Subject Selection Guide Year 10 2016

“To touch the hearts of your students is the greatest miracle you can perform.”

St John Baptist de La Salle
Please note the following points carefully:

- Information contained in this handbook is subject to change, without notice.
- Subjects listed may not be offered in 2016 due to student demand or College capacity to deliver.
- Some subjects / courses will carry additional levies.
OUR VISION

Southern Cross Catholic College is a learning community which aspires to growth in knowledge, love and service in the presence of God.

OUR MISSION

In light of the Gospel and the educational values of its Founders, our College is a Christian community of lifelong learners committed to nurturing the gifts and potential of its members. We seek to serve the wider community, promote dignity and justice for all people and be active stewards of the environment.

- We uphold these guiding principles which are integral to the life of the College.
- The College is committed to continuing and developing the tradition of Catholic Education begun by its founders.
- The College community respects and values the dignity of each person.
- The College affirms the practices of inclusivity and ongoing pastoral support of its members.
- Learning will be conducted in a manner which benefits all members of the school community.
- Social justice in all its expressions is a touchstone in College life.
- We recognise our oneness with the Universe and accept our responsibility for the wellbeing of our environment.
- College life reflects a collaborative partnership between all members working to achieve shared educational goals.
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MESSAGE FROM THE HEAD OF CAMPUS TO STUDENTS

The Subject Selection Guide is designed to help you plan your course of study for Year 10. This important year level should be considered as the beginning of the Senior Phase of Learning, a transition year: preparing students for the content and style of subjects studied in Years 11 and 12. We make every effort and commitment to offer a broad range of subjects in order to cater for the individual needs of students enrolled at the College. Years 11 and 12 are consolidation years, where students are encouraged to work hard to set themselves up for the best possible future pathways.

In the current Queensland Education System, subjects studied in Year 11 and 12 do not have pre-requisites. While it will always be of assistance to begin developing some skills in Year 10, most Queensland Curriculum Assessment and Authority (QCAA) senior courses are designed so that students can choose them even if they have not studied them in Year 10. Therefore, we strongly encourage students in Year 10 to choose a range of subjects in order to give them a broad and balanced education across a range of learning areas. Remember that poor performances in subjects at Year 10 level suggest a rethink for Years 11 and 12.

Over the course of the year, Year 10 students will study seven subjects in each semester. In Year 10 only Study of Religion, English, Mathematics and Science are mandatory for study over both semesters. The other requirement is that students study at least one semester in the areas of History and Health and Physical Education. Students are therefore able to choose any 4 of the remaining subjects to study throughout the year.

In Years 11 and 12, up to six subjects are studied, usually over the four semesters. Study of Religion or Religion and Ethics, English, English Communication or English for ESL Learners and Mathematics A, B, C or Pre-Vocational Mathematics are mandatory to be studied. Students may change within these areas if the need arises and there is space in alternate subject area classes at the time of the requested change but generally speaking students should, after good choices, stay with the subject for four semesters. Students should be aware of their ‘end goal’ and whether an OP (University), Non-OP (Vocational, TAFE, Workforce) or a combination of both types of courses suit their learning style and interests. It is best to have a clear direction before you start. Mixing courses can have detrimental effects.

Please be aware that for subjects to be offered by the College, there must be sufficient numbers of students and resources available. 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.

T M O’Connor
Head of De La Salle Campus
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
CONTACTS AT SCCC

The Assistant Principal – Curriculum is responsible for the subject selection process. If you wish to access information or advice please contact administration on (07)3480 3600.

For specific advice about particular subject areas, please contact the Curriculum Leaders directly. The Pastoral Leaders are also available to assist students in making appropriate choices. Career guidance is readily available from the Careers and Vocational Education Advisor. Parents are encouraged to be a part of career guidance interviews wherever possible.

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CHOOSING YOUR SENIOR 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 you enjoy
- Which you are good at
- Which reflect your interest, abilities, skill level and academic application
- Which keep your options open, and
- Which develop your skills, knowledge and attitudes which will be useful throughout your life.

Consider your ability and interests

Consider the subjects and courses that interest you

Ask for help!

