

# YEAR 9 & 10 CURRICULUM HANDBOOK

A guide for all Parents/Caregivers and  
students in Year 9 and Year 10

2019





# YEAR 9 & 10 CURRICULUM HANDBOOK

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## 1 Message from the Principal

Since 1 January 2006, the law has required all young people to remain in recognised education (learning) or employment (earning). That is, upon completing Year 10, all young people must stay in education or training for a further two years or until they:

- Complete their Queensland Certificate of Education;
- Certificate III (Vocational Education) or higher;
- Turn 17;
- Gain employment for a minimum of 25 hours per week.

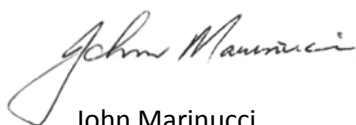
All students who complete Year 12 are certified under the Queensland Certificate of Education (QCE). The QCE requires students to demonstrate a certain amount of learning at a minimum standard. In order to be successful, students need to choose an appropriate individual pathway (which matches their interests and abilities) for learning during the Senior Phase of education program.

In Years 8 and 9, all students study a general program, designed to provide them with a broad-based education, whilst providing some opportunity for student choice in Year 9.

The curriculum structure in Year 10 for 2019 will more closely reflect the nationwide trends in education. The College continues to offer a general, rounded model in order to give students a broader education and to delay career-defining decisions until the students are 15. This model holds that Year 10 should be seen as the first year of a three-year journey through senior schooling. As such Year 10 should lay the foundations for each subject area, allowing the students to specialise after Year 10.

With this in mind, each subject area has developed courses for Year 10 that set students up to pursue related senior studies. Core studies include Religion, English, Mathematics, Science and Humanities. A number of elective slots then remain in each individual student's timetable, with a range of elective options to choose from. This range of options expands on those available to the students when choosing subjects for Year 9. The Year 10 structure is also designed to familiarise students with the content, assessment methods and standards associated with various Senior subjects. We are confident that this program will facilitate students making appropriate subject choices in Years 11 and 12.

We look forward to working with you through this subject selection process.



John Marinucci  
Acting Principal

## 2 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.*

This goal informs the St Francis College Learning and Teaching Framework and Vision for Learning.  
*Together, we value individuals, build relationships and empower learning.*

- 2.1 Our Learning and Teaching Framework, consists of four (4) phases and our goals for each phase are to:
- i. **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;
  - ii. **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;
  - iii. **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;
  - iv. **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.



### 3 Vision for Learning



#### 4 Senior and Middle Leadership

NAME	POSITION
Mr John Marinucci	Acting Principal
Ms Michelle Kelly	Acting Head of Campus 7-12
Mrs Michelle Ferguson	Acting Assistant Principal – Religious Education 7-12
Mrs Megan Philpott	Acting Assistant Principal – Pastoral P-12
Mr David Gall	Assistant Principal – Learning Growth P-12
Mrs Nella Rizzo	Assistant Principal – Curriculum 6-12
Ms Ashleigh Foumakis	Pastoral Leader – Jagun
Mr Paul McKeaten	Pastoral Leader – Kurrawa
Mr Christopher Stehr	Pastoral Leader – Wimulli
Mr Lachlan Grove	Acting Pastoral Leader – Yaaray
Ms Rachel Whitaker	Middle Years Schooling Leader 7-9
Mrs Claudia Crow	Senior Years Schooling Leader 10-12
Ms Ashleigh Beattie	Teaching and Learning Leader 7-8
Mr David Roati	Acting Teaching and Learning Leader 9-10
Mr Benjamin Bray	Teaching and Learning Leader 11-12
Ms Katrina Howie	Student Services Leader P-12
Mrs Renita Davren	Sport Leader P-12
Ms Christine Rolfe	VET Leader 6-12

## 5 Learning Support

Learning support is available to provide support for students with diverse learning needs to access the curriculum and to meet learning outcomes. The function of Learning Support is to match programs to students' needs and to provide resources to help students develop academically, emotionally and socially.

5.1 Learning support is provided in a number of ways including:

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

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.

## 6 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 want to produce polished assignments. Teachers and Support Staff are there to assist students and give them tips and ideas on how to improve their assignments and study skills.





## 7 English as an Additional Language or Dialect (EAL/D)

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.

7.1 EAL/D students come from diverse multilingual backgrounds and may include:

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

7.2 Additional support is provided in the following ways:

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



## 8 The New Queensland Certificate of Education (QCE) System

Senior schooling in Queensland is changing to help give students the skills for success in work and life in the future. They'll acquire 21st century skills to support them as lifelong learners, valued employees, innovators and engaged global citizens.

