St Joseph's College
TOOWOOMBA

Year 10 Curriculum Handbook
2022

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

St Joseph's College
TOOWOOMBA

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A message from the Principal

Welcome to St Joseph's College, Toowoomba. On behalf of the St Joseph's College Community I invite you to discover our College and what characterises education here.

St Joseph's College was founded in 1956 by the Christian Brothers for boys from Years 4 - 10. Today, we are a Catholic, co-educational College for young women and men in Years 7-12. Our College is built on the legacy of the Christian Brothers and we proudly continue to be driven by our commitment to serve others based on the ideals and values of Edmund Rice and the Christian Brothers.

Our College Mission Statement calls us to provide a liberating education, inspired by Christian principles that permeate all aspects of College life. In this way we provide every avenue for our young people to be respectful of the truth, open to reality, community orientated, and willing to strive to grow as individuals making the most of their unique gifts.

We are immensely proud of the opportunities that are afforded to students here at St Joseph's College. With a wide ranging co-curricular, cultural and sporting program, excellence in learning and teaching, and faith formation and prayer life, we are able to partner with you in developing young women and men who are prepared for a dynamic world.

The staff at St Joseph's College have a deep passion for ensuring that each student is provided with the opportunity to engage in a quality, holistic and inclusive Catholic education. This passion for providing a holistic education, combined with a commitment to the ongoing development of modern educational facilities and the prioritisation of the allocation of resources to improving student outcomes, makes St Joseph's College a wonderful school community of which to be a part.

Please do not hesitate to contact the College should you require any further information.

Kort Goodman
Principal

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 2022 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, 2022**.

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

Curriculum Structure

Learning Area	Year 9	Year 10	Years 11 & 12
Religious Education	**Core** • Religious Education	**Core** • Religious Education	**General** • Study of Religion **Applied** • Religion & Ethics
English	**Core** • English or • English Extension • Literacy Improvement English	**General** • English or • Extension English (by invitation) **Applied** • General English or • Literacy Short Course (Sem 2)	**General** • English • Literature **Applied** • Essential English
Mathematics	**Core** • Mathematics or • Mathematics Extension	**General** • Mathematics or • Mathematics Extension (by invitation) **Applied** • Mathematics or • Numeracy Short Course (Sem 2)	**General** • General Mathematics • Mathematical Methods • Specialist Mathematics **Applied** • Essential Mathematics
Science	**Core** • Science	**General** • Science or • Science Extension **Applied** • Science	**General** • Biology • Chemistry • Physics • Psychology
Health & Physical Education	**Core** • Physical Education	**Core** • Physical Education • Certificate II in Landscaping (First Aid component)	**General** • Physical Education **VET** • Certificate III in Sport and Recreation
Languages	**Elective** • Japanese • French	**Elective** • Japanese • French	**General** • Japanese • French
Humanities & Commerce	**Core** • Humanities • Literacy Improvement Humanities **Elective** • Business & Economics	**Core** • Humanities (History & Geography) **Elective** • Business and Economics • Business Digital Media • Accounting	**General** • Accounting • Economics • Geography • Legal Studies • Modern History **Applied** • Tourism • Social & Community Studies **VET** • Certificate III in Business
Technologies	**Elective** • Digital Technology • Design • Design – Food • Design – Textiles • Design – Metal • Design – Wood	**Elective** • Digital Technology • Design • Design – Food • Design – Textiles • Design – Metal • Design – Wood	**General** • Design • Digital Solutions **Applied** • Fashion • Furnishing Skills **VET** • Certificate I in Construction/building • Certificate II in Kitchen Operations • Certificate II in Engineering Pathways • Certificate III in IDMT
The Arts	**Elective (2022)** • Drama • Music • Visual Art	**Elective (2022)** • Drama • Music • Visual Art	**General** • Drama • Music • Music Extension (Year 12) • Visual Art **Applied** • Drama in Practice • Visual Arts in Practice
Other courses		• TAFE • SBT/SBA • University Head Start courses	• TAFE • SBT/SBA • University Head Start courses

Choosing a Study Pathway

The Australian Curriculum Review

The implementation of Australian Curriculum began in Queensland in 2012. In 2021, the Australian Curriculum Assessment and Reporting Authority (ACARA) announced that the curriculum would undergo a review by the end of the year. The aim of the review is to improve the Australian Curriculum from Foundation to Year 10 by refining, realigning and reducing the existing content of the curriculum.

As a result of this ACARA Curriculum Review, Curriculum areas taught at St Joseph's College will undergo changes ready for implementation in 2022. Therefore, the information in this handbook will be updated to reflect those changes. At the time of publication, information in this handbook was accurate, however it may be subject to changes.

Core & Extension Subjects

There are six compulsory core areas of study at St Joseph's College:

- Religion
- English
- Mathematics
- Science
- Humanities
- Physical Education

At St Joseph's College, as Year 10 students embark on the post-compulsory phase of senior schooling, our Year 10 students are encouraged to select a pathway that best reflects their interests and aspirations for Years 11 and 12.

In Year 10, with the Core group of subjects, students may select subjects that will best prepare them for potential courses of study in Years 11 and 12.

Students have the option of selecting Year 10 CORE subjects that align with a:

- General Pathway (QCE, ATAR)
- Applied Pathway (QCE, SBA, SBT or TAFE)
- Combination of both

NB: For students who elect to study Extension Subjects (English, Mathematics) it is recommended that students have completed these subjects to a B standard in Year 9.

General Pathway (QCE, ATAR)	Applied Pathway (QCE, SBT, SBA, TAFE)
Religion Extension English or English Extension Maths or Maths Science 1 Humanities Physical Education	Religion English or Short Course in Literacy (Semester 2 - invitation) Maths or Short Course in Numeracy (Semester 2 - invitation) Science 2 Humanities Physical Education
4 Semester Electives	4 Semester Electives

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

Elective Subjects

Elective subjects in the Middle Years comprise a variety of ACARA curriculum areas. Contained in this handbook are details of the elective offerings planned for **Year 10, 2022**.

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 St Joseph's College Curriculum consists of a set of semester units from which students can choose according to their own needs and abilities

Some elective subjects may incur a levy and additional costs for excursions and camps.

2022 Electives

Students entering Year 10 in 2022 will nominate **four elective units** they wish to study during the next year. Additionally, they are required to select **two back-up elective units** to study if original preferences cannot be met.

The timetable for 2022 consists of a 10-day (two week) cycle. Elective subjects receive four lessons per cycle and Language subjects receive three lessons per cycle.

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

Year 10 Elective Subjects & Course Codes

Subject	Semester	Semester 2
Business and Economics	10BUA1 10BUE1	10BDM2 10BUE2
Design Technology (same unit offered each semester – students select once)	10DES1	10DES2
Design Technologies – Wood	10DTW1	10DTW2
Design Technologies – Metal	10DTM1	10DTM2
Design Technologies – Textiles	10DTT1	10DTT2
Design Technologies – Food	10DTF1	10DTF2
Digital Technology	10DIG1	10DIG2
Japanese	10JAP1	10JAP2
French	10FRE1	10FRE2
The Arts – Drama	10DRA1	10DRA2
The Arts – Music	10MUS1	10MUS2
The Arts – Visual Art	10VAR1	10VAR2

