Subject Selection Guide

Year 10

This Subject Selection Guide is designed to assist the Southern Cross Catholic College community in planning a course of study for Year 10. This vital year level should be considered the beginning of the Senior Phase of Learning, a transition year: preparing students for the content assessment types and style of subjects studied in Years 11 and 12.

Students in the Year 10 cohort are strongly encouraged to choose a range of subjects; subjects which will give them a broad and balanced education across a range of learning areas. It is important to remember that poor performances in subjects at Year 10 level may have implications for options allowed to be chosen for Years 11 and 12.

Over the course of the year, Year 10 students will study nine subjects. The core component of study in Year 10 includes: Religion, English, Mathematics and Science, all of which are year-long studies. The remainder of the core component of study will see students engage in one semester of History and one semester of Health and Physical Education throughout the course of the year. Students are therefore able to choose any three of the remaining subjects. These elective subjects will be studied for the entirety of Year 10.

In Years 11 and 12, six subjects are studied, over the course of the two senior years of high school. The areas of Religion, English and Mathematics are mandatory. Students may choose specific 'levels' of study within these areas. Students should be aware of their 'end goal' and whether a University, Vocational, TAFE or Workforce pathway suits their learning style and interests. It is best to have a clear direction before students undertake their chosen senior pathway.

Southern Cross Catholic College will make every effort and commitment to run a range of subjects in order to cater for the individual needs of the students enrolled at the College. Please be aware that for subjects to be offered by the College, there must be sufficient numbers of students wishing to study an offering.

Students and parents are encouraged to read this handbook thoroughly and engage in discussion with a variety of people before making a decision. Please note that contact details are provided for Curriculum Leaders, who will be very happy to discuss the subjects with you. Students and parents should also make an effort to attend the Careers and Subject Information evening. At this evening, presentations will be held about each of the different subjects on offer.

Table of Contents

Vision for Learning

We seek the light … and then we shine

Our culture of learning embraces a shared vision which empowers all students to achieve success *by making learning visible*

In the presence of God, the Southern Cross Catholic College learning community

- Seeks knowledge
- Seeks wisdom
- Seeks inspiration

Following in the footsteps of our founders, we aspire to motivate our learners to

- Be curious
- Be creative
- Be confident
- Be persistent
- Be resilient
- Be self-directed
- Be reflective
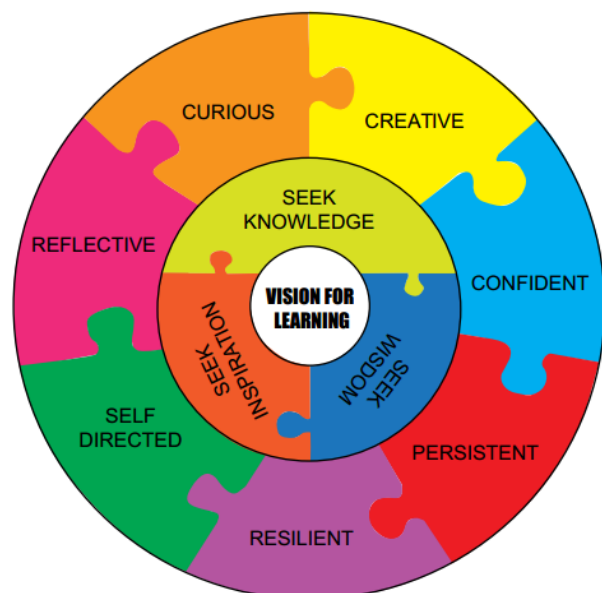
SCCC SECONDARY
BEHAVIOUR MATRIX

	In our learning spaces, we:	In our social areas, we:	In our community, we:
STAY SAFE	• Treat one another as we would like to be treated. • Are self-disciplined. • Ensure our behaviour is safe.	• Speak up when we see something that is wrong. • Are responsible for each other's safety. • Are sun smart.	• Help peers and community members in need. • Are responsible for our own safety. • Actively listen to and follow responsible adult's instructions.
TAKE RESPONSIBILITY	• Take personal responsibility for our learning by doing our best. • Follow the SCCC technology policy.	• Are responsible digital citizens. • Positively interact with others in appropriate areas.	• Promote positive online interactions. • Wear our uniform with pride.
ACTIVELY LEARN	• Stay focused on our learning by being ready to learn. • Achieve more positively working together with staff and peers. • Actively listen.	• Are accepting and inclusive of everyone. • Are positive role models for each other.	• Take on and embrace all challenges. • Do the right thing even when nobody is watching.
RESPECT SELF AND OTHERS	• Help others succeed and participate fully. • Leave every learning area clean and tidy.	• Respect our environment as our common home. • Promote positive language and interactions.	• Acknowledge others in the community and treat them with respect. • Present a positive image of ourselves and the College. • Embrace our Lasallian core principles.

Pedagogical Framework

At Southern Cross Catholic College, the pedagogical framework translates our Vision for Learning and our values into everyday practice. It provides a consistent, evidence-based set of guidelines and strategies to support teachers in delivering high quality learning and teaching. The pedagogical framework underpins practices, procedures and policies that maximise learning for all students.

