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August 2012

Dear Parents

This subject handbook provides an overview of the subjects and units taught at St Francis College in Year 10. Year 10 is designed as a transition year into Senior Studies. By tasting a range of Year 10 subjects, students should be more informed and make wise choices regarding their senior pathway.

I would encourage you to read the information with care and fully discuss options with your student. I believe that such co-operative planning has great benefit for the quality of the work your child does at school.

If you wish to clarify any aspect of the handbook, please do not hesitate to contact your child’s pastoral teacher or the College Leadership Team.

Yours sincerely

Kerry Mulkerin
PRINCIPAL
CURRICULUM FOUNDATIONS

St Francis College is part of the Brisbane Archdiocesan System of Catholic Schools, and as such, plans and develops curriculum in response to the following overarching goal:

*As a Catholic Christian community we educate for all to live the gospel of Jesus Christ as successful, creative and confident, active and informed learners empowered to shape and enrich our world.*

The Year 10 subjects are designed to prepare students for Years 11 and 12. Each subject includes learning experiences and assessment that builds knowledge, skills and work habits, required for success in specific senior subjects. Other preparation for the Senior Phase of Learning includes:

- Career Education and Work Experience;
- Opening of a Learning Account with the Queensland Studies Authority (QSA). Students will be given a Learner Unique Identifier (LUI) Number. The Learning Account will display information about their studies at the College and through other Learning Providers; and
- Preparation of a Senior Education & Training (SET) plan.

**Course costs** for materials and excursions will be calculated in an **activities levy**.

Please read the options carefully and select the desired course using the **blue form** at the back of the booklet.
CHOOSING WHAT TO STUDY AND SUCCEEDING

OVERALL PLAN

As an overall plan, it is suggested that you choose subjects or units:

• you enjoy
• in which you have already had some success
• which will help you achieve your chosen career goals, or at least keep your career options open
• which will develop skills, knowledge and attitudes useful throughout life.

If you follow the guidelines below and ask for help when you need it, you should come up with a course of study that is appropriate for you and that you enjoy.

GUIDELINES

Keep your options open. At the moment, you may not know exactly what you want to do when you finish school. This is normal because at this stage in your life it is important to explore many options.

It is wise to keep your options open. This means choosing a selection of units or subjects that makes it possible for you to continue exploring your career options before making more definite decisions in the future.

Think about your career options

It is helpful to have some ideas about possible career choices, even though these ideas may change as you learn more about yourself and the world of work.

Career Education

In year 10, all students study career education and attend Work Experience in Term 3 to explore career options. The following information on careers is also highly recommended:

• Queensland Studies Authority (QSA) Student Connect – this website provides comprehensive career information on-line at https://studentconnect.qsa.qld.edu.au. The Career Information Service (CIS) provides a comprehensive career service for young people and is not limited to the following:
  • Myfuture (www.myfuture.edu.au) – this website is Australia’s national career information service
  • Job Guide – this book is available in all schools at the beginning of Year 10 or you can visit the website at http://www.jobguide.deewr.gov.au/.

Find out about the subjects or units of study offered

It is important to find out as much as possible about the subjects or units of study offered at St Francis College. The following ideas will help:

• read the subject or unit descriptions in this handbook
• ask subject co-ordinators and teachers of particular subjects or units
• look at books and materials used by students in the subjects or units
• listen carefully to class talks and course selection nights
• talk to students who are already studying the subjects or units.

When investigating a subject or unit to see if it is suitable for you, find out about the content (i.e. what topics are covered) and how is it taught or assessed. For example:

• does the subject or unit mainly involve learning from a textbook?
• Are there any field trips, practical work, or experiments?
• How much assessment is based on exams compared to assignments, theory compared to practical work, written compared to oral work?

Make a decision about a combination of subjects or units that suits you

You are an individual, and your particular study needs and requirements may be quite different from those of other students. This means that it is **unwise to either take or avoid a study area because:**

- Someone told you that you will like or dislike it
- Your friends are not taking it
- You like or dislike the teacher
- “all the boys or girls take that subject or unit” (all subjects or units have equal value for males and females)

Be honest about your abilities and realistic with your occupational ideas

There is little to be gained by continuing with subjects or units that have proved very difficult even after you have put in your best effort.

Also, if your career ideas require the study of certain subjects, do you have the ability and determination to work hard enough to achieve the results required?

Be prepared to ask for help

If you need more help, then ask for it. Talk to your parents, teachers, careers adviser (Mrs Maxwell) and principal.

Make use of the school course selection program. Look at the resources suggested in this handbook and make informed decisions about your curriculum studies.

Commitment

Students need to practice commitment to study in the following ways in order to achieve SUCCESS. Here are some required **good work habits:**

1. Spend at least **6 hours a week** on school work at home
2. **Homework** involves spending time outside of school on assignment work, structured study and completing practical tasks such as reading, researching using the internet, planning and preparing for assessment, writing responses, learning content, re-working maths problems, practising orals
3. Get **organised** by using your **school diary**
4. Keep a **balance** between school life, part-time work, sporting and cultural activities, social life and family life.
CORE CLASSES
In Year 10, students are required to study four (4) core subjects and are placed into classes according to their level of achievement.

1. Study of Religion OR Religion and Ethics
2. English OR English Communication
3. Maths A OR Maths B

ELECTIVE CLASSES

• Business and Technology
  » BSB10107 Certificate I in Business
  » Legal Studies
  » Multimedia

• Health and Physical Education
  » Confraternity Netball
  » Confraternity Rugby League
  » Physical Education
  » Recreation Studies

• Industrial Design and Technologies
  » Graphics
  » Industrial Technology and Design (ITD)
  » LMF10108 Certificate I in Furnishing

• Home Economics and Hospitality
  » SIT10207 Certificate I in Hospitality
  » Home Economics

• Humanities
  » Modern History

• The Arts
  » Drama
  » Music
  » Visual Art

SCHOOL-BASED APPRENTICESHIPS/TRAINEESHIPS

• Students may also seek to undertake school-based apprenticeships and traineeships with approval. Please see the Careers/VET Coordinator for an appointment to discuss your career goals.
CAREER INVESTIGATION

You can use the tables below to investigate careers by relating your interest in school subjects to possible occupations. You may wish to use these steps:

1. identify the subjects you enjoy and do best at;
2. use this list to find the names of occupations that may be related to these subjects;
4. Talk to your Careers’ Advisor.

