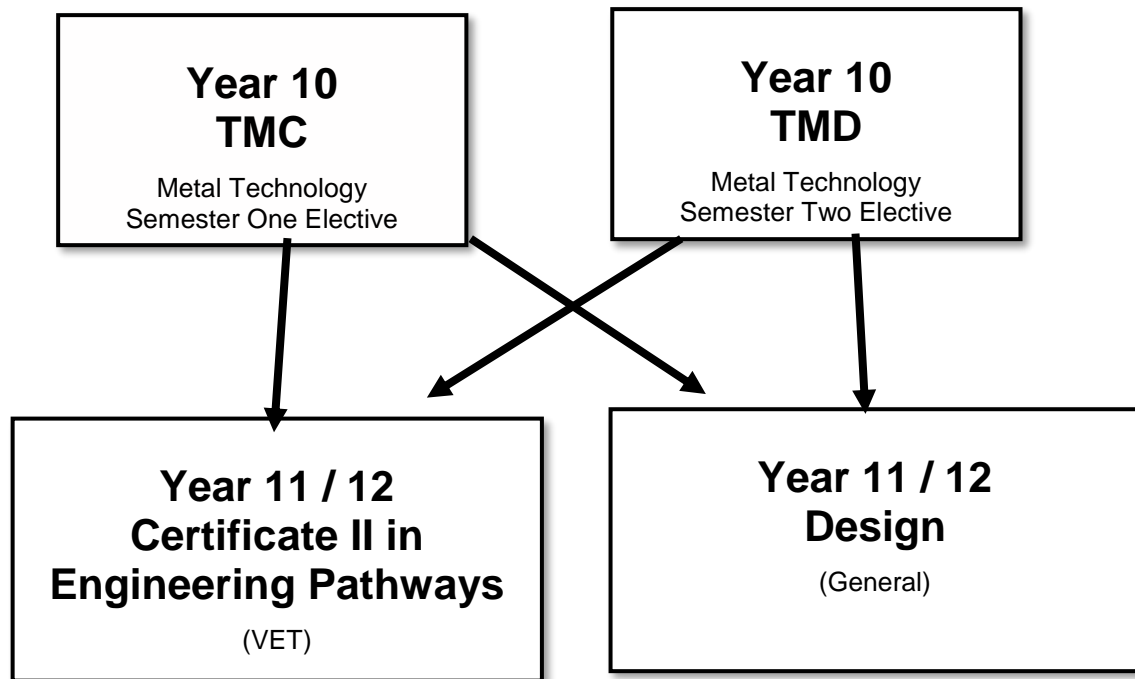
Year 11 and 12 – Senior Pathway

VET Subject: [Certificate II in Engineering Pathways](#)
General Subject: [Design](#)





Design Technologies – Metal Subject Progression



A levy for consumables will be applicable for this subject.





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 skillfully 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.

Year 11 and 12 – Senior Pathway

Applied Subject:

[Fashion](#) (PDF, 859.0 KB)

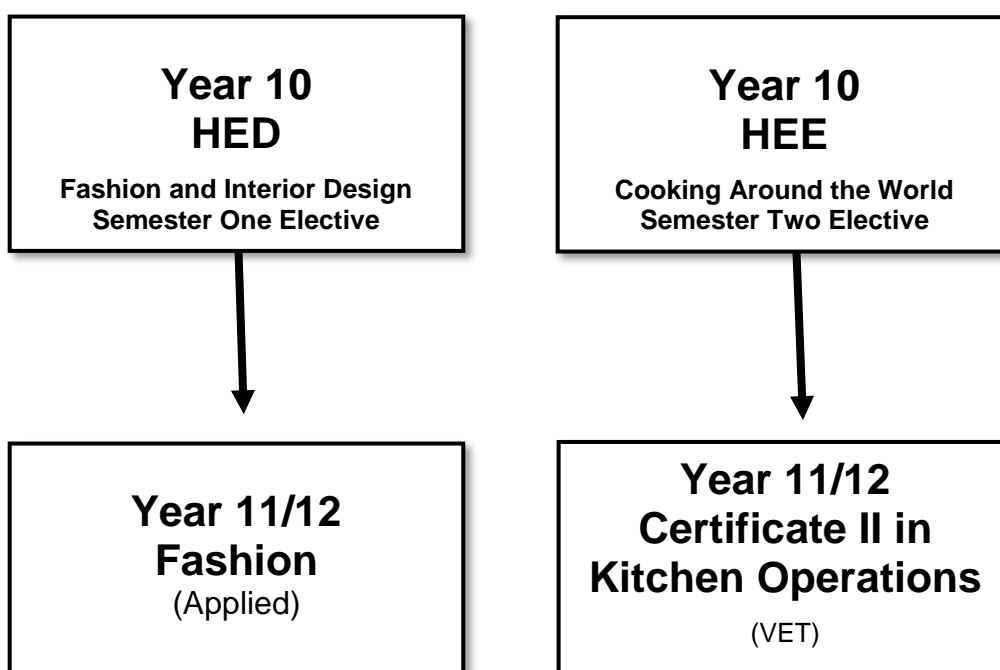
VET Subject:

Certificate II in Kitchen Operations





Design Technologies – Home Economics Subject Progression



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.

Year 11 and 12 – Senior Pathway

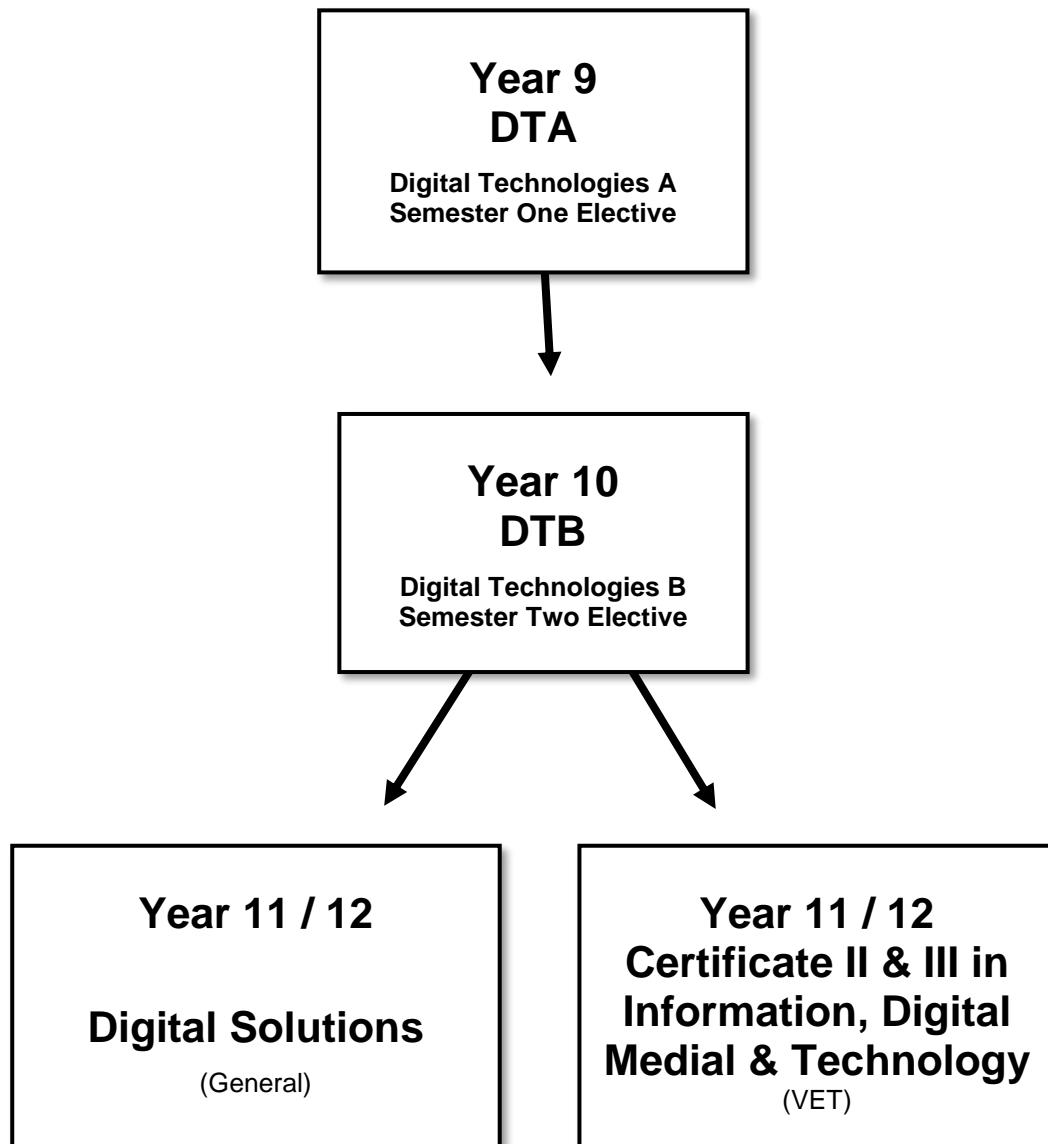
General Subject: [Digital Solutions \(PDF, 1.6 MB\)](#)

