Assisi Catholic College

Peace through Justice

Year 10

2023

Subject *HANDBOOK*

Shape Your Tomorrow

Contents

Introduction

Year 10 is a year of transition into the Senior Years Curriculum at Assisi Catholic College. This booklet offers details of our Senior Subject offerings for Year 10 in 2023.

Multiple Pathways		
UNIVERSITY PATHWAY (ATAR)	FURTHER TRAINING PATHWAY	WORK TRANSITION PATHWAY
Study and achieve in at least 4 General subjects and at least 1 Applied subject or Certificate III course that qualifies you for entry into a Bachelor Course.	Study and achieve in a combination of Certificate courses, Applied and / or General subjects to lead to entry into TAFE and / or work directly	Students participate in work experience, apprenticeships or traineeships and Certificate courses as well as Applied / General subjects to support chosen ambitions
UNIVERSITY DEGREE	CERTIFICATE OR DIPLOMAS	
Productive, Paid and Fulfilling Employment!		

How to choose subjects in Year 10

In selecting subjects, it is important that students consider:

- Areas that are of interest
- Ability
- Career aim
- Pathway after school - university, TAFE, work and prerequisites associated with these
- Job requirements
- Subject prerequisites – have these been met?
- Keeping options open and having a back-up plan
- If you would like to go to university, ensure that there are at least four General subjects.

Students should not choose a subject based on

- Friends taking it
- The teacher who has taken it in the past
- Possibility of an excursion
- They've heard it's easy
- They have heard they *need* to do it even though they hate it and haven't passed it previously

Year 10 Senior School Curriculum Offerings

Within Senior Schooling, students are striving to attain the Queensland Certificate of Education (QCE). There are many pathways students can take to lead them to the attainment of the QCE.

The curriculum structure that we are offering to Year 10 students exposes them to a range of pathways to the achievement of the QCE.

Students are required to study a subject in: Religious Education, English, Mathematics and four electives.

Students who choose not to study Science as one of their seven curriculum choices will be required to demonstrate the core Year Ten Science curriculum descriptors and achievement standards during the College's ELO and/or additional timeslots throughout the academic year.

As with all subject selection processes, we cannot guarantee that students will receive their first preference, or that the subject will actually run, and this will depend on numbers electing to do the subject.

How can parents help?

Encouraging students in their learning and in sound study techniques

- Providing a supportive learning environment in the home showing a daily interest in what students are doing
- Encouraging participation in subject activities
- Being aware of the school's expectations and assessment programs
- Helping children with their time management and encouraging them to begin planning for assessment as soon as it is handed out
- Enquiring about the school's course of study
- Discussing the topics studied
- Encouraging their children to read widely
- Providing access to news and current affairs which will assist students to consider a world view and a variety of opinions on current situations
- Taking opportunities to meet the teacher to discuss their child's progress
- Encouraging participation in extra-curricular activities
- Supporting school excursions

Timeline

Subject Information Session with Students	Term 3	Week 3
2023 – Year 10 Subject Selection Evening	Term 3	Week 3
All subject selection due to be uploaded on SSO	Term 3	Week 5
Students are informed of allocated electives	Term 4	

Year 10 Subjects offered in 2023

No. of subjects	General Subjects	Applied Subjects

	(recommended if planning on gaining an ATAR)		
	Name of Subject	Year 9 Prerequisite	
1	Study of Religion	Prereq: C in English	Religion and Ethics
2	English Literature	Prereq: C in English Prereq: B in English	Essential English
3	General Mathematics Mathematical Methods	Prereq: C in Math Prereq: B in Math	Essential Mathematics / (Numeracy Short Course)
4 5 6 7	Biology Business Chemistry / Physics Design Digital Solutions Drama Engineering Fashion Film, Television and New Media Geography Health History Italian Legal Studies Music Physical Education Production Technology Recreation Science Specialist Mathematics Visual Art	Prereq: B in Science Prereq: B in Science Prereq: B in Maths	Futsal

Study of Religion

What is Religion?

The subject of Religion looks at the place of religion in human affairs generally, as well as at specific religions. It is designed to be suitable for all students, whatever their views on religion. It can be taught in state, church and independent schools.

In Year 10, the Religion course focuses mainly upon Christianity whilst in Years 11 and 12 the study of world religions becomes more important.

What approach is taken?

The course is primarily educational in approach. This means that those teaching it are required to show openness towards varied opinions and understandings. It does, however, acknowledge that those involved as teachers and learners will have ideas and commitments in relation to religion. Religion provides students with an opportunity to reflect on those patterns of belief for the sake of personal understanding, while providing an appreciation of the specific religious traditions that are studied.

How do students benefit?

Religion offers a broad knowledge and appreciation of diverse religious beliefs and practices, providing insight into peoples and cultures, both past and present. It assists students to become mature, constructive members of society and also provides knowledge and research skills useful for tertiary study.

How do students learn?

The course caters for diverse abilities and interests. As well as library and audio-visual resources, students are encouraged to use other ways of gathering information. These include conducting interviews, participating in group discussions, visiting sacred places and/or religious communities, and attending religious rituals. By regarding religion as a human activity expressed in the lives of individuals and the functioning of societies, the course helps students to see the local community as a rich resource. The usual approach is to start with local expressions of religion and with present-day examples. From there the study can be extended to other situations and to the past.

How is student work assessed?

Religion is primarily an educational program. Assessment is based on criteria similar to those used in other subjects, not on levels of commitment or involvement in religious activities. Assessment continues throughout the course to provide the updating of information on student achievement. A range of tasks is used for this purpose, such as case studies, interviews, oral presentations, essays, research assignments and written tests.

Religion and Ethics

Focus of study area

Religion and Ethics helps students to know and understand the influence that values, belief systems or religious traditions have on their own and other people's behaviour. A search for meaning helps students from various cultural, social, linguistic and economic backgrounds to learn about and reflect on the richness of religious and ethical world views.

Religion and Ethics encourages students to develop ethical attitudes and behaviours required for effective participation in the community and to think critically, creatively and constructively about their future role in it.

The study-area core of Religion and Ethics focuses on the areas of ethics and meaning in life, incorporating personal, relational and spiritual dimensions of religious experience.

Students investigate these using an inquiry approach and relate them to their own life situations through a number of topics and a variety of learning experiences.

Opportunities for students

The program, beginning from a Catholic context, assists students to develop ethical attitudes and behaviours that encourage effective participation in the community and to think critically, creatively and constructively about their future role in it. Students should be involved in using the community as a resource for their learning and have opportunity to gain knowledge and skills they can use in life outside school.

Through a range of activities, students should develop positive attitudes and strategies for engaging as reflective learners in lifelong learning. Students will be involved in learning experiences that require creative and critical thinking, problem solving, networking, and planning and organising resources for presentations and projects that may incorporate collaborative and cooperative behaviours.

Activities may include:

- Working as a member of a group to collect, organise and record data to create a presentation using community resources through surveys, interviews, excursions and invitations
- Accessing and using computer databases
- Creating and participating in performance presentations such as drama, music and audio-visual presentations, seminars and debates
- Publishing a pamphlet, local paper or brochure
- Preparing a folio of items that demonstrate a special interest
- Developing a booklet for younger students in a variety of forms such as a comic book or a photographic essay, that depicts a particular theme.

