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July 2014

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 child. 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

Patricia Kennedy
PRINCIPAL
LEARNING AND TEACHING FRAMEWORK

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 vision informs the St Francis College Learning and Teaching Framework and Vision for Learning.

Together, we value individuals, build relationships and empower learning.

Our Learning and Teaching Framework, consists of four (4) phases and our goals are to:

1. **Initiate** - to establish meaningful, positive relationships that acknowledge and respect individuals' stories and reflects our Franciscan ethos. Purposefully create a teaching/learning environment that is inclusive and differentiated, data informed, centred on inquiry based learning and Positive Behaviour for Learning (PB4L) and that actively engages all learners and moves them towards success.

2. **Develop** - to collaboratively plan, develop and implement a teaching-learning programme with clear and visible learning intentions and success criteria that is student centred, uses a common language and provides equity, academic rigour, measurable outcomes and differentiated support.

3. **Empower** - to enable and promote the development of self-directed, resilient, confident, independent and creative learners who seek to contribute responsibly and positively in shaping and enriching our world.

4. **Reflect** - to provide structured and guided opportunities that promote and enable the development of reflective, self-evaluating individuals. Embed a process of informed, regular, personal and collaborative review and evaluation of current programmes, strategies and practices that incorporates a celebration of achievements.
Together, we value individuals, build relationships and empower learning.

Teaching Phase

Initiate
Develop
Empower
Reflect

Our Franciscan Values are:
Simplicity
Harmony
Compassion
Resilience, Perseverance, Hope
Reconciliation
Service and Stewardship
Prayer and Reflection

Learning Phase
Learning and Teaching Framework

Our Beliefs are:

- Every learner is created in the image and likeness of God and inspired by the spirit, responses with passion and creativity to life.
- Every learner seeks to find meaning in life and learning and in the Catholic Christian Tradition we find meaning in the person and teachings of Jesus to grow as pilgrim people.
- Every learner is in some respect, like all others, like some others, like no other and we respond creatively, flexibly and with a futures orientation to ensure dignity and justice for all.

We Believe

Every learner is a lifelong learner, with a desire to search for truth and co what is right; accountable for choices and responsible for actions.
- Every learner can achieve success in life and learning where diversity is valued and shared wisdom contributes to decisions-makings that enriches and values our world.
- Every learner brings to the learning environment their own rich life diversity and journey to contribute to a community in communion, empowered by the spirit to be at the service of others.

Our Goal

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

We Teach

Teaching is:

- a ministry and invokes a commitment to live out the mission of Jesus
- relational with a shared responsibility to educate for the common good
- visible, explicit and responsive, creating equity and excellence for all learners

We Learn

Learning is:

- inextricably linked with living life to the full
- personal, relational and communal
- visible, active and interactive to create knowledge and meaning

Learning is:
CHOOSING WHAT TO STUDY AND SUCCEEDING

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 non-compulsory work experience
- Opening a Learning Account with the Queensland Curriculum and Assessment Authority (QCAA). Students are given a Learner Unique Identifier (LUI) Number. The Learning Accounts records information about their studies at the College and through other Learning Providers; and
- Preparation of a Senior Education and Training (SET) Plan.

Please read the options carefully and select your electives using the online selection process.

Just click on the link on our website at www.sfcc.qld.edu.au. You will be provided with a login and password.

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, students study career education and may attend non-compulsory Work Experience during term holidays. The following information on careers is also highly recommended:

- Queensland Curriculum and Assessment Authority (QCAA) Student Connect - this website provides comprehensive career information on-line at https://studentconnect.qcaa.qld.edu.au.
- 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 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 practise 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. Religion
2. English
3. Maths A OR Maths B
4. Science

ELECTIVE CLASSES

- Business Marketing and Events
  - BSB10112 Certificate I in Business
  - Legal Studies
  - Business

- Health and Physical Education
  - Physical Education
  - Recreation Studies

- Design Technologies
  - Graphics
  - Industrial Technology and Design (ITD)

- Home Economics and Hospitality
  - SIT10213 Certificate I in Hospitality
  - Home Economics

- Humanities
  - Modern History

- Performing Arts
  - Drama
  - Music

- Visual Arts
  - Media Arts
  - Visual Art
SCHOOL-BASED APPRENTICESHIPS/TRAINEESHIPS

What is a school based apprenticeship or traineeship?
A combination of school, off the job training (with a Registered Training Organisation) and paid work (with a host employer), that can gain you credit towards a nationally recognised qualification.