Keep your options open
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COURSE OPTIONS – YEAR 10

Compulsory Courses

All Year:
English, English Extension, English for ESL Learners or Emmaus - Literacy
Mathematics A, B, C or Emmaus - Numeracy
Study of Religion
Science or Science Extension

One Semester:
History
Health and Physical Education – Core

Elective Courses

| Business Studies – option A | Business Studies – option B |
| Ancient History             | Marine Geography            |
| Drama – option A            | Drama – option B            |
| Graphics – option A         | Graphics – option B         |
| Textiles and Design         | Food and Nutrition          |
| Information Communication Technology – option A | Information Communication Technology – option B |
| Visual Art – option A       | Visual Art – option B       |
| Health and Physical Education (elective) | Home Economics |
| Legal Studies              | Modern History              |
| Technology Studies         | Construction Skills         |
| Japanese (all year)         | Industrial Skills           |
| Certificate I Hospitality (all year) |

Students are required to select 4 electives for Year 10 2016. They can be a combination of one semester options, options A and B from a particular subject or yearlong such as Japanese or Certificate I in Hospitality (note that Japanese and Certificate I in Hospitality will be considered as 2 preference options each)

| Preference 1 | Preference 2 |
| Preference 3 | Preference 4 |
| Reserve 1    | Reserve 2    |

Reserves
COMPULSORY COURSES
EMMAUS - LITERACY
Subject Code: 10LIT

Course Overview:
Through this course of study, students should develop positive attitudes, values and feelings towards learning literacy. Students become "literate" as they develop the knowledge, skills and dispositions to understand and use language confidently for learning and communicating in and out of school and for participating effectively within society.

Literacy involves students listening, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

This subject is most suited for students who have significant difficulties with reading, comprehension and writing skills.

Course Outline:
The Emmaus Literacy course aims to base learning and assessment activities on real-life or lifelike contexts. Students will be involved in a wide range of learning activities which will typically be practical, and the learning environment will emphasise group interactions and participation. Topics or issues to be studied are selected based on student interest, and choices in learning contexts and assessment are provided, where possible, to help cater for students’ individual differences.

Students will be provided with learning experiences and assessment opportunities based on the following six central aspects of communication - personal (expressing identity), cooperative (interacting in groups), procedural (performing tasks), technical (using technology), systems (interacting in organisations) and public (interacting with the wider community).

Assessment:
Information about student learning is collected via a portfolio of work.
EMMAUS – NUMERACY
Subject Code: 10NUM

Course Overview:
Numeracy involves using mathematics effectively to meet the general demands of life at home, in paid work, and for participation in community and civic life. Through this course of study, students should become numerate citizens who can make informed decisions about issues involving mathematics, and students will likely develop confidence in using mathematics in everyday life.

This subject is most suited for students who have significant difficulties in learning and understanding number facts and procedures.

Course Outline:
The Emmaus Numeracy course aims to base learning and assessment activities on real-life or lifelike contexts. Students will be involved in a wide range of learning activities which will typically be practical, and the learning environment will emphasise group interactions and participation. Topics or issues to be studied are selected based on student interest, and choices in learning contexts and assessment are provided, where possible, to help cater for students’ individual differences. Subject matter to be studied includes number and calculations, shape and space, data and statistics, measurement, location and direction, and formulas and algebra.

Assessment:
Information about student learning is collected via a portfolio of work.
Course Overview:
The goal of this subject in Years 1-10 is to develop and refine students’ ability to compose and to comprehend spoken and written English – fluently, appropriately, effectively and critically – for a wide range of personal and social purposes.

Students are offered the chance to develop their language skills and units studied are designed to challenge students in order to develop appropriate language and communication skills for further studies and everyday effective social interaction. All tasks are considered ‘life rich’ tasks and therefore contextualised in the hope of students identifying the real purpose and meaning of language and literature in our world.

This course is designed to be a prepare students for the Senior Years. Its purpose is to provide students with an insight into the demands of Senior English and is therefore structured in a similar way.

Course Outline:
Students have the opportunity to elect to study English, English Extension or English for ESL Learners. While the assessment demands are the same, students in the Extension course have the opportunity to extend themselves through the study of more demanding texts and the participation in literature-centred activities such as a reading club.

English - Subject Code: 10ENG

English Extension - Subject Code: 10ENGEXT

English for ESL Learners - Subject Code: 10ESL

The units studied include:

Yesterday - looks at literature and development of English as a language through the ages and how this impacts our use of English today

Today - in which students study the relevance texts and modern poetry in our society;

Tomorrow - challenges students to consider the future and their place within it.