Nature of assessment

Assessment in Religion and Ethics is designed to enable students to demonstrate achievement in their knowledge and understanding, processing skills and communication skills.

To determine a student's level of achievement a wide range of tasks is used. Assessment techniques may include response to stimulus materials (written or oral), presentations such as artistic, non-written or other forms of presentations including collages of images, preparing and presenting a class or school ritual/event or religious service, objective and short-answer tests. Tasks such as journals, project outcomes or oral or visual presentations could be the result of a field study.

English

Why study English?

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future. English contributes to nation building and to internationalisation.

English offers students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural

perspectives. English helps students to engage imaginatively and critically with literature to expand the scope of their experience.

What do students study?

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts.

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

What do students learn?

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- The skills to communicate effectively in Standard Australian English for a range of social and cultural purposes and audiences
- The skills to make choices about generic structures, language, textual features and technologies to best convey meaning
- Enjoyment and appreciation of literary and non-literary texts and the aesthetic use of language
- Creative thinking and imagination by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter worlds of others
- Exploration of ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences
- An empathy for others and appreciation of different perspectives through a study of a range of texts from varied cultures and periods.

How are students assessed?

Students will be assessed according to Australian Curriculum Achievement Standards. A Year 10 English assessment folio includes student responses that demonstrate achievement in a range and balance of assessments designed to assess the identified knowledge, understandings and skills in the achievement standard. The achievement standards include both receptive modes (listening, reading and viewing) and productive modes (speaking, writing and creating).

Literature

Why study English Literature?

Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts.

What do students study?

Students engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms.

Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

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Essential English

Why study Essential English?

The subject Essential English develops and refines students' language, literature and literacy skills which enable them to interact confidently and effectively with others in everyday, community, social and applied learning contexts. The study of Essential English plays a key role in the development of reading and literacy skills which help young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of the society.

What do students study?

In Essential English, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts. Students engage with a variety of texts. Literary texts that support and extend students as independent readers are drawn from a range of genres.

These texts explore themes of human experiences and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives.

What do students learn?

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- The skills to communicate effectively in Standard Australian English in a variety of contemporary contexts and social situations, including: everyday, community, social, further education, training and workplace contexts
- The skills to make choices about generic structures, language, textual features and technologies to best convey meaning
- Creative thinking and imagination by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter worlds of others
- Enjoyment and appreciation of literary and non-literary texts
- An empathy for others and appreciation of different perspectives through a study of a range of texts from varied cultures, including Australian texts by Indigenous and non-Indigenous writers.

How are students assessed?

Students will be assessed according to Australian Curriculum Achievement Standards. A Year 10 English assessment folio includes student responses that demonstrate achievement in a range and balance of assessments designed to assess the identified knowledge, understandings and skills in the achievement standard. The achievement standards include both receptive modes (listening, reading and viewing) and productive modes (speaking, writing and creating).

General Mathematics

Why study General Mathematics?

General Mathematics is designed for students who want to extend their mathematical skills but whose future studies or employment pathways do not require knowledge of calculus; including trades, and further educational training or university courses in areas such as economics, psychology, business and the arts.

General Mathematics should be selected by students who have obtained at least a C in Year 9 Mathematics.

What do students study?

The major themes of General Mathematics are life-related and practical applications of number and algebra, geometry and measurement, and probability and statistics, building on the content of what they have previously learnt.

What do students learn?

Learning reinforces prior knowledge and further develops key mathematical ideas including rates and percentages, concepts from financial mathematics, linear and non-linear expressions to model and solve

authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics and probability. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms.

They will see the role of mathematics in their daily lives, their communities and their cultural backgrounds. They will develop the ability to understand, analyse, and take action regarding social issues in their world. When students gain experience and confidence, and when they understand the content and evaluate their success by whether they can use and transfer their knowledge, they develop a mathematical mindset.

Mathematical Methods

Why study Mathematical Methods?

Mathematics Methods is designed for students whose future pathways may involve the application of mathematics and statistics in a range of disciplines at the tertiary level including natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, Nano science and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), and computer science (including electronics and software design). Students who undertake Mathematics Methods will see the connections between mathematics and other areas of the curriculum. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

Mathematics Methods should be selected by students who have gained at least a B standard in Year 9 Mathematics.

What do students study?

The major themes of Mathematics Methods are life-related and abstract applications of functions, rates of change and statistics. Topics are developed systematically, with increasing levels of sophistication and

complexity, and build on algebra, functions and their graphs, and probability, from the P-9 Australian Curriculum. Rates of change is essential for developing an understanding of the physical world. Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems.

What do students learn?

The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematics Methods. Effective and confident participation in the community and economy requires the development of a broad set of skills that reflect the demands of the 21st century. Acquiring these skills during senior schooling is critical to students' success in further education and life. Students undertaking Mathematics Methods will develop their critical and creative thinking, oral and written communication, Information and Communication Technology (ICT) capability, ability to collaborate, and sense of personal and social responsibility. They will become lifelong learners who are knowledge creators, technology savvy, problem solvers, innovators and effective communicators who share ideas with others, respond positively to change and are confident in pursuing their passions.

Essential Mathematics and Numeracy

(Short Course)

Why study Essential Mathematics?

Essential Mathematics is designed for students with a wide range of needs and aspirations. It provides students with access to authentic trade, industry and business environments and community connections. The benefit of Essential Mathematics goes beyond traditional ideas of numeracy, requiring greater emphasis on estimation, problem solving and reasoning, with the aim of developing thinking citizens who interpret the world mathematically, and use mathematics to make informed predictions and decisions about personal and financial priorities.

Students who have had difficulty in Yr. 9 Mathematics, and do not wish to undertake Maths in Yr 11 and 12, should select Essential Mathematics.

What do students study?

The major themes of Essential Mathematics are every day, life-related and practical applications of number, algebra, geometry, measurement, financial mathematics, probability and statistics. Teaching and learning builds on the proficiency strands of the P–9 Australian Curriculum. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations

and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

What do students learn?

Teaching and learning in Essential Mathematics ranges from practising familiar questions through to investigating and solving problems, allowing students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. Students achieve procedural fluency through practice, when they carry out procedures flexibly, accurately and efficiently, and when factual knowledge and concepts come to mind readily. This frees up working memory for more complex utilisation of knowledge, allowing students to successfully formulate, represent and solve mathematical problems.

Numeracy – Short Course

Students MUST do this course in Semester 2 of Yr 10 if they do not intend on pursuing Math in Yr 11 and 12.

Numeracy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Numeracy is integral to a person's ability to function effectively in society. Students learn strategies to develop and monitor their own learning, identify and communicate mathematical information in a range of texts and real-life contexts, use mathematical processes and strategies to solve problems, and reflect on outcomes and the appropriateness of the mathematics used.

Students identify, locate, act upon, interpret and communicate mathematical ideas and information. They represent these ideas and information in a number of ways and draw meaning from them for everyday life and work activities. Students use oral and written mathematical language and representation to convey information and the results of problem-solving activities.

Pathways

A course of study in Numeracy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Objectives

By the conclusion of the course of study, students will:

- Select and interpret mathematical information
- Select from and use a variety of developing mathematical and problem-solving strategies
- Use oral and written mathematical language and representation to communicate mathematically
- Plan, implement and adjust processes to achieve learning outcomes
- Apply learning strategies

Structure and assessment

Schools develop two assessment instruments to determine the student's exit result.