Under the new QCE system, students can still choose from lots of subjects and courses that suit their work and study goals. But in some Queensland Curriculum and Assessment Authority (QCAA) subjects, assessment will change.

There will also be a new way to rank students who wish to apply for university after school. The current rank is called the Overall Position (OP). From 2020, it will be the Australian Tertiary Admission Rank (ATAR).

*I start Year 10 in 2019/2020. What will it mean for me?*

When you start Year 11, school will be a little different to how it is for Year 11 and 12 students today. You'll need to know what to expect under the new QCE system as you start to think about senior subjects.

In Year 10, your school and family will help you plan what to study in Years 11 and 12. You'll discuss what jobs or careers you are interested in and then choose the subjects and courses that will enable you to achieve a QCE and work towards your goals.

*What subjects can I choose?*

8.1 In the new QCE system, you can study a wide variety of subjects:

- i. QCAA General subjects — currently known as Authority subjects;
- ii. QCAA Applied subjects — currently known as Authority-registered subjects;
- iii. Vocational education and training (VET) courses;
- iv. School-based apprenticeships and traineeships;
- v. University subjects completed while at school;
- vi. Workplace learning.

Some current QCAA subjects will be renamed, some combined and there will be some new ones.

If you love computers and technology, you might choose Digital Solutions in your subject mix.

If you'd like to get a job straight out of school, there are lots of VET courses that will give you real-world experience and skills.

*How is senior assessment changing?*

Assessment will be different in General and Applied subjects in the new QCE system. Four assessments will count towards your final grade in each subject. This is fewer assessments than students currently complete.

General subject results will be based on your achievement in three internal assessments (developed by your school), and one external assessment that is set and marked by the QCAA. In most general subjects your internal assessment results will count for 75% of your overall subject result. In maths and science subjects, your internal assessment results will generally count for 50% of your overall result.

Applied subject results will be based on your achievement in four internal assessments.

Internal assessments might include in-class tests, assignments, essays or some other form. Your work will be marked by your school, and QCAA will then review samples of student work for every subject in every school to ensure the quality and rigour of assessment and results.

External assessment for each subject will be held on the same day in all schools across the state.

Your final subject result will be made up of your external assessment result, plus your three internal assessment results.

The Queensland Core Skills (QCS) Test will not be part of the new system. The last group to sit the test will be in Year 12 in 2019.

*Will I still receive a QCE at the end of Year 12?*

Yes. Most students should still achieve a QCE by the end of Year 12. If you need a bit longer, you can keep working towards it after you leave school.

*How is tertiary entrance changing?*

The OP will be issued for the last time to students in Year 12 in 2019.

In 2020, if you're eligible, you'll be ranked for university using the ATAR.

8.2 A broad range of courses can contribute to the ATAR:

- i. Five General subjects;
- ii. Four General subjects, and one VET qualification at Certificate III or above;
- iii. Four General subjects, and one Applied subject.

To be eligible, you'll also need to pass an English subject, but your result will only contribute to your ATAR if it's one of your best five subject results.

Your ATAR will be calculated and issued by the Queensland Tertiary Admissions Centre. Visit its website for details: [www.qtac.edu.au/for-schools/atar-information](http://www.qtac.edu.au/for-schools/atar-information)

## 9 Choosing what to study

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

- i. You enjoy;
- ii. In which you have already had some success;
- iii. Which will help you achieve your chosen career goals, or at least keep your career options open;
- iv. 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.

9.2 Guidelines

- i. 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.
- ii. 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.

9.3 Think about your career options

- i. 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.

9.4 Career Research

- i. 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](http://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/>.

9.5 Find out about the subjects or units of study offered

- i. 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 curriculum middle leaders 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.
- ii. 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 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?

- 9.6 Make a decision about a combination of subjects or units that suits you
- i. 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).
- 9.7 Be honest about your abilities and realistic with your occupational ideas
- i. 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?
- 9.8 Be prepared to ask for help
- i. If you need more help, then ask for it. Talk to your parents, teachers, careers’ adviser and principal.
  - ii. Make use of the school course selection program. Look at the resources suggested in this handbook and make informed decisions about your curriculum studies.
- 9.9 Commitment
- i. Students need to practise commitment to study in the following ways in order to achieve success. Here are some required good work habits:
    - Approach all study time with a Growth Mindset;
    - 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.

The offerings outlined in this Curriculum Handbook are made subject to the availability of teachers and resources. The Principal reserves the right to withdraw any units or subjects where resource limitations or insufficient student numbers make it impractical to pursue the offering.

