



SUBJECT GUIDE

YEAR 10 2019



MESSAGE FROM THE ASSISTANT PRINCIPAL - CURRICULUM

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 assessment types, and the style of subjects studied in Years 11 and 12. We make every effort and commitment to offer a 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.

Students in the Year 10 cohort in 2019 will be entering the new Queensland Certificate of Education. All senior syllabi have been revised, with a number of subjects either being review and changed, or in some cases transforming into new specialisations that better meet the demands and challenges of the modern world. 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, whilst beginning to consider potential pathways in the senior years. 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 nine subjects over the course of the year. In Year 10 only Study of Religion, English, Mathematics and Science are mandatory for study for the course of the year. The other requirement is that students study one semester in the areas of History and Health and Physical Education. Students are therefore able to choose any 3 of the remaining subjects to study. These subjects will be studied for the entirety of Year 10.

In Years 11 and 12, up to six subjects are studied, over the course of the two senior years of high school. In 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 you start.

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.



Kate Mellor
Assistant Principal - Curriculum

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Vision for Learning

We seek the light ... and then we shine

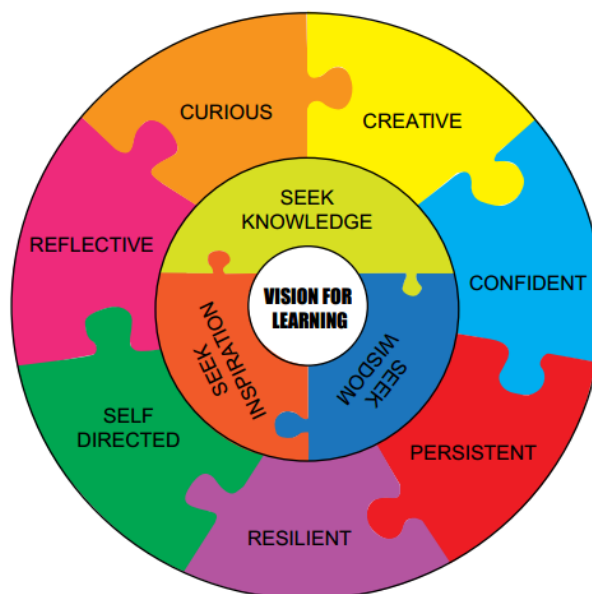
Our culture of learning embraces a shared vision which empowers all students to achieve success by making learning visible

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

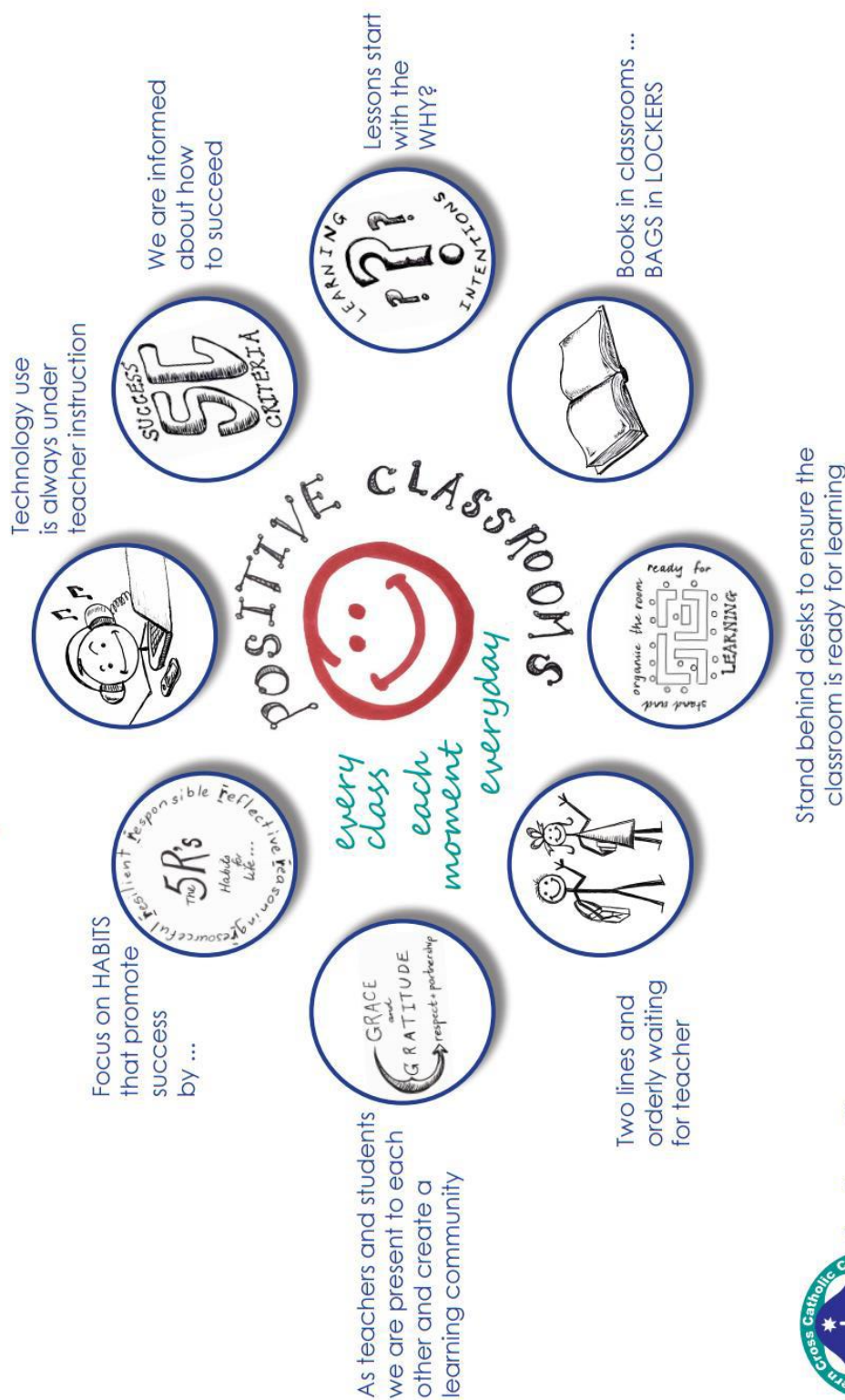
- Seeks knowledge
- Seeks wisdom
- Seeks inspiration

