YEAR 10 CURRICULUM
2016

For students entering Year 10 in 2016
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August 2015

Dear Parents

This subject handbook provides an overview of the subjects and units taught at St Francis College in Year 10.

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

Learning Phase
- Initiate
- Develop
- Empower
- Reflect

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

St Francis College Crestmead – Year 10 Curriculum - 2016
Correct at time of printing but may be subject to change to suit College requirements.
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.

Work Studies

In years 9 and 10, students study Work Studies 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 to see if it is suitable for you, find out about the content (i.e. what topics are covered) and how it is 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**:

- Spend at least **6 hours a week** on school work at home
- **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
- **Get organised** by using your **school diary**
- Keep a **balance** between school life, part-time work, sporting and cultural activities, social life and family life.
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:
- 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.

Students in Year 10 that are interested in a School Based Apprenticeship or Traineeship need to arrange a meeting with Ms McNamara to discuss options and complete application forms.
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 Ms McNamara.

<table>
<thead>
<tr>
<th>HISTORY</th>
<th>GEOGRAPHY</th>
<th>STUDIES OF SOCIETY AND ENVIRONMENT/STUDIES OF RELIGION</th>
<th>ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropologist</td>
<td>Agricultural scientist</td>
<td>Anthropologist</td>
<td>Actor</td>
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<td>Archaeologist</td>
<td>Biological scientist</td>
<td>Archivist</td>
<td>Archivist</td>
</tr>
<tr>
<td>Archivist</td>
<td>Cartographer</td>
<td>Child care worker</td>
<td>Author</td>
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<tr>
<td>Barrister</td>
<td>Environmental scientist</td>
<td>Community worker</td>
<td>Book editor</td>
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<tr>
<td>Community worker</td>
<td>Forest technical officer</td>
<td>Counsellor</td>
<td>Broadcaster</td>
</tr>
<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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<tr>
<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>
</tr>
<tr>
<td>Lawyer</td>
<td>Meteorologist</td>
<td>Public relations officer</td>
<td>Lawyer</td>
</tr>
<tr>
<td>Librarian</td>
<td>Ocean hydrographer</td>
<td>Recreation officer</td>
<td>Librarian</td>
</tr>
<tr>
<td>Museum curator</td>
<td>Park ranger</td>
<td>Religious leader</td>
<td>Management consultant</td>
</tr>
<tr>
<td>Public relations officer</td>
<td>Surveyor</td>
<td>Social worker</td>
<td>Printing machinist</td>
</tr>
<tr>
<td>Religious leader</td>
<td>Teacher</td>
<td>Sociologist</td>
<td>Publisher</td>
</tr>
<tr>
<td>Sociologist</td>
<td>Town planner</td>
<td>Teacher</td>
<td>Receptionist</td>
</tr>
<tr>
<td>Stage manager</td>
<td>Travel consultant</td>
<td>Trade union official</td>
<td>Speech pathologist</td>
</tr>
<tr>
<td>Teacher</td>
<td>Water services officer</td>
<td>Youth worker</td>
<td>Teacher's aide</td>
</tr>
<tr>
<td>Writer</td>
<td></td>
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<td>Writer</td>
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<tr>
<th>MATHEMATICS</th>
<th>SCIENCE</th>
<th>HEALTH AND PHYSICAL EDUCATION</th>
<th>INFORMATION TECHNOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountant</td>
<td>Automotive electrician</td>
<td>Acupuncturist</td>
<td>Analyst (Information technology)</td>
</tr>
<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>
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<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>
</tr>
<tr>
<td>Pattern maker</td>
<td>Nurse</td>
<td>Physiotherapist</td>
<td>Information technology manager</td>
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<tr>
<td>Physicist</td>
<td>Pharmacist</td>
<td>Podiatrist</td>
<td>Multimedia developer</td>
</tr>
<tr>
<td>Programmer</td>
<td>Refrigeration and air-conditioning mechanic</td>
<td>Psychologist - sport</td>
<td>Programmer</td>
</tr>
<tr>
<td>Quantity surveyor</td>
<td>Sports scientist</td>
<td>Radiation therapist</td>
<td>Software designer</td>
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<td>Statistician</td>
<td>Sugarcane analyst</td>
<td>Recreation officer</td>
<td>Software engineer</td>
</tr>
<tr>
<td>Stockbroker</td>
<td>Teacher</td>
<td>Sports scientist</td>
<td>Systems designer</td>
</tr>
<tr>
<td>Surveyor</td>
<td>Telecommunication technician</td>
<td>Sports coach</td>
<td>Teacher</td>
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<tr>
<td>Taxation agent</td>
<td>Veterinarian</td>
<td>Stunt performer</td>
<td>Training officer</td>
</tr>
<tr>
<td>Teacher</td>
<td>Winemaker</td>
<td>Teacher</td>
<td>Telecommunications engineer</td>
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</table>