School-based apprenticeships and traineeships enable students to undertake an apprenticeship or traineeship while studying Years 10, 11 and 12. This gives them the opportunity to work towards a nationally recognised qualification while remaining at school.

Students generally spend one day per week in the workplace, however during school holidays, students may be available to work extra hours by mutual arrangement and negotiation between the student and the host employer.

Who can do a school based apprenticeship or traineeship?
Any Queensland student attending a recognised secondary school in either Years 10, 11 or 12. We also encourage you to undertake work experience in the vocation of your choice prior to entering the apprenticeship or traineeship.

What qualifications do I need to start a school based apprenticeship or traineeship?
For Years 11 and 12, minimum Year 10 passes in Maths and English.
For Year 10, reasonable results in Maths and English.

Will I get paid?
A school based apprentice/trainee must do a minimum of 50 days of paid work per year. You will get paid according to the relevant award or workplace agreement covering the trade or occupation you have chosen.

Benefits For the student
Students who have completed a school based apprenticeship or traineeship report the following benefits:

- An alternative pathway to tertiary studies
- A nationally recognised industry qualification upon completion
- Practical hands-on experience
- Able to stay at school to complete Senior Certificate.
- Experience a smooth school to work transition.
- Opportunity to begin a career early.
- Gain contacts and experience in the workforce.

Your school based apprenticeship/traineeship results are included on your Year 12 certificate in addition to your school results. As a school based apprentice or trainee, you are still eligible for a Queensland Certificate of Education.

At the end of year 12, school based apprentices will roll over into either full time or part time employment. The time already spent and the qualifications gained will be credited towards the full time/part time apprenticeship. School based trainees would have been expected to have completed their qualification prior to the end of Year 12.

School based apprenticeships and traineeships are an excellent means to develop work-related skills and gain a qualification while still at school, as well as increasing your readiness for the work force.
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
3. gather information about these occupations by reading the Job Guide (or visit http://www.jobguide.deewr.gov.au/), accessing information from the Myfuture website (www.myfuture.edu.au) and talking to people in the jobs.
4. Talk to your Careers’ Advisor.