<table>
<thead>
<tr>
<th>HISTORY</th>
<th>GEOGRAPHY</th>
<th>STUDIES OF SOCIETY AND ENVIRONMENT/STUDIES OF RELIGION</th>
<th>ENGLISH</th>
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</thead>
<tbody>
<tr>
<td>Anthropologist</td>
<td>Agricultural scientist</td>
<td>Anthropologist</td>
<td>Actor</td>
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<tr>
<td>Archaeologist</td>
<td>Biological scientist</td>
<td>Archivist</td>
<td>Author</td>
</tr>
<tr>
<td>Archivist</td>
<td>Cartographer</td>
<td>Child care worker</td>
<td>Book editor</td>
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<tr>
<td>Barrister</td>
<td>Environmental scientist</td>
<td>Community worker</td>
<td>Broadcaster</td>
</tr>
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<td>Community worker</td>
<td>Forest technical officer</td>
<td>Counsellor</td>
<td>Copywriter</td>
</tr>
<tr>
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<td>Geographer</td>
<td>Environmental scientist</td>
<td>Foreign affairs and trade officer</td>
</tr>
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<td>Geologist</td>
<td>Geographer</td>
<td>Human resources officer</td>
</tr>
<tr>
<td>Geologist</td>
<td>Hydrographer</td>
<td>Library technician</td>
<td>Interpreter</td>
</tr>
<tr>
<td>Historian/Journalist</td>
<td>Landscape architect</td>
<td>Police officer</td>
<td>Journalist</td>
</tr>
<tr>
<td>Lawyer</td>
<td>Marine scientist</td>
<td>Probation and parole officer</td>
<td>Lawyer</td>
</tr>
<tr>
<td>Librarian</td>
<td>Meteorologist</td>
<td>Public relations officer</td>
<td>Librarian</td>
</tr>
<tr>
<td>Museum curator</td>
<td>Ocean hydrographer</td>
<td>Recreation officer</td>
<td>Management consultant</td>
</tr>
<tr>
<td>Public relations officer</td>
<td>Park ranger</td>
<td>Religious leader</td>
<td>Printing machinist</td>
</tr>
<tr>
<td>Religious leader</td>
<td>Surveyor</td>
<td>Social worker</td>
<td>Publisher</td>
</tr>
<tr>
<td>Sociologist</td>
<td>Teacher</td>
<td>Sociologist</td>
<td>Receptionist</td>
</tr>
<tr>
<td>Stage manager</td>
<td>Tour guide</td>
<td>Teacher</td>
<td>Speech pathologist</td>
</tr>
<tr>
<td>Teacher</td>
<td>Town planner</td>
<td>Town planner</td>
<td>Teacher’s aide</td>
</tr>
<tr>
<td>Writer</td>
<td>Travel consultant</td>
<td>Trade union official</td>
<td>Travel consultant</td>
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<td>Water services officer</td>
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<th>HEALTH AND PHYSICAL EDUCATION</th>
<th>INFORMATION TECHNOLOGY</th>
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<td>Acupuncturist</td>
<td>Analyst (Information technology)</td>
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<tr>
<td>Actuary</td>
<td>Chemist</td>
<td>Ambulance officer</td>
<td>Architectural drafter</td>
</tr>
<tr>
<td>Bank officer</td>
<td>Computer programmer</td>
<td>Beauty therapist</td>
<td>Business systems analyst</td>
</tr>
<tr>
<td>Bookkeeper</td>
<td>Electrical fitter</td>
<td>Chiropractor</td>
<td>Computer systems engineer</td>
</tr>
<tr>
<td>Credit officer</td>
<td>Engineer</td>
<td>Fitness instructor</td>
<td>Computer hardware service technician</td>
</tr>
<tr>
<td>Economist</td>
<td>Electronics service person</td>
<td>Hospital food service manager</td>
<td>Computer systems officer</td>
</tr>
<tr>
<td>Electrical fitter</td>
<td>Environmental scientist</td>
<td>Jockey</td>
<td>Data processing operator</td>
</tr>
<tr>
<td>Engineer</td>
<td>Forensic scientist</td>
<td>Massage therapist</td>
<td>Database administrator</td>
</tr>
<tr>
<td>Geologist</td>
<td>Laboratory worker</td>
<td>Nurse</td>
<td>Desktop publisher</td>
</tr>
<tr>
<td>Mathematician</td>
<td>Medical practitioner</td>
<td>Occupational health and safety officer</td>
<td>Help desk operator</td>
</tr>
<tr>
<td>Motor mechanic</td>
<td>Meteorologist</td>
<td>Occupational therapist</td>
<td>Information technology educator</td>
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<tr>
<td>Pattern maker</td>
<td>Nurse</td>
<td>Physiotherapist</td>
<td>Information technology manager</td>
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<td>Physicist</td>
<td>Pharmacist</td>
<td>Podiatrist</td>
<td>Multimedia developer</td>
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<td>Programmer (information technology)</td>
<td>Photographer</td>
<td>Psychologist - sport</td>
<td>Programmer</td>
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<tr>
<td>Quantity surveyor</td>
<td>Refrigeration and air-conditioning mechanic</td>
<td>Recreation officer</td>
<td>Software designer</td>
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<tr>
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<td>Sports scientist</td>
<td>Radiation therapist</td>
<td>Software engineer</td>
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<td>Sugarcane analyst</td>
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<td>Systems designer</td>
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<td>Training officer</td>
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<td>Veterinarian</td>
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<td>Website administrator</td>
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<td>MUSIC</td>
<td>SPEECH AND DRAMA/DANCE</td>
<td>VISUAL ART</td>
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<td>Announcer</td>
<td>Actor</td>
<td>Architect</td>
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<tr>
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<td>Artist</td>
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<tr>
<td>Composer</td>
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<td>Craftsperson</td>
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<td>Choreographer</td>
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<td>Dancer</td>
<td>Dressmaker</td>
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<td>Multimedia developer</td>
<td>Film and TV lighting operator</td>
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<td>Make-up artist</td>
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<td>Model</td>
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<td>Singer/vocalist</td>
<td>Set designer</td>
<td>Landscape architect</td>
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<td>Sound technician</td>
<td>Speech pathologist</td>
<td>Landscape gardener</td>
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<td>Make-up artist</td>
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<td>Teacher – dance</td>
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<td>Teacher – speech &amp; drama</td>
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<td>BUSINESS EDUCATION</td>
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<td>Catering manager</td>
<td>Bank officer</td>
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<tr>
<td>Assembler</td>
<td>Clothing patternmaker</td>
<td>Bookkeeper</td>
<td></td>
</tr>
<tr>
<td>Automotive electrician</td>
<td>Cook/chef</td>
<td>Bookmaker</td>
<td></td>
</tr>
<tr>
<td>Boilermaker</td>
<td>Craftsperson</td>
<td>Car rental officer</td>
<td></td>
</tr>
<tr>
<td>Builder</td>
<td>Dietitian/nutritionist</td>
<td>Cashier</td>
<td></td>
</tr>
<tr>
<td>Cabinetmaker</td>
<td>Dressmaker</td>
<td>Court and Hansard reporter</td>
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<tr>
<td>Carpenter/joiner</td>
<td>Dry cleaner</td>
<td>Court officer</td>
<td></td>
</tr>
<tr>
<td>Cartographer</td>
<td>Events manager</td>
<td>Credit officer</td>
<td></td>
</tr>
<tr>
<td>Drafter</td>
<td>Fashion designer</td>
<td>Croupier</td>
<td></td>
</tr>
<tr>
<td>Engineering associate (mechanical)</td>
<td>Food technologist</td>
<td>Economist</td>
<td></td>
</tr>
<tr>
<td>Fitter</td>
<td>Home care worker</td>
<td>Farm manager</td>
<td></td>
</tr>
<tr>
<td>Graphic designer</td>
<td>Home economist</td>
<td>Hotel/motel manager</td>
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<tr>
<td>Industrial designer</td>
<td>Hospital food service manager</td>
<td>Office administrator</td>
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<tr>
<td>Landscape architect</td>
<td>Hotel/motel manager</td>
<td>Paralegal worker</td>
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<tr>
<td>Leadlight worker</td>
<td>Interior decorator</td>
<td>Real estate salesperson</td>
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<tr>
<td>Metal fabricator</td>
<td>Nanny</td>
<td>Receptionist</td>
<td></td>
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<tr>
<td>Metal trades assistant</td>
<td>Nurse</td>
<td>Secretary</td>
<td></td>
</tr>
<tr>
<td>Panel beater</td>
<td>Pattern maker</td>
<td>Stock and station agent</td>
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<tr>
<td>Picture framer</td>
<td>Retail buyer</td>
<td>Teacher</td>
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<tr>
<td>Sheetmetal worker</td>
<td>Tailor</td>
<td>Travel consultant</td>
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<tr>
<td>Teacher</td>
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</tbody>
</table>

**RELIGIOUS EDUCATION**

- Education
- Journalism
- Law
- Event planning
- Government
- Peace work
- Museums and the Arts
- Non-Profit or non-governmental organisations
- Counselling
- Social Work
- Religious Professions
- Missionary

www.cis.qsa.qld.edu.au
LEARNING SUPPORT

Rationale
Learning support is available to provide support for students with diverse learning needs to access the curriculum and to meet learning outcomes. The function of Learning Support is to match programs to students’ needs, assist class teachers to make adjustments to programs, assessment and teaching methods and to provide resources to help students develop academically, emotionally and socially.