Topic 1: Personal Identity and Education	Topic 2: The Work Environment
One assessment consisting of two parts: • an extended response — oral mathematical presentation (Internal assessment 1A)	One assessment consisting of two parts: • an examination — short response (Internal assessment 2A)

• a student learning journal (Internal assessment 1B).	• a student learning journal (Internal assessment 2B).

Biology

Why study Biology?

Biology is characterised by a view of life as a unique phenomenon with fundamental unity. Biologists are scientists who study the natural world and all the living things in it, from the largest mammals down to our own microscopic DNA. They try to understand how animals and organisms work (including humans), how we evolved and the factors that can make us sick or improve our health. Biologists use this knowledge to try to stop the spread of disease and manage natural resources sustainably. They use their skills to improve human health, animal care and conservation and to identify the true impacts of factors like pollution.

Studying Biology enables students to engage in creative scientific thinking and to apply their knowledge in practical situations. The study of Biology will help students foresee the consequences of their own and society's activities on the living world. This will enable them to participate as informed and responsible citizens in decision-making processes, the outcomes of which will affect the living world now and in the future.

What Will I Gain from Biology?

- a knowledge and understanding of the living world
- the capacity to identify, gather, manipulate and process data
- the ability to communicate effectively on biological issues
- an appreciation of the complexity and beauty of biological phenomena

- a recognition that Australian ecosystems have unique characteristics
- an appreciation that each type of organism, including Homo sapiens, occupies a unique position in the biosphere
- a sense of responsibility for the stewardship of the local and global environment
- an ability to apply biological understanding, skills and reasoning to present-day and emerging issues.

Biology Career Connections

MEDICINE	Nursing; psychology; dental; pharmacy; doctor; paramedic; natural; therapy; acupuncture; prosthetics
ANIMAL HEALTHCARE	Vet nurse; veterinarian; equine studies; animal breeder/husbandry; zookeeping
AGRICULTURE	Pest control; genetics; soil scientist; flower/fruit/veg growing; aquaculture; nursery worker; winery worker; dairy/cheesemaking
RELATED PROFESSIONS	Teacher; research – biotech; biomedical; lab technician; microbiologist; food technology; outdoor education; tourism; SCUBA

Business

Why study Business?

In the ever-changing world in which business and government agencies operate, it is important that students entering the workplace acquire knowledge, investigation skills and attitudes necessary for efficient functioning in a variety of business contexts, both local and global.

Business is designed to equip students with the ability to communicate effectively and to interact confidently through and within a business environment and to use a range of business information and technologies relevant to both the private and public Administration concepts. Students will also be able to analyse and evaluate a range of business-related and financial situations in order to make recommendations. Further, students will be able to handle a variety of business transactions, including financial statements. These skills are critical to developing the effective work team, personal and interpersonal communication skills essential for good staff and customer relations, and, ultimately the successful operation of a business. This subject aims to give students a broad overview of the business discipline and an understanding of the varied factors that influence business decision- making.

What is studied?

The introductory Business course covers:

- Basic principles of Economics – needs and wants, scarcity, demand and supply, the circular flow model and the government's role in managing the economy
- Basic principles of Accounting – source documents, analysis of profit and loss statements and balance sheets
- Enterprise skills – communication, negotiating, planning, problem solving, risk taking
- Entrepreneurship and teamwork

- Ethical responsibility as producers and consumers

How do students learn?

In Business, students develop the knowledge, processes and skills associated with this course through a contextual approach. This approach exposes students to a variety of learning experiences corresponding with the needs of different private sector business offices and public administrative situations.

How are students assessed?

Assessment criteria will reflect the senior syllabus in Business and includes:
- Short response tests
- Extended written response tests
- Research assignments

Chemistry / Physics

Chemistry / Physics is offered as a year-long elective in Year 10. Chemistry and Physics topics will be alternated thus, there are no single semester study options.

Why study Chemistry?

Chemistry helps us to understand the links between the macroscopic properties of the world, and the subatomic particles and forces that account for those properties, thus enabling us to make sense of the physical world. Understanding and applying chemical concepts, models, procedures and intellectual processes aids in humankind's management of the planet's limited resources and could provide the key to our continuing survival. Chemistry can provide a uniting feature across most scientific undertakings especially where "traditional" science boundaries are becoming blurred.

Chemistry students gain the skills to distinguish between a plausible conclusion and one based on pure supposition. They learn to synthesise their thoughts and the thinking of others into a coherent whole, from which they can make judgments and propose future possibilities. They develop the ability to reach conclusions and explain the world in which they live.
Students considering health-related, science or even other university courses that require outstanding ATAR scores and/or mathematical problem solving should consider studying Chemistry/Physics.

Students who do not study Biology in high school are much more likely to succeed in university Biology than students who do not study Chemistry in high school but then find that it is "assumed knowledge" or a required subject in their university course.

An understanding of theoretical and practical aspects of Chemistry and Physics is essential for many vocations, especially STEM careers. These range from healthcare, engineering, mining and industrial processes to winemaking and brewing, food technology, forensic science, archaeological/museum

conservation and environmental careers. Physics is especially helpful for jobs that involve building things and developing new technologies, including engineering, astronomy, robotics, renewable energies, computer science, communications, space exploration, science writing, sports and games technology, research and nanotechnology.

Why study Physics?

The knowledge and concepts of Physics are a set of explanations, largely mathematical, that explains an extensive range of phenomena. At times these explanations conflict with everyday understandings, but they provide powerful mathematical solutions and models that elucidate "how things really work"; and importantly, they predict new phenomena as yet unobserved. Physics values methods of precise measurement, reproducible experimentation and powerful mathematical relationships.

Two clear reasons emerge for the study of Physics at senior level. First, it is the study of the universe and how it works, and second, its applications have produced and continue to produce innumerable benefits to our society. Physics extensively develops students' mathematical and problem-solving skills. It teaches students to analyse complex relationships; to critically examine the associated implications; and to develop justified solutions.

Design

What is Design?

Design is a course that develops skills in interpreting, generating and creating graphical communication. Students experience a journey from planning to production in simulated real-world contexts. The course engages students in making judgments and justifying decisions to achieve clear communication and compliance with standards and conventions that make graphics an international language. These principles are developed through contextual units, which focus on Production and Business Graphics and Built Environment. Design is a challenging subject that promotes students' personal pride and esteem.

Why study Design?

The ability to communicate effectively is an essential requirement in every field of endeavour. Design contributes to the development of technological literacy and develops the communication and problem-solving skills required for a large number of educational and vocational aspirations. Design provides the opportunity to express simple and complex information through visual imagery and representations, encouraging clearer and more efficient communication. It provides a solid foundation to careers in industrial design, graphic design, architecture, drafting and web design. The study has developed from technical drawing through art and animation into 3D modelling and video, which are vital components in many professions.

Graphical occupations include architectural designer, builder, cartographer, commercial artist, design/project engineer, electronic media/illustrator, environmental designer, fashions/textile designer, fine artist/illustrator, geological drafting technician, graphic designer (publishing/advertising), industrial designer, interior designer, landscape designer, mechanical/electrical designer, technical illustrator, technology teacher, town planner.