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<tr>
<th>HISTORY</th>
<th>GEOGRAPHY</th>
<th>STUDIES OF SOCIETY AND ENVIRONMENT/STUDIES OF RELIGION</th>
<th>ENGLISH</th>
</tr>
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<tbody>
<tr>
<td>Anthropologist</td>
<td>Agricultural scientist</td>
<td>Anthropologist</td>
<td>Actor</td>
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<td>Biological scientist</td>
<td>Archivist</td>
<td>Archivist</td>
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<td>Archivist</td>
<td>Cartographer</td>
<td>Child care worker</td>
<td>Author</td>
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<td>Barrister</td>
<td>Environmental scientist</td>
<td>Community worker</td>
<td>Book editor</td>
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<td>Community worker</td>
<td>Forest technical officer</td>
<td>Counsellor</td>
<td>Broadcaster</td>
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<tr>
<td>Criminologist</td>
<td>Geographer</td>
<td>Environmental scientist</td>
<td>Copywriter</td>
</tr>
<tr>
<td>Foreign affairs and trade officer</td>
<td>Geologist</td>
<td>Geographer</td>
<td>Foreign affairs and trade officer</td>
</tr>
<tr>
<td>Geologist</td>
<td>Hydrographer</td>
<td>Library technician</td>
<td>Human resources officer</td>
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<td>Historian</td>
<td>Landscape architect</td>
<td>Police officer</td>
<td>Interpreter</td>
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<tr>
<td>Journalist</td>
<td>Marine scientist</td>
<td>Probation and parole officer</td>
<td>Journalist</td>
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<tr>
<td>Lawyer</td>
<td>Meteorologist</td>
<td>Public relations officer</td>
<td>Lawyer</td>
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<tr>
<td>Librarian</td>
<td>Ocean hydrographer</td>
<td>Recreation officer</td>
<td>Librarian</td>
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<tr>
<td>Museum curator</td>
<td>Park ranger</td>
<td>Religious leader</td>
<td>Management consultant</td>
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<tr>
<td>Public relations officer</td>
<td>Surveyor</td>
<td>Social worker</td>
<td>Printing machinist</td>
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<tr>
<td>Religious leader</td>
<td>Teacher</td>
<td>Sociologist</td>
<td>Publisher</td>
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<td>Sociologist</td>
<td>Town planner</td>
<td>Teacher</td>
<td>Receptionist</td>
</tr>
<tr>
<td>Stage manager</td>
<td>Travel consultant</td>
<td>Town planner</td>
<td>Speech pathologist</td>
</tr>
<tr>
<td>Teacher</td>
<td>Water services officer</td>
<td>Trade union official</td>
<td>Teacher’s aide</td>
</tr>
<tr>
<td>Writer</td>
<td></td>
<td></td>
<td>Travel consultant</td>
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<th>MATHEMATICS</th>
<th>SCIENCE</th>
<th>HEALTH AND PHYSICAL EDUCATION</th>
<th>INFORMATION TECHNOLOGY</th>
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<td>Accountant</td>
<td>Automotive electrician</td>
<td>Acupuncturist</td>
<td>Analyst (Information technology)</td>
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<td>Actuary</td>
<td>Chemist</td>
<td>Ambulance officer</td>
<td>Architectural drafter</td>
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<tr>
<td>Bank officer</td>
<td>Computer programmer</td>
<td>Beauty therapist</td>
<td>Business systems analyst</td>
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<tr>
<td>Bookkeeper</td>
<td>Electrical fitter</td>
<td>Chiropractor</td>
<td>Computer systems engineer</td>
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<td>Credit officer</td>
<td>Engineer</td>
<td>Fitness instructor</td>
<td>Computer hardware service technician</td>
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<td>Economist</td>
<td>Electronics service person</td>
<td>Hospital food service manager</td>
<td>Computer systems officer</td>
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<td>Environmental scientist</td>
<td>Jockey</td>
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<td>Engineer</td>
<td>Forensic scientist</td>
<td>Massage therapist</td>
<td>Database administrator</td>
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<td>Geologist</td>
<td>Laboratory worker</td>
<td>Nurse</td>
<td>Desktop publisher</td>
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<td>Mathematician</td>
<td>Medical practitioner</td>
<td>Occupational health and safety officer</td>
<td>Help desk operator</td>
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<td>Meteorologist</td>
<td>Occupational therapist</td>
<td>Information technology educator</td>
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<td>Nurse</td>
<td>Physiotherapist</td>
<td>Information technology manager</td>
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<td>Pharmacist</td>
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<td>Multimedia developer</td>
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<td>Photographer</td>
<td>Psychologist - sport Radiation</td>
<td>Programmer</td>
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<td>Refrigeration and air-conditioning mechanic</td>
<td>therapist</td>
<td>Software designer</td>
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<td>Statistician</td>
<td>Sports scientist</td>
<td>Recreation officer</td>
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<td>Sugarcane analyst</td>
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<td>VISUAL ART</td>
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<td>Dressmaker Engraver</td>
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| RELIGIOUS EDUCATION | |
|---------------------| |
| Education | For more information on careers and career planning, visit |
| Law | |
| Event planning, Government | |
| Peace work | |
| Museums and the Arts | |
| Non-Profit or non-governmental organisations | |
| Counselling | |
| Social Work | |
| Religious Professions | |
| Missionary | |
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 assist teachers 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 CLUB (Tuesday and Thursday in LIBRARY)
Homework Club 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 produce polished assignments. Teachers and Support Staff are there to assist students and provide tips and ideas on how to improve their assignments and study skills.