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



“consistency creates excellence!”



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

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

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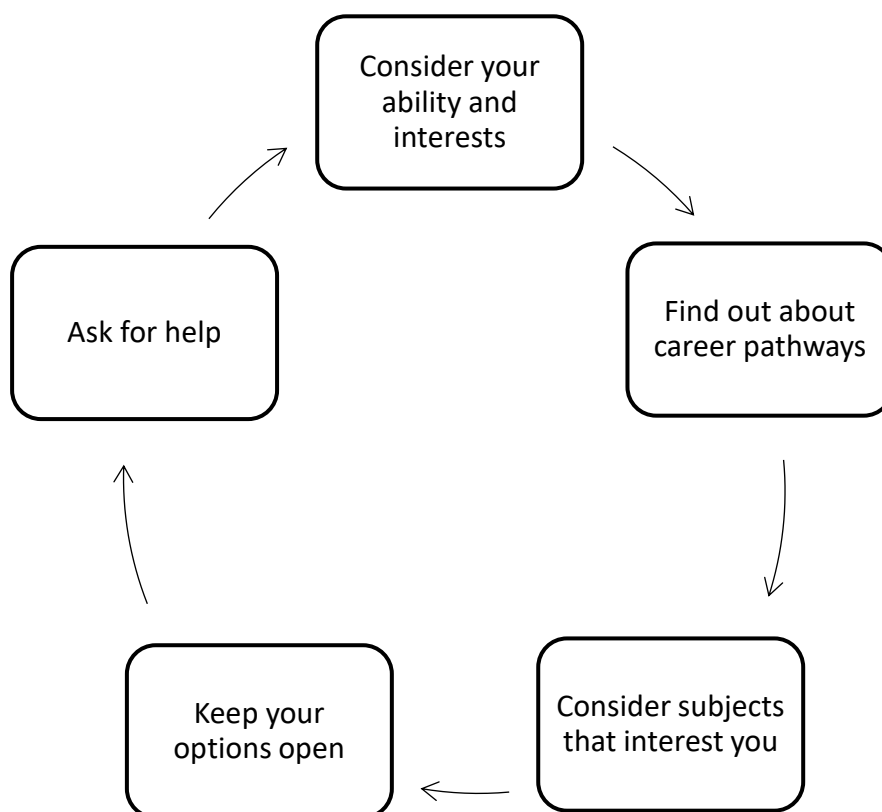
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CHOOSING YOUR SUBJECTS

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:

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



LEARNING OPTIONS

Learning Area	Years 9	Year 10
Religious Education	Religious Education	Study of Religion
English	English	English English Extension English for ESL
Mathematics	Mathematics	General Mathematics Mathematical Methods Specialist Mathematics
Science	Science	Science Science Extension
Health and Physical Education	Health and Physical Education – one semester compulsory	Health and Physical Education – one semester compulsory
Humanities and Social Sciences	Economics and Business Geography History – one semester compulsory	Economics and Business Geography History – one semester compulsory
The Arts	Drama Music Visual Art	Drama Visual Art
Languages	Japanese	Japanese
Technologies	Digital Technologies Design and Technologies: Engineering Principles and Systems Food and Fibre Production Food Specialisation Materials and Technologies Specialisations	Digital Technologies Design and Technologies: Engineering Principles and Systems Food and Fibre Production Food Specialisation Materials and Technologies Specialisations Certificate I in Hospitality

Please note the following points carefully:

- Information contained in this subject selection guide is subject to change, without notice.
- Subjects listed may not be offered in 2019 due to student demand or College capacity to deliver.

COURSE OPTIONS – YEAR 10

Compulsory Courses

All Year:

Study of Religion
English
Mathematics
Science

One Semester:

Health and Physical Education
History

Elective Courses

The Arts

Drama
Visual Art

Humanities and Social Sciences

Economics & Business
Geography

Japanese

Digital Technology

Design and Technologies

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

Certificate I in Hospitality

Students are required to select 3 electives for Year 10 2019. All subjects run for the full year.

Preference 1	
Preference 2	
Preference 3	
Reserves	
Reserve 1	
Reserve 2	

COMPULSORY COURSES

The following compulsory subjects will be offered:

Study of Religion

English

Mathematics

Science

Health and Physical Education – one semester

History – one semester

STUDY OF RELIGION

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 inseparable, 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:

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 across different religions. It poses the question of 'How can ancient and sacred texts assist us in our search for the mystery of God?'

Where do I draw the line? In this unit, the students investigate the place of ethics in society by exploring contentious topics in life. Through the use of ethical frameworks of thinking, students will be challenged to demonstrate the ways these situations can be understood from religious positions. Attention will be given particularly to issues involving the environment.

Exploring the three worlds of sacred texts: The focus of this unit is to demonstrate an understanding of how to interpret the Bible using a scriptural technique known as the 3 worlds of the text. By exploring the meaning and genre of the biblical passages and analysing the cultural setting of time allows students to gain meaning as to passages relevance in modern times.

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 for enlightenment. Through exploring the place of ritual, students have the opportunity to consider how these 'outward expressions of inner realities' shed light on the importance of living what we hold as important in our lives.

Assessment

Throughout each unit, students will be required to show a research journal compiling of activities they have completed throughout the term. At the end 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. In assisting students to prepare for their senior phase of schooling the length of assignments is between 1000 and 1500 words and exam responses of 500 to 600 words.

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 Ten 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 Eleven and Year Twelve.

Course Outline

Love and Tragedy - This unit involves an in-depth study of a Shakespearean text – The Tragedy of Romeo & Juliet. All the texts will relate to the wider themes of love and tragedy and the relevance of their messages to a modern audience.

Novel Study - Reading and comprehending a novel: Students read and respond to a contemporary novel that explores issues relevant to Australian society. One written assessment task.

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 period and styles, students will continue to evolve their understanding of writing and expression. The language of poetry is fundamental to developing student's ability to communicate through a variety of mediums.

Media Texts – This unit involves the 21st century skills for learning where students will interpret and create visual, digital and audio media. The genre study in this unit includes 'Science Fiction' where students will engage with a number of film and television texts and produce a folio of work.

Assessment

Assessment in Year 10 will utilise a range of assessment types including oral presentation, feature article, collections of work (folios) and supervised exams.

The Second Semester is designed to facilitate students' transition into Senior English in Year 11, whilst meeting the requirements of the Australian Curriculum.

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 a more sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought 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. Students will explore in greater depth some topics covered in Year 9 Mathematics and will be introduced to new concepts and ways of reasoning.

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.

Class Options

General Mathematics

General Mathematics prepares students to study General or Essential 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.

Mathematical Methods

Mathematical Methods prepares students to study Mathematical Methods 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.

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 in Year 11 and 12.

Specialist Mathematics

Specialist Mathematics is designed for students who excel at mathematics. This course prepares students to study Mathematical Methods and Specialist Mathematics in Year 11 and 12. Students who choose this course intend to pursue a career that requires a high level of further study in Mathematics or Science.

Students who elect to study this course are recommended to maintain a B+ standard if they wish to study Specialist Mathematics in Year 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 all units however Specialist Mathematics units cover algebra, analytical geometry and the trigonometric component of measurement in greater depth.