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<table>
<thead>
<tr>
<th>MUSIC</th>
<th>DRAMA/DANCE</th>
<th>VISUAL ART</th>
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</thead>
<tbody>
<tr>
<td>Announcer</td>
<td>Actor Announcer</td>
<td>Architect</td>
</tr>
<tr>
<td>Arts administrator</td>
<td>Arts administrator</td>
<td>Artist/Craftsperson</td>
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<tr>
<td>Composer Conductor</td>
<td>Choreographer Dancer</td>
<td>Diversional therapist</td>
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<tr>
<td>Film and TV producer Multimedia developer</td>
<td>Film and TV lighting operator</td>
<td>Dressmaker/Fashion designer</td>
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<tr>
<td>Music critic</td>
<td>Make-up artist</td>
<td>Engraver</td>
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<td>Music therapist</td>
<td>Model</td>
<td>Florist</td>
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<td>Musical instrument maker</td>
<td>Public relations officer</td>
<td>Graphic designer</td>
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<td>Musician</td>
<td>Receptionist</td>
<td>Hairdresser</td>
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<td>Piano technician</td>
<td>Recreation officer</td>
<td>Interior decorator</td>
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<tr>
<td>Recreation officer</td>
<td>Set designer</td>
<td>Industrial designer</td>
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<td>Singer/vocalist</td>
<td>Speech pathologist</td>
<td>Jeweller</td>
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<td>Sound technician</td>
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<td>Landscape architect/Landscape gardener</td>
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<td>Teacher - dance</td>
<td>Make-up artist</td>
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<td>Teacher - speech &amp; drama</td>
<td>Multimedia developer</td>
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<td>Teacher - music</td>
<td>Tour guide</td>
<td>Photographer</td>
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<tr>
<td>Teacher - primary</td>
<td>Writer</td>
<td>Screenprinter/Signwriter</td>
</tr>
<tr>
<td>Teacher - secondary</td>
<td></td>
<td>Set designer</td>
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</table>

<table>
<thead>
<tr>
<th>DESIGN TECHNOLOGIES</th>
<th>HOME ECONOMICS</th>
<th>BUSINESS EDUCATION</th>
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</thead>
<tbody>
<tr>
<td>Architect/Architectural drafter</td>
<td>Butcher</td>
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<tr>
<td>Assembler</td>
<td>Catering manager</td>
<td>Bank officer</td>
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<tr>
<td>Automotive electrician</td>
<td>Clothing pattermker</td>
<td>Bookkeeper</td>
</tr>
<tr>
<td>Boilermaker</td>
<td>Cook/chef</td>
<td>Bookmaker</td>
</tr>
<tr>
<td>Builder</td>
<td>Craftsperson</td>
<td>Car rental officer</td>
</tr>
<tr>
<td>Cabinetmaker Carpenter/joiner</td>
<td>Dietitian/nutritionist</td>
<td>Cashier</td>
</tr>
<tr>
<td>Cartographer Drafter</td>
<td>Dressmaker</td>
<td>Court and Hansard reporter</td>
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<tr>
<td>Engineering associate</td>
<td>Dry cleaner</td>
<td>Court officer</td>
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<tr>
<td>(mechanical)</td>
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<td>Credit officer</td>
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<tr>
<td>Fitter</td>
<td>Fashion designer</td>
<td>Croupier</td>
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<tr>
<td>Graphic designer</td>
<td>Food technologist</td>
<td>Economist</td>
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<tr>
<td>Industrial designer</td>
<td>Home care worker</td>
<td>Farm manager</td>
</tr>
<tr>
<td>Landscape architect</td>
<td>Home economist</td>
<td>Hotel/motel manager</td>
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<td>Leadlight worker</td>
<td>Hospital food service manager</td>
<td>Office administrator</td>
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<td>Metal fabricator</td>
<td>Hotel/motel manager</td>
<td>Paralegal worker</td>
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<td>Metal trades assistant</td>
<td>Interior decorator</td>
<td>Real estate salesperson</td>
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<tr>
<td>Panel beater</td>
<td>Interior decorater</td>
<td>Receptionist</td>
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<tr>
<td>Picture framer</td>
<td>Office manager</td>
<td>Secretary</td>
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<td>Sheet metal worker</td>
<td>Pattern maker</td>
<td>Stock and station agent</td>
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<tr>
<td>Teacher</td>
<td>Retail buyer</td>
<td>Teacher</td>
</tr>
<tr>
<td>Wood machinist</td>
<td>Tailor</td>
<td>Travel consultant</td>
</tr>
</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