Elective Structure at St Joseph's College

<table>
<tr><th></th><th colspan="4">2022</th><th colspan="4">2023</th></tr>
<tr><td></td><td>Term 1</td><td>Term 2</td><td>Term 3</td><td>Term 4</td><td>Term 1</td><td>Term 2</td><td>Term 3</td><td>Term 4</td></tr>
<tr><td rowspan="3">Year 7</td><td colspan="4">Core</td><td colspan="4">Core</td></tr>
<tr><td>Compulsory Rotations 1 & 2</td><td>Compulsory Rotations 3 & 4</td><td>Compulsory Rotations 5 & 6</td><td>Compulsory Rotations 7 & 8</td><td>Compulsory Rotations 1 & 2</td><td>Compulsory Rotations 3 & 4</td><td>Compulsory Rotations 5 & 6</td><td>Compulsory Rotations 7 & 8</td></tr>
<tr><td colspan="2">Languages or Skills Development</td><td colspan="2">Languages or Skills Development</td><td colspan="2">Languages or Skills Development</td><td colspan="2">Languages or Skills Development</td></tr>
<tr><td rowspan="3">Year 8</td><td colspan="4">Core</td><td colspan="4">Core</td></tr>
<tr><td colspan="2">Compulsory Rotation 1
Compulsory Rotation 2</td><td colspan="2">Compulsory Rotation 3
Compulsory Rotation 4</td><td colspan="2" rowspan="2">Elective 1
Elective 2
(Skills Development)</td><td colspan="2" rowspan="2">Elective 3
Elective 4
(Skills Development)</td></tr>
<tr><td colspan="4">Languages or Skills Development</td></tr>
<tr><td rowspan="2">Year 9</td><td colspan="4">Core</td><td colspan="4">Core</td></tr>
<tr><td colspan="2">Elective 1
Elective 2
(Skills Development)</td><td colspan="2">Elective 3
Elective 4
(Skills Development)</td><td colspan="2">Elective 5
Elective 6
(Skills Development)</td><td colspan="2">Elective 7
Elective 8
(Skills Development)</td></tr>
<tr><td rowspan="2">Year 10</td><td colspan="4">Core</td><td colspan="4">Core</td></tr>
<tr><td colspan="2">Elective 5
Elective 6
(Skills Development)</td><td colspan="2">Elective 7
Elective 8
(Skills Development)</td><td colspan="2">Elective 9
Elective 10
(Skills Development)</td><td colspan="2">Elective 11
Elective 12
(Skills Development)</td></tr>
</table>

Skills Development

Students at St Joseph's College are allocated a Skills Development line based on assessment of individual need and with parental permission. In Years 7 and 8 the Skills line replaces a Language, whereas in later years it takes the place of an Elective. These lessons focus on students developing the fundamental skills required for successfully navigating secondary school such as organisation, learning of routines, study skills, pre and post learning of subject content, homework and assessment support and other assistance as required. The Skills teacher develops positive learning relationships with students and liaises with classroom teachers and parents so that student support is relevant, and skills are transferrable to the classroom and home environments.

Strategies for choosing Subjects

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

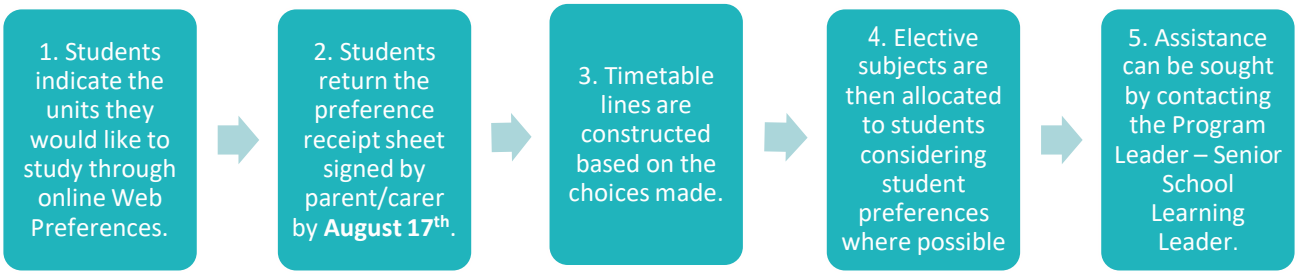
- they enjoy
- in which they have already had some success
- which may help them reach a chosen career
- prerequisites for Senior Subjects
- which develops skills, knowledge and attitudes useful throughout their life

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.

Year 10 Subject Selection Process



As the College must try to accommodate the wishes of most students, it is inevitable that some students will not be able to study all the units of their first preferences.

Core Subjects

Religious Education

Compulsory Core Subject

In Year 10, students learn about various ways in which humans have an understanding of the mystery of God or the 'Other', which is ultimately beyond human language, concepts and stories. These include the human experience of the created world: the valuable insights of the major world religions (Christianity, Islam, Judaism, Hinduism and Buddhism) as reflected in their core beliefs and practices the different representation of God in the Old Testament and New Testament texts by various human authors in different historical, social and cultural context; Christian spiritual writing that search for th the mystery of God in the midst of world events and the course of human history; and participation in person and communal prayer that can lead believers to the contemplation (the simple awareness of the presence of God).

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

Term 1: Journeys of Faith

Students explore the fertile question:

- They use evidence from 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 context.
- They critically analyse the writings of St Paul to search for the mystery of God in the midst of world events and the course of human history. They explain the significance of various sources that guide the Church's action in the world (including the teaching of Jesus and the early Church through the Letters of St Paul) and that nourish the spiritual life of believers.

Term 2: Ecotheology

Students explore the fertile question: Is God green?

- Students explain how the mystery of God can be named and understood through the experience of the created world.
- Students analyse ways in which the Church has responded to a range of emerging threats to both human ecology and environmental ecology.

Term 3: Throw Open the Window

Students explore the fertile question: Are the windows still open?

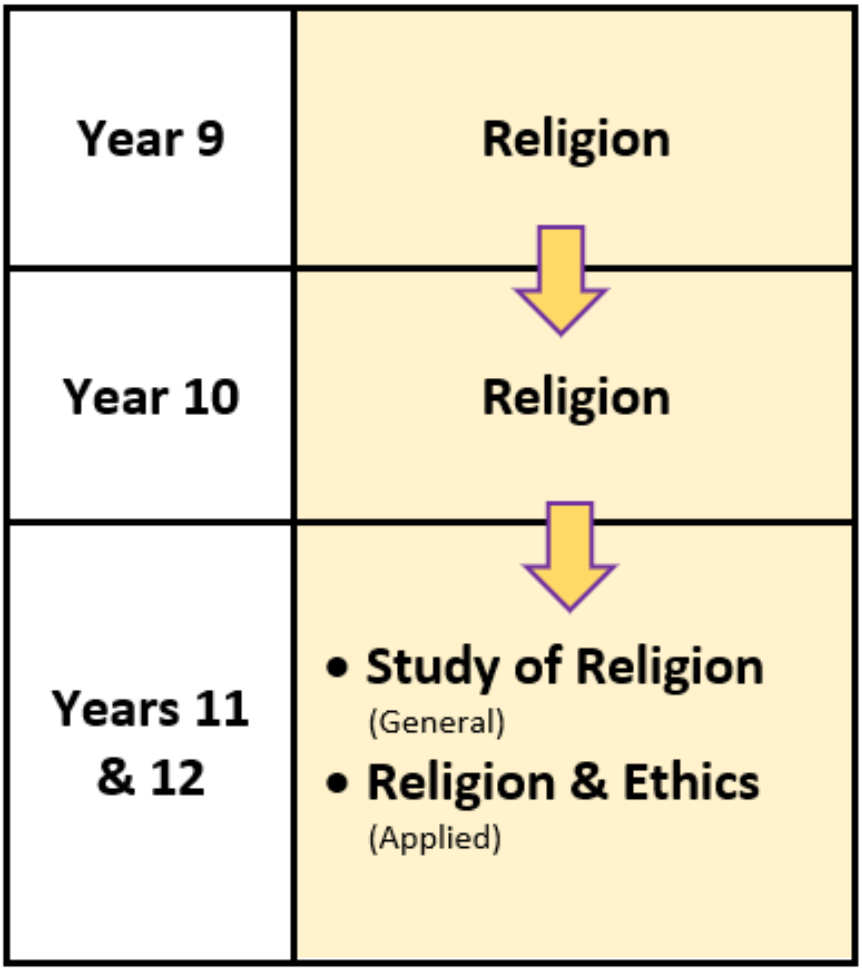
- Students explain the significance of various sources that guide the Church's action in the world (including Vatican II documents and the Australian Plenary Council) and that nourish the spiritual life of believers (including the Eucharist; and individual and communal prayer for justice, peace and the environment). They develop and justify their own response to a contemporary moral question connected to the agenda for the Australian Plenary Council, using evidence from these various sources to support their response.

Term 4: The Mystery

Students explore the fertile question: Why all the mystery?