How does it work?
Learning support is provided in a number of ways including:

- Collaboratively planning, implementing and evaluating individual education programs (IEPs) for students with special needs.
- Collaboration with subject teachers to adjust teaching programs to facilitate access to the curriculum students with diverse learning needs.
- Providing support staff to assist in regular classrooms as well as deliver individual and small group tutorial instruction.

Assessment and Reporting
Adjustments to assessment tasks may be made to provide students with opportunities to demonstrate achievement. Adjustments which do not change the standards and criteria do not affect reporting. Adjustments which significantly vary from the programmed assessment will be reflected in the student’s report.

HOMEWORK HELP (Tuesday and Thursday in LIBRARY)
Homework Help is available for all students. It is not just for students who struggle with homework or assignments it is also there for students who wish to achieve higher grades or want to produce polished assignments. Teachers and Support Staff are there to assist students and give them tips and ideas on how to improve their assignments and study skills.

ENGLISH AS A SECOND LANGUAGE (ESL)

Who is an ESL student?
Students are defined as being ESL students if they come from a language background other than English, and require additional support in learning English as a second or additional language.

Funding is allocated to schools to provide ESL programs for students based on the number of students who:

- come from a language background other than English
- speak a language other than English at home as their main language

Additional support is provided in the following ways:

- Assistance with assignments for spelling, punctuation and grammar
- Individual and/or classroom support is provided to gain the knowledge and skills to enable them to succeed academically in an English language context
STUDY OF RELIGION/RELIGION AND ETHICS

Prerequisites and recommendations

Students wishing to do STUDY OF RELIGION (SOR) should have achieved at least a C in Year 9 Religion, History and English. SOR leads towards the Authority OP subject in Years 11 and 12 while RELIGION & ETHICS (R&E) leads to the Authority Registered non-OP subject or the VET Certificate III course in Christian Theology and Ministry.

Aims of the course

At St Francis College the classroom learning and teaching of religion aims to form students who are literate in the Catholic and broader Christian tradition so that they might participate critically and effectively in faith contexts and the wider society. The goal seeks to be faithful to the Catholic Christian tradition in ways that are sensitive to local contexts and the ecumenical and multi-faith realities of contemporary Australia.

What is studied?

In Year 10 students in the SOR strand will complete assessment tasks that are more demanding than the assessment in the Religion and Ethics class. This will help prepare them for the subject in Years 11/12.

The Australian Scene

Attitudes to religion and spirituality in Australia are diverse. This unit investigates cultural and religious diversity and critiques the apparent contradictions and stereotypes that are present in Australia today. Assessment: Individually or in pairs create 20 slides with 20 seconds of dialogue per slide that represent a considered response to the fertile question: How can religious diversity advance Australia fair?

Life Choices

How can religion inform significant life choices? This unit allows opportunities to develop knowledge, skills, values and attitudes to become life-long learners and effectively cope with life’s changes and challenges. Assessment: Create an e-portfolio that represents your current preferred future and how you are prepared to achieve it.

Peace Studies

This unit is concerned with practical questions of how to realise peace and justice in the World. It explores how religion and in particular the Catholic Christian tradition can play an important part in establishing, promoting and maintaining peace. Assessment: A response to stimulus task to the focus question “How does world peace begin with me?”

Religious Citizenship

This unit gives students the opportunity to understand the concept of religious citizenship, extending students awareness of the rights and needs of faith communities other than their own and investigating religious citizenship in neighbouring countries such as Indonesia, Malaysia, Thailand, Singapore, India and China. Assessment: Research task
ENGLISH

Prerequisites and recommendations
The Year 10 English course closely follows the Australian Curriculum recommendations. Students wishing to do ENGLISH should have achieved at least a C in Year 9 Religion, History and English. English leads towards the Authority OP subject in Years 11 and 12 while ENGLISH COMMUNICATION leads to the Authority Registered non-OP subject.

Aims of the course
Human beings engage with a variety of texts for enjoyment, to communicate their ideas and to learn about their world. English is the study of texts: written, oral and multimedia and seeks to enable students to communicate effectively. The St Francis College English program has adopted the Australian Curriculum and its focus is on language, literature and literacy in order to create young learners who can critically evaluate and construct texts in a variety of genres, as well as appreciate texts for enjoyment.

What is studied?

Term 1 - Representations of Adolescents
Students will analyse and explain how language and images create representations of adolescents. They will focus on a range of satirical language and texts, as well as media texts and images.

Term 2 - Contemporary Literature
In this unit students will compare and contrast the social, moral and ethical themes in a range of contemporary literature texts, including the close study of a novel. They will evaluate how text structures, language and visual features can be used to influence audience response.

Term 3 – The Classics
Students investigate classic world literature, including Shakespeare’s ‘Romeo and Juliet’, to explore themes of human experience and cultural significance. Students will reflect on the classic and contemporary relevance of the themes in world literature and discuss how language devices layer meaning and influence audiences.

Term 4 – Perspectives on Issues and Events in Media Texts
This unit provides students with opportunities to analyse and evaluate how human experience is represented in new media texts and documentaries, including the use of images and visual literacy. Over the term, students will develop a critical understanding of the contemporary media and analyse the differences between news media texts.

Assessment
Students will undertake a range of assessment tasks such as: spoken panel discussion, written unseen exam, analytical exposition, novel essay exam, spoken monologue, imaginative performance (spoken), literary analysis (written), news report and news panel discussion.
**ENGLISH COMMUNICATION**

**Prerequisites and recommendations**

The Year 10 English course closely follows the Australian Curriculum recommendations. Students wishing to do **ENGLISH** should have achieved at least a C in Year 9 Religion, History and English. English leads towards the Authority OP subject in Years 11 and 12 while **ENGLISH COMMUNICATION** leads to the Authority Registered non-OP subject.

**Aims of the course**

The English Communications course, whilst offering tools and skills for students to further enjoy texts, is more focused on the vocational skills required by VET/TAFE study, the world of employment or apprenticeships/traineeships. The communication skills are scenario-based and informed by industry requirements, ensuring maximum opportunities for success for all learners.

**What is studied?**

**Term 1 - Representations of Adolescents**

Students will analyse and explain how language and images create representations of adolescents. They will focus on a range of satirical language and texts, as well as media texts and images.

**Term 2 - Contemporary Literature**

In this unit students will compare and contrast the social, moral and ethical themes in a range of contemporary literature texts, including the close study of a novel. They will evaluate how text structures, language and visual features can be used to influence audience response.

**Term 3 – The Words We Use**

Students will focus on the structure of texts in order to focus on constructing text for a purpose, such as writing letters of application, letters of complaint, professional correspondence, multimedia pages and texts for public audiences.

**Term 4 – Perspectives on Issues and Events in Media Texts**

This unit provides students with opportunities to analyse and evaluate how human experience is represented in new media texts and documentaries, including the use of images and visual literacy. Over the term, students will develop a critical understanding of the contemporary media and analyse the differences between news media texts.