For more information on careers and career planning, visit [https://studentconnect.qcaa.qld.edu.au](https://studentconnect.qcaa.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 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 (EAL/D)
Who is an EAL/D 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.
CORE CLASSES

In Year 10, students are required to study five core subjects
1. Religious Education
2. English
3. Maths
4. Science
5. Work Studies

All subjects in Year 10 are based on the Australian Curriculum except Religious Education which is based on the approved curriculum Religious Education Archdiocese of Brisbane.
RELIGIOUS EDUCATION

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.

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.

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.

The Mystery of God
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.

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.
ENGLISH

Students have a choice between English Communication and English. In both subjects, students are provided with opportunities to demonstrate the Australian Curriculum Achievement Standard for Year 10 English and also prepare for either the senior Authority-registered subject of English Communication or the senior Authority subject of English. English is the more challenging subject and is best suited to students who wish to go on to university study.

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.

Transformations
In this unit students examine original works that have been transformed into various formats and the challenges that stem from this process.

Fortune, Fate, Love and Hate in Romeo and Juliet
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.

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.
MATHEMATICS

Students have a choice between Prevocational Mathematics, Mathematics A and Mathematics B. In all three subjects, students are provided with opportunities to demonstrate the Australian Curriculum Achievement Standard for Year 10 Mathematics and also prepare for either the senior Authority-registered subject of Prevocational Mathematics or the senior Authority subjects of Mathematics A or Mathematics B. Mathematics A and B are the most challenging subjects and are best suited to students who wish to go on to university study. Students should have achieved at least a B in Year 9 Maths can be recommended for enrolment in Mathematics B which is the most difficult level of Maths in Year 10.

Aims of this course

Prevocational Mathematics is designed to help students improve their numeracy by building their confidence and success in making meaning of mathematics. It aims to help students overcome difficulties with, or negative attitudes towards, mathematics, so that they can use mathematics efficiently and critically to make informed decisions in their daily lives.

Mathematics A and Mathematics B are designed to encourage students to develop positive attitudes towards mathematics through exploration, investigation, problem solving and application in a variety of contexts. Students will be encouraged to model mathematically, to work systematically and logically, to predict and reflect, to prove and justify, and to communicate with and about mathematics.

Number Skills and Algebra

Students learn how to calculate compound interest and understand the concept of depreciation. They further expand their skills in algebra by expanding brackets, factorising using common factors and factorising monic quadratic equations. They can apply the four operations to simple algebraic fractions.

Measurement and Geometry

Students solve problems involving surface area and volume for many prisms, cylinders and composite solids. They can formulate proofs involving congruent triangles and angle properties. They apply Pythagoras and Trigonometry to solve right angle triangle problems including elevation and depression.

Algebra

Students solve problems involving linear equations and graph their solutions on a number line. They learn to solve simultaneous equations and investigate problems involving parallel and perpendicular lines. Students explore algebraic and graphical representations of quadratics, circles and exponents. They solve simple quadratic equations using a range of strategies.

Statistics and Probability

Students understand how to determine quartile and interquartile range. They can compare data sets by constructing box plots, histograms and scatter plots and comment on the relationship between variables. Students can describe the results of chance experiments, assign probabilities to outcomes and understand the concept of independence.
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
Students will be provided with the opportunity to demonstrate the Australian Curriculum Achievement Standard for Year 10. These units prepare students for the Senior Authority subjects Chemistry, Physics and Biology and the Authority-registered subject Agriculture.