Students are encouraged to practise new procedures as part of their homework, so that they have confidence in approaching additional new concepts.

Students will be issued with their 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 will keep and use until Year 12 if studying Mathematical Methods or Specialist Mathematics.

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 and Problem Solving and Reasoning.

SCIENCE

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

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

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

Incursion

There is an incursion on the "Origin of the Universe"

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.

HEALTH AND PHYSICAL EDUCATION

Course Overview

This subject is compulsory for one of the two semesters offered in Year 10. Throughout the semester, four theoretical units and three practical units will be covered. Theoretical units will be four weeks in duration and practical units will be six to seven weeks in duration.

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 – Anatomy and Physiology/Benefits of physical activity

Unit 3 – Biomechanics

Unit 4 – Mind and body/Mental, nutritional and relational health

Practical

Unit 1 – Touch football

Unit 2 – Volleyball

Unit 3 – Dance

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 must 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 and 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 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.

ELECTIVE & VET COURSES

The following elective courses will be offered:

The Arts

- Drama

- Visual Arts

Humanities & Social Sciences

- Economics and Business

- Geography

Japanese

Technologies

- Digital Technologies

- Design and Technologies

 - Engineering Principles and Systems

 - Food and Fibre Production

 - Food Specialisation

 - Materials and Technologies Specialisations

Certificate I in Hospitality

DRAMA

Course Overview

"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).

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

Drama is a dynamic practice that introduces students 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 their true selves and meaningful connections with others and the world around us.

Course Outline

The Australian Curriculum: Students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints.

Students develop and sustain different roles and characters for given circumstances and intentions. They perform devised and scripted drama in different forms, styles and performance spaces. They collaborate with others to plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting to engage audiences. They refine performance and expressive skills in voice and movement to convey dramatic action.

The units of work studied in Year 10 are:

Verbatim Theatre

Forming – improvisation, creation: group/practical

Performing – scripted performance; group/practical

Responding – analytical response to live performance;
individual/written

Gothic Theatre

Forming – improvisation, creation; group/practical

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.

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 has 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 Visual Arts 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.

Through Visual Arts, students learn to reflect critically on their own experiences and responses 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. Learning in the Visual Arts helps students to develop understanding of world culture and their responsibilities as global citizens.

Course Outline

Responding in Visual Arts involves students responding to their own artworks and being audience members as they view, manipulate, reflect on, analyse, enjoy, appreciate and evaluate their own and others' 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.

Portraiture and Symbolism, Printmaking

Making – printmaking folio that represents identity.

New Media Art

Making – photographic folio exploring technologies, processes and techniques related to digital art.

Responding – comparative response to New Media artworks that explore aspects of human experience.

Environmental Art, Sculptural Installation Art

Responding – comparative response to Installation artworks that explore aspects of human experience.

Making – exploring responses to landscape, with a focus on installation.

Responding – Land Art proposal.

Assessment

Students will be assessed individually via a range of assessment types such as investigation (written task), project (practical task) and examination (written task). They are assessed according to *Making* and *Responding* criteria.

ECONOMICS & BUSINESS

Course Overview

Business Studies gives students the opportunity to further develop their understanding of economics and business concepts, encouraging creativity and improving their understanding of the business world. While exploring Business studies in a global context, students investigate civics and citizenship by developing an understanding of Australia's system of government through comparison with another system of government in the Asian region.

Course Outline

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’ focuses 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.

Course Overview

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. They use an increasing range of culturally appropriate gestures and behaviours, with a greater degree of self-correction, spontaneity and repair. They monitor their own language use in relation to cultural context, situation, purpose and audience. They develop a greater understanding of Japanese cultural norms, for example, in relation to responding to praise, communicating refusal, or the use of eye contact. Students initiate and sustain interactions with other speakers of Japanese in spoken and written modes. They use familiar language patterns as a foundation for generating increasingly original language in the contexts of their physical and social environments. They develop broader knowledge of vocabulary and grammar to produce more sophisticated language for a variety of audiences.

Students build on their mastery of hiragana and katakana and understand sound variation in the pronunciation of borrowed words. They use a greater number of kanji and increasingly apply their understanding of known kanji to predict the meaning of unfamiliar words.

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.

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 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, schools will devise four assessments in each semester for this subject. Teachers are encouraged to use the A–E descriptors in the reporting standards 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 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 4 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-linear editing techniques.

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.