**Assessment**

Students will undertake a range of assessment tasks such as: spoken panel discussion, written unseen exam, analytical exposition, novel essay exam, spoken monologue, imaginative performance (spoken), literary analysis (written), news report and news panel discussion.
MATHEMATICS A

Prerequisites and recommendations
Students will be provided with opportunities to prepare for the senior authority (OP) subject Maths A and/or senior authority-registered subject Prevocational Mathematics.

Aims of this course
The intent of the course is to encourage students to develop positive attitudes towards mathematics by an approach involving exploration, investigation, problem solving and application in a variety of contexts. Students will be encouraged to model mathematically, to work systematically and logically, to conjecture and reflect, to prove and justify and to communicate with and about mathematics.

What is studied?
1. Pattern and Algebra
2. Money and Financial Mathematics
3. Using Units of Measurement
4. Geometric Reasoning
5. Pythagoras Theorem and Trigonometry
6. Statistics: Data Representation and Interpretation
7. Chance
8. Linear and Non-linear Relationships

Assessment
Assessment will be continuous, and students will normally be assigned various practical and theoretical tasks throughout the course that require connections to be made among the various strands. A variety of techniques will be used to gather information about students’ performances in Mathematics.

Assessment will include demonstrations in a range of written, oral and practical forms including:

- Examinations
- Assignments/Reports
- Folios of students class work
- Teacher observations
- Investigations
- Group discussions
MATHEMATICS B

Prerequisites and recommendations

Students will be provided with opportunities to prepare for the senior authority (OP) subject Maths B. Students must have achieved at least a B in Yr 9 Maths to be recommended to study this course.

Aims of this course

The intent of the course is to encourage students to reinforce positive attitudes towards mathematics by an approach involving exploration, investigation, problem solving and application in a variety of contexts. Students will be encouraged to model mathematically, to work systematically and logically, to conjecture and reflect, to prove and justify and to communicate with and about mathematics.

What is studied?

1. Pattern and Algebra
2. Money and Financial Mathematics
3. Using Units of Measurement
4. Geometric Reasoning
5. Pythagoras Theorem, Trigonometry and Further Trigonometry
6. Advanced Algebra
7. Linear and Non-linear Relationships
8. Chance
9. Statistics: Data Representation and Interpretation

Assessment

Assessment will be continuous, and students will normally be assigned various practical and theoretical tasks throughout the course that require connections to be made among the various strands. A variety of techniques will be used to gather information about students’ performances in Mathematics.

Assessment will include demonstrations in a range of written, oral and practical forms including:

- Examinations
- Assignments/Reports
- Folios of students class work
- Teacher observations
- Investigations
- Group discussions
SCIENCE/SCIENCE FOR LIVING

Prerequisites and recommendations
Students wishing to study this subject should have achieved the following results: Year 9 Science (B desirable); Year 10 English (C or better).

Aims of this course
Humans are innately curious about their world. Science is used by people to explore and explain their experiences of phenomena of the universe. It is a process for constructing new knowledge. Science is part of the human quest for understanding and wisdom and reflects human wonder about the universe. The study of Science can help students reach deeper understandings of the world.

What is studied?
These units prepare students for the Senior Authority (OP) subjects Chemistry, Physics and Biology and the Certificate II in Horticulture (Amenity).

Earth and Space
The universe contains features including galaxies, stars and solar systems. Students explore the Big Bang theory, and evidence which supports the theory including Edwin Hubble’s observations and detection of microwave radiation. They also investigate global systems including the carbon cycle, and discover how human activity affects global systems. Students explore climate change and its effect on sea levels and biodiversity and the long term effects of loss of biodiversity.

Who are you?
Each individual is unique; a product of heredity and environment. Students investigate the nature and role of DNA, Mendelian genetics (the passing of inherited characteristics from parent to offspring) and gene manipulation. They also explore the concepts of evolution and variation of species due to both natural and human impact on the environment. Students evaluate and interpret evidence for evolution using the fossil record, embryology etc and then design and present their understanding of Evolution by Natural Selection in a comic strip.

Chemical Encounters
In this unit students explore the chemical world and its impact on our lives – pharmaceuticals, metals and fuels. They begin by investigating the structure of all matter at its basic (atomic) level and the system of logically arranging the elements in the Periodic Table. They also investigate the nature of a variety of chemical reactions and the speed at which these reactions take place; acids, bases and polymers are studied in detail. A major assignment incorporates an experimental investigation of their own choice.

Energy and Action
In this unit, students investigate the vital concepts of energy and motion including the Law of Conservation of Energy. All forms of energy are explored including kinetic, potential, radiation, sound and in particular the role of electricity and electronics in our lives. They compare energy changes in interactions such as car crashes, pendulums, lifting and dropping. Students explore in detail Newton’s Laws of Motion which describe and predict the motion of all objects.

Assessment
Students will be required to complete assessment in a range of genres such as scientific reports, research assignments, oral presentations, multiple choice and short and extended answer tests. On-going practical assessment will assist in the understanding of topics covered.
AHC10110 Certificate 1 in Conservation and Land Management

Stand-alone VET (2 credits)

Prerequisites and Recommendations

There are no prerequisites for this subject. Students in Year 10 are offered this subject as an alternative to Science. It is recommended for any student who has an interest in the horticulture industry and concern for the environment. Students will complete a Certificate 1 in Conservation and Land Management in semester 1 and 2 of Year 10. Students who successfully complete this course will be considered for entry into the Biology course (not Chemistry or Physics) in Year 11.

Aims of the course

The intent of this two (2) semester course is to allow the student to:

- develop skills and technical knowledge of workplace health and safety;
- develop skills and technical knowledge in industry processes; and
- develop an understanding of a broad spectrum of skills areas in horticulture.

What is studied?

The unit focuses on developing skills in horticulture including plant propagation, potting and planting. Students learn how to test soils and determine the correct soil environment for a variety of plant types. They are then able to apply the skills learned to tend the College gardens and plant out trees and shrubs. A wide range of practical activities are carried out in the College Greenhouse facility.

Units of Competency

<table>
<thead>
<tr>
<th>Year 10 (2 semesters)</th>
<th>Work Safely</th>
<th>Maintain the workplace</th>
<th>Undertake propagation activities</th>
<th>Pot up plants</th>
<th>Plant trees and shrubs</th>
<th>Determine the basic properties of soil and/or growing media</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS101A</td>
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<tr>
<td>AHCWRK101A</td>
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<tr>
<td>AHCNSY203A</td>
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<tr>
<td>AHCNSY201A</td>
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<tr>
<td>AHCPGD201A</td>
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<tr>
<td>AHCSOL201A</td>
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</table>

How are students assessed?

Assessment of the Certificate 1 qualification will be competency-based. Competency-based assessment is the process of gathering evidence and making judgments on whether the student can consistently demonstrate knowledge and skill, and applying that knowledge and skill to the standard of performance required in the workplace. A variety of assessment tasks will be undertaken during the course of study to measure student achievement and will include practical work, observation checklists, online and written tests, plant projects, practical reports, oral presentations and minor theory workbooks.

Career applications

At the successful completion of the course, students should be motivated to pursue such vocational interest and/or occupational areas such as: Landscaping, gardening, plant nurseries, groundsperson, green-keeper.
BSB10107 CERTIFICATE I IN BUSINESS

Stand-alone VET (2 credits)

Prerequisites and recommendations

Business runs the world. Business and Technology is not a compulsory subject, however there are essential skills that are developed for future employment in any industry. While there are no prerequisites for the course, students must commit to bringing their laptop computer to every class to ensure continuity of learning and meeting the objectives of the course.

Aims of the course

This course will develop OH&S skills, team skills - how to work effectively with each other and follow environmentally sound work practices, organisational skills and technology skills in a wide range of applications such as Word, Powerpoint, Publisher and Excel. They students will run a business venture. The course is studied over one semester.