VET Subject: Certificate I & II in Information, Digital Media & Technology





Digital Technology Subject Progression





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, there is the possibility of joining or re-joining the class. 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 \(PDF, 963.8 KB\)](#)

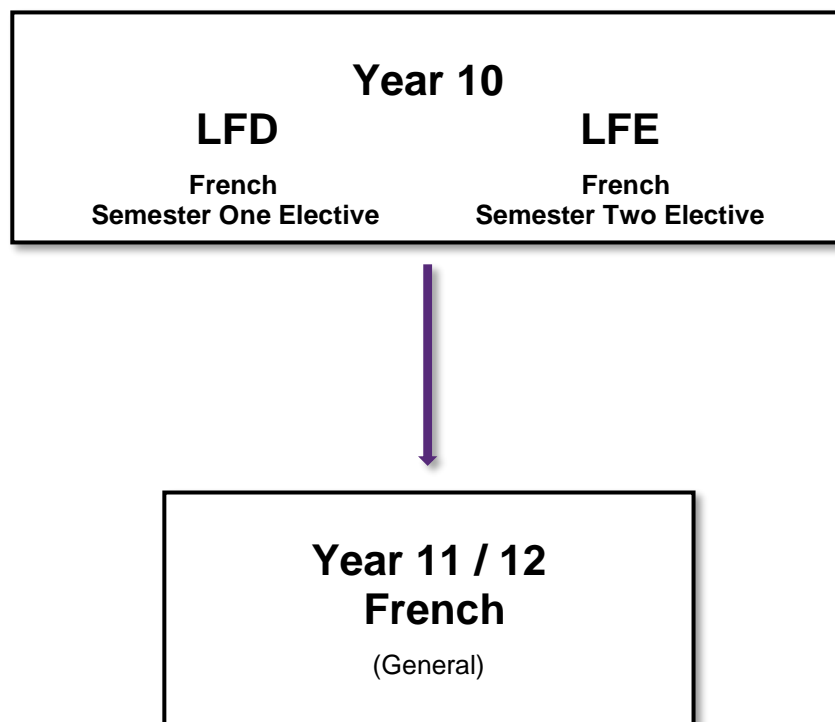




French Subject Progression

Prerequisite:

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



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.

Year 11 and 12 – Senior Pathway

General Subject: [Japanese \(PDF, 1.3 MB\)](#)

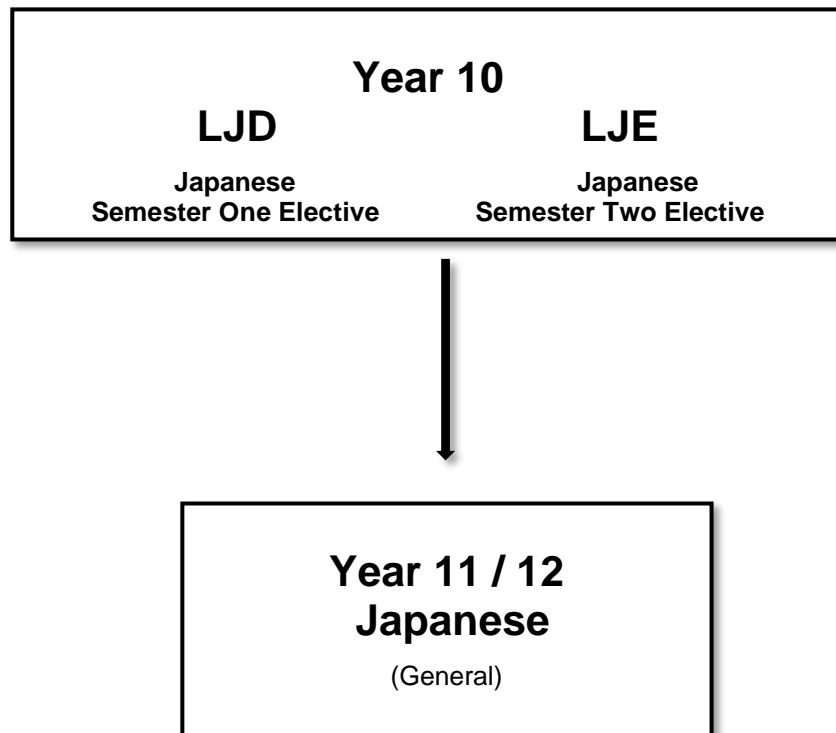
A resource levy is applicable for this subject.