What do students learn?

Students learn about the efficiency and effectiveness of graphical communication and its ever- increasing impact on our technological society. Through the structured medium of visual imagery, students learn the ability to communicate and express information with clarity and precision.

Students are encouraged to be imaginative and creative through problem solving and designing, whether working individually or as part of a team. They develop real-life skills for visualising, investigating, analysing, synthesising and evaluating technical problems, and learn how to manipulate mechanical and computer drafting equipment effectively as a vehicle for conveying the outcomes of their research in a visually appealing form. Students produce graphical representations in two-dimensional and three-dimensional formats. With three-dimensional modelling now a major tool in graphical design and communication, the focus of student learning in graphics has changed. Students now require a high level of spatial awareness and skill to be able to separate complex drawings into primitive components.

How do students learn?

Students are exposed to a variety of intellectual challenges involving visual stimuli, analysis and problem solving while developing a range of practical communication and presentation skills. Students explore graphical communication through studies in real-life contexts developed across the contextual areas of Production graphics, Business graphics and Built environment.

How are students assessed?

Assessment in Design is designed to enable students to demonstrate a broad range of achievement in data research, drawing, reasoning, communication and presentation. Many assessment techniques and instruments are used, including folios of graphical responses to tasks, visual presentations, tests and assignments.

Digital Solutions

What is Digital Solutions?

Digital Solutions is a practical discipline that prepares students to respond to emerging technologies and information technology (IT) trends. Students develop the knowledge of, and skills in, the systems supporting IT. Systems range from those supporting the development of information, such as documents or websites, to those supporting technology, such as computers or networks.

Information Technology Systems prepares students to cope with, and harness to their advantage, the changes and significant opportunities associated with IT. This subject may lead to employment in such areas as IT support, graphic and multimedia manipulation, or university study in the fields of multimedia design, games design, website design and animation.

What is studied?

Subject matter in Digital Solutions is organised in five interwoven elements:

- Theory and techniques
- Problem-solving process
- Project management and client relationships
- Social and ethical issues

Contexts provide a focus for developing the subject matter into units of work. They include:

- Animation
- Game design
- Graphic design
- Interactive media
- Mobile technology
- Multimedia
- Networking
- Video production

- Web design

How do students learn?

Students of Digital Solutions engage in a variety of practical learning experiences in a mostly project-based course of study. Students will: Retrieve information from databases; Design, implement, test, evaluate and write documentation for information systems and other computer programs; Participate in class discussions, role- plays, dilemmas and scenarios; Install and maintain a variety of software applications and operating systems; Design, develop and evaluate software or hardware to meet client requirements; Generate helpdesk materials; Develop websites; Design, develop and evaluate games and other multimedia products; and, Undertake case studies to solve real IT problems.

How are students assessed?

Students are assessed against standards described in terms of:
- Knowledge and communication
- Design and development
- Implementation and evaluation

Drama

Why study Drama?

Drama is one of the oldest art forms known. It is the making and communicating of meaning involving performers and audiences, engaging people in a suspension of disbelief in order for them to enter a fictional world. Drama provides a medium for exploration, social criticism, celebration and entertainment and is explored through the dimensions of forming, presenting, and responding. Students who study Drama are actively participating in an experiential mode of learning that blends intellectual and emotional experience and offers a unique means of enquiry that assists in knowing and understanding themselves and the world.

What do students study?

To make dramatic meaning, students study core components and fields of study. The core components consist of the elements of drama and dramatic conventions. Dramatic conventions are accepted techniques and strategies associated with dramatic forms and styles and depend on the elements of drama (or building blocks). For example, some dramatic conventions associated with 'realism' include performance of scripted text with Stanislavski's acting techniques using elements of drama such as roles, mood and tension some conventions of 'process drama' (which takes place without an audience), include exploration of issues through techniques of improvisation and teacher-in-role using elements of drama such as focus, space, symbol and language.

The three fields of study are student-devised drama, Australian drama, and World drama. In student- devised drama, students create their own work from concept to performance while in the latter two fields of study students investigate particular play texts, performance texts, artists and their work, and the theatre industry. Students will be studying Play it Safe (Collage Drama / Political Theatre) in Semester 1, and Play it Fast & Loose (Shakespeare / Physical Theatre) in Semester 2.

What do students do?

Students are involved in:
- Collaborating in groups to manage tasks

- Working as artist in the making of creative work (forming), e.g., improvisation, role-play, devising, dramaturgy (shaping of text for performance), play-building, playwriting, script writing, directing, designing
- Rehearsing, polishing and performing dramatic action(presenting), e.g., dialogue, dramatic monologues, student-devised drama work
- Communicating from a position outside or after the drama(responding), e.g., seminar, evaluation/reflection, discussion, tutorial, forum, interview, dramaturgy, extended writing

How are students assessed?

Schools use a wide range of assessment techniques to judge student achievement. These include dramatic exploration through improvisation, scriptwriting, design concepts, performance of scripted drama or student-devised drama and extended theatre critique writing. Achievement in Drama is judged by matching a student's achievement in the assessment tasks with the exit criteria of the subject. These criteria are: Forming, Presenting and Responding.

Assessment for students will cover the following - group performance of a scripted text, written individual assignment (play review), stimulus on risk taking, directorial vision, performance and written individual examination.

Engineering

Why study Engineering?

Engineering technologies have been an integral part of society for as long as humans have had the desire to create solutions to improve their own and others' quality of life. Engineering has an impact on people and societies by transforming, restoring and sustaining the world in which we live.

Australia needs enterprising and innovative individuals with the ability to make discerning decisions concerning the development, use and impact of technologies. When developing technologies, these individuals need to be able to work independently and collaboratively to solve complex, open-ended problems. Engineering can help prepare students to be effective problem-solvers as they learn about and work with contemporary and emerging technologies.

What do students study?

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Engineering provides students with an opportunity to experience, first-hand and in a practical way, the exciting and dynamic work of real-world engineers. Students learn transferrable 21st century skills that support their life aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. The study of Engineering inspires students to become adaptable and resilient. They appreciate the engineer's ability to confidently and purposefully generate solutions that improve the quality of people's lives in an increasingly complex and dynamic technological world.

What do students learn?

Students of Engineering will participate in a wide range of practical and design-based activities exposing them to a variety of technology areas as described above. Learning will focus on:

- Engineering fundamentals and society
- Emerging technologies
- Statics of structures and environmental considerations
- Foundations of Engineering requiring students to understand the impact of technology, industry, society and sustainability on engineered design.
- Safety is incorporated into all activities associated with the prototyping and testing of a product and students are encouraged to transfer the need for safety into real-life situations.
- Engineering requires students to understand and apply the expanding development of resources used in manufacturing and industry. Students learn about materials, tools, processes and systems.

How are students assessed?

- Assessment in Engineering is designed to enable students to demonstrate a broad range of achievement in development and production, prototyping and testing. Many assessment techniques are used including design folios, practical task assessment, visual presentations, tests and assignments.

Fashion

Why study Fashion?

Fashion explores what underpins fashion culture, technology and design. Students use their imaginations to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts. Students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary and historical fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students engage in a design process to plan, generate and produce fashion items. They investigate textiles and materials and their characteristics and how these qualities impact on their end use. They experiment with combining textiles and materials and how to make and justify aesthetic choices. They investigate fashion merchandising and marketing, the visual literacies of fashion and become discerning consumers of fashion while appraising and critiquing fashion items and trends as well as their own products.