The course below prepares students for the Authority (OP) subject Business Communication & Technologies as well as the VET (Vocational & Educational Training, non-OP) subject BSB20107 Certificate II in Business.

What is studied?

This course is based on the packaging rules described in the Business Services training package (BSB07). To achieve the qualification, students must achieve competence in the core unit of competency and five (5) elective units of competency.

AQTFCerticates

<table>
<thead>
<tr>
<th>Core competency</th>
<th>Elective Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBOHS201A</td>
<td>Participate in OHS procedures</td>
</tr>
<tr>
<td>BSBWOR202A</td>
<td>Organise and complete daily work activities</td>
</tr>
<tr>
<td>BSBITU101A</td>
<td>Operate a personal computer</td>
</tr>
<tr>
<td>BSBITU102A</td>
<td>Develop keyboard skills</td>
</tr>
<tr>
<td>BSBIND201A</td>
<td>Work effectively in a business environment</td>
</tr>
<tr>
<td>BSBCM101A</td>
<td>Apply basic communication skills</td>
</tr>
</tbody>
</table>

How are students assessed?

The majority of assessment will be practical work, though theory assessment will take place. Practical and theoretical questions will take the form of hand-written and electronically produced solutions. Students are also observed in the work that they undertake.

Career applications

Students can continue their studies into Certificate III or Diploma of Business course at TAFE Queensland and other private providers. Useful skills are learnt for work in an office environment.
LEGAL STUDIES

Prerequisites and Recommendations
While many students find legal studies an interesting course, students should have a ‘C’ pass in English and commit to bringing their laptop computer to every class to ensure continuity of learning and meeting the objectives of the course.

Aims of the course
These units are designed for students who wish to pursue Legal Studies at a senior level. These units are designed to give students an awareness of their legal rights and responsibilities, the depth of topics covered by law, understand the impact of the law and crime in society. It provides them with knowledge about the main principles of our legal system; an appreciation of local legal issues as well as Australian and International contexts.

These units below prepare students for the Senior Authority (OP) subject Legal Studies.

What is studied?

Law and Society
Students will study the development of law; three levels of government; voting, electoral representation; police powers and responsibilities; understanding the different levels of court and the different types of court cases that they handle; who works in the court system and what do they do; how the jury system works; how the police solve a crime; and how a magistrate or judge determines the outcome of a court case.

Crime and Society
Students will investigate what is a crime and the different types of crimes; they will understand the purpose of punishment and the different methods of punishment; and look at how society effectively deals with people who make the community unsafe; as well as victims’ rights. They will also study international law and the impact of the death penalty in the global world. Students will have an excursion to the local court to see how the legal system works.

Assessment
Students will be required to complete assessment in a range of genres such as research and project work, oral presentations, objective and short answer tests and essay tests.
BUSINESS AND TECHNOLOGY - MULTIMEDIA

Prerequisites and Recommendations
Students should be willing to use a range of software to create a diverse collection of media. They should also have a commitment to bringing their laptop to every class to ensure continuity of learning and meeting the objectives of the course.

Aims of the course
The Business and Technology - Multimedia subject give students an opportunity to learn about the diversity and the impact of business on their lives. The course aims to develop students’ knowledge, abilities and practical skills in how to use technology as well as creatively to enhance working in a business environment using a range of multimedia.

This course prepares students for the VET (Vocational & Educational Training, non-OP) subject Certificate II in Information, Digital Media and Technology.

What is studied?
Students learn to use a range of software such as Microsoft Word, Microsoft PowerPoint, Microsoft Publisher, Microsoft Movie Maker, Adobe Dreamweaver, Adobe Fireworks and any other application that is appropriate and available on the school drive. Students also use a range of still cameras and video cameras to produce a range of products. The course is divided into two semesters and each semester undertakes different activities. Some examples of the activities that students complete are a research report using standard business reporting; create a PowerPoint and a tutorial on how they created the PowerPoint; use of cameras to take images and manipulate those images to create professional images for the St Francis College Festival; create a talking book; making a movie and the ‘box of five’ which they have to create a range of images using the contents of the box.

Multimedia
This unit is designed for students who wish to pursue their studies in Information Technology at a higher level. Students use a number of software programs to store, manipulate images, create animations, a digital story, create tutorials, PowerPoint presentations and a movie. The emphasis is on students creating their own multimedia presentations. Students work may be submitted for competitions external to the school. They will also participate in excursions that take them to business venues that allow them to create, explore and challenge them to create multimedia presentations that reflect a professional standard that is expected in the business world.

Assessment
Students will complete at least three assessment items each semester as detailed above.
CONFRATERNITY NETBALL

Prerequisites and recommendations
Students who enjoy the sport of Netball and want to advance their skills should select this subject. In addition students wanting to be selected for the Confraternity team in the senior years should select this subject to develop their skills and knowledge of Netball in an effort to enhance their selection in the team.

Aims of the course
This subject is based on the sport of Netball in order to prepare students physically and mentally for the State wide school sporting competition known as the Queensland Independent Secondary Schools Competition.

What is studied?
This subject will be practically and theoretically based. Students will learn the necessary skills and game play associated with Netball in the practical component. The theoretical units complement the aims of the Confraternity Program and will prepare students for selection in the team.

Fitness
By studying this unit, students should be able to understand and implement a number of ways to enhance their own and others’ performance in a variety of physical activities. They should be able to understand that there are components of health-related fitness and different types of physical activities that support these.

Umpiring
By studying this unit students will learn the rules of Netball in a practical way. They will be taught the correct techniques of umpiring Netball and understand all the requirements of a Netball umpire.

Personal Development
Students will study personal development issues of adolescents and gain knowledge and understanding of various issues related to developing and maturing.

Nutrition
Students will study the aspects of nutrition and understand the impact of eating behaviours on health and physical performance.

Assessment
Students will be assessed using a variety of assessment instruments to provide the fullest and latest information on their achievement in the course of study. Theoretical units will be assessed using the following genres: oral presentations, and written assignments. Students’ achievements in practical units will be determined on their level of competence in netball.
CONFRATERNITY RUGBY LEAGUE

Prerequisites and recommendations

Students who enjoy the sport of Rugby League and want to advance their skills should select this subject. In addition students wanting to be selected for the Confraternity team in the senior years should select this subject to develop their skills and knowledge of Rugby League in an effort to enhance their selection in the team.

Aims of the course

This subject is based on the sport of Rugby League in order to prepare students physically and mentally for the State wide school sporting competition known as the Queensland Independent Secondary Schools Confraternity Shield.

What is studied?

This subject will be practically and theoretically based. Students will learn the necessary skills and game play associated with Rugby League in the practical component. The theoretical component will be made up of two semester units of Sports Injuries and Lifestyle Diseases. These theoretical units complement the aims of the Confraternity Program and will prepare students for selection in the team.

Goal Setting

In this unit students will look at the importance of setting goals. They will also investigate the correlation between goal setting and physical performance.

Fitness

By studying this unit, students should be able to understand and implement a number of ways to enhance their own and others’ performance in a variety of physical activities. They should be able to understand that there are components of health-related fitness and different types of physical activities that support these.

Personal Development

Students will study personal development issues of adolescents and gain knowledge and understanding of various issues related to developing and maturing.

Nutrition

Students will study the aspects of nutrition and understand the impact of eating behaviours on health and physical performance.

Assessment

Students will be assessed using a variety of assessment instruments to provide the fullest and latest information on their achievement in the course of study. Theoretical units will be assessed using the following genres: oral presentations, and written assignments. Students’ achievements in practical units will be determined on their level of competence in rugby league.
PHYSICAL EDUCATION

Prerequisites and recommendations
An achievement level of ‘B’ in Year 9 elective Health and Physical Education is the minimum expected for this course. However, other students who have a genuine interest in the area, a willingness to be involved, and general good health will be considered.