Japanese Subject Progression

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



A resource levy is applicable for this subject.



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

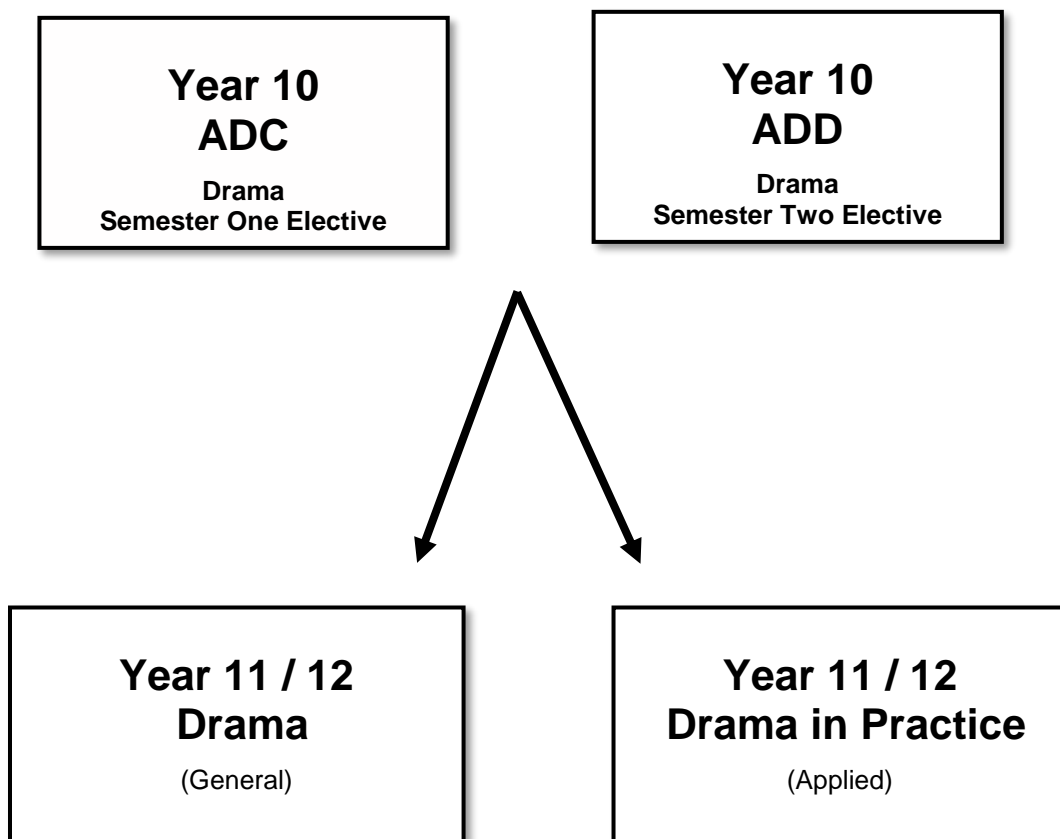
General Subject: [Drama \(PDF, 1.5 MB\)](#)

Applied Subject: [Drama in Practice \(PDF, 1023.8 KB\)](#)





The Arts – Drama Subject Progression



Excursions will incur a cost for this subject.



The Arts – Music

Semester Elective

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. In Music, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They learn to read and write music in traditional and graphic forms and utilise music technology to become independent learners. In Music, students integrate Responding and Making (Performing and Composing) activities, which are developed sequentially across four independent Music Units in Year 9 and 10.

Music: Semester One – AMD

Greatest Hits

Learning Intentions

By the end of Year 10 students should:

- **Making Performance:** develop individual and group performance skills on keyboard, classical guitar and other instrument of choice, demonstrating music reading skills and exploring music of Classical and Jazz genre.
- **Making Composition:** Arrange a classical tune for an instrumental ensemble to develop an aural understanding of musical elements using composing software.
- **Making Composition:** Write or arrange a jazz tune demonstrating an understanding of musical elements and concepts in jazz composing.
- **Responding:** Listen to, analyse and evaluate a variety of Classical and Jazz pieces, to develop aesthetic awareness and understanding of musical elements and concepts.





