Dear Year 9 Students and Parents,

At Siena Catholic College, Year 10 is a culmination of a curriculum based on the P-10 Australian Curriculum. The program of study for Year 10 provides students with opportunities to experience curriculum offerings that reflect the nature and expectations of subjects in the Senior Phase of Learning across both pedagogical approaches to learning and assessment styles.

Significant features of this program include:

- Core subjects, as defined within the P-10 Australian Curriculum that ensures all students have access across a broad range of subjects in the Senior Phase of learning. Core subjects include: Religious Education, English, Mathematics, Science, History (one semester unit) and Personal, Social and Physical Development Education (includes Careers Education).

- Elective subjects provide opportunities for students to engage with the non-core aspects of the P-10 Australian Curriculum. These subjects introduce specialist curriculum offerings available in the Senior Phase of Learning.

Students are required to select a total of five semester length elective subjects across Year 10. These electives must come from a **minimum of three subject areas**.

The Year 10 program seeks to ensure students are well prepared to make informed decisions in relation to the selection of senior subjects. This preparation is supported by an ongoing career education program within PSDPE that leads to the development of a Student Education and Training Plan (SET Plan). As a part of the development of this plan there is a compulsory interview in Term 3 of Year 10 for each student to assist them (and their parents) in making sound subject selection decisions leading for Year 11 and 12.

We wish all students continued success next year in Year 10.

Chuck Forzatti
APA Curriculum

Graeme Hight
Principal
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INFORMATION FOR STUDENTS AND PARENTS

CHOOSING YEAR 10 AREAS OF STUDY

The timetable for 2016 will take the format of a 10 day (two week) cycle consisting of 60 periods.

All students in Year 10 study a core of four subjects:

<table>
<thead>
<tr>
<th>CORE</th>
<th>PERIODS PER 2 WEEK 60 PERIOD CYCLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>6</td>
</tr>
<tr>
<td>English</td>
<td>9</td>
</tr>
<tr>
<td>Mathematics</td>
<td>9</td>
</tr>
<tr>
<td>Science</td>
<td>8</td>
</tr>
<tr>
<td>History</td>
<td>7 (One semester unit only)</td>
</tr>
<tr>
<td>Careers, Personal Development and Physical Activity</td>
<td>7</td>
</tr>
</tbody>
</table>

Year 10 students are required to select five elective and two reserve units from those outlined on the next page. Five of the units selected will be studied over two semesters (3 units in one semester and two units in the alternate semester).

<table>
<thead>
<tr>
<th>ELECTIVES (Areas of Study)</th>
<th>PERIODS PER CYCLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>7</td>
</tr>
<tr>
<td>Visual Art</td>
<td>7</td>
</tr>
<tr>
<td>Business Studies</td>
<td>7</td>
</tr>
<tr>
<td>Digital Technologies</td>
<td>7</td>
</tr>
<tr>
<td>Drama</td>
<td>7</td>
</tr>
<tr>
<td>Graphics (Design)</td>
<td>7</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>7</td>
</tr>
<tr>
<td>Design (Food &amp; Textile Technology)</td>
<td>7</td>
</tr>
<tr>
<td>Design (Construction)</td>
<td>7</td>
</tr>
<tr>
<td>Design (Technology)</td>
<td>7</td>
</tr>
<tr>
<td>Languages</td>
<td>7</td>
</tr>
<tr>
<td>Media Studies</td>
<td>7</td>
</tr>
<tr>
<td>Music</td>
<td>7</td>
</tr>
<tr>
<td>Program Challenge</td>
<td>7</td>
</tr>
</tbody>
</table>

In Year 11 and 12, students will be required to select a Religious Education, English and Mathematics subject followed by three other subjects. Apart from the Science and History electives in Year 11 and Year 12 the other subjects should probably come from the electives selected in Year 10.

Keep this in mind when selecting for Year 10 as these are preparation for the Senior Phase of Learning. The table on the following page outlines the links between subjects studied in Year 10 and the corresponding options in Year 11/12.
<table>
<thead>
<tr>
<th>Year 10 Subjects</th>
<th>Unit Length</th>
<th>Type</th>
<th>Links to Year 11/12 SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religious Education</td>
<td>2</td>
<td>Core</td>
<td>Study of Religion, Religion &amp; Ethics</td>
</tr>
<tr>
<td>English</td>
<td>2</td>
<td>Core</td>
<td>Essential English, Literature</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
<td>Core, Select One</td>
<td>Essential Mathematics, General Mathematics, Mathematics Methods, Specialist Mathematics</td>
</tr>
<tr>
<td>Mathematics Advanced</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Careers, Personal Development and Physical Education</td>
<td>2</td>
<td>Core</td>
<td>Access</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>Core</td>
<td>Biology, Chemistry, Physics</td>
</tr>
<tr>
<td>HUM10 – History</td>
<td>1</td>
<td>Core</td>
<td>Modern History, Ancient History, Geography, Legal Studies</td>
</tr>
<tr>
<td>HUM20 – Geography</td>
<td>1</td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>HUM30 – Active Citizenship and Human Rights and the Rule of Law</td>
<td>1</td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>ART10 – The Human Condition</td>
<td>1</td>
<td>Elective</td>
<td>Visual Art</td>
</tr>
<tr>
<td>ART20 – The World Around You</td>
<td>1</td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>BUS10 – Business Studies – Economics and Business</td>
<td>1</td>
<td>Elective</td>
<td>Accounting, Economics</td>
</tr>
<tr>
<td>BUS20 – Business Studies - Financial Literacy and Accounting</td>
<td>1</td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>DRA10 – Scripted Drama</td>
<td>1</td>
<td>Elective</td>
<td>Drama</td>
</tr>
<tr>
<td>DRA20 – Student Devised Drama</td>
<td>1</td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>GRA10 – Graphics</td>
<td>1</td>
<td>Elective</td>
<td>Design</td>
</tr>
<tr>
<td>HPE10 – Health &amp; Physical Activity – Practical Applications of Anatomy and Physiology</td>
<td>1</td>
<td>Elective</td>
<td>Physical Education, Certificate III in Fitness Health Education</td>
</tr>
<tr>
<td>HPE20 – Health &amp; Physical Activity – Skill Acquisition and Australian Sporting Culture</td>
<td>1</td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>HEC10 – Home Economics – Cultural Cuisine &amp; Recycled Fashion</td>
<td>1</td>
<td>Elective</td>
<td>Certificate III in Hospitality</td>
</tr>
<tr>
<td>HEC20 – Home Economics - Catering</td>
<td>1</td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>ITD10 – Furnishings (White)</td>
<td>1</td>
<td>Elective</td>
<td>Design</td>
</tr>
<tr>
<td>ITD20 – Furnishings (Black)</td>
<td>1</td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>ITD30 – Technology Studies (Timber Bias)</td>
<td>1</td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>ITD40 – Technology Studies (Metal Bias)</td>
<td>1</td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>ITL10 – Italian Studies</td>
<td>1</td>
<td>Elective</td>
<td>Italian</td>
</tr>
<tr>
<td>ITL20 – Transition to Senior Studies</td>
<td>1</td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>MED10 – Media Studies – Video/Audio</td>
<td>1</td>
<td>Elective</td>
<td>Film, Television &amp; New Media, Music</td>
</tr>
<tr>
<td>MED20 – Media Studies – Digital Photography / Multimedia</td>
<td>1</td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>MUS10 – Music A</td>
<td>1</td>
<td>Elective</td>
<td>Music</td>
</tr>
<tr>
<td>MUS20 – Music B</td>
<td>1</td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>PGC10 – Program Challenge</td>
<td>1</td>
<td>Elective</td>
<td></td>
</tr>
</tbody>
</table>
STRATEGY FOR CHOOSING SUBJECTS