The pedagogical framework fosters a strong academic culture by:

- Setting high expectations of teachers and students
- Embracing a 'growth mindset'
- Focusing on innovative, high-quality, and evidence-based pedagogical practices
- Reflecting on our practice within an improvement culture
- Holding the belief that all students can learn
- Celebrating success

The Southern Cross Pedagogical Framework is underpinned and informed by sound educational research relevant to our context:

- Visible Learning (Hattie)
- The New Taxonomy of Educational Objectives (Marzano & Kendall)
- Dimensions of Learning (Marzano)
- The Art and Science of Teaching (Marzano)
- BCE Model of Pedagogy

Our pedagogical framework provides a clear and consistent way to collaboratively build the capacity of teachers to improve the learning experiences and outcomes of our students.

Consistency creates Excellence

"consistency creates excellence!"

POSITIVE CLASSROOMS
every class each moment everyday

and remember we are always in the Holy presence of God.

Technology use is always under teacher instruction

We are informed about how to succeed

SUCCESS CRITERIA

LEARNING INTENTIONS
Lessons start with the WHY?

Books in classrooms ... BAGS in LOCKERS

Focus on HABITS that promote success by ...

The 5R's
Habits for life ...
resilient responsible reflective resourceful reasoning

GRACE and GRATITUDE
respect + partnership

organise the room ... ready for LEARNING
stand and
Stand behind desks to ensure the classroom is ready for learning

As teachers and students we are present to each other and create a learning community

Two lines and orderly waiting for teacher

Southern Cross Catholic College
Co-educational Prep – Year 12
REDCLIFFE

Southern Cross Catholic College
Seek the Light

Contacts at SCCC

The Assistant Principal – Curriculum is responsible for the overall subject selection process.

For specific advice about subject areas, please contact the Curriculum Leaders directly. Career guidance is readily available from the Assistant Principal Curriculum and the Pathways Program Leader.

Campus Contacts

Head of Scarborough Secondary	Janelle Doohan
Deputy Head of Campus – Student Welfare	Aime Culpeper
Assistant Principal – Curriculum	Greg Cuthbert
Assistant Principal – Religious Education	Reuben Pather
Pathways Program Leader	Niecia Freeman
Learning and Wellbeing Leader – Years 10, 11, 12	Susan Werba
Learning and Wellbeing Leader – Years 7, 8, 9	Garry Woodford
Pastoral Team Leader – Delany	Erin Andrews
Pastoral Team Leader – Frawley	Shaun Godley
Pastoral Team Leader – La Salle	Jess Keough
Pastoral Team Leader – MacKillop	Amy Kahler

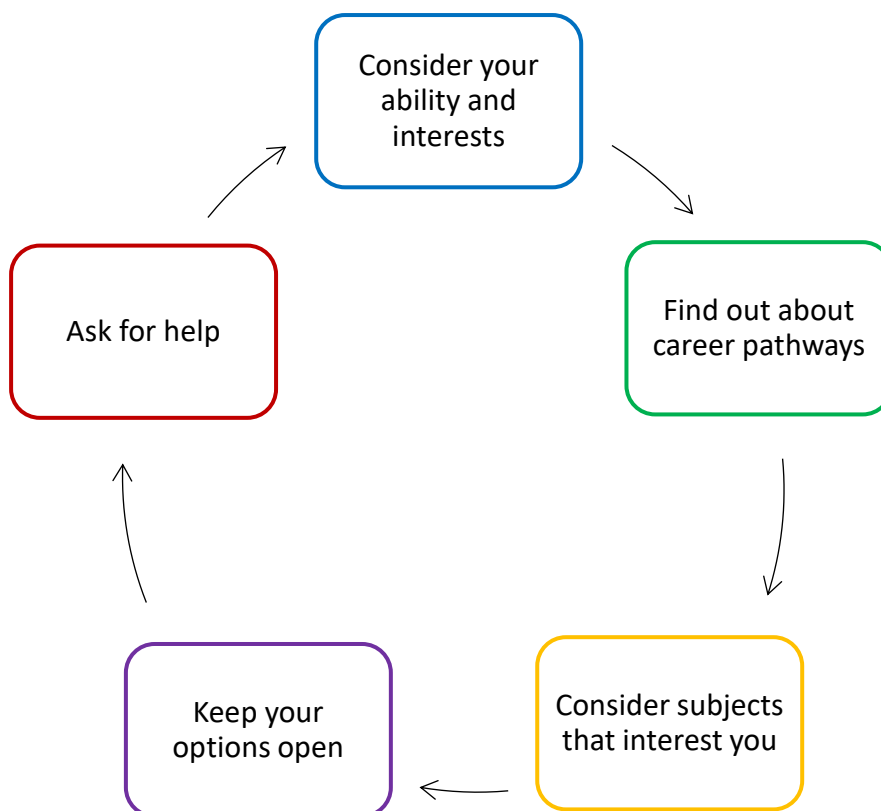## Subject Contacts

English/Languages	Gayleen Thomas
Health & Physical Education	Nick Sculpher
Humanities and Social Sciences	Kevin O'Dwyer
Mathematics	Anthony Young
Religious Education	Reuben Pather
Science	Dipo Kolade
Technology	Chris Gaffney
The Arts	Vanessa Hall
Inclusive Education	Juanita Remphrey

Choosing your Subjects

This section has been compiled to help students make informed decisions about their course of study for the Senior Phase of Learning.