- In this series of learning experiences students: - Identify different ways in which humans have understanding of the mystery of God or the 'Other' - Explain how the mystery of God can be named and understood through the experiences of the created world. - Analyse core beliefs and practices of the major world religions and Aboriginal spiritualities and explain how these reflect the human understanding of God or the 'Other'. - Investigate how different representations of God in Old Testament texts reflect the different historical, social and cultural contexts of their human authors and explore their relevance for a modern Australian context. - Critically analyse a range of Christian spiritual writings that reflect the search for the mystery of God in the midst of world events - Participate respectfully in vocal and meditative prayer that can lead believers to contemplation.

Religious Education Pathways



Year 11 and 12 - Senior Pathway

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

English

Compulsory Core Subject

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 9 and 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media and the differences between media texts.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 9 and 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex and include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics and images.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

ACARA page

Unit 1: Australian Voices (Semester 1)

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

- 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

Unit 2: Australian Issues (Semester 2)

In this unit students develop their understanding of contemporary Australian issues explored through documentary films. Students:

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

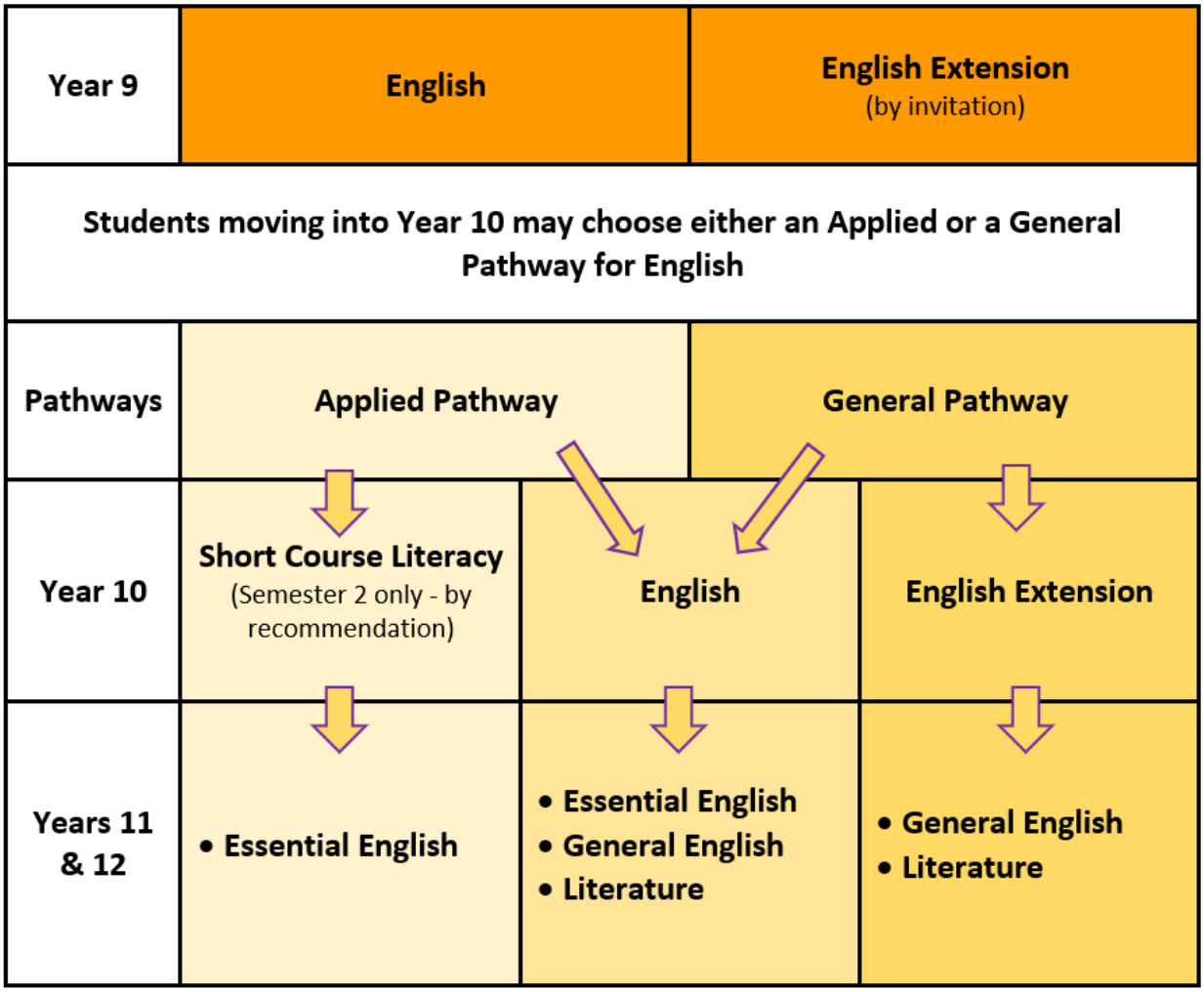
At the completion of Unit 2, students may be invited to participate in the Short Course in Literacy. Those students not invited into the course will remain in ACARA English.

Unit 3 & 4: Dystopian Dreams and Utopian Nightmare (Semester 2) or Short Course in Literacy (Semester 2)

ACARA English Unit 3 – Dystopian Dream In this unit students develop an appreciation for the power of literature through the study of dystopian fiction. Students: • discuss and analyse the power of language, aesthetic features and stylistic devices • use language creatively to develop agency in creative writing in timed, supervised conditions	**ACARA English Unit 4 – Utopian Nightmare** In this unit students learn to apply their analytical skills in a feature film study. Students: • analyse how film writers and directors develop cultural assumptions, attitudes, values and beliefs • independently plan and write a structured and succinct analytical essay
OR	

Short Course in Literacy Unit 1 – Personal Identity and Education 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: • 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.	**Short Course in Literacy Unit 2 – The World of Work** 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: • understand the role they place in the construction of meaning within a workplace environment.

English Pathways



Year 11 and 12 - Senior Pathway

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

*Year 10 students who elected to study the Short Course in Literacy must select Essential English (Applied) to study in Years 11 and 12.

Mathematics

Compulsory Core Subject

Mathematics focuses on the development of a deep knowledge and conceptual understanding of mathematical structures and fluency with procedures. Students learn through the approaches for working mathematically, including modelling, investigation, experimentation and problem solving, all underpinned by the different forms of mathematical reasoning.

ACARA page

Year 10 Mathematics (Core)

- **investigate** the accuracy of decimal approximations to irrational real numbers, consider the accuracy of computation with real numbers in context and **explore** the use of logarithmic scales to deal with phenomena involving small and large quantities and change
- **apply** numerical and graphical and algebraic approaches to **analyse** the behaviour of systems of two linear equations in two variables and solve linear inequalities and represent solution sets as intervals on the real number line
- **generalise** and **extend** their repertoire of algebraic techniques involving quadratic and simple exponential algebraic expressions, model situations exhibiting growth or decay using linear, quadratic and simple exponential functions, and solve related equations, numerically, graphically and algebraically, with the use of digital tools as applicable
- **solve** measurement problems involving the surface area and volume of common objects, composite objects, and irregular objects, and use Pythagoras' theorem and trigonometry of right-angled triangles to **solve** spatial problems in two and three dimensions and manipulate images of their representations and images using digital tools. They apply geometric theorems to **deduce** results and solve problems involving plane shapes and use planar graphs and networks to investigate and model relations involving sets of points, connections, paths, and decisions
- **investigate** conditional probability and its relation to dependent and independent events, including sampling with and without replacement. They **devise** and use simulations to test intuitions involving chance events which may or may not be in dependent
- **compare** different ways of representing the distribution of continuous data including cumulative frequency graphs and interpret key features of the distribution. They **explore** association between pairs of variables, decide the form of representation, interpret the data with respect to context and discuss possible conclusions. They use scatterplots to informally discuss and consider association between two

numerical variables and informally consider lines of good fit by eye, interpolation, extrapolation and limitations.

Mathematics Extension

The extension course covers all the learnings of the Year 10 Mathematics (Core) course to an extended breadth by developing the ability to link mathematical concepts and to enhance problem-solving strategies in a mathematical context at a higher level of complexity.