Aims of the course
Physical Education is designed to:

- engage students as intelligent performers, learning in, through and about physical activity;
- investigate on the complexity of, and inter-relationship between, psychological, biomechanical, physiological and sociological factors which influence individual and team physical performances and wider social attitudes to physical activity; and
- develop a variety of psychomotor skills, interest and participation in physical activity and selected sports on a lifelong basis.

What is studied?

Energy Systems
This is the first unit to prepare students for the Senior authority subject of Physical Education by acquiring and applying knowledge of energy pathways within the body. They will understand the importance of these energy systems and in turn will evaluate the effectiveness of each and use this knowledge within the context of the physical activities of Touch Football and Futsal.

Training Principles
Students will study the principles associated with designing and implementing a training program and apply this knowledge through the construction of a personalised program. Students will also participate in the physical activities of Athletics and Badminton.

Australia’s Sporting Identity
Students will study Australia’s sporting history and understand the immense contribution sport has had on Australia’s local and national identity. Students will investigate the impact of major events and look into the future of sport in Australia. Students will participate in the physical activities of Tennis and Volleyball.

Biomechanics
Students will learn the concept of Biomechanics and the rules of force and movement. They will understand how Newton’s laws of motion, momentum and force and balance and stability influence the movements they make in physical activity. They will participate in the physical activities of European Handball and Hockey.

Assessment
Theoretical units will be assessed using the following genres: written examinations, oral presentations, and written assignments / reports (800 words). Students’ achievements in practical units will be determined on their level of competence in: individual skills and game play. Students will be assessed according to the Senior PE criteria of acquire, apply, evaluate.
RECREATION STUDIES

Prerequisites and recommendations

Students must have demonstrated a genuine interest and satisfactory level of participation in Year 9 Health and Physical Education to enrol in this course. A general level of good health is also required.

Nutrition

This unit prepare students for the senior Authority Registered subject of Recreation Studies. Students will study the aspects of nutrition and understand the impact of eating behaviours on health and physical performance. They will participate in the physical activities of Gym/Fitness and Badminton.

Community Health

In this unit students will study Community Health and learn that there are social, cultural and environmental factors which influence health. They will investigate the health of their local community and propose strategies to bring about positive change. Students will participate in the physical activities of Basketball and Table Tennis.

Coaching

Students will study the effectiveness of coaching and the impact this has on participants. They will investigate the roles and responsibilities of coaches and understand the importance of a ‘good’ coach. They will learn to structure a coaching session around different sports. Students will participate in the physical activities of European Handball and Futsal.

Event Management

Students will study event structures and roles in event management and use their organisational skills to plan, conduct and evaluate an event. They will understand the importance of flexibility and innovation in developing events whilst also looking at managing time, resources and finances. Students will participate in the physical activities of Ultimate Disc and Athletics.

Assessment

Students will be assessed using a variety of assessment instruments to provide the fullest and latest information on their achievement in the course of study. Theoretical units will be assessed using the following genres: written examinations, oral presentations, and written assignments / reports (500 words). Students’ achievements in practical units will be determined on their level of competence in: individual skills and game play.
GRAPHICS

Prerequisites and recommendations
Students taking this subject must have completed at least one semester CAD Graphics in Year 9 at a ‘C’ standard of achievement.

Aims of the course
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.

What is studied?
These units prepare students for the Senior Authority (OP) subjects Graphics.

Semester 1

Business Graphics: Extreme Sports
In this unit, students compile a folio to graphically represent a suite of business graphics to a client/business owner in the sporting industry. Using CAD design software, students develop and design products such as stationery, logos, business cards and other business items for a corporate setting.

Built Environment: Apartment Renovation
In this unit, students engage in different communication techniques to create a design folio for the redevelopment of a loft apartment for a Sports Star. Students are required to evaluate client needs, existing products and utilise industry standard 3 dimensional computer aided design software to create a ‘state of the art’ apartment which meet their client’s specification.

Semester 2

Built environment: Beach House
In this unit, students compile a folio to graphically represent a residential dwelling to a consumer audience and a construction company for a beach house. Students design a beach house which takes into account orientation of the house for best cooling and heating options. A range of 3D representations will be created for the consumer audience and include an artist’s impression of the house on the chosen site.

Production Graphics: Outdoor Furniture
In this unit, students design a piece of furniture to be used on the deck of their previously designed beach house. Students research and compare IKEA style flat pack furniture with custom made furniture and use their outcomes to influence their designs. Students then engage in 3 dimensional product design software to develop their final product.

Assessment
Students use software such as Autodesk, Inventor, Rivet and AutoCAD to create, design and develop their projects. Students will be assessed using a variety of assessment instruments such as short-response tests, extended graphical response tasks, context-based folios and response to stimulus.
INDUSTRIAL TECHNOLOGY & DESIGN

Prerequisites and recommendations
There are no prerequisite subjects for this course but the completion of at least one semester of Year 9 Workshop would be an advantage.

Aims of the course
This subject develops life skills that directly apply to a technical or industrial field and that help students adjust to the changing demands of society. It is relevant to all students who seek to develop an understanding of industrial technology and its application to industry; preparation for vocational employment; a capacity to cope with and contribute to life in a technological society; a sense of personal worth and self-esteem and problem-solving abilities.

What is studied?
This subject provides an introduction to processes and materials involved in the design, manufacture and assembly of a range of products. Students learn the importance of Workplace Health and Safety, and identification of risk with tools and machinery in industry. Students will design and manufacture products, involving drawing programs (CAD), design ideas, using the materials, tools and finish required. Each term will have a different design theme relevant to the learning outcomes and skill levels of the students.

These units prepare students for VET subjects RTF20403 Certificate II in Landscaping and LMF10108 Certificate II in Furniture Making.

Turning Timber into Furniture (Table Design)
This unit focuses on the practical outcomes that can be obtained from intermediate wood working. The major project is the design and manufacture of a piece of furniture for around the home. Students learn the use of the main power tools used in the furnishing industry to product an advanced major furnishing product.

Power Tools and Master Pieces (Keeping Time)
In this unit, students develop their fine wood working skills by designing and constructing a ‘clock’. Students learn the use of the main power tools used in the furnishing industry to product an advanced major furnishing product.

Assessment
Students will be assessed through continuous assessment or gathering information on student achievement over a course of study. A variety of assessment techniques ranging from a design folio, a theory booklet showing knowledge and understanding and a final finished product will form the basis for overall achievement.
LMF10108 CERTIFICATE I IN FURNISHING

Stand-alone VET (2 credits)

Prerequisites and recommendations
There are no prerequisite subjects for this course but the completion of at least one semester of Year 9 Workshop would be an advantage. Students will complete a Certificate I in Furnishing in semester 1 and 2 of Year 10.

Aims of the course
The intent of this two (2) semester course is to allow the student to:

• develop skills and technical knowledge of workplace health and safety;
• develop skills and technical knowledge in industry processes; and
• develop an understanding of a broad spectrum of skills areas.

What is studied?
The industrial unit focuses on developing skills in situations including manufacture, maintenance and repair. The domestic unit enables students to develop skills that will enhance their personal living standards. The recreational unit integrates skills that enhance safe enjoyment and use of leisure time and the development of interests.