The selection process requires students to make a number of key decisions that will be important for their future. In making choices, you should consider subjects which:

- o you enjoy
- o you are good at
- o reflect your interest, abilities, skill level and academic application
- o provide a reasonable degree of challenge
- o meet the needs or demands of your intended pathway
- o keep your options open, and
- o develop your skills, knowledge and attitudes which will be useful throughout your life.

Consider your ability and interests

Find out about career pathways

Consider subjects that interest you

Keep your options open

Ask for help

Subject Selection Process

A 'line structure' will be developed that provides the widest range of elective combinations (within timetabling constraints). Subject selection will have to be reconsidered for the few students (if any) whose preferences are not completely satisfied by the aforementioned line structure.

Choosing Electives

It is important to remember that you are an individual, and that your particular needs and requirements in subject selection will be quite different to those of another student.

This means it is **unwise** to either take or avoid a subject because:

❖ your friends are, or are not, studying the subject. (they may not be allocated to the same class)
❖ you supposedly like or dislike a teacher (teachers for all subjects are not decided until the start of next year)
❖ you think it is only for boys or only for girls (all subjects have equal value for males and females)

Learning Options

Please note the following points carefully:
- Subjects listed may not be offered due to student demand or College capacity to deliver
- Elective courses, with the exception of Japanese, are not mandatory prerequisites for any Senior subjects.

Learning Area	Year 9 (3 different elective units are studied each semester)	Year 10 (3 different elective units are studied each year)
Religious Education	Religious Education	Religious Education
English	English English Extension	English
Mathematics	Mathematics Mathematical Extension	Mathematics Core Mathematics Advanced
Science	Science	Science
Health & Physical Education	Health & Physical Education – one semester compulsory	Health & Physical Education – one semester compulsory
Humanities & Social Sciences	Economics & Business Civics & Citizenship Geography History – one semester compulsory	Economics & Business Civics & Citizenship Geography History – one semester compulsory
Languages	Japanese	Japanese
The Arts	Drama Media Music Visual Art	Drama Media Music Visual Art
Technologies	Digital Technologies Design & Technologies: • Engineering Principles & Systems • Food & Fibre Production • Food Specialisations • Materials & Technologies Specialisation	Digital Technologies Design & Technologies: • Engineering Principles & Systems • Food & Fibre Production • Food Specialisations • Materials & Technologies Specialisation

Course Options - Year 10

Compulsory Courses

All Year:

Religious Education
English
Mathematics
Science

One Semester:
Health and Physical Education
History

Elective Courses

Students are required to select 3 electives and 2 reserve options for Year 10.

The Arts

- Drama
- Media
- Music
- Visual Art

Humanities and Social Sciences

- Economics & Business (Civics & Citizenship)
- Geography

Languages

- Japanese

Technologies

- Digital Technology
- Design and Technologies

    ❖ Engineering Principles and Systems
    ❖ Food and Fibre Production
    ❖ Food Specialisation
    ❖ Materials and Technologies Specialisations

Religious Education

Course Overview

Students will develop religious knowledge by investigating religious traditions and how religion has influenced, and continues to influence, people's lives. This will involve studying the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism and their influence on people, society and culture. These are explored through analysing sacred texts and religious writings that offer insights into life, and through the rituals that mark significant moments and events in the religion itself and the lives of adherents.

Term Overviews

How do the world religions make sense of God or the other?

The mystery of God can be named and understood through the created world. Religions reflect a human understanding of God or the other. Core beliefs of major world religions reflect understandings about God or other. Focused work on Judaism, Islam, Hinduism and Buddhism

What place does God have in Christianity?

What is Christianity? What are the important elements of Christianity? What do Christians think, do, and say about God? ? Why is the celebration of Easter important to Christians?

How do Christians understand the concept of 'God' through scripture?

The Old Testament portrays God in a variety of ways, including the writings of the prophets. Different types of truths (historical, factual, religious truth) are understood through the lens of the three worlds of the text framework and biblical criticism. Students use evidence from Old Testament and New Testament texts to differentiate between representations of God by various human authors in different historical, social and cultural contexts and evaluate their relevance for a modern Australian context.

How can the Church respond to the world in which we live?

How has the Church responded in the past? How does the Church respond today in the world – exploring the work of Caritas and Catholic Mission. How can it respond in the future? If we are part of the Church/community then how can we respond to issues today? Christian sources guide the Church's action in the world. The Church has responded to emerging threats to human ecology and environmental ecology. Understanding the nature of the Church's authority. Students develop and justify a response to a contemporary moral issue, drawing upon Church teaching, scripture and principles of Catholic social teaching, judgements of conscience.

Assessment

Assessment will mirror assessment modes in 11 and 12 for both Study of Religion and Religion and Ethics through short response examinations and extended research assignments of up to 1500 words.

English

Course Overview

Our world today is one of constant change - culturally, socially, economically and technologically, and the study of the English Language provides a system of making meaning of that world. By learning to speak, listen to, read, write and shape texts, students learn how to use language purposefully to represent experiences of real and imagined worlds, to interact with others and to create coherent and cohesive texts themselves.