In Fashion, two core topics are explored – 'Fashion Culture' and 'Fashion Design'. Fashion culture explores the history of fashion, trends and fashion careers. Fashion design focuses on the design and construction process and visual literacies.

What do students learn?

Students will learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They will explore contemporary and historical fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students will explore the following fashion contexts:

- Collections
- Fashion designers
- Fashion in history
- Textiles
- Merchandising and labelling.

Fashion also has a large practical focus and students will learn through doing as they engage in a design process to plan, generate and produce fashion items. They will investigate textiles and materials and their characteristics and how these qualities impact on their end use. Students will experiment with combining textiles and materials and how to make and justify aesthetic choices. They will be challenged to use their imagination to create, innovate and express themselves and their ideas. Students will undertake individual and group work, manage projects and work independently.

How are students assessed?

There will be a variety of assessment techniques incorporated in the Fashion course. The assessment will be closely integrated with their learning experiences. Many assessment techniques and instruments are used, including process journals with supporting practical textile products, research reports, examination, visual presentations and practical products.

Cost

Students will be required to purchase fabric and commercial fashion patterns for each design task.

Film, Television and New Media

Why study Film, Television & New Media?

For most of us, film, television & new media are our primary sources of information and entertainment. They are important channels for education and cultural exchange. Moving-image media enable us to understand and express ourselves as Australian and global citizens, consumers, workers and imaginative beings. The "information" and "creative" industries are already among the largest employers and drivers of the economy in many countries. Their significance in our lives seems set only to increase, given that moving-image media will play an increasingly prominent part in our work and leisure.

Investigating "new" media is more than just investigating changes in technology and the ways it is used — it deals with existing technologies and developments in formats, genres and ways of representing the world. It also involves examining the "new" ways in which local and global communities interact with and through the media as well as "new" issues associated with access, ownership, control and regulation.

What do students study?

Students study the design, production and critique of products by using five key concepts that operate in the contexts of production and use.

These key concepts are:

- Technologies: the tools and associated processes that are used to create meaning in moving- image media production and use
- Representations: constructions of people, places, events, ideas, and emotions that are applied to create meaning in moving-image media production and use
- Audiences: individuals and groups of people for whom moving-image products are made, and who make meanings when they use these products
- Institutions: the organisations and people whose operational processes and practices enable or constrain moving-image media production and use
- Languages: systems of signs and symbols organised through codes and conventions to create meaning in moving-image media production and use

Students are assessed on the criteria of design, production and technique.

What do students learn?

Students may:

- Explore a range of products and contexts such as historical and contemporary, Australian and international, commercial and non-commercial, independent and mainstream, established media and new media

- Make productions for real audiences, such as a local or school audience, an audience associated with a film festival or competition, or an online audience for their products
- Interact with guest speakers from industry or online, and take part in excursions to cinemas, film, TV and animation studios
- Complete a storyboard based on a film script/screenplay identifying different shots, angles, composition, timing and transitions, and discuss, analyse and evaluate concepts and ideas
- Design a product for two different audiences, e.g., alternative, mainstream, fringe, resistant, niche, minority, youth, local, global
- Investigate how community standards, decisions about public funding, and political decisions affect production and use
- Compare the social and cultural conventions used in creating meaning in products made in two different countries.

Futsal

Why study Futsal?

Students interested in a career in the sports industry can gain valuable 'hands-on' experience in this course as well as certification in a number of useful areas. Futsal has both theoretical and practical components.

What do students study?

Theoretical Element

The theoretical element of the course focuses on 4 different selected term units covering six different aspects relevant to any sport or recreational activity with an emphasis on the aspects' application to the sport of Futsal.

Aspect 1: Physiological Units

These units will see students focused on:
- an understanding of Physical Conditioning
- an awareness of Nutrition, Health and Drugs
- the completion of a recognised Senior First Aid Course (including CPR)

Aspect 2: Coaching Units

These units will see students focused on completing / conducting:
- devising and conducting Coaching Clinics for primary students
- completing a recognised Coaching Licence
- undertaking Pre-tournament training and Tournament Coaching of primary students

Aspect 3: Refereeing Units

These units will see students focused on:
- completing a recognised Referee's Licence
- undertaking practical experience in Tournament refereeing

Aspect 4: Event Management Units

These students will see students focused on the 'management skills' needed to:
- Conduct Coaching Clinics for primary school students
- Conduct a Tournament for schools in the local community

Aspect 5: Information Technology Units

These units will see students focused on:
- Using I.T to analyse the playing, coaching and refereeing of Futsal
- Using I.T to create Futsal resources

Aspect 6: Psychological Units

These units will see students focused on:

- Psychological elements of Sport, especially Futsal Coaching

The Practical Element

The practical element of the course involves academy-style training and participation in tournaments all year round. The Training and Playing Units will focus on players acquiring knowledge of the skills and tactics of the game and applying these skills in simple, complex and game situations.

Food and Nutrition

What is Food and Nutrition?

Food and Nutrition involves the study of food and its relation to health. It enables the students to develop their knowledge and skills in an area that is relevant to their own lives and also through understanding where food and nutrition fit in the modern changing, multi-cultural society. Students will be exposed to the main aspects of food science, nutrition, safety practical practices, purchasing, planning, preparing, storing and serving of food.

Why study Food and Nutrition?

The study of Food and Nutrition provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It focuses on improving one's health and evaluating healthy food choices. It addresses the importance of hygiene and safe working practices and legislation in the production and manufacturing of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

Students also develop practical skills weekly in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment.

Career opportunities are available in both community and education agencies such as health, food critic, chef, environmental health officer, dietician, nurse, consumer scientist, food technologist, health officer, fitness trainer, nutritionist, health worker, marketing, food taster.

What do students learn?

Food and Nutrition uses an inquiry approach to investigate health issues and design challenges that are related to individual and family well-being in the context of maintaining healthy and sustainable local and global communities.

Students will develop their reasoning skills through thinking critically and creatively by analysing, synthesising, evaluating and justifying the issue or design challenge relevant to the wellbeing of individuals, families and communities. In a design practical food challenges students will use the processes of planning and managing resources, exploring, using, developing and refining skills to create a product that meets the intended purpose.

Throughout the design process students will explore the role of nutrition in contributing to the health of the individual and society.

How are students assessed?

Assessment in Food and Nutrition will include a variety of assessment techniques that are closely integrated with their learning experiences. Many assessment techniques and instruments are used, including process

journals with supporting food products, research report, examination, visual presentations, practical products and assignment.

Geography

What do we study in Geography?

- **Environmental Change and Management** Students investigate a specific type of environment and environmental change in Australia and one other country.
- **Geographies of human wellbeing** students explore 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.