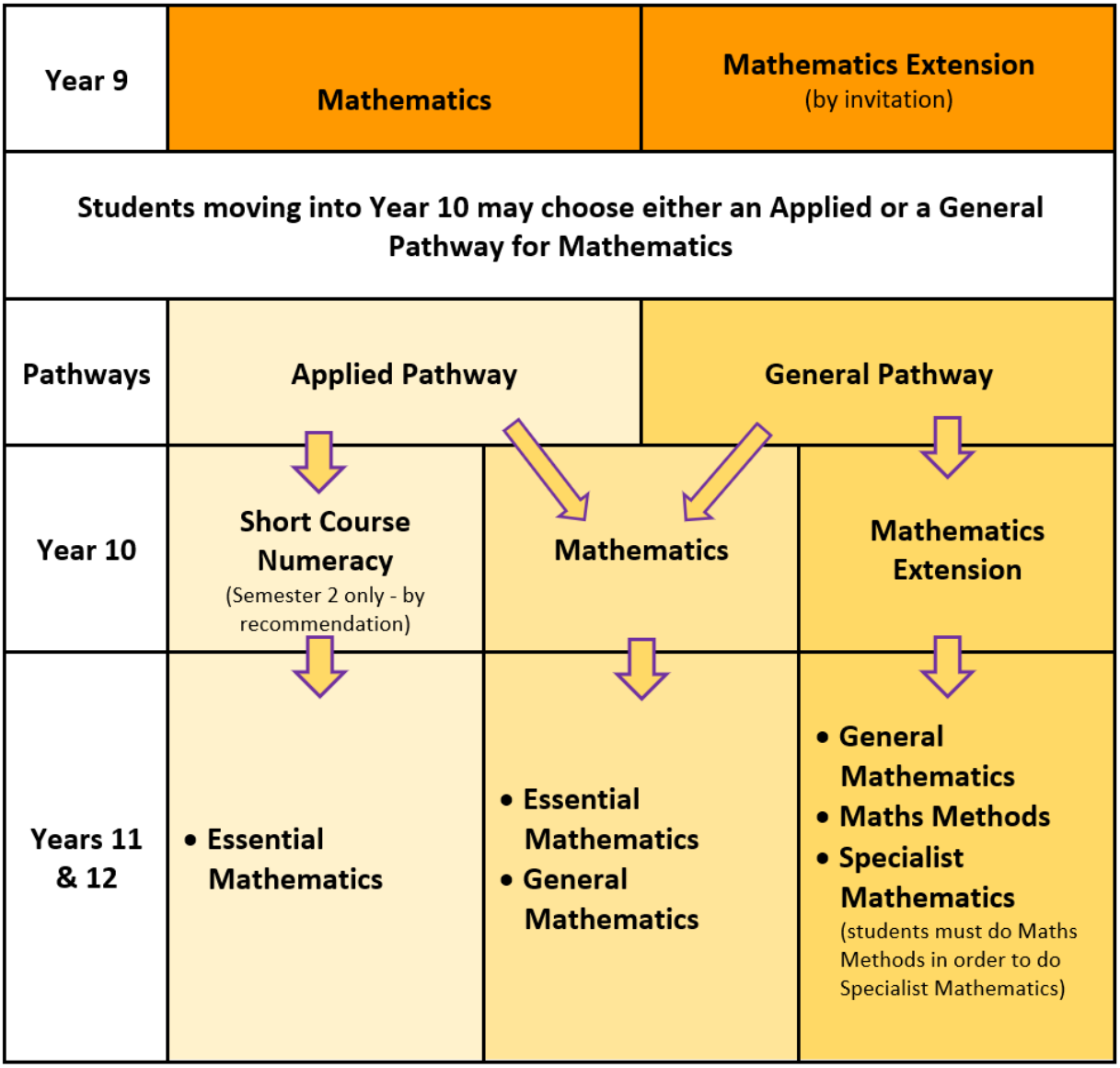
The following additional concepts will be covered in Year 10 Extension Mathematics over the course of the year to prepare students for the courses of Mathematical Methods and Specialist Mathematics in future studies:

- operations on numbers involving surds and fractional exponents
- the graphs of y=sin(x) and y=cos(x) as functions of a real variable and solve related equations
- numerical/tabular, graphical and algebraic representations of quadratic functions and their transformations
- the inverse relationship between logarithmic and exponential functions
- relationships between measures of different angles and various lines associated with circles
- measures of spread and their effectiveness and interpretation with respect to different data distributions

At the end of Unit 3, students may be invited to participate in the Short Course in Numeracy. Those students not invited into the course will remain in ACARA Mathematics.

*Year 10 students who elected to study the Short Course in Numeracy must select Essential Mathematics (Applied) to study in Years 11 and 12.

Mathematics Pathway



Year 11 and 12 - Senior Pathway

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

Science

Compulsory Core Subject

The science Inquiry Skills and science as a Human Endeavour strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the achievement standard and also to the content of the science Understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. These strands of the curriculum are interrelated and their content is taught in an integrated way.

Incorporating the key ideas of science

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

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

In the Year 10 curriculum students may select to study either Science 1 or Science 2.

Students in both courses will explain the processes through which scientific knowledge is validated and examine the relationship between science, technology and engineering. They analyse key factors that influence interactions between science and society.

Students will have the opportunity to:

- plan and conduct ethical investigations to test relationships.
- select and use equipment to generate, record and represent repeatable data.
- analyse data to identify patterns, trends, relationships and anomalies.
- assess the validity of methods, conclusions and claims.
- construct logical arguments and evaluate claims.
- communicate their ideas, findings and arguments to diverse audiences.

Students will explore genetics and evolution by natural selection. Examine patterns of global climate change and identify causal factors. Explain how Newton's laws describe and

predict the motion of objects in a system. Predict the products of reactions and the effect of changing reactant and reaction conditions.

ACARA page

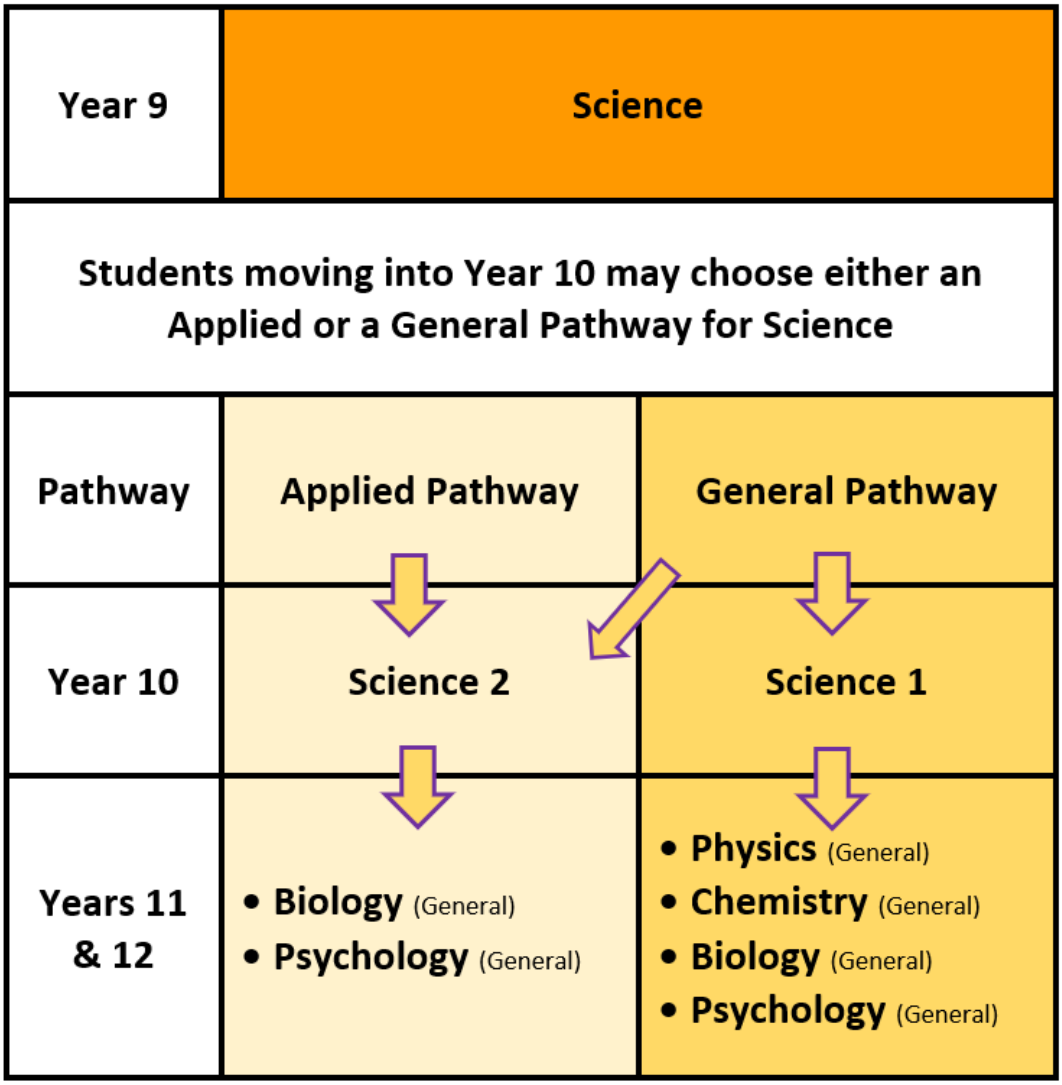
Science 1 (Trimester)

- Students engage in a study of: Chemistry, Physics and Biology
- Students will experience greater depth and detail in the content covered during the year. The assessment instruments align to the senior Science curriculum and students will be excellent preparation for students considering a ATAR pathway.