Assessment:
Students will be assessed on oral presentations, persuasive or reflective tasks, formative Journaling and assignment work.
HEALTH AND PHYSICAL EDUCATION - CORE
Subject Code: 10HPE

Course Overview:
In HPE, students use their interests in and experiences of health and physical activity issues to explore how the dimensions of health are dynamic, interrelated and interdependent. They develop the knowledge, skills, processes and dispositions to promote health and wellbeing, actively engage in physical activity and enhance personal development. They recognise that capabilities in health, movement and personal development can provide career opportunities and improve quality of life.

Course Outline:
The HPE Core unit covers essential Health and Physical Education elements that are essential to all students to participate and integrate into society.

Unit 1
Mental Health/Body Image/Peer Pressure and Dance
Developing an understanding of a variety of mental illnesses and ways to improve the body image and self-concept of the students. Dance has been included as a core activity as it is a basic social skill all students should experience. It also has strong links with the self-confidence of the teenagers in our modern society.

Unit 2
Fitness/Fitness Programs and Volleyball
This unit covers the topics around developing individual fitness, testing fitness levels and learning how to regularly improve and maintain individual fitness. Volleyball is an activity that permits participation of students of all athletic ability.

Assessment:
Unit 1
Mental Health/Body Image/Peer Pressure and Dance – Ongoing Practical Assessment, Assignment

Unit 2
Fitness/Fitness Programs and Volleyball - Practical Assessment, Fitness Exam.
Subject Code: 10HIS

Course Overview:
Students must study Australian 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 and Understanding and Historical Skills.

Course Outline:
The units of work studied are:

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 and examining Australia’s relationship with neighbours in the Asia-Pacific region.

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

Subject Codes: 10MAA/10MAB/10MAC

Recommended Prior Study:
Year 9 Mathematics teachers will recommend to a student the most appropriate course which follows on from the level at which the student has gained proficiency. If parents or carers indicate a preference for an alternative course, they are welcome to discuss the placement of their child.

Course Overview:
There are three Year 10 Mathematics courses. The courses are constructed to be preparatory for particular 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.

Mathematics A - Subject Code: 10MAA
Mathematics A prepares students to study Mathematics A or Prevocational Mathematics in Years 11 and 12. 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.

Mathematics B - Subject Code: 10MAB
Mathematics B prepares students to study Mathematics B in Years 11 and 12. Students should choose this course if they are good at Mathematics and/or intend to pursue a career that requires further study in Mathematics or Science.

Mathematics C - Subject Code: 10MAC
Mathematics C prepares students to study Mathematics B and Mathematics C in Years 11 and 12. Students should choose this course if they excel at Mathematics and/or intend to pursue a career that requires a high level of further study in Mathematics or Science.

Note: Students who study Mathematics A in Year 10 are able to choose to do Mathematics B in Years 11 and 12 but they may find it more difficult and be required to catch up on some concepts they have missed. 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 all units however Mathematics B and C units cover algebra, analytical geometry and the trigonometric component of measurement in greater depth.
Students can expect homework every night. Students are also encouraged to practise new procedures as part of their homework, so that they have confidence in approaching additional new concepts.

Students need their graphics calculator from Year 9.

**Assessment:**
Assessment instruments include in class tests, examinations, reports, investigations and practical activities as well as homework and tests. Students are awarded A to E grades for each semester unit.

There are three criteria for which students can achieve A to E grades: Knowledge and Procedures; Modelling and Problem Solving; Communication and Justification.
**SCIENCE**  
Subject Code: 10SCI/10SCIEXT

**Course Overview:**  
In Year 10, students can elect Science or Science Extension to be studied for the whole year. It is recommended that students who wish to study Biology, Chemistry and/or Physics in the senior years elect the Science Extension course in Year 10.

**Course Outline:**  
The courses available are:

**Science - Subject Code: 10SCI**  
*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: sub atomic particles; bonding; types and rates of chemical reaction; Physics in motion; inheritance and evolution; origin of the universe and the global systems.

**Science Extension - Subject Code: 10SCIEXT**  
*Science Extension* - challenges and extends those students considering Biology, Physics and/or Chemistry in Years 11 and 12 and provides an enriched approach to their learning in these areas.

**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 and energy conservation.

**The Earth and space science topics are:**  
Origin of the universe and the Global system.

**Assessment:**  
Students studying Science, Science Extension will be assessed on: laboratory skills and reports; problem solving; project work; bookwork; multiple choice and short answer tests on Knowledge; Process objectives and Investigation and Communication.
Subject Selection Guide Year 10 2016

STUDY OF RELIGION
Subject Code: 10SOR

Course Overview:
In regards to Religious Education, the course of study has two important elements. The first is to provide students with a challenge to:

live the gospel of Jesus Christ and who are literate in the Catholic and broader Christian tradition so that they might participate critically and authentically in faith contexts and wider society. (Vision for Religious Education, Brisbane Catholic Education)

This vision highlights two key aspects of the term Religious Education. The first is education in religion while the second is seen in a broader context than the classroom and involves the living in a faith community of Southern Cross Catholic College. While the two are in separable, the focus here is on the first aspect.