Biology – Who are you?
Students investigate the role of DNA and genes in the transmission of characteristics from one generation to the next. They also explore evidence for the concept of evolution by natural selection and how this explains the diversity of living things in the world today.

Physics – Over and Under
Students investigate the concept of energy and how energy conservation can be explained by describing energy transfers and transformations. They learn about Newton’s laws and how the motion of objects can be described and predicted.

Chemistry – Chemical Encounters
Students investigate the structure of all matter at its 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 take place.

Earth and Space Science – Out of this Space
Students investigate the features of the universe including galaxies, stars and solar systems and how they were formed from the Big Bang. They also explore global systems including the carbon cycle and how human activity affects these.
WORK STUDIES

Aims of this course
This course is designed for all students, whether they decide to pursue academic or vocational pathways. It provides students with opportunities to develop knowledge of the world of work and the importance of lifelong learning; capacities to manage careers, change and transitions in an uncertain and changing future; literacy, numeracy, ICT and interpersonal skills to work, interact and communicate successfully with others in diverse contexts, using appropriate behaviours and protocols; and skills and resilience to meet the demands of their present and future learning and work.

The world of work has been reshaped by rapid technological advances and these changes have brought about digitalisation, automation and have influenced the way we now communicate. As a result, globalisation has occurred, which can determine how, where, when and why people work.

In Australia, the work future is unpredictable as industries and enterprises now face global competition and pressure for increased productivity. There is a probability that routine job opportunities will become limited as outsourcing, contract and flexible work arrangements become more favourable by employers given the nature of different organisations and industries. It is anticipated that school leavers will be encountering jobs in the future that currently do not exist.

What is studied?
Work Studies reflects the focus on learning, work and the development of work readiness within two strands: Skills for learning and work, and career and life design. The strands build sequentially from Year 9 to Year 10. Students will engage with topics that focus on work skills, learning, entrepreneurial behaviours, career development and management, the nature of work and gaining and keeping work.

How are students assessed?
Student's achievement will be judged through project-based assessment in which students transfer work-related knowledge and understanding to activities that involve the world of work.

Career Applications
This program is designed to provide students with skills and knowledge to assist them to become work ready and provide the early stages of career development and management.
ELECTIVE CLASSES

Year 10 students will undertake study in three electives. Some electives are only offered to Year 10 students and some are offered as composite Year 9/10 classes. This is indicated under the title of each elective.

Students may study electives for just one semester or the full year. The course offered in Semester 1 is different to the course offered in Semester 2.

If students are interested in studying a subject in Year 11 and 12 they are advised to study the subject in Year 10 also to build up knowledge and skills in the subject. Students may however study a subject in Year 11 or 12 even if they haven’t studied it in Year 10.

Agricultural Practices (Year 10 only)
Certificate I in Hospitality - SIT10213 (Year 10 only)
Dance
Drama
Economics and Business
Food Technology
Geography
Graphics
Industrial Technology and Design (ITD)
Legal Studies (Year 10 only)
Media Arts
Modern History (Year 10 only)
Music
Physical Education (Year 10 only)
Recreation Studies (Year 10 only)
Textiles Technology
Visual Art
AGRICULTURAL PRACTICES
(Year 10 only)

Aims of the course
Agricultural Practices provides opportunities for students to explore, experience and learn knowledge and practical skills valued in agricultural workplaces. Through these learning experiences, students build their understanding of work in agricultural and horticultural industries.

Prerequisites and recommendations
These units prepare students for the Senior Authority Registered Subject Agricultural Practices. Students should enjoy general science and working outdoors doing practical tasks.

What is studied?
- Work Safely
- Maintain the Workplace
- Propagation
- Pot up plants
- Plant trees and shrubs
- Properties of Soil

Assessment
Students will be assessed using a variety of techniques including practical demonstrations, scenarios, case studies, portfolios, oral presentations, written responses and checklists.
CERTIFICATE I IN HOSPITALITY
SIT10213 (Year 10 only - full year course)

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 II. 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?
- SITXWHS101: Participate in Safe Work Practices
- SITXFSA101: Use Hygienic Practices for Food Safety
- BSBWOR203B: Work Effectively with Others
- SITXCCS101: Provide Information and Assistance
- SITHFAB203: Prepare and Serve Non-Alcoholic Beverages
- SITXF1N201: Process Financial Transactions

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.
DANCE

Aims of the course
Dance aims to develop students' technical and expressive skills and body awareness to communicate through movement, confidently, creatively and intelligently. It also develops their knowledge, understanding and skills in choreographing, performing and appreciating their own and others' dances.