Music: Semester Two – AME

Music of the Media

Learning Intentions

By the end of Year 10 students should:

- **Making Performance:** develop individual and group performance skills on keyboard (chord approach), guitar (chords and voice) and other instrument of choice, demonstrating music reading skills and exploring a range of musical styles and genres.
- **Making Composition:** create an original jingle idea demonstrating understanding of musical elements and advertising concepts.
- **Responding:** create oral presentations demonstrating understanding of musical elements and concepts in jingle writing to enhance awareness of composition in the advertising industry.
- **Responding:** listen to, analyse and evaluate a variety of Film scores, which serve different musical functions within context and film culture.

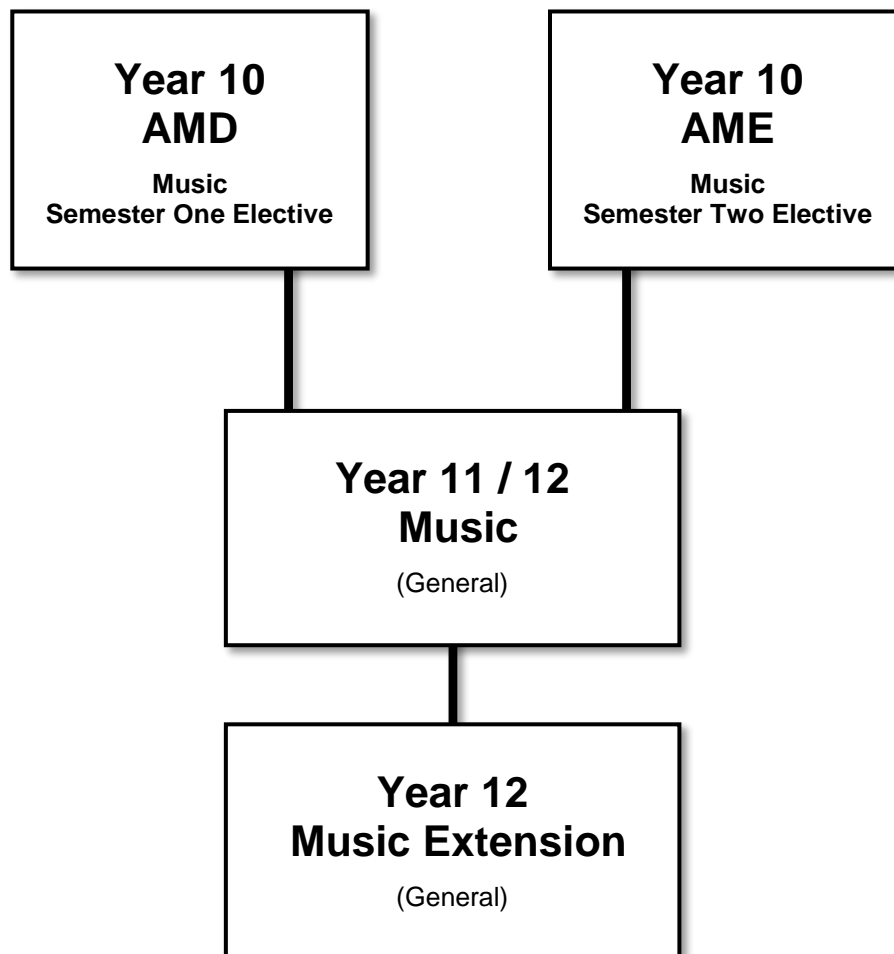
2020 Year 11 and 12 - Senior Pathway

General Subject: [Music \(PDF, 1.5 MB\)](#)
[Music Extension \(PDF, 924.5 KB\)](#)





The Arts – Music Subject Progression



A resource levy is applicable for this subject.



The Arts – Visual Arts

Semester Elective

Course Overview

Year 10 Semester Visual Art electives are about focusing on developing conceptual ideas and exploring contexts (formal, personal, cultural, contemporary) in their artworks. Students extend on the skills acquired in Year 9 and continue to explore various techniques and media with the ability for greater individualised ideas to further develop within a personal aesthetic. Students will experience a range of art forms within the categories of 2D, 3D and 4D (time-based media) ranging from realism to abstraction. Adding to this they will gain a deeper understanding about art history movements, contemporary artists and art practices.