AQTF Certificate

<table>
<thead>
<tr>
<th>Year 10 (2 semesters)</th>
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<tbody>
<tr>
<td>MSAPMOHS100A</td>
<td>Follow OHS procedures</td>
</tr>
<tr>
<td>MSAPMOPS101A</td>
<td>Make measurements</td>
</tr>
<tr>
<td>MSAPMSUP102A</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>MSAPMSUP106A</td>
<td>Work in a team</td>
</tr>
<tr>
<td>LMFFM1001B</td>
<td>Construct a basic timber furnishing product</td>
</tr>
<tr>
<td>LMFFM2001B</td>
<td>Use furniture making sector hand and power</td>
</tr>
<tr>
<td>LMFFM2002B</td>
<td>Assemble furnishing components</td>
</tr>
</tbody>
</table>

How are students assessed?
Assessment of the Certificate I qualification will be competency-based. Competency-based assessment is the process of gathering evidence and making judgments on whether the student can consistently demonstrate knowledge and skill, and applying that knowledge and skill to the standard of performance required in the workplace.

A variety of assessment tasks will be undertaken during the course of study to measure student achievement and will include practical work, design folios, oral presentations and minor theory workbooks.

Career applications
At the successful completion of the course, students should be motivated to pursue such vocational interest and/or occupational areas such as: Carpentry, Cabinet Making, Furnishings, minor Building maintenance, Brick Laying and Metal trades.
SIT10207 CERTIFICATE I IN HOSPITALITY

Stand-alone VET (2 credits) (New)

Prerequisites and recommendations

There are no prerequisite subjects for this course. An interest in hospitality is essential. This qualification leads directly into Certificate II in Hospitality (Kitchen Operations) in Year 11. All seven units of competency will provide credit into the Year 11 course.

Aims of the course

This qualification provides the skills and knowledge for an individual to be competent in a range of front of house operations and activities that require the application of a limited range of practical skills in a defined context. Work would be undertaken in various hospitality enterprises where food and beverage is prepared and served, including restaurants, hotels, catering operations, clubs, pubs, cafes, cafeterias and coffee shops. Individuals may work with some autonomy or in a team but usually under close supervision. The competencies enable an individual with this qualification to:

- demonstrate knowledge by recall in a narrow range of areas;
- demonstrate basic practical skills, such as the use of relevant tools;
- perform a sequence of routine tasks given clear direction
- receive and pass on messages/information.

The qualification is suitable for an Australian apprenticeship pathway and for VET in Schools delivery.

What is studied?

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITXOHS001B</td>
<td>Follow health, safety and security procedures</td>
</tr>
<tr>
<td>SITXOHS002A</td>
<td>Follow workplace hygiene procedures</td>
</tr>
<tr>
<td>SITXCOM001A</td>
<td>Work with colleagues and customers</td>
</tr>
<tr>
<td>SITXCOM002A</td>
<td>Work in a socially diverse environment</td>
</tr>
<tr>
<td>SITHIND001B</td>
<td>Develop and update hospitality industry knowledge</td>
</tr>
<tr>
<td>SITHFAB010C</td>
<td>Prepare and serve non-alcoholic beverages</td>
</tr>
<tr>
<td>SITXFIN001A</td>
<td>Process financial transactions</td>
</tr>
</tbody>
</table>

How are students assessed?

Assessment in this subject will cover a range of techniques with emphasis on practical tasks and preparing and organising food and beverage for events. Other assessment will include catering for a function, knowledge tests consisting of multiple choice and short responses and teacher observation.

Career Opportunities

Individuals with this qualification are able to perform tasks and duties such as: preparing a range of non-alcoholic drinks, preparing and serving espresso coffee, following workplace hygiene procedures, working with colleagues and customers and processing financial transactions. Possible job roles include: Food and Beverage Attendant, Kitchen Hand and Apprenticeship Pathway.
HOME ECONOMICS

Prerequisites and recommendations
It is recommended that students would have studied at least one semester of Year 9 Home Economics at a pass level to enrol in this subject.

Aims of the course
The central focus of Home Economics is the well-being of people within their personal, family, community and work roles. Home Economics encourages personal independence, living effectively within the wider society and promoting preferred futures for self and others in contexts related to food and nutrition, human development and textiles.

What is studied?
Students can complete one (1) or two (2) semesters of Home Economics. Four units have been prepared and a choice of two of these will be made each year.

These units prepare students for the Senior Authority (OP) subject Home Economics.

Lure of the Aisles – the media and my food choices
Students combine empowerment practice and technology practice to investigate the influence of supermarkets on family meals and produce a range of healthy meals to suit their family.

Tricky Textiles
Students manipulate a variety of different woven textiles to produce items using a sewing machine and hand sewing. Students are encouraged to make their own simple patterns for the textile items produced. Embellishments are applied to items through hand stitching. Students learn about different fibres, fabrics, elements of design and textile laundering and care.

Scarves are Fashion and Knitting is Fashionable!!
Students learn knitting techniques to produce a variety of scarves. The exploration of many different types of yarns and knittable fabrics are used and experimented with to produce scarves of many different designs. There is an emphasis placed on the principles of design and the characteristics of knitted fabrics.

Where does our Food come from?
This unit gives students an insight into food technology. Students investigate the technological advances in food production from new ingredients to genetically modified foods. Emphasis is placed upon the effect nutrients of food play in the cooking process and sampling of different store-bought foods to analyse ingredients.

Assessment
Assessment in this subject will cover a range of techniques with emphasis on practical tasks in the design process and cookery. Other assessment will include written assignments, written exams and a process journal.
MODERN HISTORY

Prerequisites and recommendations
Students wishing to study this subject should have achieved a ‘C’ in Year 9 English, Religion and History.

Aims of the course
The study of History is complex and multifaceted. This program of work will integrate various facets of History, Geography, Business, Economics, Sociology and Citizenship (and associated skills) into units that will give students a comprehensive understanding of the world and of their place in it. The program will, initially, reveal, explore and draw upon the student’s own sense of history, identity and place in the world as the basis and foundation for the later development of specific skills, the achievement of a greater understanding and analysis, and further specialisation in Year 10 and Senior.

These units prepare students for the Senior Authority (OP) subject Modern History.

What is studied?

World War II
This unit continues the students’ previous studies into World War I and investigates how World War II precipitated its social, political, military and economic shift away from Great Britain towards the United States of America. Australia’s role after the war and the changing political landscape and ideologies of the second half of the 20th century will form the basis of the unit.

The Women’s Suffrage Movement
This unit describes the brave women who fought for the right to vote and reverse the social inequalities which were part of Australian society in the past. It examines the early parts of the 20th century and discusses the ensuing culture of egalitarianism which became synonymous with the Australian spirit and the potential for people to act to influence political processes.

Australia in the 20th Century
This unit follows the political and social history of Australia from the birth of federation in 1901 to the present day. It will touch on key events in Australian history and show how the wars, ideologies, political parties, military and economic agreements and have affected the Australian lifestyle and mindset through the ages.

Assessment
Students will learn the necessary skills in research and assignments, essays, paragraphs and oral presentations.
THE ARTS – DRAMA

Prerequisites and recommendations
Students with a strong interest in continuing Drama in Year 11 are advised to study Drama for two semesters or a minimum of one.

Aims of the course
Drama is the making and communicating of meaning involving performers and audiences engaging in a suspension of disbelief. It provides a medium for personal exploration, social criticism, celebration and entertainment. It is explored through the dimensions of Forming, Presenting, and Responding.

What is studied?
These units prepare students for the Senior Authority (OP) subject Drama as well as the Authority-Registered (Non-OP) subject Drama Studies.

Funny business
In this unit students will explore ways that drama can be used as a comedic tool to make statements about the human condition. In module 1 students are introduced to the origins of theatre and the very traditional style of Greek Theatre. Students will explore the history of theatre with an in-depth study in the tragedies and comedies. Students will create chorus pieces and translate ideas into a stage performance of a traditional piece of Greek Theatre. In module 2 students are introduced to the concepts of drama as entertainment and satire, by exploring commedia Dell’arte and clowning as an art form. Students will participate in exercises and activities, including creating costume and make-up, to devise an original commedia lazzi (episode). They will also create improvised routines to perform to an audience.