The second focus is to acknowledge that Year 10 is the first step in the Senior Phase of Learning and hence is known as Study of Religion to reflect the increasing academic demands of the subject. The units of work have been designed to allow students an opportunity to experience topics and learning experiences that are closely linked with both the Study of Religion and Religion and Ethics courses of the Year 11 and 12 curricula.

Course Outline:
Over the year students will address 4 topics of study:

How deep is your footprint?
In this unit the students investigate what it means to be a Steward of Creation. In light of greater ecological awareness, what is the religious position on the way we should interact with the environment?

In search of Mister E
Discovering the presence of God in our lives can be difficult, especially if we do not know where to look! This unit explores the revelation of the presence of God in the lives of the people of the Old and New Testament. It poses the question of ‘How can these ancient and sacred texts assist us in our search for the mystery of God?’

The signposts on the journey of Faith.
Religions are sometimes referred to in terms of being on a spiritual journey. This unit will focus on how we sustain ourselves on this quest of enlightenment. By addressing questions like ‘What is the place of prayer?’ and ‘How do sacraments assist us?’ this unit will give students an opportunity to engage with important elements of a spiritual life. The assessment has two parts.

Being Religious Citizens in a Multi-faith world.
It could be argued our world is shrinking. Distances that once took months to bridge are now completed in hours. People from other cultures whom we once read about, are now walking our streets. How do we live in a multi-cultural world from a religious perspective? The final unit is an investigation into this question by studying some of the major World Religions.

Assessment:
Throughout each unit, students will be required to show a research journal compiling of activities they have completed throughout the term. At the conclusion of each unit they will complete a formal piece of assessment that is built on these activities. This will take the form of research assignments (presented in written and multimodal forms) and short response exams.
ELECTIVE COURSES
BUSINESS STUDIES
Subject Code: 10BUS/10BUSC2

Course Overview:
Business Studies is about helping young people make things happen, encouraging creativity and finding opportunities for themselves. The units are designed to introduce students to fundamental business concepts, such as Accounting and Economics, along with what it means to be an entrepreneur. The course will enable students to organise, manage, market and be productive in Business, as well as emphasise the importance of communicating effectively in a business environment using a range of business technologies.

Course Outline:
The options studied in Year 10 are:

Business Studies Option A - Subject Code: 10BUS
Introduction to Accounting & Economics – students will learn the basics of Accounting, with the focus on the Profit & Loss Account and Balance Sheet. The Economics area of study is Microeconomics, specifically Supply and Demand.

Business Studies Option B - Subject Code: 10BUSC2
Business Ad-Ventures – students plan and manage their own business venture, taking responsibility for all the essential business processes and management roles (production, sales, marketing, finance, human resources, etc.)

Assessment:
Students will be assessed on:

Business Studies – Option A
Introduction to Accounting & Economics – Accounting Exam, Economics Oral Presentation

Business Studies – Option B
Business Ad-Ventures – A Business Plan completed as part of a group submitted in the form of a business document and presented orally as a business pitch.
DESIGN TECHNOLOGY
Subject Code: 10TS / 10CS / 10IS

Course Overview:
The three options in Year 10 will be used as an introduction to the three senior subjects: Technology Studies (OP subject), Certificate I in Construction (VET) and Manufacturing - Industrial Technology Skills (Non-OP subject). Each option will offer students a semester trial in each of the senior practical pathways to enable them to make an informed choice when choosing their senior subjects. A student can choose one, two or all three options.

Course Outline:
All options will further develop the knowledge and skills relating to materials, tools, processes (design and industrial) and technology they have gained while completing Year 9 Industrial Technology and Design.

The students who choose Construction Skills or Industrial Skills 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.

Students who choose Technology Studies will use appropriate techniques, tools and equipment to design and produce a technology output of appropriate quality, and in so doing develop increasingly sophisticated skills in design and procedural thinking, and technologies processes and production, through designing and producing products.

All options will endeavour to offer projects that will offer an insight as to what the senior subjects have to offer.