As a basic strategy, it is suggested that you choose subjects:

- that you enjoy
- in which you have already had some success
- which may help you reach a chosen career
- that lead to subjects you may be considering for your senior phase of learning (Year 11 and 12)
- which will develop skills, knowledge and attitudes useful throughout your life.

It is important to remember that you are an individual, and that your particular needs and requirements in subject selection will be quite different from those of other students. This means that it is unwise to either take or avoid a subject because:

- someone told you that you will like or dislike it
- your friends are or are not taking it
- you like or dislike the teacher
- “only boys (or girls) take that subject” (all subjects have equal value for males and females).

FURTHER INFORMATION:

HOMEWORK/STUDY
Each student should endeavour to complete approximately 1 to 1½ hours of homework/study each night during Year 10. This can take the form of work set by the teacher, a review of the day’s work or general revision of work completed earlier in the semester. Homework/study should be done under conditions where distractions, such as television, are kept to a minimum.

ASSESSMENT POLICY AND GUIDELINES
During the course of students’ schooling they will be required to complete assessment tasks and submit work to teachers for evaluation. The assessment tasks may include research or practical assignments, performances, essays and formal examinations.

Guidelines related to the completion and submission of assessment tasks may be found on the Parent and Student Portal. Parents and students are encouraged to familiarize themselves with expectations in this area.

GRADES
Student achievement will be graded according to task specific criteria that are an integral part of each assessment task. For individual assessment items both overall achievement and achievement for each criteria will be graded on a five point graduated scale (A+ through E-) where these literal grades indicating the quality of students’ work within the context of the stated criteria. These grades are an important indicator of the students’ progress in specific dimensions.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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</thead>
<tbody>
<tr>
<td>A’</td>
<td>A’</td>
<td>B’</td>
<td>B’</td>
<td>C’</td>
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<td>E</td>
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<tr>
<td>D</td>
<td>D</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
</tbody>
</table>

SENIOR SCHOOL
Parents and students should be aware that progression from Year 10 to Year 11 is not automatic.

Senior students will be required to enter into a “Senior Phase of Learning Enrolment Contract” with the College. Generally, senior students will be expected to support and promote the College ethos, and to be effective role models for younger students by way of good example in behaviour, attitude and study.
# SUBJECTS OFFERED

<table>
<thead>
<tr>
<th>Core</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>Visual Art</td>
</tr>
<tr>
<td>English</td>
<td>• The Human Condition</td>
</tr>
<tr>
<td>Mathematics</td>
<td>• The World Around You</td>
</tr>
<tr>
<td>History</td>
<td>Business Studies</td>
</tr>
<tr>
<td>Social, Personal Development and</td>
<td>• Economics and Business</td>
</tr>
<tr>
<td>Physical Education (Includes Career</td>
<td>• Financial Literacy and</td>
</tr>
<tr>
<td>Education)</td>
<td>Accounting</td>
</tr>
<tr>
<td>Science</td>
<td>Digital Technologies</td>
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<td>Drama</td>
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<td></td>
<td>• Scripted Drama</td>
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<td>• Student Devised Drama</td>
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<td>Graphics</td>
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<td></td>
<td>Health &amp; Physical Education</td>
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<td>• Practical Applications of</td>
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<td>Anatomy &amp; Physiology</td>
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<td>• Skill Acquisition and</td>
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<td></td>
<td>Australian Sporting Culture</td>
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<td>Home Economics</td>
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<td></td>
<td>• Cultural Cuisine &amp; Recycled</td>
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<td></td>
<td>Fashion</td>
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<td></td>
<td>• Catering</td>
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<tr>
<td></td>
<td>Humanities</td>
</tr>
<tr>
<td></td>
<td>• Geography</td>
</tr>
<tr>
<td></td>
<td>• Active Citizenship, Human</td>
</tr>
<tr>
<td></td>
<td>Rights and Rule of Law</td>
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<tr>
<td></td>
<td>Industrial Technology and Design</td>
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<tr>
<td></td>
<td>• Furnishings – White</td>
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<td></td>
<td>• Furnishings – Black</td>
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<td></td>
<td>• Technology Studies – Timber</td>
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<td></td>
<td>• Technology Studies – Metal</td>
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<td></td>
<td>Italian</td>
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<td></td>
<td>• Italian Studies</td>
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<td></td>
<td>• Transitions to Senior Studies</td>
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<td></td>
<td>Media Studies</td>
</tr>
<tr>
<td></td>
<td>• Video / Audio</td>
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<td>• Digital Photography /</td>
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<td></td>
<td>Multimedia</td>
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<td></td>
<td>Music</td>
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<td></td>
<td>• Music A</td>
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<tr>
<td></td>
<td>• Music B</td>
</tr>
<tr>
<td></td>
<td>Program Challenge</td>
</tr>
</tbody>
</table>

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RELIGIOUS EDUCATION

UNIT OVERVIEW

Catholic Education is a lifelong experience, inviting all involved to be anchored in a vision that is personal and public, reflective and active, nurturing and transformative.

Religious Education in the contemporary Catholic School comprises two complementary dimensions - teaching people to be religious and teaching people Religion.

Teaching people to be religious is a faith development activity focused on nurturing the religious, spiritual and faith growth of students. At Siena this occurs in the wider context of the school community. It encompasses Religious Identity & Culture, Evangelisation & Faith Formation, Prayer & Worship, and Social Action & Justice, all of which help to create a sense of purpose and identity in a community that values right relationships, compassion and justice.

Teaching people Religion is an educational activity focused on the teaching and learning of Religion, utilising a range of learning processes and resources. At Siena, this occurs in the classroom setting and aims to develop students’ religious literacy to enable them to participate critically and effectively in the life of their faith communities and the wider society.

Through engagement with both dimensions of Religious Education, students are challenged to be cultural agents in light of the Gospel; authentic witnesses to the mission of Jesus Christ in the world today.

The Religion Curriculum involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and are taught in an integrated way, and in ways that are appropriate to specific local contexts.