Science 2 (Four Terms)

- Students engage in a study of: Earth and Space Science, Biology and Chemistry
- Students will be expected to apply the scientific knowledge they gain during the course to generate solutions to real world problems.

Science Pathways



Year 11 and 12 - Senior Pathway

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

Humanities

Compulsory Core Subject

The Year 10 curriculum provides a study of both history and geography. The history component focuses on the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.

The history content provides opportunities to develop historical understanding through key concepts, including **evidence, continuity and change, cause and effect, perspectives, empathy, significance** and **contestability.** These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries. The history content involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts.

Key Historical inquiry questions

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of sources. The key inquiry questions for Year 10 are:

- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?

Whereas, the term unit *'*Geographies of Human Wellbeing' focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries.

The content is organised into two strands: geographical knowledge and understanding, and geographical inquiry and skills. These strands are interrelated and have been developed to be taught in an integrated manner, and in ways that are appropriate to specific local contexts.

Key Geographical inquiry questions

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the

use and interpretation of maps, photographs and other representations of geographical data. The key inquiry questions for Year 10 are:

- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do world views influence decisions on how to manage environmental and social change?

ACARA page

Unit 1: Environmental Change and Human Wellbeing
Unit 2: Depth Study: World War II
Unit 3: Depth Study: Rights and Freedoms
Unit 4: Depth Study: Popular Culture

Humanities & Business Pathways

Year 9	Humanities	Year 9	Business & Economics
Year 10	Humanities	Year 10	Business & Economics
Years 11 & 12	• Modern History (General) • Geography (General) • Legal Studies (General) • Tourism (Applied) • Social & Communities Studies (Applied)	Years 11 & 12	• Accounting (General) • Economics (General) • Social & Communities Studies (Applied) • Certificate III in Business

Year 11 and 12 - Senior Pathway

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

Health and Physical Education

Compulsory Core Subject

The Year 9 and 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

In Years 9 and 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identity and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Focus areas to be addressed in Years 9 and 10 include:

- alcohol and other drugs (AD)
- food and nutrition (FN)
- health benefits of physical activity (HBPA)
- mental health and wellbeing (MH)
- relationships and sexuality (RS)
- safety (S)
- challenge and adventure activities (CA)
- games and sports (GS)
- lifelong physical activities (LLPA)
- rhythmic and expressive movement activities (RE).

ACARA page

Unit 1: Motor Learning – Netball Integration

In this unit, students engage with concepts, principles and strategies about Motor Learning. Students **recognise** and **explain** that rate limiters are factors that have an effect on performance. Students will **analyse** primary and secondary data to ascertain relationships between their personal motor learning strategy against movement strategies, concepts and principles, and personal performance.

Unit 2: Functional Anatomy and Biomechanics – Volleyball Integration

In this unit, students will engage in principles of functional anatomy and biomechanics integrated with Volleyball. They will **recognise** and **explain** functional anatomy as the study of the function of muscles and bones in movement and biomechanics as the study of the laws of mechanics related to movement. Through their learning, they will have the opportunity to **analyse** and **evaluate** the impact of biomechanics on volleyball movement sequences.

Unit 3: First Aid

In this unit, students **identify** situations where they or others may be at risk and how adolescents respond to these scenarios. They **evaluate** responses and propose and practise appropriate responses to these situations. Students **plan, practise** and **apply** responses to emergencies where first aid (including safe blood practices) and possibly CPR may need to be administered.

Students in Year 10 will complete a Language, Literacy and Numeracy module before the commencement of any Unit of competency, which includes the First Aid clusters.

The LLN module will be completed online as part of the current First Aid cluster, at least to the standard of AQF level 3. The student MUST complete the initial three LLN sections (Language, Literacy and Numeracy) with a pass mark of 80% in each section.

If the student does not reach the 80% pass mark, they will be emailed further information with the relevant Foundation Skills (FSK) unit to assist in further study. As usual, an email will be sent to each coordinator with a summary of each enrolment block of students and which students require further assistance with LLN activities. Once a student feels they have attained a satisfactory level of improvement, please contact our training advisor (Lainie) and the student will be able to redo the assessment. On completion of the LLN assessment, the student will automatically progress through to the First Aid course materials.

Students will enroll in four units of competency at the College in:

First Aid and Safety Cluster as partial completion of AHC30916 Certificate III in Landscape Construction.

- HLTAID001 Provide cardiopulmonary resuscitation
- HLTAID002 Provide emergency life support
- HLTAID003 Provide first aid
- AHCWHS201 Participate in work health and safety processes

The College has partnered with CSTC Pty Ltd as the Registered Training Organisation, RTO number 0699 for the delivery and assessment of these units. Participants will be required to successfully complete a series of online assessment tasks prior to their Practical Demonstration / Observation scheduled at the College in Term 4, Year 10.

This course intends to provide participants with the skills and knowledge necessary to effectively respond to emergency situations by sustaining/restoring breathing and circulation to an adult, child or infant, and providing First Aid.

On successful completion of the First Aid and Safety Cluster, **2 QCE points** will contribute to their core category of learning.

The Cost of this competency embedded into this unit is $75

Physical Education Pathways

Year 11 and 12 - Senior Pathway

General Subject: Physical Education (PDF, 1.8 MB)
VET Subject: Certificate II & III Sport and Recreation

Year 10 Electives 2022

Business & Economics

The Year 10 curriculum gives students the opportunity to further develop their understanding of economics, accounting and business concepts by considering Australia's economic performance and standard of living. The ways governments manage economic performance to improve living standards may be explored, along with the reasons why economic performance and living standards differ within and between economies. Students examine the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce.

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

The **accounting** section is all about the management of money. This is a relevant unit, not only for those interested in a career as an accountant, but for all students, as it examines money management in a business context that can be transferred to a personal context. The unit also introduces accounting concepts and basic bookkeeping processes relevant to small businesses.

Key inquiry questions

A framework for developing students' economics and business knowledge, understanding and skills at this year level is provided by the following key questions:

- How is the performance of an economy measured?
- Why do variations in economic performance in different economies exist?
- What strategies do governments use to manage economic performance?
- How do governments, businesses and individuals respond to changing economic conditions?

Business & Economic: Semester One 10BUA1

Accounting (BUA1)

This unit focuses on the fundamental accounting process. Success in small business is not just about product design and marketing. A solid knowledge of accounting processes and an understanding of how it can contribute to the success of an enterprise is crucial in the world of business. The unit is broken up into two strands:

Strand A - Record Keeping Basics

An introductory focus on interpretation and creation of source documents that are prepared and used by business as well as using spreadsheets to calculate figures and simple budgets.

Strand B - Accountancy 101

The second strand of this unit introduces accounting concepts and initial basic bookkeeping processes relevant to small business. Further to this, students explore a unit on the ledger and trial balance as a brief introduction to the Year 11 Accounting course.