Option A:
Technology Studies - Subject Code: 10TS
Suggested tasks:
Skills Exercise - cake slice
Design Project - minimalist lamp (laser)

Construction Skills - Subject Code: 10CS
Suggested tasks:
Construction Skills Projects – saw stool book ends, carry all, key rack, bench hook

Industrial Skills - Subject Code: 10IS
Suggested tasks:
Materials (Wood) – coffee table, dovetail storage box
Turning – small bowl, door stop
Metal – wall pot plant holder, aromatherapy oil burner

Assessment:
Students will be assessed on: class tests, class practical work and assignments.
DRAMA

Subject Code: 10DRA/10DRAC2

Course Overview:
An education rich in the Arts maximises opportunities for learners to engage with innovative thinkers and leaders and to experience the Arts both as audience members and as artists. Such an education is vital to students’ success as individuals and as members of society, emphasising not only creativity and imagination, but also the values of cultural understanding and social harmony that the Arts can engender (National Education and the Arts Statement, 2007).

Drama is a dynamic art form that has been used to entertain, challenge, educate, understand, record and celebrate events all over the world for thousands of years. Studying Drama provides students with opportunities to create drama, to communicate ideas to an audience and to reflect on and evaluate drama. Learning orally, kinaesthetically, visually and aurally through aesthetic, cognitive, creative and technical processes, students are provided with opportunities to imagine and explore beliefs, feelings, behaviours and relationships across diverse situations and contexts. This encourages and promotes: collaboration; problem-solving; empathy; critical thinking; communication; imagination and cultural engagement.

Students can apply their learning in Drama to a variety of further study and careers. The knowledge and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives and to communicate imaginatively, confidently and articulately.

Course Outline:
The Australian Curriculum: The Arts includes five Art subjects one of which is Drama. Learning in Drama involves making and responding. Students learn as artists, by making dramatic works that communicate to audiences. They learn as audiences, by responding critically to their own dramatic works and the works of their peers and professional artists. These actions are taught together as each depends on the other. For this to occur students practically and theoretically examine and workshop play texts, directors, theorists, actors and playwrights from traditional to contemporary theatrical forms and styles from Australia and around the world.

To influence the shaping of their own dramatic work and to develop the ability to critically analyse drama, students will view live theatre. All excursions are covered by the subject levy. Guest artists and artist-in-residence programs are also a feature of the course, providing students with the opportunity to work alongside internationally acclaimed professional artists.

The options studied in Year 10 are:

**Drama Option A - Subject Code: 10DRA**
*Physical Comedy; Commedia dell’Arte; Improvisation; Realism*
Forming-improvisation; group/practical
Presenting-performance of scripted text; group/practical
Responding – analytical response to live performance, individual/written

**Drama Option B - Subject Code: 10DRAC2**
*Tragedy; Australian Gothic; Documentary Drama; Physical Theatre*
Forming – scriptwriting; individual/written
Presenting – performance of scripted text; group/practical
Responding – analytical response to live performance; individual/written

Assessment:
Assessment is completed individually or in groups however, students are always marked individually.
Subject Code: 10GRA/10GRAC2

Course Overview:
Graphic communication uses drawing, pictures and animations to clarify and transmit information. It is most closely related to the language faculty in a school in that it aims to translate often confusing verbal or written information into a clear, universal, visual language. Graphic language is increasingly used in our technological society because of the need for quick, clear, international communication.

“Graphic communication develops skills in drawing, researching, understanding, organising and selecting information, developing and refining ideas, and, above all, thinking.”

*Active Graphics by Agi Korvin 2003*

Course Outline:
There are two options to study in year 10. They are:

**Graphics Option A - Subject Code: 10GRA**  
**Industrial Design and Built Environment Design**  
This unit introduces the design areas of Industrial Design and Built Environment Design. Products permeate most aspects of our lifestyle in the form of containers, tools, implements, instruments and gadgets. Industrial Design focuses on the design and graphical representation of products for the mutual benefit of both the user and manufacturer. Built environment design includes the areas of architecture, landscape architecture and interior design. It refers to the indoor and outdoor spaces that have been structurally changed by human action. The Built environment design area focuses on planning and preparing design and construction drawings as used in various professions and trades.

**Graphics Option B - Subject Code: 10GRAC2**  
**Graphic Design and Presentation**  
This unit continues the investigation of design areas with particular emphasis on Graphic Design and presentational techniques. Graphic design involves the manipulation, combination and use of the elements and principles of design to create visual solutions for reproduction by any means of visual communication. Graphical products include identity (logos and branding), publications (magazines, webpages, newspapers and books), advertisements, product packaging, maps and charts. Students undertaking this unit will also study various manual and computer-based presentational techniques allowing them to produce high quality rendered graphical representations and animations.