It is possible that the subject selections of a small number of students may not be able to be timetabled. In such situations, students will be advised to re-select subjects.

## 10 Career Investigation

You can use the tables below to investigate careers by relating your interest in school subjects to possible occupations.

10.1 You may wish to use these steps:

- i. Identify the subjects you enjoy and do best at;
- ii. Use this list to find the names of occupations that may be related to these subjects;
- iii. 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](http://www.myfuture.edu.au)) and talking to people in the jobs;
- iv. Talk to the College Careers Middle Leader, Ms McNamara.

HISTORY	GEOGRAPHY	HUMANITIES AND SOCIAL SCIENCE	ENGLISH
Anthropologist	Agricultural Scientist	Anthropologist	Actor
Archaeologist	Biological Scientist	Archivist	Archivist
Archivist	Cartographer	Child Care Worker	Author
Barrister	Environmental Scientist	Community Worker	Book Editor
Community Worker	Forest Technical Officer	Counsellor	Broadcaster
Criminologist	Geographer	Environmental Scientist	Copywriter
Foreign Affairs and Trade Officer	Geologist	Geographer	Foreign Affairs and Trade Officer
Geologist	Hydrographer	Library Technician	Human Resources Officer
Historian	Landscape Architect	Police Officer	Interpreter
Journalist	Marine Scientist	Probation and Parole Officer	Journalist
Lawyer	Meteorologist	Public Relations Officer	Lawyer
Librarian	Ocean Hydrographer	Recreation Officer	Librarian
Museum Curator	Park Ranger	Religious Leader	Management Consultant
Public Relations Officer	Surveyor	Social Worker	Printing Machinist
Religious Leader	Teacher	Sociologist	Publisher
Sociologist	Tour Guide	Teacher	Receptionist
Stage Manager	Town Planner	Town Planner	Speech Pathologist
Teacher	Travel Consultant	Trade Union Official	Teacher's Aide
Writer	Water Services Officer	Youth Worker	Travel Consultant
			Writer

MATHEMATICS	SCIENCE	HEALTH AND PHYSICAL EDUCATION	DIGITAL TECHNOLOGIES
Accountant	Automotive Electrician	Acupuncturist	Analyst (IT)
Actuary	Chemist	Ambulance Officer	Architectural Drafter
Bank Officer	Computer Programmer	Beauty Therapist	Business Systems Analyst
Bookkeeper	Electrical Fitter	Chiropractor	Computer Systems Engineer
Credit Officer	Engineer	Fitness Instructor	Computer Hardware Service Technician
Economist	Electronics Service Person	Hospital Food Service Manager	Computer Systems Officer
Electrical Fitter	Environmental Scientist	Jockey	Data Processing Operator
Engineer	Forensic Scientist	Massage Therapist	Database Administrator
Geologist	Laboratory Worker	Nurse	Desktop Publisher
Mathematician	Medical Practitioner	Occupational Health and Safety Officer	Help Desk Operator
Motor Mechanic	Meteorologist	Occupational Therapist	Information Technology Educator
Pattern Maker	Nurse	Physiotherapist	Information Technology Manager
Physicist	Pharmacist	Podiatrist	Multimedia Developer
Programmer (IT)	Photographer	Psychologist – Sport	Programmer Software Designer
Quantity Surveyor	Refrigeration and Air-Conditioning Mechanic	Radiation Therapist	Software Engineer
Statistician	Sports Scientist	Recreation Officer	Systems Designer
Stockbroker	Sugarcane Analyst	Sports Scientist	Teacher
Surveyor	Teacher	Sports Coach	Training Officer
Taxation Agent	Telecommunication Technician	Stunt Performer	Telecommunications Engineer
Teacher		Teacher	Website

<b>MUSIC</b>	<b>DRAMA/DANCE</b>	<b>VISUAL ART/ MEDIA ARTS</b>	<b>DESIGN TECHNOLOGIES</b>
Announcer	Actor	Architect	Architect
Arts Administrator	Announcer	Artist	Architectural Drafter
Composer	Arts Administrator	Craftsperson	Automotive Electrician
Conductor	Choreographer	Diversional Therapist	Boilermaker
Film and TV Producer	Dancer	Dressmaker	Builder
Multimedia Developer	Film and TV Lighting Operator	Engraver	Cabinetmaker
Music Critic	Film and TV Producer	Fashion Designer	Carpenter/Joiner
Music Therapist	Make-up Artist	Florist	Cartographer
Musical Instrument Maker	Model	Graphic Designer	Drafter
Musician	Public Relations Officer	Hairdresser	Engineering
Piano Technician	Receptionist Recreation Officer	Interior Decorator	Graphic Designer
Recreation Officer	Set Designer	Industrial Designer	Industrial Designer
Singer/Vocalist Sound	Speech Pathologist	Jeweler	Landscape Architect
Technician Stage Manager	Stage Manager	Landscape Architect	Leadlight Worker
Teacher – Early Childhood Teacher – Music	Teacher – Dance	Landscape Gardener	Metal Fabricator
Teacher – Primary	Teacher – Speech and Drama	Make-up Artist	Metal Trades Assistant
Teacher – Secondary	Tour Guide	Multimedia Developer	Panel Beater
	Writer	Photographer	Picture Framer
		Screen Printer	Sheetmetal Worker
		Set Designer	Teacher
		Signwriter	
		Teacher	
		Wood Turner	