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EALD)

Who is an EALD student?
EAL/D students are those whose first language is a language or dialect other than English and who require additional support to assist them to develop proficiency in English. EAL/D students come from diverse multi-lingual backgrounds and may include:

- Overseas or Australian-born students whose first language is a language other than English;
- Aboriginal and Torres Strait Islander students whose first language is an Indigenous language, including traditional languages, creoles and related varieties or Aboriginal English.

Additional support is provided in the following ways:

- To build students’ English language learning and their curriculum content knowledge;
- Individual and/or classroom support is provided for area specific language structures and vocabulary; and
- To support students socially, emotionally and culturally as their social and cultural expectation may vary.
RELIGION

Aims of the course
At St Francis College the classroom learning and teaching of religion aims to educate and form students who are challenged to live the gospel of Jesus Christ and who are literate in the Catholic and broader Christian tradition so that they might participate critically and authentically in faith contexts and wider society.

Prerequisites and recommendations

*Students wishing to do STUDY OF RELIGION (SOR) in Year 11 will have to achieve at least a C+. 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.*

What is studied?

**The Mystery of God**

God gives life meaning. Religious people have a sense that there is something beyond the ordinary experiences of life and that this something gives purpose to life. The sense that there is something beyond the ordinary is often termed the sense of mystery, of the holy or the sacred.

**Assessment:** Investigate the human attempt to artistically portray the mystery of God.

**Responding to the signs of the times**

This unit is concerned with themes of good and evil and victims, perpetrators and bystanders of the Holocaust.

**Assessment:** A response to stimulus task to the fertile question "Do I have the courage to care?"

**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.

**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

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.

Prerequisites and recommendations
The Year 10 English course closely follows the Australian Curriculum recommendations. English leads towards the Authority OP subject in Years 11 and 12 while ENGLISH COMMUNICATION leads to the Authority Registered non-OP subject.

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.
MATHEMATICS A

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.

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.

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

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.

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 Year 9 Maths to be recommended for enrolment in this course._

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

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.

Prerequisites and recommendations
These units prepare students for the Senior Authority (OP) subjects Chemistry, Physics and Biology and the Certificate II in Horticulture.

What is studied?
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 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.
VET SUBJECTS

Students may enter a VET subject in any semester. However, students who enter the subject after semester one will only be able to receive a Statement of Attainment for individual units in which they are competent.

St Francis College must have industry current and vocationally competent teachers and equipment to run this course. If the college loses access to these resources, the college will attempt to provide students with alternative opportunities to complete the course and the related qualification. The college retains the right to cancel the course if it is unable to meet these requirements.
BSB10112 CERTIFICATE I IN BUSINESS

Stand-alone VET (2 credits)
“Correct at time of publication but subject to change”.

Aims of the course
This course will develop occupational health and safety 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. Students will run a business venture.

Prerequisites and recommendations
The course prepares students for the Authority (OP) subject Business Communication & Technologies as well as the VET (Vocational & Educational Training, non-OP) subject BSB20112 Certificate III in Business.

What is studied?
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.

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.

VQF Certificates

<table>
<thead>
<tr>
<th>Core competency</th>
<th>BSBWHS201A</th>
<th>Contribute to health and safety of self and others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective Competencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSBWOR202A</td>
<td>Organise and complete daily work activities</td>
<td></td>
</tr>
<tr>
<td>BSBITU101A</td>
<td>Operate a personal computer</td>
<td></td>
</tr>
<tr>
<td>BSBITU102A</td>
<td>Develop keyboard skills</td>
<td></td>
</tr>
<tr>
<td>BSBIND201A</td>
<td>Work effectively in a business environment</td>
<td></td>
</tr>
<tr>
<td>BSBCCMM101A</td>
<td>Apply basic communication skills</td>
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</tbody>
</table>

How are students assessed?
Students create an exhibition of a range of items that they will have produced. The majority of assessment is practical application of business practices in planning and running an event. The practical work is underpinned by theory that requires the student to complete a range of forms such as a project plan and risk management assessment; develop a number of strategies to market their event; and understand how to manage their business day and working week. Information technology learning underpins the work undertaken in this certificate. Students produce a large number of business documents; and are observed in the work that they undertake.