By the end of Year 10 students should be able to:

- understand the function and importance of source documentation.
- apply the accounting entity assumption to trading businesses.
- classify accounts into five different categories: revenue (R), expenses (E), assets (A), liabilities (L) and Owner's Equity (Oe).
- understand that there is a twofold nature to every business transaction.
- record transactions in a general journal.
- post transactions to the ledger.
- prepare a trial balance and balance sheet.
- explain the term cloud-based accounting and examine the advantages and disadvantages of cloud-based systems to a small business.
- compare the MYOB software to a manual system and record transactions using the MYOB accounting software.
- understand the Bank Reconciliation process.
- analyse financial data.
- make justified decisions and recommendations.

Business-Economics (10BUE1)

This course comprises of two strands. The **first strand** explores the theme of **running a small business**. Its aim is to introduce students to the way businesses operate, and the ways businesses respond to opportunities and changing economic conditions. Students are introduced to the basic concepts of underlying small business while discovering the concepts that lead into accounting, economics, and legal studies. This strand examines four main functions of business: Human Resources, Marketing, Operations Management and Finance. It is a practical unit of study exposing students to experiential learning. Students have the opportunity to investigate different businesses, examining case studies of small businesses and will work through the steps involved in establishing a hypothetical business and producing a pitch to a potential investor.

This unit is designed to introduce students to basic concepts involved in establishing and running a small business and to introduce the structure, cognitions and objectives of the senior Economics, Accounting, Legal Studies and Certificate III in Business (BSB30115).

Student Outcomes

- develop an understanding of and identify different business structures available for commercial operation in Australia
- investigate a range of small businesses and evaluate their success or failure
- develop basic bookkeeping and accounting skills
- examine and gain an appreciation of the legal issues relevant to small business operation in Australia
- plan and run small business activities with a group of 4-5 students.

The **second strand**, the study of **economics**, can help individuals, groups and societies make choices that assist them to improve their quality of life. This strand's focus is Micro **Economics and Globalisation** and introduces students to the basic concepts of economics, including how we use our limited resources to best satisfy our unlimited wants and needs. Students also look at individual markets and analysing the market forces of demand (our wants and needs) and supply (providing people with goods and services). From a globalization perspective, students will discuss, consider, and debate positive and negative impacts that trading (buying and selling) with other countries can have on our domestic industries and businesses.

Concepts including, the economic problem, opportunity cost and the fundamental economic questions to efficiently allocate resources will also be addressed. Students will have the opportunity to apply these concepts to real-world issues and examine the effects of governments strategies and interventions. Economics develops students' knowledge

and understanding of the global economy, particularly, the dynamics of Australia's place in the global economy.

Student Outcomes

- develop an understanding of economic concepts
- develop curiosity and problem-solving skills
- develop transferable skills of critical thinking, intellectual flexibility, visual literacy, digital literacy, literacy skills and learning skills
- examine and analyse economic problems

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.

Business & Economics: Semester Two 10BDM2

Business Digital Media

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.

This semester long elective provides students with a basic understanding as to how the economy works and the concept of microeconomics, impacts of globalization to domestic markets, and the impact of government intervention on macroeconomics via the Federal Budget and Interest Rates. This subject should be of interest to those students considering Economics as a senior subject option and/or interested in a career in business, government, politics or journalism.

By the end of Year 10 students should be able to:

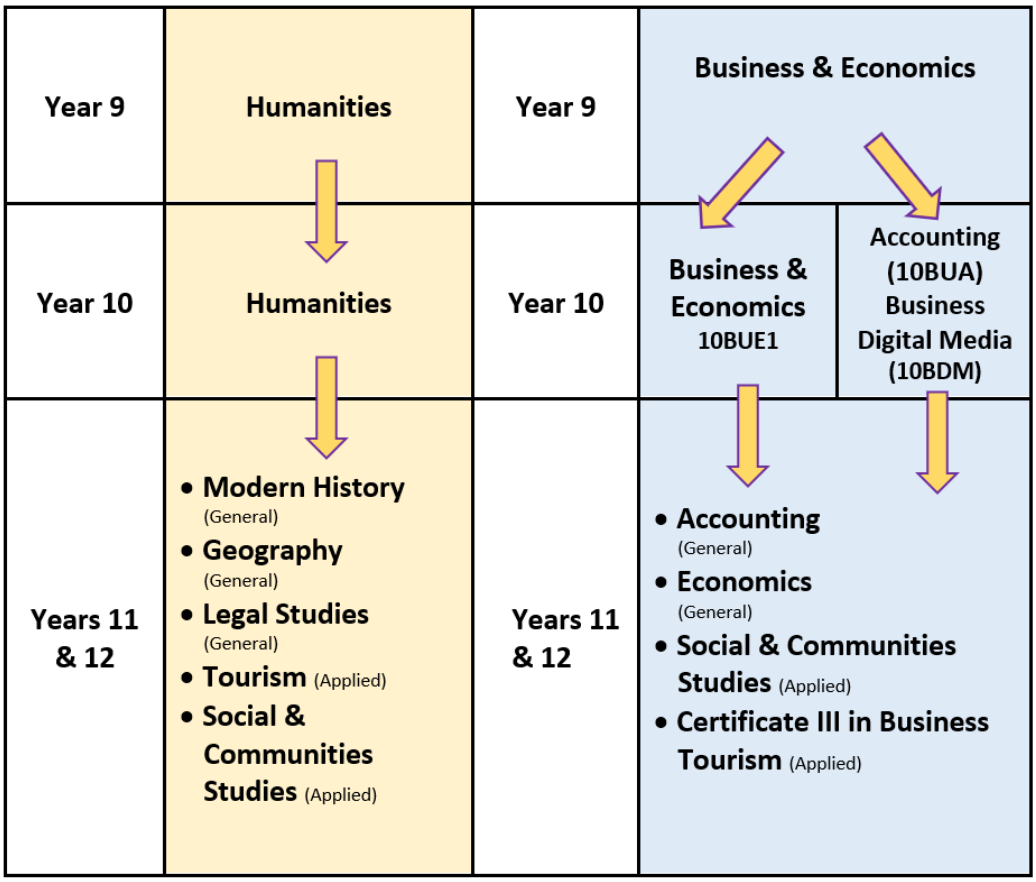
- identify the reasons businesses seek to build and create a competitive advantage. Investigate the different strategies businesses use to create competitive advantage – lower-cost product.
- discuss whether the adoption of strategies based around corporate social responsibility can increase the competitive 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.

Business -Economics (10BUE1)

This unit is offered in Semester 1 and 2.

This elective subject will incur a levy which may include consumables, excursion or camps.

Humanities and Business Pathways



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

Design & Technologies

Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed. By the end of Year 10 students will have had the opportunity to design and produce at least four designed solutions focused on one or more of the five technologies contexts content descriptions. There is one optional content description for each of the following: Engineering principles and systems, Food and fibre production, Food specialisations and Materials and technologies specialisations. There is an additional open content description to provide flexibility and choice. Students should have opportunities to experience creating designed solutions for products, services and environments.

In Year 9 and 10 students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities. Students work independently and collaboratively. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. Increasingly, study has a global perspective, with opportunities to understand the complex interdependencies involved in the development of technologies and enterprises. Students specifically focus on preferred futures, taking into account ethics; legal issues; social values; economic, environmental and social sustainability factors and using strategies such as life cycle thinking. Students use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.

Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and represent original ideas and production plans in two and three-dimensional representations using a range of technical drawings including perspective, scale, orthogonal and production drawings with sectional and exploded views. They produce rendered, illustrated views for marketing and use graphic visualisation software to produce dynamic views of virtual products.

Students identify the steps involved in planning the production of designed solutions. They develop detailed project management plans incorporating elements such as sequenced time, cost and action plans to manage a range of design tasks safely. They apply management plans, changing direction when necessary, to successfully complete design tasks. Students identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind, maintaining safety standards and management procedures to ensure success. They learn to transfer theoretical knowledge to practical activities across a range of projects.

ACARA page

At St Joseph's College the Design & Technologies electives are:

- Design Technology – Wood
- Design Technology – Metal
- Design (the same unit offered each semester – students may only select once)
- Design Technology – Food
- Design Technology – Textiles

Design and Technologies Pathways

Year 9	Design	Design Wood	Design Metal	Design Food	Design Textiles	Digital Technologies
Year 10	Design	Design Wood	Design Metal	Design Food	Design Textiles	Digital Technologies
Years 11 & 12	• Design (General) • Furnishing Skills (Applied) • Certificate I in Construction/Building • Certificate II in Engineering Pathways	• Design (General) • Furnishing Skills (Applied) • Certificate I in Construction/ building	• Design (General) • Certificate II Engineering Pathways	• Certificate II in Kitchen Operations	• Fashion (Applied)	• Digital Solutions (General) • Certificate III in Information Technology

Design Technologies: Wood

Wood Technology: Semester One 10DTW1

Unit 3

- Students exposed to more complex woodworking techniques.
- Students receive instruction on the correct use of hand tools, power tools and equipment that is commonly found in woodworking environments.
- Students design their own 'Boom Box'.