FOOD AND TEXTILES TECHNOLOGY	BUSINESS EDUCATION	RELIGIOUS EDUCATION
Butcher	Accountant	Education
Catering Manager	Bank Officer	Journalism
Clothing Patternmaker	Bookkeeper	Law
Cook/Chef	Bookmaker	Event Planner
Dietitian/Nutritionist	Car Rental Officer	Government
Dressmaker	Cashier	Peace Work
Dry Cleaner	Court and Hansard Reporter	Museums and the Arts
Events Manager	Court Officer	Non-Profit or Non-Governmental Organisations
Fashion Designer	Credit Officer	Social Work
Food Technologist	Croupier	Religious Professions
Home Care Worker	Economist	Missionary
Home Economist	Farm Manager	
Hospital Food Service Manager	Hotel/Motel Manager	
Hotel/Motel Manager	Office Administrator	
Interior Decorator	Paralegal Worker	
Nanny	Real Estate Salesperson	
Nurse	Receptionist	
Pattern Maker	Secretary	
Retail Buyer	Stock and Station Agent	
Tailor	Teacher	
Teacher	Travel Consultant	

Student Connect gives you access to your learning account and results, as well as information and links to help you explore your future education, training and career pathways. Visit <https://studentconnect.qcaa.qld.edu.au>.

## 11 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.

- 11.1 Students who have completed a school based apprenticeship or traineeship report the following benefits:
- i. A nationally recognised industry qualification upon completion;
  - ii. Practical hands-on experience;
  - iii. Able to stay at school to complete Senior Certificate;
  - iv. Experience a smooth school to work transition;
  - v. An opportunity to begin a career early;
  - vi. 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 the Careers Counsellor to discuss options and complete application forms.

## 12 Senior Subject Pre-requisites

When making your choices, be aware that St Francis College applies prerequisites to senior subjects. Prerequisites are applied to ensure students select courses in which they have the most capability to be successful.

Note that students need to demonstrate at least a B- standard in English and Maths to undertake any General subject in Year 11.

It is assumed that if a junior subject is prerequisite to a senior subject, then the junior subject needs to be studied in Year 10.

This information was correct at the time of printing, but changes in requirements could occur over a three-year period in response to changes in the Australian Curriculum. Similarly, the senior subjects listed here may also change, including subject availability due to class numbers.



### 13 Course Structure

In Year 10, students are required to study six (6) core subjects and three (3) electives as follows:

#### 13.1 Core Subjects:

- i. Religious Education;
- ii. English;
- iii. Mathematics;
- iv. Science;
- v. Health and Physical Education;
- vi. History.

#### 13.2 Elective Subjects

Year 9 and 10 students will undertake study in three (3) electives. Students must study electives for the full year.

If students are interested in studying a subject in Year 11 and 12, they must study the subject in Year 10 to build up knowledge and skills in the subject.

THE ARTS	TECHNOLOGIES	HUMANITIES AND SOCIAL SCIENCES
Dance	Design Technologies (Design & Technologies)	Geography
Drama	Design Technologies (Materials & Technologies)	Economics and Business
Media Arts	Design and Technologies (Food Specialisations)	Civics and Citizenship
Music	Digital Technologies	
Visual Art		

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.

## 14 Religious Education

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.

### 14.1 Possible Unit Topics Include:

- i. Restoring the Balance;
- ii. Let There be Light;
- iii. Making Sense of Jesus;
- iv. Learning from the Past;
- v. Life Choices;
- vi. Responding to the Signs of the Times;
- vii. The Mystery of God;
- viii. Religious Citizenship.

### 14.2 Links to Senior Learning Pathways

GENERAL	APPLIED	VET/TAFE@SCHOOL
Study of Religion	Religion and Ethics	Cert IV in Library and Information Services
		Cert IV in Crime and Justice Studies

## 15 English

Students develop and justify their own interpretations of texts, such as poetry and novels. They create a wide range of texts to communicate complex ideas by experimenting with language, text structures and images.