Career applications
Students can continue their studies into Certificate II, III or Diploma of Business course at TAFE Queensland and other private providers. Practical hands on skills are learnt for work in an office environment in a range of industries.
LEGAL STUDIES

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.

Prerequisites and Recommendations
These units prepare students for the Senior Authority (OP) subject Legal Studies.

What is studied?
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.

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 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

GO ON GET MARKETING!

Aims of the course
Go on get Marketing gives students an opportunity to learn about the diversity and the impact of marketing in a business has on their lives. The course aims to develop students' knowledge, abilities and practical skills in how to market a business particularly in the aspects of production and promotion.

Prerequisites and Recommendations
These units prepare students for the Senior Authority (OP) subject Business Communication and Technologies.

What is studied?
In Year 10, Marketing students use a number of software programs to store, create and manipulate images, make advertisements and potentially conduct an event to promote the work that they have created. The emphasis is on students creating their own promotional products. 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 marketing presentations that reflect a professional standard that is expected in the business world. The theme throughout both semesters is Tourism. Students will evaluate their own work.

Throughout Semester 1 students will deconstruct images - reflecting on what is good and what is bad for a tourist destination. They will consider how and why the images sell or don’t sell a venue. This will lead to students manipulating and creating images to tell a story that positively promotes a venue. They will also create a campaign for a local tourist spot such as an art gallery or theme park. Students will visit a venue and create their campaign and plan and hold an exhibition at school to promote the work undertaken during the semester.

During Semester 2 students are presented with items in a box and have to create five images; one element per photo and add captions to create travel billboards. Items would include elements that are representative of the Queensland environment such as a jar of sand, coral, hotel picture, souvenir from a theme park. Students will create a number of television and magazine advertisements promoting tourism in Queensland. This will be based on the events at 'The Ekka' or a theme park on the Gold Coast.

Assessment
There are at least two assessment items in each semester that students will undertake all using technology. These assessments are folios of work and are substantial.
PHYSICAL EDUCATION

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.

Prerequisites and recommendations
These units prepare students for the Senior Authority (OP) subject Physical Education. 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.

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.

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.

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.

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
These units prepare students for the Senior Authority Registered (non-OP) subject Recreation Studies. 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.

What is studied?

Nutrition
This unit prepares 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.

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 Ultimate Disc and Hockey.

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 European Handball and Athletics.

Sports Injuries
In this unit, students learn about and devise personal strategies to respond to a variety of sports first aid situations. They will understand emergency care and know how to classify sport injuries. Students will participate in the physical activities of Volleyball and Touch Football.

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

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.

Prerequisites and recommendations
These units prepare students for the Senior Authority (OP) subjects Graphics. Students taking this subject must have completed at least one semester CAD Graphics in Year 9 at a ‘C’ standard of achievement.

What is studied?
Graphic Design: 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 Design: 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.

Built Environment Design: 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.

Industrial Design: 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

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.

Prerequisites and recommendations
These units prepare students for VET subjects AHC21610 Certificate II in Landscaping and MSF20313 Certificate II in Furniture Making. There are no prerequisite subjects for this course but the completion of at least one semester of Year 9 Workshop would be an advantage.

What is studied?
This subject provides an introduction to processes and materials involved in, manufacture and assembly of a range of products. Students are provided an opportunity to engage in structured activities designed to help students to choose the correct subject for their senior schooling.