In Year 10, students learn about various ways in which humans have understanding of the mystery of God or the ‘Other’, which is ultimately beyond human language, concepts and stories. These include:

- The human experience of the created world
- The valuable insights of the major world religions (Christianity, Islam, Judaism, Hinduism and Buddhism) as reflected in their core beliefs and practices
- The different representations of God in Old Testament and New Testament texts by various human authors in different historical, social and cultural contexts
- Christian spiritual writings that search for the mystery of God in the midst of world events and the course of human history
- And participation in personal and communal prayer that can lead believers to contemplation (the simple awareness of the presence of God).

Students explore how the Church has responded to the range of unprecedented threats to both human ecology and environmental ecology facing Australian and the Modern World (c. 1918 to the present) from science, technology, materialism, consumerism and political ideologies. They develop critical understanding of the various sources that guide the Church’s action in the world today, including the teaching of Jesus and the early Church, the principles of Catholic social teaching.

ASSESSMENT

Students’ understanding of Religion will be assessed through a variety of methods, including but not limited to:

- Feature Article and Dossier
- Research Tasks (including the creation of a short film)
- Response to Stimulus Exam

FURTHER COMMENTS

Religious Education is a compulsory subject in the Senior School.

The Junior Religious Education program leads to the following options in Senior:

- The Authority Subject, Study of Religion
- The Authority Registered Subject, Religion & Ethics.
ENGLISH
CORE
(ENGLISH / EXTENSION ENGLISH)

UNIT OVERVIEW
The English course aims to educate students so they will use English to engage with and construct discerning responses to texts from literature, the media and popular culture. The course is reflective of expectations outlined in ACARA (Australian Curriculum, Assessment and Reporting Authority).

This course is organised to engage students with a range of subject matter, language features, thinking processes, and written and oral skills. The course will comprise of four units of work:

- Cultures explored through literature – a novel study
- Documentaries – a study of genres and purpose
- Lyrics of Protest – exploring context, audience impact, and techniques
- Gender Representations – recognising and analysing stereotypes

WHO SHOULD STUDY THIS UNIT?
This English course supports students in developing the skills of analysis in response to other texts and also continues to develop the quality of their written and oral communication.

The units of work are taught so that all associated skills, knowledge and procedures extend from Year 9 and prepare students for Year 11 English.

ASSESSMENT
A range of tasks will require students to develop knowledge about language while: writing and shaping, reading and viewing, speaking and listening.

These tasks will include:
- an imaginative text which extends the novel
- performance of an interview script which gives a voice to a silenced character
- a feature article which explores genre techniques and text purpose
- a written essay (under exam conditions) responding to protest lyrics
- an informative individual oral presentation exploring effects of stereotypes
- grammar, spelling and punctuation skills are integrated throughout the four units

FURTHER COMMENTS
The Year 10 English units assist students in their use of language across the whole school curriculum and in activities beyond the school community. Students will have the opportunity to engage with one live performance or guest presenter during the year.
MATHEMATICS

(MATHEMATICS/ ADVANCED MATHEMATICS)

All Year 10 Mathematics students will be exposed to a wide range of mathematical understandings, processes and skills in ways that encourage them to develop an appreciation of the power and beauty of Mathematics and its usefulness in our society.

Students will complete topics from the Australian Curriculum in the following strands:
- Number
- Measurement
- Algebra
- Geometry
- Statistics and Probability

Students in all units will be assessed through tests each semester and an assignment. The following criteria will be assessed:
- Fluency and understanding
- Problem solving and reasoning

Mathematics units will be offered sequentially across Semester 1 and 2 in 2 levels:
- Mathematics
- Advanced Mathematics

At the end of Year 9, students should assess how they are performing in their current course and decide on the course most applicable to them. Only those students maintaining a solid B level in Year 9 should elect to do the Advanced course.

MATHEMATICS

The Mathematics course covers both purely mathematical and life-related aspects. Emphasis is on ensuring that students have a solid skills grounding for Senior Mathematics. They are also given support in developing problem solving skills. Students who undertake Mathematics at this level would normally take Mathematics Essential or Mathematics General in Year 11 and 12.

ADVANCED MATHEMATICS

The subject matter for Year 10 Advanced Mathematics will be taught at an accelerated rate. The students will be challenged by more exposure to content and problem solving activities at the upper end of the complexity and initiative continuum. Completion of these units will allow students access to General Mathematics, Mathematics Methods and Mathematics Specialist (Maths A, B, C) in Year 11 and 12. Only those students maintaining a solid B level in Year 9 should elect to do the Advanced course.
HUMANITIES
COMPULSORY ONE SEMESTER UNIT

UNIT TITLE
HUM10 - HISTORY

AREA OF STUDY
History is the reconstruction of the past from the remaining evidence. This remaining evidence exists in the form of primary and secondary sources. Primary sources were created at the time of the event; secondary sources were created after the event and comment on the event. The purpose of teaching history is to allow students to learn from the lessons of the past so that they can make informed judgements in the future. History is not a single version of the past. There are many different perspectives of what happened and why it happened. It is important that students understand this and speculate on why people see things differently.

UNIT OVERVIEW
- World War 2
- Migration Experiences

ASSESSMENT
- Response to stimulus test
- Research Essay

WHO SHOULD STUDY THIS UNIT
- Prospective students who might wish to study Senior Humanities subjects (Geography, Legal Studies, Ancient or Modern History) in Years 11 and 12
- Also students with a general interest in History
- It is preferable that students will have attained a minimum C standard in Year 9 History / English
HUMANITIES

UNIT TITLE
HUM20 GEOGRAPHY – OUR CHANGING WORLD

Area Of Study
In Geography, students focus on investigating environmental geography through an in-depth study of a specific environment. They investigate environmental functions that support all life, the major challenges to their sustainability, environmental influences and how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia. They consider the causes and consequences of the change and methods to evaluate and select strategies to manage the change. Students complete this investigation by participating in fieldwork at Maroochydore Beach and Cotton Tree.

Students also focus on investigating global, national and local differences in human wellbeing between places. This unit examines the different levels of human wellbeing, and the causes of global differences in development between countries. Students explore and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between developed and developing countries.

Students focus on:
- How can differences between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do worldviews influence decisions on how to manage environmental and social change?

Unit Overview
- Environmental Change and Management: Coastal Studies (Maroochydore Beach Excursion)
- Global Wellbeing: An Unequal World

Who Should Study This Unit
- Prospective students who may wish to study Senior Geography in Years 11 and 12.
- Students with a general interest in understanding the interaction between people and their natural environment
- It is preferable that students will have attained a minimum C standard in Year 9 Humanities / English.

Assessment
- Practical Exam
- Research Report

Cost
- Levies for an excursion
HUMANITIES

ELECTIVE

Unit Title
HUM30 – LEGAL STUDIES AND DEMOCRACY

In Legal Studies and Democracy, students develop an understanding of Australia’s system of government through comparisons with other systems of government in the Asian region. Students examine Australia’s roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained.