### 15.1 Typically, students will:

- i. Read a range of challenging fiction that explores themes and issues;
- ii. Compare and contrast ideas in different texts, justifying their own interpretations;
- iii. Navigate and analyse online texts;
- iv. Talk about the way they select language features and vocabulary when creating texts;
- v. Explain different viewpoints and perspectives using logical arguments;
- vi. Create written and multimodal texts such as speaking to a prepared PowerPoint presentation;
- vii. Edit and refine their own work and provide constructive feedback to peers;
- viii. Design webpages that include sound, images and text;
- ix. Plan, rehearse and deliver longer presentations with relevant and well-researched content.

### 15.2 Possible Unit Topics Include:

- i. Representations of Adolescents;
- ii. The Power of Persuasion;
- iii. Classic Literature;
- iv. Global Issues;
- v. Words can change the World;
- vi. Transformations;
- vii. Fortune, Fate, Love and Hate in Romeo and Juliet;
- viii. Perspectives on Issues and Events in Media Texts.

### 15.3 Links to Senior Learning Pathways

GENERAL	APPLIED	VET/TAFE@SCHOOL
English	Essential English	Cert IV in Library and Information Services
English as an Additional Language		Cert IV in Crime and Justice Studies

## 16 Mathematics

Students extend their knowledge of algebra, graphing and geometry, begin trigonometry of right-angle triangles and work with probability and statistics.

16.1 Typically, students will:

- i. Compare simple and compound interest;
- ii. Model practical situations involving surface areas and volumes;
- iii. Solve problems involving right-angle trigonometry;
- iv. Calculate areas of shapes and volumes of simple solids;
- v. Apply ratio and scale factors to similar figures;
- vi. Formulate geometric proofs;
- vii. Interpret and compare datasets in statistics;
- viii. Explain the use of relative frequencies to estimate probabilities.

16.2 Possible Unit Topics Include:

- i. Data and Probability;
- ii. Number Skills and Algebra;
- iii. Statistics and Probability;
- iv. Financial Maths and Solving Equations;
- v. Measurement and Geometry;
- vi. Investigating Data and Probability;
- vii. Trigonometry;
- viii. Algebra (Linear and Non-Linear Modelling and Solving Equations);
- ix. Algebra (Simplifying Expressions, Compound Interest and Measurement).

16.3 Links to Senior Learning Pathways

GENERAL	APPLIED	VET/TAFE@SCHOOL
General Mathematics	Essential Mathematics	
Mathematical Methods		

## 17 Science

Students explore evidence for various scientific theories and develop viewpoints on the impact of scientific discoveries. Their investigations show increased attention to accuracy in measurement and collation of data, reliability of their data, and importance of evidence in their conclusions.

### 17.1 Typically, students will:

- i. Investigate body systems and ecosystems as examples of interdependent, interactive systems;
- ii. Investigate changes in our genes that affect both our characteristics and evolutionary history;
- iii. Deepen their understanding of changes in chemical systems that can be caused by changes at the atomic level;
- iv. Investigate how the wave and particle theory can explain the behaviour of light;
- v. Deepen their understanding of the physical laws of motion;
- vi. Critically analyse and evaluate claims and approaches used to solve problems, while considering ethics involved and how people's lives might be affected;
- vii. Critically consider the importance of science-based careers.

### 17.2 Possible Unit Topics Include:

- i. Our Chemical World;
- ii. All Body Systems Go;
- iii. Short Circuits;
- iv. Dynamic Earth;
- v. Who are you;
- vi. Chemical Encounters;
- vii. Over and Under;
- viii. Earth and Space Science.

### 17.3 Links to Senior Learning Pathways

GENERAL	APPLIED	VET/TAFE@SCHOOL
Biology		Cert II in Horticulture
Chemistry		Cert II in Sampling and Measurement/ Cert III in Laboratory
Physics		Cert II in Rural Operations/ Cert II in Animal Studies



## 18 Health and Physical Education

Students learn about the place of health and physical activity in a rapidly changing world. They learn to question what they see and hear, and take action to improve health and wellbeing of themselves, their peers and their community.

### 18.1 Typically, students will:

- i. Learn how other people and places affect their health, safety and activity choices;
- ii. Learn about options for managing safety (including CPR);
- iii. Understand positive relationships and what should be done when a relationship is not respectful;
- iv. Judge whether sources of health information are reliable and useful;
- v. Propose ways to counter prejudice and prevent violence and harassment;
- vi. Use technology to make and track a personal fitness plan;
- vii. Explore the role that physical activity, outdoor recreation and sport play in the lives of Australians and how this has changed over time;
- viii. Draw upon their motivation, persistence and confidence when faced with physical challenges.