Learning Intentions

By the end of Year 9 and 10, students:

- evaluate how representations communicate artistic intentions in artworks they make and view
- evaluate artworks and displays from different cultures, times and places
- analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas
- identify influences of other artists on their own artworks
- manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks

Assessment

Students will have the opportunity to explore at least three art forms in each semester. Students create artworks that have a deeper meaning or message (conceptual ideas). Students are expected to demonstrate greater research, extend on plans, explore ideas and designs to create artworks influenced by artists and artworks to realise an individualised aesthetic. Through this process, students learn to be critical and creative thinkers.

Students will demonstrate their knowledge and understanding by identifying, analysing and evaluating artworks they make and view in response to other artists. They will demonstrate this by responding, such as, a written Artist Statement, short answer responses and through an essay and/or exam in preparation for Senior Visual Arts.

Art: Semester One – AVE

- 2D Drawing
- 3D Painting
- 3D Design – Sculpture or Mixed Media





Art: Semester Two – AVF

- 2D Printmaking
- 3D Ceramics
- 4D Digital Art

Year 11 and 12 - Senior Pathway

General Subject: [Visual Art \(PDF, 1.7 MB\)](#)

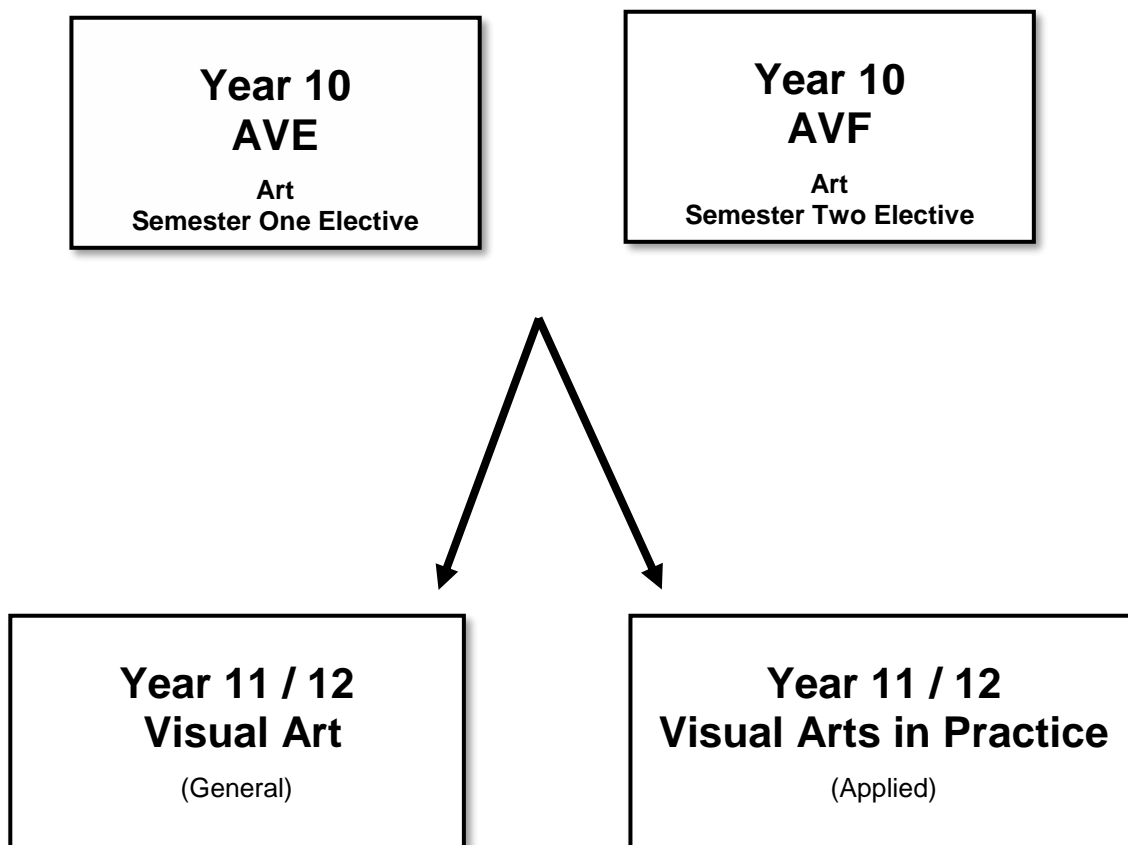
Applied Subject: [Visual Arts in Practice \(PDF, 897.9 KB\)](#)

A resource levy is applicable for this subject.





The Arts – Visual Art Subject Progression



A levy for consumables will apply for this subject.





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 Curriculum Leader, check tertiary prerequisites or see the Careers Counsellor or Assistant Principal.