Students focus on:
- How is Australia’s democracy defined and shaped by the global context?
- How are government policies shaped by Australia’s international legal obligations?
- What are the features of a resilient democracy?

Unit Overview
- Government and democracy
- Laws and citizens
- Human Rights

Who Should Study This Unit
- Prospective students who might wish to study Senior Humanities subjects (Geography, Legal Studies, Ancient or Modern History) in Years 11 and 12
- Students with a general interest in how the government and legal system operate and social justice issues
- It is preferable that students will have attained a minimum C standard in Year 9 Humanities/ English

Assessment
- Case Studies
- Short Response Test

Cost
- Levies for an excursion
BUSINESS STUDIES
ELECTIVE

UNIT TITLE
BUS10—ECONOMICS AND BUSINESS

OFFERED
Semester 1 and/or 2

UNIT OVERVIEW
- What is Business?
- Basics of Economic studies: Wants, Needs, Resources, Circular Flow of Money, Demand and Supply, the Price Mechanism
- Influences on consumer choice
- Investigating marketing tactics
- Investigating the indicators for measuring the performance of the economy
- Identifying government responses
- Exploring the ways businesses respond to changes in the global economy
- Identifying risks to workers in a global economy

WHO SHOULD STUDY THIS UNIT
- Students wishing to investigate issues in the economy and the business world;
- Students contemplating studying Economics, BCT or Certificate III in Business in Years 11 and 12;
- Students contemplating further study at TAFE or University in the Business area.

ASSESSMENT
Students will complete class exercises, investigations, tests and assignments.

SPECIAL REQUIREMENTS
Levies for excursions as will be notified.
BUSINESS STUDIES

ELECTIVE

BUS20—FINANCIAL LITERACY AND ACCOUNTING

OFFERED
Semester 1 and/or 2

UNIT OUTLINE
This unit is designed to give students an introduction to the subject of Accounting while extending their understanding of financial literacy. It is written to incorporate the underlying need of students to understand financial literacy to become active participants in the world of commerce.

UNIT OVERVIEW
- What is money?
- Managing finances
- Taxation
- Superannuation
- Business finances: an introduction to the concepts of debit and credit, Balance Sheets, ledgers accounts and cash statements
- Analysis of bank statements
- Insurance

WHO SHOULD STUDY THIS UNIT
- Students who would like to know what Accounting involves
- Students who would like to better understand the financial sector
- Students contemplating studying Accounting or Business in Years 11 and 12
- Students contemplating following a business course or career in years to come

ASSESSMENT
Students will complete in-class tasks, assignment investigations and tests, both practical and theoretical.

SPECIAL REQUIREMENTS:
Levies for excursions as will be notified.
DIGITAL TECHNOLOGIES

UNIT TITLE
DGT10 – Digital Technologies

OFFERED
Semester 1 and/or 2

UNIT OVERVIEW
As our government leaders say, “The Australia of the future has to be a nation that is agile, that is innovative, that is creative.” CODING IS THE NEW LITERACY! ‘Application of Digital Technologies’ develops effective thinking, patience and resilience and, of course, creativity: all skills which employers of the future will be desperate to find.

Here are four good reasons to study ‘Application of Digital Technologies’:
- The study of digital technologies tells us about the world
- Coding is challenging, engaging and creative
- Digital technology is fundamental to understanding other areas of study
- Digital technology is a wide ranging area of study so learning should start early

Student learning involves the hands-on use of computers and programs, which allow for the development of robotics software and websites.
- Edison is a programmable robot that will teach students about electronics, programming and robotics in a fun and engaging way. It’s equipped with all the sensors, outputs and motors needed to introduce students to the amazing world of robotics.
- Students will learn how to use HTML and CSS to make webpages. HTML allows programmers to put images, text, videos, forms etc together into a cohesive webpage. CSS is the language for describing the presentation of Web pages, including colors, layout, and fonts.

Students will be introduced to the Development Cycle (Design, Develop, Implement, and Evaluate) to provide a framework within which to build software projects. This will enhance their understanding of the software development process. Being able to record and communicate these processes is an essential role for the software developer.

WHO SHOULD STUDY THIS UNIT
- Students who are interested in computer programming and coding.
- Students who are interested in getting a taste of the senior subject Digital Technology (currently Information Processing & Technology - IPT).

It is recommended that students will have attained a minimum C standard in Maths and English.

ASSESSMENT
The assessment will include:
- Creation of an effective program controlling an Edison robot.
- HTML and CSS website development project.

FURTHER COMMENTS
Students will be encouraged to work independently so that they can extend their programs to a degree consistent with their ability and interest.
SOCIAL, PERSONAL DEVELOPMENT AND PHYSICAL EDUCATION

UNIT OVERVIEW
Seven (7) lessons a cycle have been allocated for Health, Physical Education and Personal Development Activity in Year 10.

- Sport and Recreation
- Career Development
- Personal Development

CAREER DEVELOPMENT
Students in Year 10 will be actively planning and mapping their options for completing the senior phase of learning and achieving a Queensland Certificate of Education. They will be involved in activities to prepare a Senior Education and Training Plan which will outline their subject choices and future pathway options post Senior. These activities will include: Job Search Skills, Work Experience, Job Application, Career Exploration, Experience University Days, Health Care Engagement Excursions, Subject Information Evening, Guest Speakers and a Motivational Speaker.

Cost: There will be a charge of approximately $60 for work placement, excursions, seminar presentations and a document portfolio.

SPORT AND RECREATION
When not on Community Service, students will participate in a range of outdoor recreation activities such as canoeing, mountain bike riding and beach/bush walks. These outdoor recreation activities help to prepare students for the Year 10 Camp which is held each year (last week of Term 3).

Inter-House carnivals are held throughout the year – Swimming in Term 1, Cross Country in Term 2 and Athletics in Term 3. Selected students represent the school at District or Regional carnivals and are eligible for District, Regional and State selection.

PERSONAL DEVELOPMENT
Students will rotate through a number of relevant health and personal development issues faced by young people, including: Sexual Health, Healthy Eating and Alcohol and Drug Education. Year 10 students will also have access to physical activities across a number of sports including tennis and fitness training.

COST
A sport levy is charged to cover the cost of travel, hire of / cost of certain facilities and the engagement of outside instructors etc. Some elective activities have an extra cost which will be billed with the term fees. There will also be a cost associated with the Year 10 Camp.
UNIT OVERVIEW
Science, through technology, continues to transform our world. Every aspect of modern life is affected by it. Science is a powerful way of generating and organising knowledge, and is a major contributor to the cultural and intellectual development of our society.

Students will continue study in the following strands, focusing on Science Understanding, Science as a Human Endeavour and Science Inquiry Skills, building on each as they progress through Year 10:

- Earth and Space Sciences – The Big Bang Theory, Global Systems
- Physical Sciences – Energy Transfers and Transformations, Motion
- Biological Sciences – Genetics, Evolution
- Chemical Sciences – Periodic Table, Reaction Rates and Reaction Types

The units of study are contextually based.