Back to business
In this unit students will become members of a drama production team, and take on various roles such as writer, actor and director. In this unit students will explore ways that drama has been used to negotiate and communicate real life issues through Absurdist expression. In module 1, students are introduced to the heritage style of Absurdist theatre. Students will explore the concepts of Absurdism and Existentialism and perform heritage texts from the genre. In module 2 students will form an acting company, where classes become the actor’s workshop. The class will participate in all stages of the rehearsal process, select and produce a play that will be performed to an audience.

Assessment
In Drama, students are assessed in:
Forming – how we make and build drama using the elements of drama. This can be both written and practical
Presenting – how we perform drama
Responding – how we critically reflect and evaluate our own and others’ work.
Assessment in this subject will cover a range of techniques such as analytical essays, character journals and scripted drama.
THE ARTS – MUSIC

Prerequisites and recommendations
Students must have completed at least one semester of Year 9 Music at a ‘C’ level to enrol in this subject.

Aims of the course
Students develop “audiation”, which is the process by which the brain makes sense of what the ear hears, or the ability to “think in sound”. They apply their developing audiation through exploring the musical elements: duration, dynamics, harmony, melody, structure, texture and timbre, within a variety of contexts, genres and styles.

What is studied?
These units prepare students for the Authority-Registered (Non-OP) subject Music Studies and the Authority (OP) subject Music.

Pop the Rock
This unit will look at the concept of Popular Music, the various forms in which it is used and how it is relevant today. Popular Music is not just what is played on the radio; it is used in musicals, movies, politically, in Gospel and soul, and for self expression. Popular Music covers many genres including: Rock, Jazz, R&B, Folk, Latin, Reggae, Bee Bop and even classical. The 20th century has seen the concept of popular music evolve into a very commercial and marketable form of music. This evolution will be examined by studying the development of Rock and Popular music since 1950, examining the great pioneers of rock. Students will discover how rock music is continuing to evolve since the 1980’s. Various forms of popular music will be analysed. Each student will continue to learn the basic skills to play a keyboard and piano engaging them to create their own music using theory and aural skills.

Sing me a tune
Singing is one of the most popular forms of producing music. In this unit students will explore the world of musical theatre and develop an understanding of the voice and the role it plays within this ever evolving world. They will also examine varied examples of vocal music from the six main musical periods; medieval, renaissance, baroque, classical, romantic and twentieth century. This section of the unit will focus on the use of different types and combinations of voices, important vocal forms and the use of musical elements characteristic of the particular periods. Students will be encouraged to experiment with their own vocals building skill and confidence in their vocal expression of music. The musical is an exciting theatrical entertainment both visually and aurally. In this section of the unit students will study songs from a variety of musicals and discover how well the form has adapted to change over the past 80 years. Theory, practical and Aural skills will be developed using the model of various forms of vocal music.

Assessment
In Music, students are assessed in identifying and responding to music; singing and playing and reading and writing music. Assessment in this subject will cover a range of techniques such as practical work and composition, knowledge and aural tests.
THE ARTS – VISUAL ART

Prerequisites and recommendations
Students with a strong interest in continuing Visual Art in Year 11 are advised to study Visual Art for two semesters or a minimum of one. Students interested in Visual Art Studies should consider one semester of Visual Art in year 10.

Aims of the course
Visual Art uses an inquiry learning model, enabling multi-modal thinking and individual responses through researching, developing, resolving and reflecting. Through making and appraising, resolution and display of artworks, students understand and acknowledge the role of visual art and the contributions of visual artists, designers and craftspeople.

What is studied?
These units prepare students for the Senior Authority (OP) subject Visual Art as well as the vocational (Non-OP) subject Certificate II in Visual Art.

Using the inquiry processes of researching, developing, resolving and reflecting, students explore and express concepts and chosen focuses through a range of contexts and media areas. Each media area has its own knowledge, materials, techniques, technologies and processes.

Looking In
This unit explores realistic, expressionistic and surrealistic art. Students focus on a theme of “self” by exploring aspects of their identity: physical, emotional and intellectual. Through Art students begin analysing aspects of their self and sense of belonging. They will explore, evaluate and make 2D and 3D portraits and self-portraits and investigate a range of styles and uses of portraits through the ages. Students will develop skills in drawing, painting, ceramics and appraising artworks.

Looking Out
This unit explores realistic, expressionistic and abstract art. The stimulus for this unit is the physical environment, both natural and built. Students will investigate elements of their surrounding environment and the places and spaces that are important to them. They will begin to examine ways that they define themselves and their culture in relation to a particular environment. Students will develop skills in drawing, painting, printmaking and appraising artworks.

Assessment
In Visual Art, students are assessed in:

1. Visual literacy – comprehending, devising and designing artworks;
2. Application – demonstrating processes and skills in techniques and media; and
3. Appraising – evaluating and analysing own and other’s artworks

Assessment in this subject will cover a range of techniques such as essays, mixed media drawings, folios, visual diaries and artist statements.
YEAR 10 SUBJECT SELECTION FORM  
Semester 1, 2013

First Name:  

Last Name:  

Parent Signature:  

Date:  

READ ABOUT EACH COURSE IN THE BOOKLET BEFORE SELECTING IT.

During the year, you will be able to study three (3) electives per semester. Information about the electives is available in the subject handbook.

Number each elective from 1 – 5 in order of preference

<table>
<thead>
<tr>
<th>Preference No. 1 – 5</th>
<th>Subject Name</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BSB10107 Cert I Business</td>
<td>One semester to complete</td>
</tr>
<tr>
<td>2</td>
<td>Business &amp; Technology</td>
<td>Multimedia</td>
</tr>
<tr>
<td>3</td>
<td>Legal Studies</td>
<td>Law &amp; Society</td>
</tr>
<tr>
<td>Apply only</td>
<td>Confraternity Rugby League</td>
<td>Goal setting/Fitness</td>
</tr>
<tr>
<td>Apply only</td>
<td>Confraternity Netball</td>
<td>Fitness/Umpiring</td>
</tr>
<tr>
<td>4</td>
<td>Physical Education</td>
<td>Energy Systems &amp; Training Principles</td>
</tr>
<tr>
<td>6</td>
<td>Recreation Studies</td>
<td>Nutrition and Community Health</td>
</tr>
<tr>
<td>7</td>
<td>Graphics</td>
<td>Extreme Sports/Apartment Reno</td>
</tr>
<tr>
<td>8</td>
<td>Industrial Technology &amp; Design</td>
<td>Turning Timber into Furniture</td>
</tr>
<tr>
<td>10</td>
<td>LMF10108 Cert I in Furnishing</td>
<td>All Year</td>
</tr>
<tr>
<td>11</td>
<td>SIT10207 Cert I in Hospitality</td>
<td>All Year</td>
</tr>
<tr>
<td>12</td>
<td>Home Economics</td>
<td>Lure of the Aisles/Tricky Textiles</td>
</tr>
<tr>
<td>13</td>
<td>Modern History</td>
<td>World War II</td>
</tr>
<tr>
<td>14</td>
<td>Drama</td>
<td>Funny Business</td>
</tr>
<tr>
<td>15</td>
<td>Music</td>
<td>Pop the rock</td>
</tr>
<tr>
<td>16</td>
<td>Visual Art</td>
<td>Looking in</td>
</tr>
</tbody>
</table>

Students selecting the ‘Confraternity’ option must also complete an Application Form for consideration.