The Year 10 English course meets these wider aims of the English subject area and seeks to develop within each student an enjoyment of language whilst also helping students become purposeful, critical and creative users of the English language. The units studied in the course prepare students very effectively for their study of Senior English in Year 11 and Year 12.

Course Outline

Novel Study - Reading and comprehending the novel, *To Kill a Mockingbird*. Students read and respond to this classic novel that explores issues relevant to all of us in today's world – racism, truth, lies, honesty, capital punishment, law, justice, representations of individuals and groups. Students prepare and present a Podcast persuading the audience to believe their viewpoint on an issue from the text.

Shakespeare's World - This unit involves an in-depth study of a Shakespearean text – The Tragedy of Romeo & Juliet or The Taming of the Shrew. These plays relate to the wider themes of gender, tragedy, revenge, love and reconciliation and the relevance of these messages to modern audiences. Written monologue in character and written analytical exposition connecting the themes of the text.

Poetry - Students will focus on the forms and functions of poetry, both past and present. Through investigating and interpreting poetry from a range of time periods and styles, students will continue to evolve their understanding of writing and expression. The language of poetry is fundamental to developing students' ability to communicate through a variety of mediums, exploring various figurative language as fundamental to good writing. Students write a Poetry Analysis essay. Students will read a class novel and present a speech on an issue as a character in the novel, *Diary of a Part-Time Indian and/or Mao's Last Dancer.*

Sci-Fi Texts – This unit focuses on science fiction genre and involves the 21st century skills for learning where students will interpret and analyse the use of visual, digital and audio media. Students will engage with a number of film and television texts (*Avatar*) and write a Persuasive Feature Article. Students will also write a narrative in response to the class novel, *The Happiest Refugee.*

Assessment

Students will undertake a range of assessment types including oral presentation, analytical essay, feature article, monologues in character, narrative writing and supervised exams.

The second semester is designed to facilitate students' transition into Senior English in Year 11, meeting the requirements of the Australian Curriculum and preparing students for studies in either Essential English or General English.

Mathematics

Course Overview

Year 10 Mathematics aims to consolidate students' numeracy capabilities and prepare them for the rigours of the new Senior Assessment and Tertiary Entrance system. The course focuses on assisting students to develop more sophisticated and refined mathematical understanding, fluency, logical reasoning and problem-solving skills. Students will gain confidence in responding to familiar and unfamiliar situations by employing mathematics strategies to make informed decisions and solve problems efficiently.

There are two Mathematics courses. The courses are constructed to be preparatory for Senior Mathematics subjects. Therefore, it is very important to give due consideration as to which Senior Mathematics subject a student is likely to study in Years 11 and 12. Consideration should also be given to potential career choices and future study paths. Parents or carers are encouraged to discuss future options with the Career Advisor and/or The Curriculum Leader – Mathematics.

Class Options

Core Mathematics

Core Mathematics prepares students to study General or Essential Mathematics in Years 11 and 12. The subject teaches the content and skills outlined in the Year 10 Australian Curriculum. Students should choose this course if they do not intend to pursue careers that require the study of Mathematics or Science at an advanced level.

Advanced Mathematics

Advanced Mathematics prepares students to study Mathematical Methods or Specialist Mathematics in Years 11 and 12. This subject teaches the content and skills outlined in the Year 10 Australian Curriculum, plus selections from the optional 10A curriculum. Students should choose this course if they enjoy Mathematics and intend to pursue a career that requires further study in Mathematics or Science. Students who elect to study this course are recommended to maintain a B standard or higher in order to be best prepared for their studies of Mathematical Methods or Specialist Mathematics in Years 11 and 12.

Regardless of the Mathematics course students are studying, they are encouraged to seek assistance if they experience difficulty. Most teachers at the College provide additional assistance out of class time. Students can confidently ask any of the Mathematics teachers for assistance.

Course Outline

Number & Algebra **–** money and financial mathematics; patterns and algebra; linear and non-linear relationships

Measurement & Geometry **–** using units of measurement; geometric reasoning; Pythagoras' Theorem and Trigonometry

Statistics & Probability **–** chance; data representation and interpretation.

The three strands are covered in both Year 10 Mathematics subjects; however Advanced Mathematics teaches algebra, analytical geometry and the trigonometric component of measurement in greater depth.

Students in Advanced Mathematics will be issued with a graphics calculator at the beginning of the year. They will be instructed on how to care for the calculator and how to use it throughout the year. This is the calculator students use until the end of Year 12 if studying Mathematical Methods or Specialist Mathematics.

Students in Core Mathematics will be issued a scientific calculator of the same model used in Year 11 and 12 General and Essential Mathematics, to familiarise them with some of the advanced features used.

Assessment

Assessment instruments include written exams and Problem Solving and Modelling Tasks. These instruments are designed to assess students according to the standards of the Australian Curriculum, whilst also preparing them for the style of senior assessment requirements.

There are two criteria for which students can achieve A to E grades:
- Understanding and Fluency
- Problem Solving and Reasoning

Science

Students will study Science for the whole year.

Course Outline
Science
Science exposes students who may not wish to study Science beyond Year 10 to the concepts of Science by developing and enhancing the understanding of atomic structure; chemical reaction; genetics; Newton's laws of motion, and origin of the universe. Topics covered include: subatomic particles; bonding; types and rates of chemical reaction; Physics in motion; inheritance and evolution; origin of the universe and the global systems.