Turning Timber into Furniture (Furniture Design)
This unit focuses on the practical outcomes that can be obtained from intermediate wood working. This unit provides and insight into Certificate II in Furniture Making through the 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.

Green scape (Garden Design)
This unit introduces students to the Landscaping industry and provides an insight into the Certificate II in Landscaping. Students will build, plant and maintain a seasonal garden while developing their knowledge of constructing timber structures, soil and plant types.

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 theory booklet showing knowledge and understanding, a final finished product and a final exam will form the basis for overall achievement.
SIT10213 CERTIFICATE I IN HOSPITALITY

Stand-alone VET (2 credits)
“Correct at time of publication but subject to change”.

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 establishments 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.

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 or Certificate II in Kitchen Operations in Year 11. Students also have the opportunity to obtain a school-based apprenticeship or traineeship in Hospitality.

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>SITXWHS101</td>
<td>Participate in Safe Work Practices</td>
</tr>
<tr>
<td>SITXFSA101</td>
<td>Use Hygienic Practices for Food Safety</td>
</tr>
<tr>
<td>BSBWOR203B</td>
<td>Work Effectively with Others</td>
</tr>
<tr>
<td>SITXCCS101</td>
<td>Provide Information and Assistance</td>
</tr>
<tr>
<td></td>
<td>Four core units must be completed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Two Elective Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHFAB203 Prepare and Serve Non-Alcoholic Beverages</td>
</tr>
<tr>
<td>SITXFIN201 Process Financial Transactions</td>
</tr>
</tbody>
</table>

How are students assessed?
Assessment in this subject will cover a range of techniques with an emphasis on practical tasks, such as preparing and serving beverages, handling food items and organising and setting-up work areas ready for service. 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 beverages and espresso coffee and working effectively with colleagues and customers. Possible job roles include: Food and Beverage Attendant, Kitchen Hand and Apprenticeship Pathway.
HOME ECONOMICS

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 is an interdisciplinary study which encourages personal independence, living effectively within the wider society and promoting preferred futures for self and others. This course draws on the fields of nutrition, textiles and fashion, the built environment, human development, relationships and behaviour.

Prerequisites and recommendations
These units prepare students for the Senior Authority (OP) subject Home Economics. It is recommended that students have studied at least one semester of Year 9 Home Economics at a pass level to enrol in this subject.

What is studied?
Lure of the Aisles – the media and my food choices
Students combine empowerment and technology practice to investigate the influence that media, advertising and supermarkets have on everyday food choices. Students will investigate and explore food production, food labelling legislation and food consumerism in Australia. There is an emphasis placed upon using a range of different food products that are readily available from supermarkets to prepare and produce balanced and nutritious family meals.

Tricky Textiles
Students manipulate a variety of different textiles to produce a textile item using both a sewing machine and hand sewing. Students are encouraged to make their own simple patterns for the textile item produced. Embellishments are applied to items through hand stitching and are created through a variety of materials, including lace, ribbons, organza, tulle, felt and beads. Students learn about different fibres used in textile production, fabrics, pattern design and construction, elements and principles of design and textile laundering and care.

Fashion Frenzy!
In this unit, students will investigate the textiles and fashion industry. From the catwalk to textile piece workers, students will be encouraged to analyse and evaluate the ethics and impacts of textile products, processes and services on local and global communities and environments. Students will be introduced to fashion illustration and are encouraged to experiment with a variety of fabrics and garments to produce fashionable apparel using the techniques of deconstruction and sustainable practices.

Where does our Food come from?
This unit gives students an insight into food technology and investigating where our favourite foods come from. Students examine and analyse not only food manufacturing and production, but also the importance of country of origin and the cultural significance certain foods may have. Students will learn of the technological advances in food production and preservation from new molecular ingredients to genetically modified foods.

Assessment
Assessment in this subject will cover a range of techniques with emphasis on practical tasks in textile design and cookery. Other assessment items used throughout the year will include written assignments (reports and essays), written exams and design process folios.
MODERN 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.