Assessment:
Students will be assessed using a folio of class drawings and responses to design challenges.
HEALTH AND PHYSICAL EDUCATION - ELECTIVE
Subject Code: 10HPEC2

Course Overview:

Course Outline:
The HPE Elective unit is specifically designed for students who wish to learn more about individual sports, social factors that affect sport and the changes in the human body under performance conditions.

Unit 1
Sport Science and Fitness/Gym
Content includes: Human Anatomy/Energy Systems and Biomechanics in theory, with fitness and gym sessions to create an understanding of fitness techniques and programs required to improve overall fitness.

Unit 2
Sport in Society and Netball
Society has a huge impact on the success of sport. In this unit we explore some of the following topics: Figueroa’s Framework, Drugs in Sport, Sexploitation, sponsorship, media, performances and social media. Netball is a great multi-skilled sport that is also included in the senior Physical Education course. It also allows links to societies impacts of sport, especially women’s sport.

Assessment:
Unit 1
Touch Football/Oz Tag and Sport Science – Practical Assessment, Multimodal.

Unit 2
Badminton and Sociology – Practical Assessment, Exam Essay
**HOME ECONOMICS**  
**Subject Codes: 10FTE/10TEX/10HEC**

**Course Overview:**  
The central focus of Home Economics is the wellbeing of people within their personal, family, community and work roles. Home Economics 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.

Home Economics provides students with the opportunity to: become empowered, active and informed members of society; design social futures; contribute to the wellbeing of themselves and others; examine and take action on matters of personal and societal significance.

**NOTE:** Students who wish to study Home Economics all year will choose both options of *Food and Nutrition* and *Textiles and Design*. Students who wish to study Home Economics for only a semester will choose from any of the three options offered and listed below.

**Course Outline:**  
The topics covered in the Semester units offered to Year 10 students are:

**Food and Nutrition - Subject Code: 10FTE**  
**Food and Nutrition:** Multiculturalism and food; geography and culture, eating habits and nutrition, key ingredients, cooking habits; Cuisines – Greek, Thai, Moroccan, North American, South American, Indian, English

**Textiles and Design - Subject Code: 10TEX**  
**Textiles and Design:** Fashion Design; Elements of Design – Line, Direction, Shape, Size, Texture, Value, Colour; Principles of Design – Balance, Proportion, Emphasis, Rhythm, Harmony/Contrast, Unity; Types of Fashion Design – Functional, Structural, Aesthetic; Commercial Patterns

**Home Economics - Subject Code: 10HEC**  
**Home Economics:** Multiculturalism and food; geography and culture, eating habits and nutrition, key ingredients, cooking habits; Cuisines – Greek, Thai, Moroccan, North American; Types of Fashion Design – Functional, Structural, Aesthetic; Commercial Patterns

**Assessment:**  
In the Semester units students will be assessed on:

**Food and Nutrition**  
Research Assessment – students examine the relationship between multicultural food/wellbeing (individual/written); Supervised Written Assessment – objective and short answer test (individual/written); Practical Assessment – students develop and produce a multicultural food display (group/written and practical)

**Textiles and Design**  
Practical Assessment – students complete a textiles related design and production challenge (individual/written and practical); Supervised Written Assessment – objective and short answer test (individual/written); Practical Assessment – students design and produce a hoodie (individual/written and practical)

**Home Economics**  
Supervised Written Assessment – objective and short answer test (individual/written); Practical Assessment – students develop and produce a multicultural food display (group/written and practical); Practical Assessment – students design and produce a hoodie (individual/written and practical)
CERTIFICATE I IN HOSPITALITY – subject to QCAA approval
Category:  VET

Subject Codes: 10SIT10213A/10SIT10213B

Course Overview:
Hospitality has been developed to provide students with an introduction to and understanding of the Hospitality Industry. Through an exploration of the Hospitality Industry’s workplace, culture and practices; the subject endeavours to develop skills, processes and attitudes to assist students to make valid career pathway decisions as well as foster positive work and consumer ethic. Skills implicit to Hospitality include working in teams, demonstrating effective communication, as well as operational, organisational and interpersonal skills.

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

This preparatory qualification provides individuals with knowledge and skills for initial work, community involvement and further learning.