The Biology topics covered are: Genetics and Evolution.

The Chemistry topics covered are: Particle theory; atoms; elements; compounds metals and non-metals; periodic table; balancing equations; ionic and covalent compounds; acids and bases.

The Physics topics covered are: Uniform linear motion; inertia; momentum; force and work; kinetic and gravitational potential energy; energy conservation.

The Earth and Space science topics are: Origin of the universe and the global system.

Incursion
There is an incursion on the 'Origin of the Universe'

Assessment
Students studying Science will be assessed on: laboratory skills and reports; problem solving; project work; bookwork; multiple choice and short answer tests on Knowledge; Process objectives; Investigation and Communication.

Health and Physical Education

This subject is compulsory for one semester in Year 10. Throughout the semester, two theoretical units and two practical units will be covered.

Course Outline

The Year 10 curriculum supports students to learn how 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.

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.

Content includes:

Theoretical
- *Unit 1* – Sociology
- *Unit 2* – Nutrition

Practical
- *Unit 1 -* Tee Ball
- *Unit 2*– Oval Ball Sports

Incidentals
- Modified games

Assessment

Theoretical work will be assessed through a variety of modes including examinations, multi-modal presentations and research tasks.

Practical work will be assessed via ongoing observations of participation, progress and skill/ tactical development in simple and complex environments.

History

Course Overview

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

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

The history content at this year level involves two strands:

- Historical Knowledge
- Understanding and Historical Skills.

Course Outline

Australian History focuses on investigating the development of Australia's identity as a nation in the years after World War II.

Core topics include:

- Investigating the image of Australia existing in 1945
- Investigating the development of a more inclusive identity
- Evaluating the impact of Aboriginal self-determination on Australia's identity and the face and form of migration
- Examining Australia's relationship with neighbours in the Asia-Pacific region

Assessment

A selection from research tasks, oral presentations, document studies and written texts.

Drama

Course Overview

Drama assists students to question who they are, why they are here, and challenge preconceived and existing ideas and structures. Students benefit from the ability to reflect on their values and beliefs, at the same time helping them to shape their own identities.

"A joint study by the University of Sydney's Faculty of Education and Social Work and the Australian Council for the Arts has found that engagement in the arts benefits students not just in the classroom, but also in life. Students who are involved in the arts have higher school motivation, engagement in class, self-esteem, and life satisfaction, researchers discovered." (Australia Council for the Arts, 2013).

Students are introduced to the world around them. It encourages participants to continue questioning, exploring and teasing out new ideas and ways of living and thinking. It is not about being the best performer or the next Hollywood star, it is about *creating and making, exploring and responding* in the search of one's true self, to foster meaningful connections with others and the world around them.

Course Outline

The units of work studied in Year 10 are:

Semester 1

Physical Theatre and scripted performance
Performing – scripted Physical Theatre performance; group/practical

Responding – analytical response to live performance; individual/written

Semester 2

Commedia Dell'Arte
Forming – improvisation, creation; group/practical

Realism
Performing – scripted performance; group/practical
Responding – analytical response to live performance; individual/written

Assessment

Assessment is completed individually or in groups however, students are always marked individually. Students complete Forming, Responding and Performing tasks.

Media

Course Overview

Media Arts comprises a range of art forms that have in common their composition and transmission through film, television, radio, print, gaming and web-based media. Increasingly, they are characterised by digitisation and transmission via electronic media. In common with all art forms, in their making and reception, they excite and extend the imagination, and express, inspire, critique or entertain with representations of lived experience and culture.

Media Arts enables students to build on their understanding of structure, intent, character, settings, points of view and genre conventions in media artworks. They do this by exploring the conventions used by media artists and examining the way different audiences engage with and share media artworks. This exploration asks students to consider social, cultural and historical influences and representations in media arts and evaluate how established behaviours or conventions influence the media artworks they engage with and make. As Media Arts is a technology driven subject, students must learn to maintain safety in the use of technologies and when interacting with others. They must develop ethical practices and consider regulatory issues when using technology including the use of images and works of others.

During the year of study, students experiment with the organisation of ideas to structure stories through media conventions and genres. They learn to create points of view in images, sounds and text. This is done through developing and refining student media production skills to shape the technical and symbolic elements of images, sounds and text for a specific purpose and meaning. In this learning process, students are taught to analyse, plan, structure and design media artworks that engage audiences.

Course Outline

Students analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute. They evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning. They evaluate how social, institutional and ethical issues influence the making and use of media artworks.

Students produce representations that communicate alternative points of view in media artworks for different community and institutional contexts. They manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style. They collaboratively apply design, production and distribution processes.

Building on prior learning, students look at developing a portfolio of media works. Students will learn the fundamentals of video game and music media production. They will plan, create and produce original media works in these formats.

The units of work studied in Year 10 are:
- Making- Photography and advertising portfolio, film and editing footage
- Responding -Written analysis and reflective tasks

Assessment

Assessment is completed individually or in groups; however, students are always marked individually.

Music

Course Overview

Music is uniquely an aural art form. The essential nature of music is abstract. It encompasses existing sounds that are selected and shaped, new sounds created by composers and performers, and the placement of sounds in time and space. Composers, performers and listeners perceive and define these sounds as music.

Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation fosters understanding of other times, places, cultures and contexts. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding which can be gained in no other way. Learning in Music is aurally based and can be understood without any recourse to notation. Learning to read and write music in traditional and graphic forms enables students to access a wide range of music as independent learners.

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning, allow students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students.

As independent learners, students integrate listening, performing and composing activities. These activities, developed sequentially, enhance their capacity to perceive and understand music. As students progress through their studies, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way, students develop an aesthetic appreciation and enjoyment of music.

Course Outline

Students analyse different scores and performances aurally and visually. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.

Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. Interpretation and performance are examined to develop technical control, expression and stylistic understanding. Aural skills are critical to the development of the elements of music and provide scope to memorise aspects such as pitch and rhythm sequences. Over time, knowledge of the elements of music, style and notation develop to assist with composition, documentation and shared musical experience.

Depending upon the cohort and cohort skills, units of study could focus on:
- Musical theatre
- Jazz styles
- Rock music

Assessment

Students will be assessed via a range of assessment types such as performances, compositions, integrated projects and extended response examinations.

Visual Arts

Course Overview

Visual Arts includes the fields of art, craft and design. Learning in and through these fields, students create visual representations that communicate, challenge and express their own and others' ideas as artist and audience. They learn about the role of the artist, craftsperson and designer, their contribution to society, and the significance of the creative industries. Similarly with the other art forms, the visual arts have the capacity to engage, inspire and enrich the lives of students, encouraging them to reach their creative and intellectual potential by igniting informed, imaginative and innovative thinking.

Learning in this creative pursuit involves students *making* and *responding* to artworks, drawing on the world as a source of ideas. Students engage with the knowledge of Visual Arts, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts.

Students learn to reflect critically on their own experiences and respond to the work of artists, craftspeople and designers, and to develop their own arts knowledge and preferences. They learn, with growing sophistication, to express and communicate experiences through and about Visual Arts. Students develop an understanding of world culture and their responsibilities as global citizens.

Course Outline

Responding in Visual Arts involves students responding to audience members as they view, manipulate, reflect on, analyse, enjoy, appreciate and evaluate their own, and other's visual artworks. Students will evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists on their own artworks.

Making in Visual Arts involves students making representations of their ideas and intended meanings in different forms. Students select the visual effects they want to create through problem-solving and making decisions. They develop knowledge, understanding and skills as they learn, apply and manipulate techniques and processes using materials to achieve their intentions in two-dimensional (2D), three-dimensional (3D) and four-dimensional (4D) forms. Students develop and refine techniques and processes to represent ideas and subject matter in their artworks.

Unit 1: The Human Condition
- *Making/Responding:* ceramic folio of work
  - Exploring aspects of human experience
- *Responding*: response to stimulus exam

Unit 2: Environment
- *Making/Responding:* mixed media drawing and painting, printmaking folio of work
  - Exploring environmental themes and issues

Unit 3: New Media Art
- *Making/Responding:* digital folio of work (compromised of photography and Photoshop works)
  - Exploring ways to abstract everyday experience
- *Responding*: response to stimulus exam

Assessment

There are three units that run across the year, with five assessments in total. Students will be assessed individually via a range of assessment types such as investigation (short written tasks), project (practical task) and examination (written task). They are assessed according to *Making* and *Responding* criteria.

Economics and Business (Civics and Citizenship)

Course Overview

The Economics and Business curriculum explores aspects of economics and business that affect daily life. Students will learn about the role that individuals, businesses and governments play in the economy, the way they make decisions about how to allocate resources and the effects of these decisions.

The Civics and Citizenship curriculum is all about ensuring students have the skills and values to become active and informed citizens. Students will investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society.

Course Outline

Economics and Business

The units are designed to introduce students to fundamental business concepts, such as understanding Economic performance, living standards and how these often differ between economies. They then explore how government can manage economic performance and impact on the lives of others. Students analyse factors that influence major consumer and financial decisions and explain the short and long-term effects of these decisions. They analyse how businesses respond to changing economic conditions and improve productivity. Students evaluate the effect of organisational and workforce management on business performance.

Civics and Citizenship

Students develop an understanding of Australia's system of government through comparison with another system of government in the Asian region. They examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained.

Students will learn about the importance of communicating effectively in a business environment using a range of business technologies.

The Catholic Perspectives in business and economics may be explored predominantly through the application of Catholic Social Teachings, in particular economic justice, option for the poor and common good.

Assessment

Students will be assessed with a selection from inquiry-based assessment, stimulus-response tests, research assignments, reports and presentations.

Geography

Course Overview

'Environmental change and management' focus on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability and the environmental world views – including those of Aboriginal and Torres Strait Islander Peoples – that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human–environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

'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. Students explore spatial differences in wellbeing within and between countries and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.

Course Outline

The units of work studied include:

- Environmental change and management, land environments under threat, managing change in coastal environments, sustaining urban environments
- Human wellbeing and change, measuring wellbeing, government intervention, improving wellbeing of Indigenous Australians

Assessment

Assessment will take the form of knowledge tests, stimulus response tests, research inquiries and field reports.