Prerequisites and recommendations
These units prepare students for the Senior Authority (OP) subject Modern History. Students wishing to study this subject should have achieved a ‘C’ in Year 9 English, Religion and 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 reversed 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 have affected the Australian lifestyle and mind-set through the ages.

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

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.

Prerequisites and recommendations
These units prepare students for the Senior Authority (OP) subject Drama as well as the Authority-Registered (Non-OP) subject Drama Studies. Students with a strong interest in continuing Drama in Year 11 are advised to study Drama for two semesters or a minimum of one.

What is studied?

Behind Closed Doors
How do we empower those who are marginalised?
In this unit, students will explore the ideas of empowering those who are marginalised within the community through drama. Students will explore the notion of social justice and giving a voice to those, through varied dramatic explorations, who are silenced by those in power. Throughout the semester of work, students will look at the idea of power and justice from an Australian perspective through the lens of Australian Gothic Theatre. Students will then explore Augusto Boal and Theatre of the Oppressed, workshopping contemporary real-life scenarios to look at multiple outcomes and perspectives.

Looking Backwards and Forwards
How do we avoid the mistakes of the past?
In this unit, students will become members of a drama production team, and take on various roles such as writer, actor and director. Students will explore art, music and dance to look in to how attitudes and ideas shift through the arts to push boundaries and create new realities. The concept of change and how people throughout history have dealt with societal development will be explored through Museum Theatre, looking particularly at individual rights and developing moral awareness. This semester will then see students form an acting company, where classes become the actor’s workshop. The class will participate in all stages of the rehearsal process to produce a play from the semester of work that will be performed to an audience.

Assessment
In Drama, students are assessed in:
1. Forming – how we make and build drama using the elements of drama. This can be both written and practical
2. Presenting – how we perform drama
3. 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.
MUSIC

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.

Prerequisites and recommendations
These units prepare students for the Authority-Registered (Non-OP) subject Music Studies and the Authority (OP) subject Music. Students must have completed at least one semester of year 9 Music at a ‘C’ level to enrol in year 10 Music.

What is studied?
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.
MEDIA ARTS

Aims of the course
Media Arts uses an inquiry learning model, enabling multi-modal thinking and individual responses through the key concepts of technologies, representation, audiences, institutions and languages.

Prerequisites and recommendations
These units prepare students for the Senior Authority (OP) subject Visual Art as well as the vocational (non-OP) subject CUV2011 Certificate II in Visual Arts. Students with a strong interest in continuing Media Arts or Visual Art in Year 11 are advised to study Media Arts for two semesters or a minimum of one.

What is studied?
Street Life
This unit is a postmodern investigation of a range of photographic and digital media to make an interactive work that explores issues and ideas in the world. Students investigate the conceptual framework and use various 2D and 3D forms to construct and represent ideas and consider audience interpretations and interaction. They investigate how artists have represented ideas about the world, the role of the audience, contemporary photographic installation and the construction of images and objects as sequences and narratives. Students will develop skills in Photoshop, photography, game design and analysis.

Digital Dreams
This unit is a subjective and postmodern exploration of the conventions of manipulating, transforming and re-contextualising images using digital media to make works that explore the world of fantasy, imagination, parody, humour, the unexpected and the unconventional. Students investigate the conceptual framework and construct images that represent a view about their experiences and fantasies of their world. Students will develop skills in web design, photography, animation and analysis.

Assessment
In Media Arts students are assessed in knowledge and understanding, creating, presenting, investigating and designing, producing, evaluating, presenting, responding and reflecting. Assessment in this subject will cover a range of techniques such as essays, game design, website design, digital imaging, drawings, folios, visual diaries and investigative analysis.
VISUAL ART

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.

Prerequisites and recommendations
These units prepare students for the Senior Authority (OP) subject Visual Art as well as the vocational (non-OP) subject CUV20111 Certificate II in Visual Arts. 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.

What is studied?
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 and social environment. 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, photography, sculpture 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.