ASSESSMENT
Students will be assessed through exams, research projects, and investigations. Other on-going continuous assessment techniques such as portfolios and journals may be used.

The assessment criteria will be based on:

- Understanding
- Inquiry Skills (including Evaluating and Communicating)
- Science as a Human Endeavour

FURTHER COMMENTS
In Years 11 and 12 students may choose to study one or more of the following Science subjects:

- Biology
- Chemistry
- Physics

STUDENT RESOURCES
Pearson Science (Year 10) – Textbook
Pearson Science (Year 10) – e-Reader
Teacher prepared units
**VISUAL ART**

**ELECTIVE**

**Unit Title**

VAR10 – THE HUMAN CONDITION
VAR20 – THE WORLD AROUND YOU

**Area Of Study**

Art is the interpretation and response of experience in visual form. Visual arts experiences involve the three fields of ‘art’, ‘craft’ and ‘design’, with different emphases according to cultural traditions. Through the subject area of art, students will utilise a diverse range of media and techniques, and encounter artworks in order to appreciate the diversity of creative expression which exists. Students will be encouraged to observe and create art from the stimulus of their everyday life, and through these means develop a personal form of self-expression. Students will reflect on their visual arts works and those of others, making informed judgements within the social, cultural and historical contexts in which they were produced.

**Unit Overview**

The Art program provides an extension of the media based course in Year 8 with emphasis in Year 9 on basic knowledge and understanding of the elements and principles of design. Year 10 takes a theme-oriented approach where self-expression and creativity as a means of visual communication and art appraisal are emphasized.

**VAR-10**

Unit 1 – The Physical - Drawing
Unit 2 – The Psychological – Etching, Mixed-Media
Unit 3 – The Social - 2D Stencil Art

**VAR-20**

Unit 4 – Extrinsic - The World Around You - 2D Mixed-Media and Sculpture
Unit 5 – Intrinsic - The World Inside – Still life painting

The following design elements and principles of art are studied throughout the course: Point, Line, Colour, Shape, Tone, Form, Texture, Selection, Focal Point, Balance & Proportion, Movement, Space, Pattern and Harmony / Contrast.

**Assessment**

Assessment instruments include:

- practical tasks
- folio/workbook submission
- research assignments
- practical/written examinations

**Further Comments**

Students wishing to pursue Art through Years 11 and 12 are advised to complete all units in Years 9 and 10. Students moving randomly through the art course should consider their natural ability, performance, motivation and teacher recommendation.

**Costs**

A levy will be charged to cover the cost of materials and consumables.
DRAMA

ELECTIVE

UNIT TITLE
DRA10 – SCRIPTED DRAMA – PAST AND PRESENT

UNIT OVERVIEW

Contemporary Issue Based Theatre
- Read, discuss and rehearse a contemporary youth script
- Explore the characters and issues through practical activities, and make connections between the play, everyday life and true stories
- Experiment with theatre technology to manipulate the elements of drama in performance
- Create and present stagecraft (lighting, sound, costume, set etc) designs

Shakespearean and Physical Theatre
Watch, discuss, analyse and write about a Shakespearean play
- Learn physical theatre skills and how to incorporate them into performance
- Adapt text to suit actors and performance style
- Polish and present work to an audience.

WHO SHOULD STUDY THIS UNIT
- Students wishing to explore performance styles.
- Students wishing to develop confidence in performance and communication. Students contemplating studying Senior Drama.
- Students contemplating studying Senior Drama.

ASSESSMENT
Drama is assessed under three (3) dimensions:
- Forming
- Presenting
- Responding

This unit will include:
- Forming – Individual Folio of Stagecraft Designs
- Presenting – Two group performances focusing on the texts studied
- Responding – Individual Written Task

Costs
A levy will be charged to cover the cost of materials and a compulsory workshop.
DRAMA
ELECTIVE

UNIT TITLE
DRA20 – STUDENT DEVISED DRAMA – CLOWNING AND CREATING

UNIT OVERVIEW

Comedy
- Learn about different styles of comedy and comic techniques.
- Watch and analyse comedy.
- Experiment with creating and performing comedy in groups and individually.
- Polish and present comedy to an audience.

Ritual
- Identify the characteristics of ritual.
- Manipulate the elements of drama using various performance techniques and technology.
- Create a ritual incorporating appropriate style conventions and present as a group.

WHO SHOULD STUDY THIS UNIT
- Students wishing to explore performance styles.
- Students wishing to develop confidence in performance and communication.
- Students contemplating studying Senior Drama.

ASSESSMENT

Drama is assessed under three (3) dimensions:
- Forming
- Presenting
- Responding

THIS UNIT WILL INCLUDE
- Forming – Individual Standup comedy script and presentation
- Presenting – Two Group Devised Performances using styles studied
- Responding – Individual Written Task

Costs
A levy will be charged to cover the cost of materials and a theatre performance.
GRAPHICS
ELECTIVE

UNIT TITLE
GRA10 – GRAPHICS

AREA OF STUDY
Architects, drafters, designers, builders, engineers, surveyors and cartographers communicate with graphical representations - pictures. Graphics courses focus on developing student's skills and knowledge in the area of this form of communication. Graphical communication is foremost a study in communication between people. Graphic communicators use sketching and Computer Assisted Drafting and Design (C.A.D.D.) computer programs to attempt to explain, direct, tell and teach through the medium of the visual. CAD has been used in drawing industries for over 20 years and has allowed draftsmen, architects, engineers and designers to draw, edit, modify and reproduce work rapidly and accurately.

UNIT OVERVIEW
Unit is based on the Areas of Study from the Senior Graphics Syllabus.
- Graphic Design – Logos, Organizational Charts, Stationery design
- Built Environment – Architectural drawing, Council and Building regulations, House design
- Industrial Design – Engineering drawing (mechanical), Working drawing (Furnishings)

This course of study is teacher directed and covers the elements and principles of 2D and 3D graphical communication in the areas above. Students use sketching to develop ideas and concepts and then use CADD to produce high quality drawings.

ASSESSMENT
Assessment may include formal tests, drawing folios and assignments.

FURTHER COMMENTS
This subject leads to Senior Graphics and Technology Studies in Years 11/12.

COSTS
A levy will be charged to cover the cost of drawing paper and computer programs supplied at school.
HEALTH & PHYSICAL ACTIVITY

ELECTIVE

UNIT TITLE
HPE10 – PRACTICAL APPLICATIONS OF ANATOMY AND PHYSIOLOGY

UNIT OVERVIEW
This course provides a unique opportunity for each student to enhance his or her knowledge and skills in a wide range of physical and theoretical experiences. They will understand how to evaluate performance and select and implement strategies to improve their own and others performance. Students will develop an understanding of the need to create and maintain environments supportive of optimum health and wellbeing and appreciate the benefits of participation in regular physical activity. Theoretical units studied will include: Water Safety and Social Awareness, Anatomy, Sport as Recreation, and Training Principles and Methods.