Five Reasons to Study Geography

1. To understand basic physical systems that affect everyday life: These are important systems to monitor and predict in order to help lessen the impact of disasters.
2. To understand the spatial organisation of society and see order in what often appears to be random scattering of people and places: Studying Geography gives us a good idea of why towns and cities were established in certain locations and why some have flourished more than others.
3. To be able to make sensible judgements about matters involving relationships between the physical environment and society: An understanding of Geography lets us know which locations aren't ideal for development as well as how best to develop or expand cities and towns.
4. To appreciate Earth as the homeland of humankind and provide insight for wise management decisions about how the planet's resources should be used: Geography informs us of how to sustainably utilise the resources that are available as well as help to improve the status of those that are in danger of running out.
5. To understand global interdependence and to become a better global citizen: Lastly, Geography can help us to be more conscious minded about the world around us. Being a better global citizen means understanding others better and knowing the limitations of the Earth, both of which work toward making our planet a more liveable one.

Where can Geography lead?

- urban and environmental design, planning and management
- biological and environmental science
- conservation and land management
- emergency response and hazard management
- oceanography
- surveying
- global security
- economics
- business
- law
- engineering
- architecture
- information technology
- science

Health

Why study Health?

In this course students explore Health studies as a dynamic quality of life. They examine the impact of social, environmental, economic and biomedical determinants on health and their collective contribution to health disparities, as well as exploring approaches to address barriers which prevent groups from experiencing better health. Students apply inquiry skills to examine and analyse health issues, develop arguments and draw evidence-based conclusions. Health is aimed at students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work in the Health science field. A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and Recreational industry. The knowledge, understanding and skills taught through Health enable students to explore and enhance their own and others' health in diverse and changing contexts. Development of the physical, intellectual, social, emotional and spiritual capacities necessary in the strand of 'Personal, social and community health' are key components of the P–10 Australian Curriculum: Health and Physical Education. Health provides the students with valuable opportunities to engage in 'real life' learning in preparation for the ATAR Health- General subject.

Year 10 Health provides the students with valuable thinking and learning strategies as they gain an understanding on how to manage the different influences on their own health and development.

What do students learn?

Term 1 – Choices we make: respectful relationships

Term 2 – Community health and wellbeing / body image

Term 3 – Homelessness

Term 4 – First aid

How do students learn?

Students will be involved in a variety of written and oral learning experiences that are focused on the study of health issues. Learning experiences could include activities such as creating surveys to understand peoples' thoughts and ideas on a range of health topics, analysing popular beliefs and debating current health related issues.

How are students assessed?

A wide range of assessment techniques can be used including oral and written activities. A school assessment program could include such tasks as the demonstration of skills such as an article on Choices we make, a research report which analyses the impact of Homelessness in Australia, or a series of interviews/surveys focusing on strategies for awareness of living a healthy lifestyle.

History

Why study History?

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding others and ourselves. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations and communicate effectively.

How do students benefit?

History promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

How do students learn?

History, as a discipline, has its own methods and procedures that make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values. Students learn to look at significant events from different perspectives and develop empathy.

What do we cover?

In Semester One, students look at bodies and burials and the ethics of the archaeological in Ancient History. They then move on to an inquiry about the Australian involvement in World War II. In Semester Two they explore the civil rights movement of the First People of Australia and investigate how it was influenced by the African American civil rights movement. Students will then explore the waves immigration to Australia after WWII.

How is student work assessed?

Students will be assessed in a variety of ways that mirror the assessment tasks in the new senior syllabus including both short answer and essay style examinations with both seen and unseen sources, a course evaluation task and research essay. In all non-examination assessments, reference and bibliographies are an integral skill that will be assessed so students can prove the authenticity of their work.

Hospitality Practices

Why study Hospitality Practices?

The hospitality industry has become increasingly important economically in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers, and it consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferrable across sectors and geographic borders. Introduction to Hospitality enables students to develop knowledge, understanding and skills of the hospitality industry and to consider furthering their skills by undertaking a Certificate in Hospitality in Years 11 and 12.

What do students learn?

Within this subject, students will learn a wide selection of practical skills including Espresso Based Beverages, Café Style Food preparation and presentation, Cold Café Beverages and Mocktails.

Learning experiences may include:

- Exploring the role of ingredients and the importance of accuracy and measurement in baking
- Observing and practising the essential skills and techniques of baking to prepare food products for a range of occasions and industry settings
- Developing skills in managing resources for the completion of food products
- Investigating and exploring trends in industry for café foods
- Exploring and practising trends and techniques in presentation and plating, including espresso coffee

How do students learn?

At least 40 per cent of timetabled time involves students engaging in practical activity. Students will be involved in developing a variety of practical techniques and skills, oral presentations and a variety of written learning experiences that are focused on the hospitality industry. Learning experiences could include activities such as designing and organising an afternoon tea, buffet breakfast, oral presentations, plating individual assessment tasks, OHS reports, menu planning and design.

How is student work assessed?

Assessment in this subject will cover a range of techniques with emphasis on both practical and theoretical tasks. Tasks will offer a variety of ways and conditions for students to demonstrate evidence of knowledge and skills within the Hospitality environment. The criteria used to assess student performance are:

- Practical skills and application
- Knowledge and understanding
- Explaining and analysing

Italian

Why study Italian?

Italian is an international as well as an Australian community language, second only to English. Italians and people of Italian descent make up approximately 30 per cent of the modern Australian population. Since Italian and English are related languages, Italian is one of the easiest languages for English speakers to learn. It has the least linguistic distance from English of other languages taught in Australian schools. Knowledge of Italian facilitates access to other languages.

Information and communication technologies (ICTs), trade and commerce have brought Australians into closer relationships and more frequent interactions with people of other cultures, countries and communities. In such an environment, learning another language takes on a sense of necessity and urgency. A study of Italian provides learners of both Italian and non-Italian origin the opportunity to develop a knowledge of the Italian language and to deepen their understanding of the cultural traditions of the country. Let us not forget that Italy is also a very popular destination for Australian travellers! The ability to communicate in Italian enriches the travel experience and provides practical benefits for all travellers.

What are the advantages of studying a foreign language?

Learning an additional language helps students to live and learn as part of our global community. It gives them insights into other cultures, as well as the language and communication skills to interact with members of local and international communities. The ability to speak an additional language can be essential in areas such as tourism and hospitality, business, international relations and diplomacy, education and communications. This ability also opens up opportunities to study abroad, and to travel and live in parts of the world that would not have been possible without the local language.

What will the students study in Year 10 Italian?

Learning a language involves learning about people and culture. Students will study a wide variety of topics drawn from four key themes:

- My world
- Exploring our world
- Our society
- My future

How will the work be assessed?

Students will be assessed on their ability to communicate in Italian. They will need to show that they can comprehend and convey meaning in the spoken and written language. Students will be assessed regularly on the four key macro skills: listening, speaking, reading and writing. They may be assessed by:

- Answering questions about spoken and written texts in Italian
- Engaging in conversations and interviews
- Writing letters, emails and articles

Legal Studies

Why study Legal Studies?

Many significant legal and social issues face individuals and groups in Australian society. To deal with these issues, people need to be informed of their legal positions, rights and responsibilities. They need to be able to investigate and understand the Australian legal system and how it affects their basic rights, obligations and responsibilities. Informed citizens are better able to constructively question and contribute to improvement of laws and legal processes.

Legal Studies is principally intended to help students develop knowledge, skills and attitudes to enhance their ability to participate as informed, proactive and critical members of society. Students are encouraged to understand the impact of the law, legal system and legal processes in their daily lives. The immediate relevance of the course to students' lives should promote and motivate students to make constructive assessments and informed commentaries on the law, its system and processes, from practical and constructively critical social perspectives.