Prerequisites and recommendations
Recommended for students who enjoy Dance and want to be physical. Students should have a positive attitude and willingness to work with other. Students will be required to purchase suitable black dance pants.

What is studied?
This subject provides students the knowledge of the functions of dance and the importance of dance in our society. Students are provided opportunities to develop flexibility, confidence and coordination skills from a variety of dance genres.

'On With The Show' (Musical Theatre)
This unit focuses on the Musical Theatre aspect of dance, including production, choreography and performance. Students will have opportunities to perform and respond to a variety of musical theatre pieces.

'Popular Production' (Popular Dance)
This unit introduces students to the features of production in popular dance. Students will develop an understanding of what is required to put on a production and choreograph their own music video using the elements of popular dance.

Assessment
Students choreograph dance movement using the elements of dance, choreographic devices and expressive qualities that communicate ideas. Students respond to their own, their peers' and others' dance works. Students perform dance works developing technical skills and performance quality. They analyse content and meaning in dances they perform and view from differing social and cultural contexts.
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. Students with a strong interest in continuing Drama in Year 11 are advised to study Drama for two semesters or a minimum of one.

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 Backward and Forward - 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 into 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.
ECONOMICS AND BUSINESS

Aims of the course
The course gives students the opportunity to further develop their understanding of economics and business concepts by exploring interactions within the global economy. Students are introduced to the concept of an ‘economy’ and explore what it means for Australia to be part of the Asian region and the global economy. In the second year of the course, students further develop their understanding of economics and business concepts by considering Australia’s economic performance and standard of living. The way governments manage the economy to improve living standards is explored, along with the reasons why economic performance and living standards differ within and between economies. Students explore the nature of externalities and why the government intervenes to ensure that prices reflect the depletion of resources or costs to society.

Global Economy
In this unit students engage in looking at how participants in the global economy interact with each other; and the strategies that governments use to manage the economy.

Successful Economy
In this unit students learn strategies that can be used to manage financial risks and rewards, create a competitive advantage to benefit business and understanding of how governments, businesses and individuals respond to changing economic conditions.

Assessment
There are at least two assessment items in each semester that students will undertake. Each assessment will be accompanied by portfolios of annotated work samples that illustrate the expected learning.
FOOD TECHNOLOGY

Aims of the course
Food Technology, formerly known as Home Economics, has a focus of the link between wellbeing and people within their personal, family, community and work roles. Food Technology studies aims to encourage individuals to live an effective life within wider society by making quality choices about their nutrition, lifestyles and relationships. Areas of study will include sustainability, local and global issues and aware consumers.

Prerequisites and recommendations
These units prepare students for the Senior Authority subject Home Economics.

Lure of the Aisles – the media and my food choices
In this unit 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. Students will develop skills to make informed choices about what they consume; making them wise consumers.

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 food manufacturing and production, as well as 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 cookery. Other assessment items used throughout the year will include written assignments (reports and essays), written exams and design process folios.
GEOGRAPHY

**Aims of the course**
Geography is the study of people, places and the environment and its many landscapes. It is about the people of the world and how and where they live, and the dynamic which exists between the two. This course looks at our deep relationship with the earth and our global interconnectedness. It develops students’ understanding of both physical and environmental geography, as well as human geography, at a local, national and global level.

**Prerequisites and recommendations**
*These units prepare students for the Senior Authority subject Geography.*

**Environmental and Change Management**
This unit begins by looking at the environmental functions that support life, and the challenges to their sustainability, as well as environmental worldviews, including those of Aboriginal and Torres Strait Islander Peoples- that influence how people understand and respond to these challenges.

This course is organised into two integrated strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills. These skills are used to investigate Environmental change and management through an in-depth study of a specific environment. Students will investigate change in both Australia and other countries, and strategies to manage change and promote sustainability.