WHO SHOULD STUDY THIS UNIT

- Any student interested in discovering more about their own physical health and wellbeing and the health factors affecting their community.
- Any student wishing to develop their physical skills and understanding in a wide range of areas.
- Any student interested in studying Health or Physical Education in Year 11 and 12, or would like to pursue a career in recreation, health, fitness or physical education.

ASSESSMENT

- Training programs – analyse and evaluate a training program
- Anatomy – In class quiz and end of term exam
- Sports Expo – Brochure, Display at the Expo and reflective response
- Practical Activities – Physical performance tasks completed throughout the semester.

FURTHER COMMENTS
As this is a very practical subject a high level of participation in physical activity is expected.

COST
A levy will be charged to cover cost of travel and admissions to outside facilities e.g. pool

NOTE
Depending on the semester that this subject is selected (1 or 2) sports and activities may vary. Associated sports and activities for the unit are:

- Water Polo
- Dance
- Volleyball
- Touch
- Badminton
- Basketball
UNIT TITLE

HPE20 – Skill Acquisition and Australian Sporting Culture

UNIT OVERVIEW

This course provides an opportunity for each student to enhance his or her knowledge and skills in more specialised physical and theoretical experiences. This unit will focus on skill development, rules and etiquette, and strategies and tactics for game play. The culmination of each unit is a tournament between classes. Theoretical units studied are linked to the practical aspects of the course and will focus on Skill Acquisition and the learning of physical skills, and the Development of the Australian Sporting Culture.

WHO SHOULD STUDY THIS UNIT

- Any student interested in discovering more about their own physical health and wellbeing, how we learn new skills and the factors that have shaped our sporting nation.
- Any student wishing to develop their physical skills and understanding of competitive games.
- Any student interested in studying Physical Education in Year 11 and 12, or who would like to pursue a career in recreation, fitness or physical education.

Assessment

- Multi Modal presentation – Australian Sporting Culture
- Skills Learning Journal and Research Report – Skill Acquisition
- Practical Activities

FURTHER COMMENTS

As this is a very practical subject a high level of participation in each physical activity is expected.

COST

A levy may be charged to cover cost of travel and admissions to outside facilities.

NOTE

Depending on the semester that this subject is selected (1 or 2) sports and activities may vary. Associated sports and activities for the unit are:

- Water Polo
- Dance
- Volleyball
- Touch
- Badminton
- Basketball
HOME ECONOMICS
ELECTIVE

UNIT TITLE
HEC10 – CULTURAL CUISINE & RECYCLED FASHION

UNIT OVERVIEW
A combination of food culture and textile/clothing based areas of study are covered in this unit.

FOOD AROUND THE WORLD: CULTURAL CUISINE
- Practical cookery that focuses on a different country each week
- Cultural cuisine investigation: research of different countries and their cuisine
- Cooking techniques from various cultures and cuisines
- Influences on Australian cuisine

RECYCLED FASHION
- What is recycling and fashion?
- Benefits of recycling
- Items suitable to recycle as fashion
- Sources of recyclable items
- Fashion design and production
- Fashion design and production: repurpose/reuse clothing, creation of recycled items into teddy bear or floor cushion
- Screen printing, appliqué, patchwork

WHO SHOULD STUDY THIS UNIT
Home Economics is aimed at students who want to develop:

- Responsibility, self-reliance, personal management and team work.
- Nutritional guidelines and practices promoting the optimal health of individuals and families.
- Sound practices related to food selection, preparation and service to ensure efficient utilisation of resources.
- Life skills of food preparation through hands-on experience
- Healthy food habits through the traditions and arts of different cultures
- Principles and practices underlying the nature, performance, use, design and maintenance of textile materials.
- Sound practice related to textile selection and construction to ensure efficient utilisation of resources.

ASSESSMENT
- Students will be assessed through ongoing assignment work and practical projects.

FURTHER COMMENTS
- Home Economics can lead to further studies in Years 11 and 12 – such as Hospitality.
- Costs: A levy will be charged to cover the cost of some materials and consumables.
- Students are also required to bring ingredients from home.
**Unit Title**
HEC20 – Catering

**Unit Overview**
Chef Prep
- Basic terminology used in food preparation and service
- Methods and techniques used in cookery
- Food hygiene and safety
- Menu planning
- Food presentation
- Goal setting and time planning
- Table setting and service
- Practical cookery (methods of cookery): appetizers, entree, mains, desserts, drinks
- Catering for an event

**Who Should Study This Unit**
Catering and Hospitality is aimed at students who want to develop:
- An awareness of the catering and hospitality industries as a possible source of future employment.
- Responsibility, self-reliance, personal management and team work.
- Sound practices related to food preparation and service.
- An interest in cooking and food preparation

**Assessment**
- Students will be assessed through folio work, assignments and ongoing practical tasks.
- Final practical assessment is the generation of a two course meal to invited guests

**Further Comments**
- Catering and Hospitality can lead to further studies such as Hospitality, in Years 11 and 12.
- Costs: A levy will be charged to cover the cost of some materials and consumables.
- Students will be required to bring some ingredients from home.
HUMANITIES

ELECTIVE

UNIT TITLE

HUM20 – GEOGRAPHY

AREA OF STUDY

Geography is a structured way of exploring, analysing and explaining the characteristics of the places that make up our world, through perspectives based on the concepts of place, space and environment. A study of geography develops students’ curiosity and wonder about the diversity of the world’s places and their peoples, cultures and environments. Students examine why places have their particular environmental and human characteristics, explore the similarities and differences between them, investigate their significance and meanings to people, explain how they change over time, and evaluate their futures. Students of geography investigate the effects of location and distance on the characteristics of places, the consequences of the interconnections between places, the significance of spatial distributions, and the management of the space that is the surface of the earth. Geography emphasises the role of the environment in supporting human life, the important interrelationships between people and environments, and the different understandings of these relationships.

Unit Overview

- Environmental Challenges and Geography: Land Use and Sustainability
- Global Well-Being: An Unequal World

Who Should Study This Unit

Prospective students who may wish to study Senior Geography in Years 11 and 12. It is preferable that students will have attained a minimum C standard in Year 9 Geography / English.

Assessment

- Research Report
- Seen essay
HUMANITIES

ELECTIVE

UNIT TITLE
HUM30 – ACTIVE CITIZENSHIP, HUMAN RIGHTS AND RULE OF LAW

AREA OF STUDY
Civics and Citizenship education provides opportunities for young people to become active and informed citizens. Civics and Citizenship education involves the development of the knowledge, skills, attitudes, beliefs and values that enable students to effectively participate in community activities and public affairs locally, nationally and globally. Australia is a multicultural, secular, and multi-faith society, governed through a well-established representative parliamentary process and based on liberal democratic values, principles and practices. The key to Australia’s democracy is informed citizens who actively take part in their community in the context of liberal democratic values, institutions and systems of government.