Japanese

Course Overview

Languages is designed to enable all students in Australia to learn a language in addition to English. Languages recognises that students bring their own linguistic and cultural background to their learning, whether this is English or the target language or various combinations of languages. The organisation of the curriculum addresses learner background in the target language by providing a number of pathways and entry points of study to cater for background language learners, first language learners and second language learners. *(The Australian Curriculum: Language)*

This is a period of language exploration and vocabulary expansion, and of experimentation with different modes of communication, collaborative performance and guided group discussion. Increasing control of language structures and systems builds confidence and interest in communicating in a wider range of contexts. Students use Japanese in classroom interactions and activities, to communicate and interact, 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 expressions that are essential for everyday Japanese interactions.

Course Outline

This course aims to expand students' knowledge of vocabulary and more advanced grammatical patterns. The topics studied include: Dining Out, Part Time Jobs and Media.

By the end of Year 10, students use written and spoken Japanese to interact with peers, the teacher and other Japanese speakers to exchange information and opinions about personal interests and experiences. With support, they share information about broader topics of interest, such as education, travel, sport, teenage life and popular culture. When collaborating in shared tasks and activities, they use set phrases and modelled language to transact and make arrangements.

Obento Supreme is the set text and each student will require their own copy of the Obento Supreme Workbook to complete class activities.

Students identify the functions of different scripts within texts: how hiragana is used for particles, conjunctions, and verb and adjective endings; katakana for borrowed words and some onomatopoeia; and kanji for nouns and verb and adjective stems. They apply their understanding of kanji to identify word boundaries and know its role in assisting with the identification of linguistic elements.

Assessment

Formative assessments provide feedback to both students and teachers about each student's progress in the course of study. Schools develop internal assessments for this subject, based on the learning described in Course Outline.

For reporting purposes, there are four assessments in each semester for this subject. A–E descriptors are used to provide formative feedback to students and to report on progress.

Digital Technologies

Course Overview

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 explain the control and management of networked digital and the interaction between hardware, software and users. They explain simple data compression. Students plan and manage digital projects using an iterative approach. They define and decompose complex problems in terms of functional and non-functional requirements.

Students design and evaluate user experiences and algorithms. They design and implement modular programs, including an object-oriented program, using algorithms and data structures involving modular functions that reflect the relationships of real-world data and data entities. They take account of privacy and security requirements when selecting and validating data. Students test and predict results and implement digital solutions.

Course Outline

The Year 10 course is divided into four units – one per term. The Digital Technologies units have a focus on data in various digital formats. Units in databases, networking and video production have a focus on the design, manipulation and processing of data types. The robotics/Arduino unit further develops engineering and programming skills as well as how micro-controllers input, manipulate and utilise data from various sensors. The Video Production unit introduces students to the key steps in non-lineal editing techniques and data compression using codes.

Opportunities will be given to students to involve themselves in STEM activities; local, national and international technology competitions and take part in excursions surrounding future job pathways in robotics and engineering.

Unit Focus	1. Database Design – Single and Relational – Microsoft Access	2. Transition to structured line coding – Arduino C and micro-controllers (Mbots)
Assessment	Folio – Database design and use	Project – developing micro-controller code
Context/s	Data structures and design	Coding and Robotics
Unit Focus	3. Game Creation	4. Video Editing and Data Compression
Assessment	GODOT Game Development	Folio of work and Video Assignment
Context/s	Gaming Industry	Image Processing and Data Compression

Assessment

Knowledge, understanding and skills in each subject are presented through two related strands: Knowledge and Understanding; and Processes and Production Skills. Assessment tasks include folios of work; exams and project-based tasks.

Senior Subject Pathways

Year 10 Digital Technologies is not a mandatory pre-requisite for any Senior Technology subject, however, developing skills in this subject would be advantageous if considering selecting the Applied Information, Communication and Technology subject in Senior.

Engineering Principles and Systems

Course Overview

Engineering Principles and Systems is for students who have an interest in the practical application of science, mathematics and technology. It provides students with opportunity to pursue a wide variety of professional career pathways, especially those that involve problem-solving and practical skills. This is a course that helps students understand the concepts and principles of engineering in its broadest practical sense. It is concerned with the practical applications related to technology, industry and society, engineering materials, engineering mechanics, and provide students with the opportunity to develop and gain essential practical skills in a cross section of projects. Through practical application of technologies, students will explore how motion, force and energy are used to manipulate and control systems when engineering simple solutions while developing manual dexterity and coordination through hands-on activities. It will be used as an introduction to Industrial Technology Skills. Content will be varied throughout the year to offer students an experience in our senior pathways to enable them to make an informed choice when choosing their senior subjects.

Course Outline

This course will further develop the knowledge and skills relating to materials, tools, processes and technology they have gained while completing Year 9 practical subjects. The students who choose Engineering Principles and Systems will continue to use specialised equipment with hand tools to manipulate materials to complete set tasks. In doing so, they will learn to read and interpret plans and to follow specific details to produce projects to the best of their ability. More complex practises and processes will be incorporated into students' projects in an effort to develop their ability to use industry specific technology more effectively and efficiently.

Depending upon the cohort and the cohort skills, studies could include but are not limited to:
- A range of construction and engineering projects:
  - Beach Chair
  - Plumb Bob
 - Bottle Opener
- The opportunity to read and interpret plans

Assessment

Students may be assessed on: class tests, practical work and assignments.