Examples of design Projects may include:

- Hobby Box and Design
- Boom Box and Design

Unit 4

- Students continue to 'hone' their skills in this area as they produce projects that use a variety of woodworking techniques.
- Design is at the forefront as students design certain elements related to their projects.

Examples of Design Projects may include:

- Clock and Design
- Bedside table and Design

Wood Technology: Semester Two 10DTW2

Unit 4

- Students continue to 'hone' their skills in this area as they produce projects that use a variety of woodworking techniques.
- Design is at the forefront as students design certain elements related to their projects.
- This unit prepares students who wish to pursue similar subjects in Years 11 and 12.

Examples of Design Projects may include:

- Clock and Design
- Bedside table and Design

This elective subject will incur a levy which may include consumables, excursion or camps.

Year 11 and 12 – Senior Pathway

General Subject: Design (PDF, 2.2 MB)
Applied Subject: Furnishing Skills
Applied Course: Building and Construction Skills:
VET Course: Certificate 1 in Construction

Design Technologies - Metal

Metal Technology: Semester One 10DTM1

Unit 3:

- Students are exposed to more complex metalworking techniques
- Students continue to be instructed on the correct use of hand tools, power tools and equipment that is commonly found in metalworking environments.
- Students will incorporate design aspects as their produce various projects. associated with the metalworking industry.

Examples of design projects may include:

- Sheet metal Projects and Design
- Metal Turning
- Mild Steel Fabrication

Metal Technology: Semester Two 10DTM2

Unit 4:

- Students continue to 'hone' their skills as they produce projects that will use a variety of metalworking techniques. Design will be at the forefront in this units as students design certain elements related to their projects.
- Students design their own 'Solar Phone Charger', and look at the us of solar power in our world today.
- This unit prepares students who wish to pursue similar subjects in Years 11 and 12.

Examples of Design Projects may include"

- Fitting and Fabrication
- Solar Phone Charger

This elective subject will incur a levy which may include consumables, excursion or camps.

Year 11 and 12 – Senior Pathway

General Subject: Design (PDF, 2.2 MB)
Applied Subject: Furnishing Skills
VET Course: Certificate 1 in Construction

Design Technologies - Food

Design Technology Food: Semester One 10DTF1

Introduction to Hospitality

- The hospitality industry is one of the largest employers in the country and offers many exciting and challenging career opportunities.
- The focus of this unit will be on food and beverage production and service and will require students to work individually and as part of a team to plan and implement a mini hospitality event. Recently the
- Students will produce café sandwiches, sweet treats and a variety of hot and cold beverages.

Design Technology Food: Semester Two 10DTF2

Cooking Around the World

- Students 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.
- Students 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.
- Student critically evaluate the challenging food needs of diverse people.
- Students 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).
- Students 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.
- Students collaborate and work individually throughout the process manage by using digital technologies to develop project plans that include time, cost, risk and production processes.

This elective subject will incur a levy which may include consumables, excursion or camps.

Year 11 and 12 – Senior Pathway

VET Subject: Certificate II in Kitchen Operations

Design Technology

Design Technology: Semester One 10DES1

Technologies Design (Unit B)

Technologies have an impact on people and societies by transforming, restoring, and sustaining the world in which we live.

- Students use design and technologies knowledge and understanding, processes and production skills and design thinking, to produce designed solutions to identified needs or opportunities of relevance to individuals in regional and global communities.
- Students work independently and collaboratively on problem-solving activities that acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study.
- Students specifically focus on preferred futures, considering ethics; legal issues; social values; economic, environmental, and social sustainability factors and using strategies such as life cycle thinking.
- Students use creativity, innovation and enterprise skills with increasing confidence, independence, and collaboration.

This unit may focus on the application of design thinking to envisage creative products, services, and environments in response to human needs, wants and opportunities.

Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit innovative ideas.

Examples of Design topics may include:

- Concept Sketching, Innovation, enterprise skills
- Modelling and rapid prototyping (construction of Ideas), 3D printing
- Client wants needs and opportunities, (designing for a client)
- Produce sustainable designed solutions to problems for individuals and the community, considering social, ethical, environmental, sustainable factors.
- Design and Engineering pathways

Design Technology: Semester Two 10DES02

Design Technologies (Unit B):

The Design Technology Unit is single-semester unit offered in both Semester 1 and 2.

This elective subject will incur a levy which may include consumables, excursion or camps.

Year 11 and 12 – Senior Pathway

General Subject: Design

Design Technologies: Textiles

Textiles: Semester One 10DTT1

Fashion and Interior Design

- Students investigate and make judgments on the ethical and sustainable production and marketing of food and fibre.
- Student critically analyse factors (including social, ethical and sustainability considerations) that impact on designed solutions for global preferred futures.
- Students apply design thinking as they develop a proposal for an innovative managed environment that enhances food or fibre production in a specific context.
- Students investigate emerging production technologies which improve productivity and sustainability and generate designs for testing growth-management strategies to inform proposals.

Examples of work undertaken:

- Reading patterns
- Commercial patterns
- Producing various articles. Students may produce a hat or apron

Textiles: Semester Two 10DTT2

- Design, Alter & Create
- Students investigate the skills associated with recycling products.
- Students examine the ethical issues associated with 'clothing'.
- Projects center around the idea of 'design', 'alter' or 'create'.

Students may produce a hoodie or a skirt.

This elective subject will incur a levy which may include consumables, excursion or camps.

Year 11 and 12 – Senior Pathway

Applied Subject: Fashion (PDF, 859.0 KB)

Digital Technologies

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.

By the end of Year 10, students will have had opportunities to analyse problems and design, implement and evaluate a range of digital solutions, such as database-driven websites and artificial intelligence engines and simulations.

In Year 9 and 10, students consider how human interaction with networked systems introduces complexities surrounding access to, and the security and privacy of, data of various types. They interrogate security practices and techniques used to compress data, and learn about the importance of separating content, presentation and behavioural elements for data integrity and maintenance purposes.

Students explore how bias can impact the results and value of data collection methods and they use structured data to analyse, visualise, model, and evaluate objects and events.

They learn how to develop multilevel abstractions, identify standard elements such as searching and sorting in algorithms, and explore the trade-offs between the simplicity of a model and the faithfulness of its representation.

When defining problems students consider the functional and non-functional requirements of a solution through interacting with clients and regularly reviewing processes. They consolidate their algorithmic design skills to incorporate testing and review, and further develop their understanding of the user experience to incorporate a wider variety of user needs. Students develop modular solutions to complex problems using an object-oriented programming language where appropriate and evaluate their solutions and existing information systems based on a broad set of criteria including connections to existing policies and their enterprise potential. They consider the privacy and security implications of how data are used and controlled and suggest how policies and practices can be improved to ensure the sustainability and safety of information systems.

Students progressively become more skilled at identifying the steps involved in planning solutions and developing detailed plans that are mindful of risks and sustainability requirements. When creating solutions, both individually and collaboratively, students comply with legal obligations, particularly with respect to the ownership of information, and when creating interactive solutions for sharing in online environments.

ACARA page

Digital Technologies: Semester One– 10DIG1

Unit 1

- 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.

Digital Technologies: Semester Two– 10DIG2

Unit 2

- Students will be exposed to various programs with an emphasis on developing good problem solving and communication skills.
- This unit has a practical, 'hand-on' focus with associated theory components integrated throughout the unit.
- Areas of Web Design, Programming, Robotics Extension and Program Design and Development are explored.

This elective subject will incur a levy which may include consumables, excursion or camps.

Year 11 and 12 – Senior Pathway

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

Languages: French & Japanese

Students have prior experience of learning French or Japanese and bring a range of capabilities, strategies and knowledge that can be applied to new learning. They are expanding the range and nature of their learning experiences and the contexts within which they communicate with others. They have a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication.