UNIT OVERVIEW
In this subject students increasingly engage in activities about global, national and community issues, with a focus on more complex contemporary issues. In this subject, students are encouraged to work both independently and collaboratively, using a range of skills and processes, selecting and using appropriate information and research methods to suit specific tasks, purposes and contexts.

POSSIBLE TOPICS OF STUDY INCLUDE;
- The importance and practice of democracy
- Rule of law – Nationally and Internationally
- Human rights
- Values and attitudes which underpin active citizenship
- Exploring gender and religious differences in society

WHO SHOULD STUDY THIS UNIT
- Prospective students who might wish to study Senior Humanities subjects (Geography, Legal Studies, Ancient or Modern History) in Years 11 and 12
- Also students with a general interest in current affairs and social justice issues
- It is preferable that students will have attained a minimum C standard in Year 9 History / English

ASSESSMENT
- Case Studies
- Multi modal Presentations
UNIT TITLE
ITD10 – FURNISHINGS - WHITE

UNIT OVERVIEW
Students will use a variety hand and power tools and fixed machines to produce household items and furniture such as chopping boards, wall cabinets and book shelves from timber and timber products. The course will also focus on safety, communication in the workplace, measurement and calculation and team work.

It is not a prerequisite for Furnishings Black.

WHO SHOULD STUDY THIS UNIT
- Students considering doing Technology Studies in senior should do a Furnishings unit to develop practical skills.
- Students who enjoy constructing projects.
- Students who are unsure about whether to do Technology Studies or Construction in senior should do a semester of each to help them decide.

ASSESSMENT
Assessment is undertaken throughout the course both in practical and theory exercises.

COSTS
A basic levy will be charged to cover the cost of materials and consumables.
INDUSTRIAL TECHNOLOGY AND DESIGN
ELECTIVE

UNIT TITLE
ITD20 – FURNISHINGS – BLACK

UNIT OVERVIEW
Students will use a variety of hand and power tools and fixed machines to produce household items and furniture such as picture frame, clock frame and hall stand from timber and timber products. The course will also focus on safety, communication in the workplace, measurement and calculation and team work.

It is not a prerequisite for Furnishings White.

WHO SHOULD STUDY THIS UNIT

- Students considering doing Technology Studies in senior should do a Furnishings unit to develop practical skills.
- Students who enjoy constructing projects.
- Students who are unsure about whether to do Technology Studies or Construction in senior should do a semester of each to help them decide.

ASSESSMENT
Assessment is undertaken throughout the course both in practical and theory exercises.

COSTS
A basic levy will be charged to cover the cost of materials and consumables.
UNIT OVERVIEW
Technology Studies is a course of study which allows students to solve practical design problems by working through a structured design process. This design process requires students to identify and understand a problem or need, select appropriate resources and strategies that may solve the problem, implement a plan and evaluate the outcomes. They are exposed to a range of intellectual challenges while developing practical skills associated with hand and power tools, machinery and equipment. This foundation course, will reflect the senior Technology Studies course and students will be introduced to this teaching / learning environment.

In this unit, students will solve a range of design problems using traditional tools, techniques and machines. Design problems will include outdoor timber furniture, wood turning and a timber clock stand.

WHO SHOULD STUDY THIS UNIT
- Students considering doing Technology Studies in senior.
- Students who are unsure about whether to do Technology Studies or Construction in senior should do a semester of each to help them decide.
- Students considering doing Technology Studies in senior should consider doing at least one semester of Furnishings to develop practical skills.

ASSESSMENT
Assessment tasks will also reflect senior Technology Studies and students will be assessed through research assignments, design folios and practical projects.

FURTHER COMMENTS
This subject leads to Technology Studies and Construction in Years 11 / 12. It is not a prerequisite for Technology Studies (Timber).

COSTS
A basic levy will be charged to cover the cost of materials and consumables.
INDUSTRIAL TECHNOLOGY AND DESIGN
ELECTIVE

UNIT TITLE
ITD40 – TECHNOLOGY STUDIES (METAL BIAS)

UNIT OVERVIEW
Technology Studies is a course of study which allows students to solve practical design problems by working through a structured design process. This design process requires students to identify and understand a problem or need, select appropriate resources and strategies that may solve the problem, implement a plan and evaluate the outcomes. They are exposed to a range of intellectual challenges while developing practical skills associated with hand and power tools, machinery and equipment. This foundation course, will reflect the senior Technology Studies course and students will be introduced this teaching / learning environment.

In this unit, students will solve a range of design problems using traditional tools, techniques and machines. Design problems will include aluminium hacksaw handle, steel brazier and bar-b-que tools. They will also use computer controlled laser and milling machines.

WHO SHOULD STUDY THIS UNIT
- Students considering doing Technology Studies in senior.
- Students who are unsure about whether to do Technology Studies or Construction in senior should do a semester of each to help them decide.
- Students considering doing Technology Studies in senior should consider do at least one semester of Furnishings to develop practical skills.

ASSESSMENT
Assessment tasks will also reflect senior Technology Studies and students will be assessed through research assignments, design folios and practical projects.

FURTHER COMMENTS
This subject leads to Technology Studies and Construction in Years 11 / 12. It is not a prerequisite for Technology Studies (Timber).

COSTS
A basic levy will be charged to cover the cost of materials and consumables.
ITALIAN

ELECTIVE

UNIT TITLE/S
ITALIAN – ITALIAN STUDIES
ITALIAN – TRANSITION TO SENIOR STUDIES

UNIT OVERVIEW
In studying Italian, students will be encouraged to develop communication skills in the areas of Listening, Reading, Speaking, and Writing.

Study of Italian is thematic and is organised from the following fields of study:
- Personal & Community Life
- Leisure & Recreation
- The Natural World
- The Built World
- The International World
- The Imaginative World

The study of Italian encourages cultural literacy through the promotion of socio-cultural understanding. This is promoted through the study of the Italian culture.

ASSESSMENT
- Students will be assessed each term in two strands: Comprehending and Composing. These two strands incorporate the four macro-skills: Listening, Reading, Speaking, and Writing.
- Student Achievement is measured against the Learning Outcomes prescribed in the language QSSCC Syllabus.

FURTHER COMMENTS
- Study of the language at Primary School is not a pre-requisite because an attempt is made to bring all students to a common level in Year 8. Study of the language in Year 9 is recommended but not compulsory.

- Year 9 and 10 studies can lead to further studies of Italian at the Senior level.

- The learning of a language other than English allows students to develop knowledge and understanding of another culture and to see events from the view of another culture.

- The study of language is of special significance for trade, business and tourism. Encouraging linguistic diversity is a valuable national resource.

- The Italian program aims to develop students as lifelong learners. In order to achieve this we utilize a wide range of teaching and learning strategies.

COSTS
Cultural excursions to local venues may incur a small cost to be determined nearer to the date of the excursion.
AREA OF STUDY

Our world is saturated with the powerful images, sounds and words of the various forms of media.