Year 10 S1	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 / Exam: Code Identification
	Context/s	<i>Data structures and design</i>	<i>Coding & Robotics</i>
Year 10 S2	Unit Focus	1- Introduction to Digital Networks	2- Video Production Techniques – Premiere Pro
	Assessment	Exam	Folio of work / Exam – Video data encoding
	Context/s	<i>Networking</i>	<i>Image Processing</i>

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 is not a mandatory pre-requisite for any Senior Technology subject, however, developing skills in this subject would be advantageous if considering selecting Digital Solutions or Applied Information, Communication and Technology subjects in senior.

ENGINEERING PRINCIPLES AND SYSTEMS

Course Overview

Engineering Principles & 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 four senior subjects, Engineering (ATAR), Certificate III in Engineering - CAD, Certificate II in Engineering Pathways, and Certificate I in Construction. 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:

- The White Card Course – Working Safely in the construction industry
- A range of Construction and Engineering Projects
- The opportunity to read and interpret plans and operate CAD to produce basic drawings

Assessment

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

Senior Subject Pathways

Year 10 Engineering Principles & Systems is not a mandatory pre-requisite for any Senior Technology subjects, however, developing skills in this subject would be advantageous if considering selecting Design or Engineering ATAR subjects and all VET in the Technology senior area.

FOOD AND FIBRE PRODUCTION

Course Overview

The central focus of Food and Fibre, previously 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 an empowered, active and informed member of society; design social futures; contribute to the wellbeing of themselves and others; examine and take action on matters of personal and societal significance.

Course Outline

Unit 1: Multiculturalism - the evolution of Australian cuisine, Multiculturalism and Cuisine, focusing on a range of continents and countries. Key focus areas include, geography and culture, eating habits and nutrition, key ingredients and cooking habits.

Unit 2: Food and Lifestyle Choices – Special Dietary Needs, Intolerances, Allergies and Lifestyle Food Choices

Unit 3: Fashion Design - this unit will focus upon the development of understandings and skills in relation to textiles, design, production and fashion. Key focus areas include: elements of design, principles of design, types of fashion, fashion sketching.

Unit 4: Fibre Production – this unit will focus on the importance of creative expression through textiles. Key focus areas include: commercial patterns, the dyeing process, creation of a prototype product.

Assessment

A range of assessment items including:

- Food Design Brief “Eat Street Market” Research and Prototype Task
- Essay Task and Design Brief “Special Dietary Needs”
- Objective and Short answer theory examinations
- Design challenge “Create your own Fashion label”
- Design Challenge and Prototype Product “Design your own Duffel Bag”

Senior Subject Pathways

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

FOOD SPECIALISATIONS

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.

Course Outline

Unit 1 - Multiculturalism – the evolution of Australian cuisine, Multiculturalism and Cuisine, focusing on a range of continents and countries. Key focus areas include, geography and culture, eating habits and nutrition, key ingredients and cooking habits.

Unit 2 - Food and Lifestyle Choices – Special Dietary Needs, Intolerance, Allergies and Lifestyle Food Choices.

Unit 3 - Introduction to Food and Nutrition and Food Science – food drivers and emerging trends (consumer food drivers, sensory profiling, labelling and food safety, food formation and consumer market). Food science of vitamins, minerals, proteins, carbohydrates and fats. Food systems and developing food solutions

Assessment

A range of assessment items including:

- Food Design Brief “Eat Street Market” Research and Prototype Task
- Essay Task and Design Brief “Special Dietary Needs”
- Objective and Short answer theory examinations
- Sensory Evaluation Experimental Task

Senior Subject Pathways

Year 10 Food Specialisation is not a mandatory pre-requisite for Food and Nutrition, 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 success 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

Design folios are used to record the design thinking process and final solution. Design folios are a mix of written and visual communication. The three contexts of design undertaken during the course are:

- *Unit 1 - Products Design Folio*
- *Unit 2 - Services Design Folio*
- *Unit 3 - Environments Folio*

Software Programmes

Graphical software programmes such as Autodesk Inventor, Google SketchUp, Autodesk AutoCAD, Autodesk Revit, 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 for Senior Design. Knowledge and skills acquired in Design 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.

CERTIFICATE I IN HOSPITALITY

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.

Course Outline

The units of work studied in Year 10 are:

- Introduction to the Industry and Catering for a Crowd
- *Practical Function Assessments* - Creating a response to function criterias; work diary; planning; costing and product
- *Practical Assessment* - Mystery Box
- *Weekly Observations and workplace simulations* - to assess all units of competency over the duration of the course.
- *Theory Competency Units* - Theory Learning Content and Quizzes

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 |