### 18.2 Possible Unit Topics Include:

- i. Energy Systems and Nutrition;
- ii. Community Health;
- iii. Biomechanics;
- iv. Australia's Sporting Identity;
- v. Drugs in Sport.

### 18.3 Links to Senior Learning Pathways

GENERAL	APPLIED	VET/TAFE@SCHOOL
Physical Education	Recreation	Cert II in Health Support Services
Health		Cert III in Health Services Assistance
		Cert II in Sport and Recreation
		Cert II in Sport and Recreation/ Cert III in Fitness

## 19 History

Students are engaged in deeper, more complex thinking; they use logic, ethical thinking and self-reflection as they question events and issues in the world.

### 19.1 Typically, students will:

- i. Explain the significance of events and developments from a range of perspectives;
- ii. Explain different interpretations of the past and recognize the evidence used to support these interpretations;
- iii. Sequence events and developments with a chronological framework, and identify relationships between events across different places and periods of time;
- iv. Develop, evaluate and modify questions to frame an historical inquiry;
- v. Process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions;
- vi. Draw conclusions about their usefulness, taking into account their origin, purpose and context;
- vii. Organize and present arguments using historical terms and concepts, evidence identifies in sources and using appropriate referencing techniques.

### 19.2 Possible Unit Topics Include:

- i. World War I;
- ii. World War II;
- iii. Rights and Freedoms;
- iv. The Modern World and Australia: The nature of the Cold War and Australia's involvement in the Cold war including the influences of Asian nations;
- v. Popular Culture.

### 19.3 Links to Senior Learning Pathways

GENERAL	APPLIED	VET/TAFE@SCHOOL
Modern History		Cert IV in Crime and Justice Studies
		Cert IV in Library and Information Services

## 20 Civics and Citizenship

In Civics and Citizenship, learn about citizenship, laws, and the democratic values and group participation that promote a cohesive society.

20.1 Typically, students will:

- i. Evaluate features of Australia's political system;
- ii. Explain the key principals of Australia's system of justice and analyse the role of Australia's court system;
- iii. Compare and account the different interpretations and points of view on civics and citizenship issues;
- iv. Take into account multiple perspectives, use democratic processes and negotiate solutions to an issue;
- v. Develop and present evidence-based arguments on civics and citizenship issues using appropriate texts, subject specific language and concepts;
- vi. Analyse ways they can be active and informed citizens in different contexts.

20.2 Possible Unit Topics Include:

- i. Democratic and Just Society;
- ii. Playing Politics;
- iii. Systems of Government;
- iv. International Law.

20.3 Links to Senior Learning Pathways

GENERAL	APPLIED	VET/TAFE@SCHOOL
Business	Tourism	Cert III in Business
		Cert II in Community Services
		Cert II in Tourism
		Cert II in Tourism/ Cert III in Events
		Cert IV in Crime and Justice Studies
		Cert IV in Library and Information Services

## 21 Economics and Business

In Economics and Business, understand modern and traditional markets, roles of and relationships between consumers, businesses, entrepreneurs and work and factors that might affect work in the future.

21.1 Typically, students will:

- i. Explain why and how governments manage economic performance to improve living standards;
- ii. Analyse factors that influence major consumers and financial decisions and explain the short and long term effects of these decisions;
- iii. Explain how businesses respond to changing economic conditions and improve productivity;
- iv. Develop questions and formulate hypotheses to frame an investigation of an economic or business issue or event;
- v. Apply economics and business knowledge, skills and concepts to familiar, unfamiliar and complex hypothetical problems.

21.2 Possible Unit Topics Include:

- i. Global Economy Advantage;
- ii. Successful Economy;
- iii. Great Economy – The Economy Changes.

21.3 Links to Senior Learning Pathways

GENERAL	APPLIED	VET/TAFE@SCHOOL
Business	Business Studies	Cert III in Business
		Cert IV in Accounting
		Cert II in Tourism

## 22 Geography

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.

### 22.1 Typically, students will:

- i. Explain how geographical processes change the characteristics of places;
- ii. Predict changes in the characteristics of places over time and identify the possible implications of change for the future;
- iii. Analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments;
- iv. Analyse alternative strategies to a geographical challenge using environmental, social and economic criteria and propose and justify a response;
- v. Analyse data to propose explanations for patterns, trends, relationships and anomalies and to predict outcomes.