Senior Subject Pathways

Year 10 Engineering Principles and Systems is not a mandatory pre-requisite for any Senior Technology subjects, however, developing skills in this subject would be advantageous if considering the ATAR General subject, Design and the ATAR Applied subject, Industrial Technology Skills.
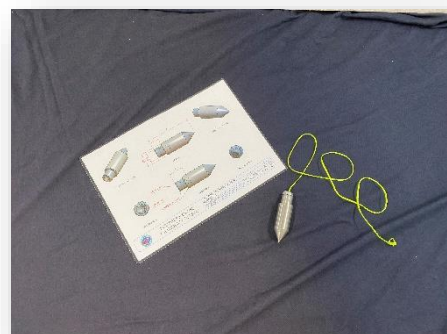
Food and Fibre Production

Course Overview
Food and Fibre production encourages personal independence, living effectively within the wider society, and promoting preferred futures for self and others in contexts related to food and nutrition, human development and relationships, living environments and textiles.

Students are provided with the opportunity to: become an empowered, active, and informed member of society; design social futures; contribute to the wellbeing of themselves and others; examine and act on matters of personal and societal significance.

NOTE: Students are required to bring sewing materials and food ingredients to school for practical lessons and assessments. They will be able to bring their sewing and cooked items home.

Course Outline
Unit 1 – Textile Design and Fibre Production
Unit 2 – Café Culture in Australia
Unit 3 – Celebrate the season – food packaging.

Assessment
A range of assessment items including:
- Objective and short answer theory examinations
- Design challenge 'Create your own café and produce a café menu item
- Design Challenge and Prototype Product 'Design your own Hoodie'
- Project – Design and end of year gift hamper including food and sustainable packaging options

Senior Subject Pathways
Year 10 Food and Fibre is not a mandatory pre-requisite for a Hospitality Practices, however, developing skills in this subject would be advantageous for senior studies. Knowledge and skills acquired in Food Specialisation will assist students in further study and professions where higher-order thinking, problem-solving and critical and creative thinking are required.

Food Specialisation

Course Overview

Food Specialisation is the study of food in the context of food science, multiculturalism, nutrition and food technologies. Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. The food system includes the sectors of production, processing, distribution, consumption, research and development. Waste management, sustainability and food protection are overarching principles that have an impact on all sectors of the food system. Students will actively engage in a food and nutrition problem solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures. Using a problem-based learning approach, students learn to apply and explore problems to solve real-world problems. It challenges students to think about, respond to, and create solutions for contemporary problems in food and nutrition. Students will become enterprising individuals and make discerning decisions about the safe development and use of technologies in the local and global fields of food and nutrition.

NOTE: Students are required to bring food ingredients to school for practical lessons and assessment. They will be able to bring their cooked items home.

Course Outline

Unit 1 – Multiculturalism (The World on a Plate)
Unit 2 – Celebrations – High Tea
Unit 3 – Food Trends and Influences

Assessment

A range of assessment items including:
- Food design brief – food delivery service recipe card
- Project – Themed high tea menu items
- Objective and short answer theory examinations
- Design brief – design and produce a trending recipe and create a social media post

Senior Subject Pathways

Year 10 Food Specialisation is not a mandatory pre-requisite for Certificate II Hospitality, however, developing skills in this subject would be advantageous for Senior. Knowledge and skills acquired in Food Specialisation will assist students in further study and professions where higher-order thinking, problem-solving and critical and creative thinking are required.

Materials and Technologies Specialisations

Course Overview
Designers use 'design thinking' to solve problems. Students studying design will solve real-world problems using the design thinking process and then communicate their ideas and solutions to clients. Design thinking allows you to first understand the problem in question, examine and define client's needs, before generating, testing and prototyping ideas. Critical and creative thinking is used to continually evaluate ideas and ensure that they meet design criteria. This human-centred approach is iterative and uses higher order thinking to create solutions.

Equally important with generating ideas, is the ability to communicate them to an audience. Students create 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. Emerging technologies (laser cutting, 3D printing and computer aided drawing) are explored to assist the representation phase. Spatial cognition, mathematical concepts, fine motor skills and knowledge of industry standards are built upon when representing ideas.

Course Outline
Students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions. 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 will design in response to local and global problems and experience designing *products, services* and *environments.*

Assessment
Projects record the design thinking process and final solution and are a mix of written and visual communication. The three contexts of design undertaken during the course are:

Contexts – Products, Services, Environment	
Unit 1	Project Folio – Minimalist Lamp
Unit 2	Project Folio -Desktop Organiser

- *Unit 1* – Products
- *Unit 2* – Services
- *Unit 3* – Environments

Software Programmes
Computer programmes such as Autodesk Inventor, Google SketchUp, Autodesk AutoCAD, Adobe Photoshop and Adobe InDesign are used to communicate solutions.

Senior Subject Pathways
Year 10 Design is not a mandatory pre-requisite for Senior Design, however, developing skills in this subject would be advantageous. Knowledge and skills acquired will assist students in further study and professions where higher-order thinking, problem-solving and critical and creative thinking are required. In addition, visual communication techniques are transferable across many pathways, professions and industries.