**Geographies of Human Wellbeing**
Using the same skills, this unit focuses on investigating the differences in human wellbeing at a local, national, and global level. It looks at different ideas or concepts of wellbeing, as well as the causes of differences between countries. Students will evaluate the differences from a variety of perspectives, and investigate programs aimed at reducing the gap between differences in wellbeing. Studies will be drawn from Australia, India and across the world as appropriate.

**Assessment**
Students will be assessed using a variety of techniques, including field reports, responses to inquiry questions, knowledge and understanding tests, and use of practical skills such as data interpretation.
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.

Extreme Sports
In this unit, students compile a folio of promotional materials such as postcards or stickers for a client/business design brief in the extreme sports industry. Students will use Adobe Illustrator software to produce their products.

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 using Rivet Architecture software to create a ‘state of the art’ apartment which meets their client’s specification.

Designer T-Shirts
In this unit, students design high end t-shirts for a skate board company. This will be done to client specifications. Their t-shirt/s should be of a design that attracts serious attention and is an integral item in their wardrobe.

And the Wheels go Around
In this unit, students design a hybrid high performance car. "Hybrid" is not a label typically related to high performance cars. Student designs should embrace the organic, thrilling rush performance that you get from a high performance car. The development of the ‘hybrid’ will be done to a design brief and students will use Inventor Professional software to compile a folio of work.

Assessment
Students use software such as Inventor Professional and Rivet Architecture and 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.

Industrial Technology and Design provides an introduction to processes and materials involved in the manufacture and assembly of a range of products. Students are provided an opportunity to engage in structured activities designed to help them choose the correct subject for their senior schooling.

Prerequisites and recommendations
These units prepare students for the Senior Authority Registered Subject Industrial Technology Skills

Turning Timber into Furniture
This unit focuses on the practical outcomes that can be obtained from intermediate wood working. Students learn how to use a range of power tools used in the furnishing industry to produce an advanced major furnishing product.

Heavy Metal
This unit introduces students to using sheet metal and welding to create a product to meet industry standards. Students will develop a range of skills in measuring and marking dimensions and reference lines on sheet metal as well as learn a number of techniques in welding to produce a product such as a brazier.

Assessment
Students will be assessed through continuous assessment and 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.
LEGAL STUDIES
(Year 10 only)

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. 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 crime is 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.
MEDIA ARTS

Aims of the course
Media Arts provides opportunities for students to progress from creative and directed learning through to the consolidation of knowledge, understanding and skills. This learning area provides students with opportunities to develop practical skills and processes when using technologies, representation, audiences, institutions and languages to create innovative solutions that meet current and future needs.

Prerequisites and recommendations
These units prepare students for the Senior Authority (OP) subject Film, Television and New Media. Students with a strong interest in continuing Media Arts in Year 11 are advised to study Media Arts for two semesters or a minimum of one.

Street Life
In this unit, students will explore a range of photographic and digital media to create media works that explore issues and ideas in the world. Students will develop an understanding of the construction and making of mass media products and evaluate their impact on audiences according to their use of technical and symbolic conventions. Students will develop skills in Photography, Photoshop, Flash, Game Design and Critique.

Film Genre Narrative
This unit focuses on the audio-visual language and technical and symbolic elements of filmmaking. Students will deconstruct and construct genre conventions, stereotypes and narratives in order to create representations and discourses of their own to specific target audiences. Students will participate in all three production phases (planning, production and post-production) and will develop skills in script writing, filmmaking equipment, editing and analysis.

Assessment
In Media Arts, students are assessed in knowledge and understanding and skills throughout a combination of making and responding techniques such as magazines and newspaper critique articles, game and print advertisement design, photographic folio, story treatment and character outlines, storyboards, movie reviews and short movies.
MODERN HISTORY
(Year 10 only)

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.

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.

Rights and Freedoms
Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded, or achieved in Australia and in the broader world context.

The Globalising World: Popular Culture
Students investigate the nature of popular culture in Australia at the end of World War II, including music, film and sport, developments in popular culture in post-war Australia and their impact on society, including the introduction of television and rock 'n' roll. They will also explore the changing nature of the music, film and television industry in Australia during the post-war period, including the influence of overseas developments (such as Hollywood, Bollywood and the animation film industry in China and Japan). Students will also investigate Australia's contribution to international popular culture (music, film, television, sport).