### 22.2 Possible Unit Topics Include:

- i. Biomes and Food Security;
- ii. Geographies of Interconnections;
- iii. Environmental and Change Management;
- iv. Geographies of Human Wellbeing.

### 22.3 Links to Senior Learning Pathways

GENERAL	APPLIED	VET/TAFE@SCHOOL
Geography	Tourism	Cert II in Tourism
		Cert II in Tourism/ Cert III in Events
		Cert II in Horticulture

## 23 Design and Technologies

The Australian Technologies Curriculum aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students are able to investigate, design, plan, manage, create and evaluate solutions; are creative, innovative and enterprising when using traditional, contemporary and emerging technologies and understand how technologies have developed over time. The learning will be based on the design process where students are given a problem which they generate ideas to solve the problem. They do this by selecting a solution, creating their solution, presenting the results and evaluating the results.

### 23.1 Typically, students will:

- i. Explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments;
- ii. Identify the changes necessary to design solutions to realise preferred futures;
- iii. Establish detailed criteria for success, including suitability considerations and use these to evaluate their ideas and designed solutions and processes;
- iv. Create and connect design ideas and process of increasing complexity and justify decisions;
- v. Communicate and document projects, including marketing for a range of audiences;
- vi. Select and use appropriate technologies skillfully and safely to produce high-quality designed solutions for the intended purpose.

### 23.2 Possible Unit Topics Include:

- i. Creating Toys for Play;
- ii. Turning Timber into Furniture;
- iii. Heavy Metal.

### 23.3 Links to Senior Learning Pathways

GENERAL	APPLIED	VET/TAFE@SCHOOL
Design		Cert II in Horticulture
		Cert I in Construction
		Cert II in Engineering Pathways

## 24 Design and Technologies (Food Specialisations)

Food specialisations investigate and make judgements in how the principals of food safety, preservation, preparation, presentation and sensory influence the creation of food solutions for healthy eating.

24.1 Typically, students will:

- i. Investigate and make judgements in how the principles of food safety, preservation, preparation, presentation and sensory influence the creation of food solutions for healthy eating;
- ii. Investigate and make judgements on the ethical and sustainable production and marketing of food;
- iii. Explain how products, services and environments evolve with consideration of preferred futures and the impact of emerging technologies on design decisions.

24.2 Possible Unit Topics Include:

- i. Masterchef;
- ii. Bountiful Baking;
- iii. Alfresco Eating;
- iv. My Kitchen Rules.

24.3 Links to Senior Learning Pathways

GENERAL	APPLIED	VET/TAFE@SCHOOL
Health		Cert II in Hospitality
		Cert II in Kitchen Operations
		Cert II in Baking

## 25 Design and Technologies (Materials and Technologies)

Students use a design process to identify and explore the design needs and opportunities of target audiences, research, generate and develop ideas and produce and evaluate graphical solutions.

25.1 Typically, students will:

- i. Use a range of technologies including a variety of graphical representation techniques to communicate;
- ii. Generate and represent original ideas and production plans in two and three dimensional representations;
- iii. Use a range of technical drawings including perspective, scale, orthogonal and production drawings with sectional and exploded views;
- iv. Produce rendered illustrated views for marketing and use graphic visualization software to produce dynamic views of virtual products.

25.2 Possible Unit Topics Include:

- i. Custom Instruments R Us;
- ii. Apartment Renovation;
- iii. Get Guitared;
- iv. Outfit the Players;
- v. Designer T-Shirts;
- vi. Great Clubhouse.

25.3 Links to Senior Learning Pathways

GENERAL	APPLIED	VET/TAFE@SCHOOL
Design		Cert III in Design Fundamentals



## 26 Digital Technologies

Students are encourage to be imaginative and creative through problem solving and designing as part of a team. They develop real-life skills for visualising, investigating, analysing, synthesising, problem solving and evaluating technical problems. The learn how to manipulate mechanical and computer coding effectively as a vehicle for conveying the outcomes of their research.

26.1 Typically, students will:

- i. Plan and manage digital projects;
- ii. Design and evaluate user experiences and algorithms;
- iii. Design and implement modular program, including an object orientate program, using algorithms and data structures involving modular function that reflect the relationships of real world data and data entities;
- iv. Take account of privacy and security requirements when selecting and validating data;
- v. Test and predict results and implement digital solutions;
- vi. Evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise.

26.2 Possible Unit Topics Include:

- i. Creative Design;
- ii. Robot Rampage;
- iii. It's not TV, it's Robotic;
- iv. Asimov Rules.