This course can only be taken for the FULL year.
The following options must be selected:

Subject Codes: 10SIT10213A and 10SIT10213B

Course Outline:
The units of work studied in Year 10 are:

Introduction to the Industry

Cooking for Convenience – creating a ‘take-home’ dinner box, with all ingredients prepared and a recipe included for simple preparation/cooking/reheating at home.

Catering for a Crowd – response to function criteria; work diary; planning; costing and product

Weekly Observations and workplace simulations – to assess all units of competency over the duration of the course.

Assessment:
On successful completion of Year 10, students will gain the nationally recognised SIT10213 Certificate I in Hospitality.

Units of Competency:

- BSBWOR203B Work effectively with others
- SITXCCS101 Provide information and assistance
- SITXWHS101 Participate in safe work practices
- SITXFSA101 Use hygienic practices for food safety
- SITHCCC101 Use food preparation equipment
- SITHCCC104 Package prepared foodstuffs
Course Overview:
Students develop and demonstrate the knowledge, practices and attitudes necessary to operate effectively in information-rich environments. Students will create products such as interactive media products, web based documents, screen designs and publication using a variety of applications, robotics and gaming.

Course Outline:
The course is broken down into two options:

**ICT Option A - Subject Code: 10ICT**
*Designing for the Web & Print* – this unit has been designed to enable students to use skills and integrate them around programs focusing on the graphical nature of computer software to produce files for both the web and print. The use of Adobe Illustrator, Dreamweaver and Flash are the major programs used in this unit.

**ICT Option B - Subject Code: 10ICTC2**
*Developing Digital Photographic Skills* – students will examine the principles of creative photography as well as building skills in the use of digital SLR style cameras. A focus on the process of storing and manipulating of digital image files using extended Photoshop skills forms a major part of this unit.

Assessment:
Students will be assessed on:

**ICT Option A**
*Designing for the Web* – Illustrator (practical); Flash project (practical); Dreamweaver (project)

**ICT Option B**
*Constructing Digital Information* – Adobe Photoshop portfolio of work (practical) and Digital SLR camera skills (practical).
JAPANESE  
Subject Code: 10JAP/10JAPC2

Course Overview:
The program aims to assist students in gaining communicative proficiency and an understanding of other cultures and peoples. The main emphasis is on communication through the use of functional language. The four skills of speaking, listening, reading and writing are integrated throughout the program and receive equal weighting in assessment. The study of Japanese at all levels makes it possible to view culture within its own terms of reference and to approach life’s tasks with an insight gained from another language and culture.

Course Outline:
Japanese A Semester 1 - Subject Code: 10JAP  
Japanese A Semester 2 - Subject Code: 10JAPC2

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.

During Year 10, students continue to build their knowledge of the kanji script. Authentic materials, for example, films, advertisements, comics and magazines, will be used to enhance reading practice. Cultural information will be integrated into language lessons.

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

Students’ learning is also enhanced through the use of technology such as individual iPads with Japanese applications and an online learning environment allowing students unprecedented freedom and flexibility to learn at their own pace both in class and at home.

Assessment:
Students are assessed on all 4 macro skills of Listening, Speaking, Reading and Writing during each semester.
SOCIAL SCIENCES
Subject Codes: 10MHIS/10AHIS/10LST/10MST

Course Overview:
Students may choose from the following units: History – exploring the Modern World; History – exploring the Ancient World; Legal Studies or Marine Studies.

Course Outline:
The units of work studied are:

Modern History - Subject Code: 10MHIS
History – Exploring the Modern World involves studies of conflict in the 20th Century. Students will investigate several case studies. The focus will be on evaluating how these conflicts emerged and their impact on our world. Topics covered include: Communism v. Capitalism; the Cold War including the formation of NATO and the UN; the arms race; the space race; the Korean War and the Vietnam War.

Ancient History - Subject Code: 10AHIS
History – Exploring the Ancient World provides an introduction to: Archaeology and how historians use evidence; Ancient Greece; Ancient Rome; Ancient Egypt and Ancient China or Aztec Civilisation. The students will be able to explore aspects of the societies that interest them (using the inquiry method) and, in the process, acquire valuable skills for independent learning.

Legal Studies - Subject Code: 10LST
Legal Studies – examines the way laws are used to help create a better world. It includes the following topics: CSI – crime busting investigations; Yes we Canberra! The modern crazy world of political campaigns; Shop till you drop – how to avoid the scams and rip-offs of the modern consumer society. Students will get a taste of the world of law, and the above topics will be studied so that they develop an interest for some of the practicalities of Australia’s legal system.