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

Aims of the course
This course involves students making and responding to music. They explore music as an art form, develop their aural skills and they build on their understanding and use of the elements of music. They extend their understanding and use of more complex rhythm, diversity of pitch and technical, expressive and performance skills. Students experience, interpret and analyse music from a range of cultures, times and locations, including Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students reflect on the development of traditional and contemporary styles of music. As they make and respond to music, students explore meaning and interpretation, forms and elements and social, cultural and historical contexts of music.

Prerequisites and recommendations
These units prepare students for the Authority-Registered (Non-OP) subject Music Studies and the Authority (OP) subject Music.

Rock the Dots
Through the exploration of the History of Rock Music, students extend their higher order thinking skills in relation to the use and manipulation of musical elements. Students explore, interpret and analyse music from varying cultures around the world. They analyse a range of music from contemporary and past times to explore differing viewpoints and enrich their music making. Students will improvise and arrange music, using aural skills and recognition of texture, dynamics and expression to manipulate the elements of music to explore personal style in composition and performance. Technique and expressive skills are further refined through the practise and rehearsal of a variety of repertoire. Students perform music applying techniques and expression to interpret the composer’s use of elements of music. They can choose to perform using a variety of instruments such as the piano, guitar and ukulele.

Pop the Rock
Music as an art form is explored through the concept of Popular Music, the various forms in which it is used and how it is relevant today. Through making and responding, students explore meaning and interpretation, forms and elements, social, cultural and historical contexts of music throughout time and how the past has influenced music today.  Students learn to plan and organise compositions with an understanding of style and convention, including drawing upon Australian music. They analyse a range of popular music from contemporary to past times to explore differing viewpoints and enrich their music making. Performance and applying techniques and expression to interpret the composer’s use of musical elements is further developed as students choose their own individual or group task in preparation for Senior Music. Students can choose to perform using a variety of instruments such as the piano, guitar, ukulele, vocals and drums.

Assessment
- Analyse different scores and performances aurally and visually
- Evaluate the use of elements of music and defining characteristics from different musical styles
- Interpret, rehearse and perform solo and ensemble repertoire in a range of forms and style
- Interpret and perform music with technical control and stylistic understanding
- Recognise elements of music and memorise aspects of music such as pitch and rhythm sequences using aural skills and knowledge of the elements of music,
- Compose and arrange music using aural and notation skills
PHYSICAL EDUCATION (Year 10 only)
Only offered in Semester One Year 10.

Aims of the course
By the end of Year 10, students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations and work collaboratively to design and apply solutions to movement challenges.

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.

Energy Systems
This is the first unit to prepare students for the Senior authority subject of Physical Education by giving them the opportunity to propose, practice and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices.

Training Principles
Students will evaluate and apply health information from a range of sources to health decisions and situations. They will also perform and refine specialised movement skills in challenging movement situations.

Biomechanics
Students will learn to design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels.

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 evaluate factors that shape identities, and analyse how individuals impact the identities of others.

Assessment
In year 10 students are assessed on understanding and skills dimensions through the criteria of Performance and practical application and Investigating.
RECREATION STUDIES (Year 10 only)
Only offered in Semester Two Year 10,

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.

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 and reports (500 words). Students’ achievements in practical units will be determined on their level of competence in: individual skills and game play.
TEXTILES TECHNOLOGY

Aims of the course
This course draws on the fields of textiles and fashion. Students develop skills in manipulating a range of textiles to produce a product that reflects a design brief. They will develop skills in pattern design and construction elements and principles of design.

Mini Me
In this unit, students make a doll or artefact that reflects them, a character they like or someone they admire. They have to undertake a character analysis, research as required by the design brief. They must create their doll or artefact using a range of sewing techniques, textiles and elements and principles of design.

Fashion and Subculture
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.

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

Aims of the course
Students will explore and investigate materials through critical selection and manipulation of a range of media and technologies. They will use art and design thinking, as well as create works that embody conceptual and problem-solving processes. They will produce and curate a presentation of a body of work in their chosen medium. Students will develop a more critical understanding of visual arts as an aesthetic and cultural body of knowledge.

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.

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 Making & Responding.

Assessment in this subject will cover a range of techniques such as essays, mixed media drawings, folios, visual diaries, artist statements and oral presentations.