What is studied?

The introductory Legal Studies course covers:

- An introduction to the legal system
- Types of legal personnel
- The adversarial system
- Court proceedings
- Criminal law
- Law and minors

How do students learn?

In Legal Studies, students will discuss and debate common legal and social issues, providing convincing arguments to support definite and detailed opinions. They will be exposed to a wide range of current legal issues and will be expected to evaluate laws as well as examine social attitudes and avenues for settling legal conflict.

How are students assessed?

Assessment reflects the senior syllabus in Legal Studies and includes:

- Short response tests
- Extended written response tests
- Research assignments

Music

Why study Music?

Music holds a significant and special place in the everyday life of all cultures and societies. Studying Music can enhance your enjoyment of music and the arts, develop your practical and creative potential, and allow you to contribute to your community's cultural life.

The course of study encourages you to become a creative and adaptable thinker and problem solver, making informed decisions and developing your abilities to analyse and critically evaluate. A deeper level of knowledge, understanding and active participation in music making may support you in maintaining a lifelong engagement with music as an art form and as a means of creative, artistic and emotional expression.

What do students study?

The Music course is based around three broad areas composition, the creation of music, musicology, the study of music in social, historical and cultural contexts, performance, the interpretation of music through playing, singing and conducting.

All learning in these areas leads to developing your musicianship, the unique set of knowledge, understandings, skills, attitudes and artistic sensitivities that will allow you to think, work and engage in the world of music and to participate in all forms of music making. Underpinning these three areas is knowledge and understanding of music elements and concepts, and the skills to interpret and apply these within a range of music activities.

What do students do?

Music is often collaborative, so you will participate in activities such as composing, arranging, investigating, researching, rehearsing, listening and performing in a variety of contexts, styles and genres to present your music ideas.

In *composition* you will explore and experiment with sounds, instruments, styles, new media and methods of documenting sound to express your personal music ideas.

In *musicology* you will research, analyse and evaluate music from many sources to communicate your music ideas and express music viewpoints.

In *performance* you will have opportunities to develop your practical music skills by playing instruments, singing, conducting and directing music performances — both solo and ensemble — to create or re-create musical works.

You will be encouraged to attend live music performances, view music films and videos, and participate in school-based and extracurricular music activities

How are students assessed?

Assessment in Music gives you opportunities to demonstrate your musicianship and apply your knowledge and understanding of music elements and concepts.
In Music, assessment includes:

- composition tasks, which require students to create music (applying your creative, expressive, aural, cognitive and technical skills)
- extended responses (written, spoken or multimodal), which require students to analyse, evaluate and synthesise music to express a viewpoint
- written examinations, which require students to respond independently to questions or statements, under supervision; items may require you to read, listen to, interpret and analyse scores and recordings
- performance tasks, which require students to perform to an audience (demonstrating and interpreting music elements and concepts through playing, singing and/or conducting).

Physical Education

Why study Physical Education?

Physical Education involves students learning in, about and through physical activity. Physical Education focuses on the complex inter-relationships between motor learning, psychological and other factors that

influence individual and team physical performances. The course also focuses on the wider social attitudes to and understandings of physical activity. This subject is for students who are looking at doing Physical Education in Yr. 11 and 12.

Learning in, about and through physical activity will enable students to acquire knowledge, skills and understandings directly and indirectly as they participate in and study physical activity. To allow students to develop as intelligent performers the thinking skills associated with the cognitive processes are part of the learning in Physical Education.

Students make meaning of complex understandings by providing connections with their real-life contexts. From this basis of understanding students can apply these experiences to increasingly diverse and less familiar circumstances. In this subject, students learn to make judgments regarding their involvement in physical activity in a variety of roles, such as participant, spectator, official or observer.

These aspects of the subject will be demonstrated as students become involved in processes which could include planning psychological strategies for pre-match preparation, examining the impact of gender stereotypes on participation in physical activity, increasing their own physical fitness and developing an aesthetic appreciation of performance.

What do students learn?

Students study four physical activities over the course with equal time and emphasis given to each activity. These could be selected from activities as diverse as basketball, soccer, judo, touch, gym, badminton, golf, volleyball and artistic gymnastics. Subject matter is drawn from four focus areas, which are:

- Learning physical skills related to the activities - Skill Acquisition
- Processes and effects of training and exercise including physiology of exercise, training and program development and how these can improve team and individual performance.
- Event Programming
- Energy Systems

How do students learn?

At least 50 percent of timetabled time involves students engaging in physical activity. Students will be involved in a variety of written, oral and physical learning experiences that are focused on the study of the four physical activities. Learning experiences could include activities such as designing a training program for an individual or team, analysing popular beliefs about physical activity and debating current sporting issues.

How is student work assessed?

A wide range of assessment techniques can be used including physical, oral and written activities. A school assessment program could include such tasks as the demonstration of skills in a particular physical activity, a research report which analyses a training program for a team, or a series of interviews focusing on strategies used in a physical activity. The achievement level awarded to each student on exit from the course will be based on information about student performance in the assessable exit criteria of the course as outlined in the syllabus. These criteria are: Acquiring, Applying, Evaluating.

Production Technology

Why study Production Technology?

The Production Technology course is structured to give students an introduction to possible areas of study for Years 11 and 12. Such subject areas include Industrial Technology Skills, Certificate I in Construction and Certificate I in Engineering. Students will develop and practice their knowledge and skills in the areas of Production Technology, Construction, Engineering Technology and Industrial Technology.

It is anticipated that introducing students to a variety of different areas within the Technology learning area, students will develop an appreciation for the diversity of the Technology areas and therefore enable them to choose wisely their area of study for Years 11 and 12.

What do students study?

Students build knowledge and understanding that enables them to develop solutions to prescribed and design challenges by applying their knowledge of resources, and of relevant techniques and tools, with appropriate consideration of the impacts and consequences of their solutions.

Industrial Technology - Students will develop knowledge and understanding of Industrial Technology techniques and practices investigating a range of different polymers and composite materials used in an industrial context. Students will focus on the underpinning industry practices and production processes required to manufacture products in a variety of industries, including metals engineering, timber furnishing combined with laser and 3D printing opportunities. It provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

Construction - Students are introduced to the Construction Industry, developing their knowledge and understanding of the scope of the industry through reading and interpreting plans, planning and organizing work and using a range of construction tools and equipment.
Engineering Technology - Students build knowledge and understanding of engineering processes from a practical perspective via introduction to a range of different tools, machines and materials focusing on non-portable, power driven manufacturing machinery and systems used to perform specific operations on man-made materials to produce durable goods or components.

What do students learn?

Students of Production Technology will participate in a wide range of practical and design-based activities exposing them to a variety of technology areas as described above. Learning will focus on:

- Foundations of Technology requiring students to understand the impact of technology, industry, society and sustainability on product design.
- Safety is incorporated into all activities associated with the design and development of a product and students are encouraged to transfer the need for safety into real-life situations.
- Manufacturing Resources requires students to understand and apply the expanding development of resources used in manufacturing and industry. Students learn about materials, tools, processes and systems.

How are students assessed?

Assessment in Production Technology is designed to enable students to demonstrate a broad range of achievement in product design, development and production. Many assessment techniques are used including design folios, practical task assessment, visual presentations, tests and assignments.