This is a period of language exploration and vocabulary expansion, and of experimentation with difference modes of communication, collaborative performance and guided group discussion. Increasing control of language structures and systems build confidence and interest in communicating in a wider range of contexts. Students use French or Japanese in classroom interactions and activities, to communicate and interreact, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a range of texts. They use a wide range of formulaic expression that are essential for everyday interactions. They use and increasing range of culturally appropriate gestures and behaviours, with a greater degree of self-correction, spontaneity, and repair. They monitor their own language use in relation to a cultural context, situation, purpose and audience. They develop a greater understanding of French and Japanese cultural norms. Students initiate and sustain interactions with other speakers of Japanese or French in spoken and written modes. They use familiar language patters as a foundation for generating increasingly original language in the contexts of their physical and social environments. They develop broader knowledge of vocabulary and grammar to produce more sophisticate langue for a variety of audiences.

At St Joseph's College, the language electives are:

- French
- Japanese

Students should have successfully completed French and Japanese electives in Year 9.

ACARA page

Languages Pathways

Year 9	**French**	**Japanese**
Year 10	**French**	**Japanese**
Years 11 & 12	**French** (General)	**Japanese** (General)

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

Semester One – 10FRE1

Unit 1: Vous payez comment? & Quelle histoire!

Topics studied include:

- Modes of transport
- Purchasing tickets, taking public transport and departure boards
- Announcements in a train station
- Castles
- Fairy tales
- Childhood memories
- Talking about what happened in the past (*le passé composé* and *l'imparfait*)
- Cultural topics including *composter le billet*, Chamonix-Mont-Blanc, *La Tartiflette Savoyarde*, Trains in France, *Le Val de Loire* and *Le Château de Chambord*

Semester Two – 10FRE2

Unit 2: Vivre e`colo & Projets d'avenir

- Environment
- Climate change
- Education and career choices
- Talking about the future (*le futur proche* and *le future simple*)
- Cultural topics including famous landmarks and specialties in *la Bretagne* and *la Normandie*, discover *le Mont Saint-Michel*, Claude Monet's house and gardens at Giverny, *Le château de Chantilly*, and France's World War I connections with Australia and New Zealand

This elective subject will incur a levy which may include consumables, excursion or camps.

Year 11 and 12 – Senior Pathway

General Subject: French (PDF, 963.8 KB)

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 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.

Semester One – 10JAP1

Unit Name: Let's Travel to Japan

Topics studied include:

- Schedules and itineraries
- Accommodation and sightseeing
- Transport options and reading timetables
- Fashion (Traditional and Western)
- Health

Semester Two – 10JAP2

Unit Name: A Tourist's World

Topics studied include:

- Tourists
- Tourist attractions
- Cities, towns and amusement parks

This elective subject will incur a levy which may include consumables, excursion or camps.

Year 11 and 12 – Senior Pathway

General Subject: Japanese (PDF, 1.3 MB)

The Arts

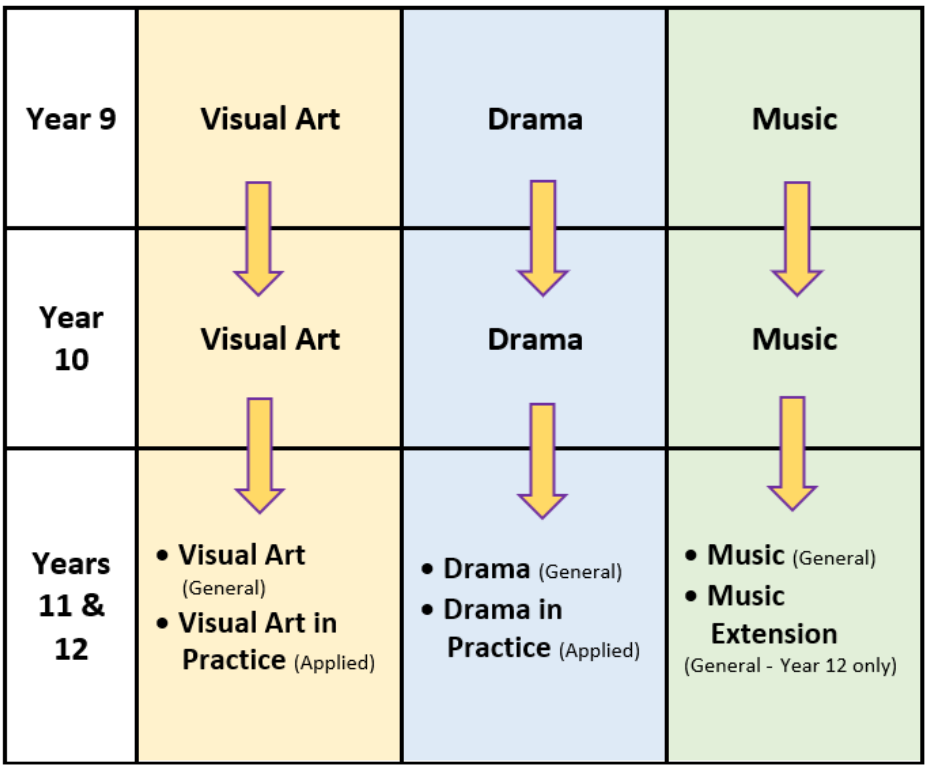
The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. The Australian Curriculum: The Arts offers students the opportunity to Art subjects in the primary years of schooling, and to specialise in secondary school. These subjects enable students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.

At St Joseph's College, The Arts electives are:

- The Arts – Drama
- The Arts – Music
- The Arts – Visual Art

ACARA page

The Arts Pathways



Drama

Drama: Semester One – 10DRA1

Unit 1:

- 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 – 10DRA2

Unit 2:

- Students devise and refine scenarios and scripts, both individually and as part of an ensemble. They will practice 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.

This elective subject will incur a levy which may include consumables, excursion or camps.

Year 11 and 12 - Senior Pathway

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

The Arts – Music

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. 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 – 10MUS1

Unit 1: Greatest Hits

Performing

- Play classical pieces on Keyboard or Guitar
- Play or sing your favourite songs on your preferred instrument in small groups or solo

Composing

- Arrange music for small instrumental groups
- Compose an original piece of music for instruments

Responding

- Listen to famous Classical pieces
- Listen to jazz and rock songs that have become classic hits
- Learn about musical styles and elements

Music: Semester Two – 10MUS2

Unit 2: Music of the Media

Performing

- Play film music pieces on Keyboard or Guitar
- Play or sing your favourite songs on your preferred instrument in small groups or solo

Composing

- Create music for a film or video game using digital audio software
- Compose a jingle to advertise something

Responding

- Watch and listen to the way composers use music in films
- Explore theme tunes in television and audio games
- Investigate the role of music in advertising
- Learn about musical styles and elements

This elective subject will incur a levy which may include consumables, excursions or camps.

2020 Year 11 and 12 - Senior Pathway

General Subject: Music (PDF, 1.5 MB)
Extension Subject (Year 12 only): Music Extension (PDF, 924.5 KB)

The Arts – Visual Arts

Visual Art Elective in Year 10 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 personalised 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, students will gain a deeper understanding about art history movements, contemporary artists and art practices.

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. Students respond to artworks through informal discussions as well as by writing artist statements about their own outcomes and critiquing Artists' artworks Students may have the opportunity to experience an enrichment excursion experience to the local art gallery or industry institution.

Semester One: 10VAR1

Unit 1: Drawing, Paining & Design

- 2D Drawing (Abstract Expressionism)
- 2D Painting (Surrealism)
- 3D Design (Recycled Assemblage/Found Object Act)

Semester Two: 10VAR2

Unit 2: Printmaking, Ceramics & Digital Art

- 2D Printmaking (Social Commentary Prints)
- 3D Ceramics (Hybrid/Anthropomorphic Statuettes)
- 4D Digital Art (Video Art or Photoshop)

This elective subject will incur a levy which may include consumables, excursions or camps.

Students may need to source their own recycled materials for artwork.

Year 11 and 12 - Senior Pathway

General Subject: Visual Art (PDF, 1.7 MB)
Applied Subject: Visual Arts in Practice (PDF, 897.9 KB)