Marine Geography - Subject Code: 10MST
Marine Geography – combines classroom study with some practical and fun marine-based skills. During the unit we examine: coastal land forms – how they change and develop; the Australian Continental Shelf; coastal waters including mangroves; the Great Barrier Reef; and weather and climate patterns which shape and are shaped by the oceans.

Assessment:
Assessment differs for each subject:

Modern History
A selection from research inquiries, case studies, oral presentations and written tasks.

Ancient History
A selection from written research tasks, document studies, oral presentations of research and tests.

Legal Studies
A selection from inquiry based assessment, stimulus response tests; research assignments and multi-media presentations.

Marine Geography
A selection from short objective tests, research essays, orals, field studies and work folios of practical skills.
VISUAL ART  
Subject Code: 10VAR/10VARC3

Course Overview:
An education rich in the Arts ... is vital to students’ success as individuals and as members of society, emphasising not only creativity and imagination, but also the values of cultural understanding and social harmony that the Arts can engender (National Education and the Arts Statement, 2007).

Visual Art is not just about creating any old thing, it’s about self-expression and learning something new about yourself, others and the world around you. In Visual Art you get to create and explore your own ideas and work both collaboratively and individually.

Current Art students say that Visual Art is:
- Fun and creative
- Expressing yourself
- Bouncing ideas off each other and creating the unexpected
- Interesting workshops
- Able to work in a creative space
- Opportunity for extension
- Freedom
- Hands on
- Gained confidence in my writing skills

Course Outline:
The foundation of the program is the Elements and Principles of Design. This gives you the language and the tools to help you develop your style and aesthetic in the Senior Years and beyond.

The artworks you will create are inspired by a variety of themes, allowing you to explore your own thoughts and feelings. Some examples of themes are everyday life and experience, space and memory, identity, gender, grief, poverty, war and peace.

You get the opportunity to use lots of different materials and learn different skills. Some of these include:
- Photoshop
- Photography
- Shellac
- Spray painting
- Watercolour
- Soft pastel and conté
- Book making and binding
- Acrylic paint and mixed media

Appraising tasks form the written component. They focus on the development of your ability to write and talk about your own and other’s artwork. You will be encouraged to form and express opinions, discuss and display your own artwork and appreciate the work of other artists and cultures.

Your learning experiences are enhanced through:
- Visits to art galleries and cultural centres
- Workshops with artists and creative professionals

All materials required in this course are covered by the subject levy. Students are responsible for their art and once assessed it is regarded as the property of the student.

Units of work studied in Year 10 are:

Visual Arts Option A – Visual Arts Option B –
Subject Code: 10VAR Subject Code: 10VARC2
Printmaking; Installation Photography; Artist’s Books
Making – Visual Diary; folio of works Making – Visual Diary; folio of works
Appraising – Analytical response Appraising – Analytical response

Assessment:
Students are assessed on Making and Appraising (responding to and reflecting on artworks). Students are assessed individually and objectively according to the task and criteria.
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SUBJECT SELECTION ONLINE (SSO) INFORMATION

Subject Selection Online (SSO) is a web application that allows students to enter their subject preferences online. Details of how to use SSO are described in a step-by-step process below.

Accessing SSO

To use SSO you must open your web browser to the College Portal and go to Links to Website.

Click the following icon to enter SSO:

When you access this page you will see a rectangle with the words 'Click here to obtain your PIN and password’. This will be emailed to your student mybce address. DO NOT SHARE THIS INFORMATION WITH ANYONE.

Step One – Logging into SSO

You should now log into SSO using your PIN and Password.

Step Two – Selecting Preferences

Please list your elective in order of preference. This is important as subjects are assigned according to this order.

To select your preferences press the ‘Add’ button located to the left of the subject. Follow the instruction on this page to select subjects from the drop down list boxes. When you have finished, press the arrow next to Step 2.

NOTE: You will not be able to choose the same subject twice OR choose it as a reserve if you have chosen it as your elected subject.

Step Three – Checking

The 'Checking' page allows you to click on the 'step' you want to check. Make sure you go to Step Four – the print report button AFTER you have checked that your selections are OK.

Step Four – Print your Report, have it signed by a parent and bring it to Student Services.

You can print your report AFTER ticking the box that says ‘I have printed my report’. You can print the report; email it to yourself (your mybce address is automatically the assigned email) or your parent/caregiver.

You MUST print out this report and have your Parent/Caregiver sign it, and return it to the Student Services by 4pm on Friday 4 September 2015.