Recreation

Why study Recreation?

Recreation focuses on the role recreation has in their life of individuals and communities. It is a subject that provides students with the opportunity to learn in, through and about recreation activities. Students will undertake variety of recreational activities are examined while undertaking coaching and First Aid. This course focuses on the aspects related to participation in sport and physical activity. Students develop knowledge and understanding of the value of the activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active.

This course provides a sound platform for the Certificate III in Fitness in Yr 11/12 and then further study in the sport and leisure industry.

What do students learn?

Term 1 – Anatomy / Physiology

Term 2 – Gym / Fitness

Term 3 – Coaching

Term 4 – First aid

How do students learn?

At least 50 percent of timetabled time involves students engaging in physical activity. Students will be involved in a variety of written, oral and physical learning experiences that are focused on the study of physical activities. Learning experiences could include activities such as designing a training program for an individual or team, analysing popular beliefs about physical activity and coaching a junior class in a chosen activity. The students will also complete their First Aid certificate. They will be a small cost for this activity.

How are students assessed?

A wide range of assessment techniques can be used including physical, oral and written activities. A school assessment program could include such tasks as the demonstration of skills in a particular physical activity, a research report which analyses a training program for a team/individual and completing their First Aid certificate.

Science

Why study Science?

The Australian Curriculum now provides opportunities for all students, regardless of post-school pathways, to continue to develop valuable science understanding and skills in Year 10. This subject is a more practical version of Year 10 Science that emphasises topics that are more immediately related to pathways in vocational education and training, such as Construction, Child Care and Hospitality. It will assist students to develop the communication and problem-solving skills required for a large number of vocational pathways.

This development is encouraged by incorporating topics and applications that affect students' everyday lives, and by using an approach that involves working systematically and logically to solve problems using scientific methods. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science

or health-related careers. Students are encouraged to challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this "scientific literacy" are well established, including helping students to foresee the consequences for the living world of their own and society's activities. This will enable them to participate as informed and responsible citizens in decision-making processes, the outcomes of which will affect the world both now and in the future.

What do students study?

Students apply scientific methods to solve real-world problems in familiar contexts like kitchen chemistry and road safety. They explore the role of DNA as the blueprint for controlling the characteristics of organisms. Students create models and diagrams to represent the relationship between DNA, genes and chromosomes. They investigate how genetic information is passed on to offspring from both parents by meiosis. Students also study the causes and inheritance of genetic mutations in DNA or chromosomes.

They research how genetics can strongly influence the development of different diseases and consider how emerging technology may provide human beings with new ways of managing their own health in the future. Students analyse everyday motions produced by forces, such as measurements of distance and time, speed, force, mass and acceleration.

They explore Newton's laws and the physics of energy changes in the context of road safety. Using a physics perspective students study how excessive speed, distractions such as mobile phone use and driving whilst under the influence of alcohol and drugs lead to a greatly increased risk of vehicle accidents.

What do students learn?

Students will examine collected data, suggest hypotheses that explain observations, and design and conduct experiments. When analysing data, selecting evidence and developing and justifying conclusions they identify alternative explanations for findings and explain any sources of uncertainty. They construct evidence-based arguments and select representations and texts to communicate science ideas for specific purposes.

How are students assessed?

The program will include a variety of assessment techniques that are closely integrated with the learning experiences. Students have substantial opportunities to progress their assessments in class as assessment tasks are designed to incorporate key learning experiences. Hands-on model building and experiments using scientific methods as well as highly structured writing tasks are key components of assessment.

Specialist Mathematics

Why study Specialist Mathematics?

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection, and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. The use of technology to make connections between mathematical theory, practice and application is integral to mathematics. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data driven world. It is the foundation of all quantitative disciplines.

Specialist Mathematics provides additional preparation for tertiary studies in subjects with high mathematical demand, especially in the natural sciences, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

What do students study?

The major themes of Specialist Mathematics are life-related and abstract applications of functions, probability and statistics, vectors, complex numbers and matrices. Topics are developed systematically, with increasing levels of sophistication and complexity, building on fractions, indices and logs, functions, probability and statistics from Mathematics Methods, while vectors, complex numbers and matrices are introduced. Functions are essential for creating models of the physical world. Probability and statistics are used to describe and analyse phenomena involving uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours. Specialist Mathematics has been designed to be taken in conjunction with Mathematics Methods.

What do students learn?

Teaching and learning in Specialist Mathematics ranges from practising familiar questions through to investigating and solving problems, allowing students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. Students achieve procedural fluency through practice, when they carry out procedures flexibly, accurately and efficiently, and when factual knowledge and concepts come to mind readily. This allows students to successfully formulate, represent and solve mathematical problems. Problem solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. With appropriate effort and experience, students who undertake Specialist Mathematics should develop confidence and experience success in their use of mathematics.

How is student work assessed?

Students will be assessed in a variety of ways including examinations and assignments.

Visual Art

Why study Visual Art?

Visual Art involves the production of artworks (*making*) and the appreciation of artworks (*appraising*) through the processes of *researching*, *developing* and *resolving*. When students study this subject they make visible ideas, thoughts, feelings and observations of their world through display and exhibition of made images and objects. As students define, communicate and discern meanings, they come to understand the purposes and intents of visual artworks in various cultures and societies. They develop the capacity to critically reflect on and challenge representations of cultural values, beliefs and customs and to make informed judgments when ascribing aesthetic value to visual artworks.

In a world of proliferating communication technologies and of increasing published, Internet-transmitted, and digitised visual information, a knowledge and understanding of how meanings are constructed and 'read' is essential in becoming a critical consumer and/or producer of images and objects, whether for leisure or work.

What do students study?

Using the processes of researching, developing and resolving, students explore concepts through a study of a range of media areas. Media areas are overviews of knowledge, skills, techniques and processes, with each area not restricted to preconceived understandings of the visual art discipline. Students are encouraged to work across the media areas.

The media areas are: ceramics, costume and stage design, drawing, electronic imaging, environmental design, fibre arts, graphic design, installation, painting, performance art, photographic arts, printmaking, product design, sculpture, video and film. Students also study a diverse range of artworks, visual art styles and philosophies from a variety of social, cultural and historical contexts. Over a course of study, students communicate their own personal style and expression through their individualised responses to concepts when they make and appraise images and/or objects.

What do students learn?

In making artworks, students define and solve visual problems by using visual language (including visual elements, principles of composition, sign and symbolism) and contexts.

This involves students in:

- Observing, collecting, compiling and recording visual, verbal and sensory information and ideas from specific sources and contexts
- Selecting, exploring, manipulating and exploiting materials, techniques, processes and technologies, in particular media areas to communicate meanings
- Translating and interpreting ideas through media manipulation to invent images and objects
- In appraising artworks, students determine and communicate meanings. This involves them in:
- Demonstrating knowledge and understanding of artworks in contexts that relate to concepts and media
- Analysing, synthesising and evaluating sensory information to discern meanings
- Justifying positions when determining the aesthetic value of artworks
- Using suitable terminology, language and referencing conventions

How are students assessed?

Schools use a wide range of assessment techniques to judge student achievement. These include teacher observation and student-teacher consultation in relation to art making folios and/or visual journals, focused analysis, and short response and extended writing such as objective tests, essays and critiques.

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