26.3 Links to Senior Learning Pathways

GENERAL	APPLIED	VET/TAFE@SCHOOL
Design		Cert III in Information, Digital Media and Technology
		Cert III in Screen and Media

## 27 Dance

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 other's dances.

27.1 Typically, students will:

- i. Analyse the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dance they make, perform and view;
- ii. Evaluate the impact of dance from different cultures, places and times on Australian dance;
- iii. Choreograph dances by manipulating and combining the elements of dance, choreographic devices, form and production elements to communicate their choreographic intent;
- iv. Choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style.

27.2 Possible Unit Topics Include:

- i. The Australian Scene – Contemporary;
- ii. On TrenD – Hip Hop/Popular Dance;
- iii. On With The Show – Musical Theatre;
- iv. Popular Production.

27.3 Links to Senior Learning Pathways

GENERAL	APPLIED	VET/TAFE@SCHOOL
Dance	Dance in Practice	Cert II in Music Industry
		Cert III in Make-Up

## 28 Drama

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.

28.1 Typically, students will:

- i. Analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view;
- ii. Use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints;
- iii. Develop and sustain different roles and characters for given circumstances and intentions perform devised and scripted drama in different forms, styles and performance spaces;
- iv. Collaborate with others to plan, direct, rehearse and refine performances;
- v. Select and use the elements of drama, narrative and structure in directing and acting in order to engage audiences;
- vi. Refine performance and expressive skills in voice and movement to convey dramatic action.

28.2 Possible Unit Topics Include:

- i. Australian Gothic;
- ii. Children's Theatre;
- iii. Thalia: Drama and Comedy;
- iv. Melpomene: Drama and Tragedy.

28.3 Links to Senior Learning Pathways

GENERAL	APPLIED	VET/TAFE@SCHOOL
Drama	Drama in Practice	Cert III in Screen and Media
		Cert II in Make-Up

## 29 Media Arts

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.

29.1 Typically, students will:

- i. Analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute;
- ii. Evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning;
- iii. Evaluate how social, institutional and ethical issues influence the making and use of media artworks;
- iv. Produce representations that communicate alternative points of view in media artworks for different community and institutional contexts;
- v. Manipulate genre and media conventions and integrate and shape technical and symbolic elements for specific purposes, meaning and style;
- vi. Collaboratively apply design, production and distribution process.

29.2 Possible Unit Topics Include:

- i. Documentary;
- ii. Fact or Fantasy;
- iii. Film Genre Narrative;
- iv. Famous Scenes Remake;
- v. Advertising;
- vi. Film Review.

29.3 Links to Senior Learning Pathways

GENERAL	APPLIED	VET/TAFE@SCHOOL
Film, TV and New Media	Media Arts in Practice	Cert III in Screen and Media

### 30 Music

This course involves students making and responding to music. They explore music as an art form, develop their aural skills and they build 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.

#### 30.1 Typically, students will:

- i. Analyse different scores and performances aurally and visually;
- ii. Evaluate the use of elements of music;
- iii. Define characteristics from different musical styles;
- iv. Use understanding of music making different cultures, times and places;
- v. Interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles;
- vi. Use aural skills to recognize elements of music;
- vii. Compose music.

#### 30.2 Possible Unit Topics Include:

- i. Rock the Dots;
- ii. Pop the Rock;
- iii. Music in the Theatre.

#### 30.3 Links to Senior Learning Pathways

GENERAL	APPLIED	VET/TAFE@SCHOOL
Music	Music in Practice	Cert II in Music Industry
		Cert III in Screen and Media

## 31 Visual Art

Through making and responding tasks students will develop applied literacy processes and visual literacy skills. As part of all units students will examine concepts about sustainability and how artists have a role of commenting on society and communicating ideas to others. In each unit students will explore how artists persuade, communicate and express viewpoints and concepts in visual arts through making tasks such as resolved artworks and responding tasks including written essay and artist statement.

31.1 Typically, students will:

- i. Evaluate artworks they make and view and analyse viewpoints from different cultures, times and places;
- ii. Analyse connections between visual conventions, practices and viewpoints that represent their own and others ideas;
- iii. Conceptualise their representational ideas to realise a personal style;
- iv. Manipulate and adapt different representational elements to enhance a meaning in their artworks.

31.2 Possible Unit Topics Include:

- i. Anarchy in the Art World;
- ii. What about Me;
- iii. All the Small Things;
- iv. Behind the Wall.

31.3 Links to Senior Learning Pathways

GENERAL	APPLIED	VET/TAFE@SCHOOL
Visual Art	Visual Art in Practice	Cert III in Visual Art
		Cert III in Screen and Media
		Cert III in Make-Up