We acknowledge the strength of these influences and recognize that they are a significant part of each student’s life. We recognize, too, the value of the media as a source of information. It is important, though, that we work and assist our students to become more selective, critical and appreciative of such influences.

One danger of the media is the area of mystery and romance that has grown up around its production process. This can have the effect of making things seen or heard in the media appear desirable, believable and even unquestionably true. Active participation in these processes by students can help dispel this mystery and the illusions that go with it. An active, creative participation in the media can prevent the student from becoming a passive consumer.

The works produced in the areas covered may be seen as works of beauty and interest in their own right.

UNIT OVERVIEW

In ‘Media Studies – Video/Audio’ the students will be taught the basic techniques involved in video and audio productions. These may include:

- planning for the production
- the care and use of the video camera, tripod and other related equipment
- the capture/input of video footage to the computer
- editing on the computer, including special effects
- the addition of sound tracks to the video
- output of the production to DVD or the equivalent

In ‘Media Studies – Digital Photography / Multimedia’ the students will be taught the basic techniques involved in film and digital photography and the production and/or manipulation of digital images.

These may include:

- manual shooting with DSLR camera
- colour correction and touchup of photos
- presentation of finished prints
- creation of new images from the student’s own digital photographs – using digital image manipulation programs such as Photoshop

ASSESSMENT

A variety of instruments, appropriate to the units, will be used: e.g. portfolio of photos, video/audio productions, written assignments, research sheets, analysis activity, magazine and workbook

COSTS

A levy will be charged to cover the cost of makeup, paper, ink, DVDs etc.
MUSIC

ELECTIVE

UNIT TITLE
MUS10 – ROCK TO RECORDING
MUS20 – MUSIC OF THE STAGE AND SCREEN

UNIT OVERVIEW
Students live in a world in which music has an important and pervasive presence. Whether actively engaging in music by listening (attending concerts, listening to iPods, watching movies and turning on the radio), performing (learning an instrument, playing in a band, singing in a group) or composing (writing popular songs), music is an integral part of everyday life.

A study of music assists students in understanding and heightening the enjoyment of the Arts in their lives and the music heritage of a range of cultures. Students have the opportunity to play music of all types, to create their own compositions and to develop their understanding of a variety of musical styles and contexts. While performance is an important part of this program, there is a theory component that must be included in order to prepare students for senior music.

Students study a variety of units including rock music, recording techniques, instrumental and vocal music, movies and musicals, recording music and music composition. Students will also study music theory, performance skills and composition (writing music) throughout all units. It is highly recommended that students consider studying Music for both semesters in Year 10 if they wish to study Music in future years.

ASSESSMENT
Students will complete:
- Written exams
- Assignments
- Compositions and recordings
- Solo and group performances

Students will be assessed in the following areas:
- Performing
- Composing
- Musicology (analysing repertoire)

Music is offered as a subject in Senior. In most cases, if students wish to undertake Music in Years 11 and 12, it is highly recommended that they have studied Music during Years 9 and 10.

SUBJECT PREREQUISITES
Prior to studying music, students are expected to:
- Know the basics of reading and writing music notation. **Students who cannot read music should carefully consider their subject choice.**
- Have been learning an instrument (including voice) for at least 6 months.
- Have their own musical instrument or be able to sing.
- Have a love of music and a desire to improve their performance and theory skills.
PROGRAM CHALLENGE

ELECTIVE

UNIT TITLE
PGC10 – PROGRAM CHALLENGE

UNIT OVERVIEW
Program Challenge is an extension elective which is offered to students in Year 10. This subject is designed to engage students who would benefit from extension beyond the usual curriculum for their year level.

- Independent Project — what have you always wanted to design/create/research? Students will be encouraged to pursue an independent research project on a topic of their choice over the period of the semester. In the past students have written & recorded music, written a novel, designed a clothing range, created websites & blogs, learnt Manga, designed exhaust systems, apps, apartments or computer games, researched medical issues and many more amazing ideas. The sky is the limit! Students will be assisted to source a mentor who has knowledge and expertise in this field, who will support the student via email throughout the duration of the project. These projects will then be showcased at an expo for mentors, parents and their families at the end of the semester. Students will be given approximately three lessons per week to work on this project. This will be the main focus of this subject.

WHO SHOULD STUDY THIS UNIT
Students who enjoy challenging themselves and who would benefit from extension opportunities beyond what is offered in the Year 10 Curriculum. Students must enjoy working independently and be capable of overcoming difficulties to complete their project on time.

ASSESSMENT
- Writing a SMART goal and timeline
- Keeping a process journal
- An Independent Project (to be negotiated with the Coordinator)
- A multi-modal presentation of their Independent Project at the Celebration Evening
- A Presentation to showcase an Admirable Career of the student’s choice

COSTS
There will be a levy charged of $50 to cover the costs of the Celebration Evening and dinner for parents, students and mentors at the end of semester.
VOCATIONAL EDUCATION AND TRAINING (VET)

WHAT IS VET?

Vocational Education and Training (VET) refers to education and training that focuses on delivering skills and knowledge required for specific industries. It is a learning option for students in the senior phase of learning.

Participating in VET can:

- provide credit points towards the attainment of a Queensland Certificate of Education, and/or the attainment of a nationally recognised VET qualification
- support students' transitions to employment, vocational and higher education pathways

Other benefits of participating in VET include (but are not limited to):

- obtaining practical experience from work
- gaining familiarity on how workplaces operate
- developing employability skills
- developing and improving interpersonal skills
- allowing students to explore the potential career path they would like to pursue

Students at Siena Catholic College can access VET in a number of ways including:

- through Siena Catholic College being a Registered Training Organisation
- at Sunshine Coast Institute of TAFE
- through another Registered Training Organisation (ACCO and Fitnance)
- through a School-Based Apprenticeship or Traineeship

CODE OF PRACTICE

COURSE DELIVERY

Siena Catholic College will, prior to course commencement, give students all relevant information about the course curriculum, program of study, availability of learning resources and appropriate support services. Students will also be given access to a current copy of the course curriculum.

EDUCATIONAL STANDARDS

Siena Catholic College is committed to the development and implementation of policies and management practices, which maintain high professional standards in the marketing and delivery of vocational education and training services, which safeguard the interests and welfare of our students. We will maintain a learning environment which is conducive to the success of our students. We have the capacity to deliver the course(s) on the scope of registration, and will ensure that the facilities, methods and materials used in the provision of training will be appropriate to the outcomes to be achieved.

Siena will maintain systems for recording and archiving student enrolments, attendance, competition, assessment outcomes, and recognition of prior learning, grievances, qualifications and statements of attainment issued.

We will treat all personal records of our clients with confidentiality. Siena is committed to complying with the Privacy Act 1988 in relation to all personal information it collects. A person may request, in writing, access to students’ personal information. This will be provided subject to the circumstances of the request.
STAFF
Siena Catholic College will ensure that staff has:
- demonstrated competencies at least to the level of those being delivered;
- demonstrated achievement of at least Certificate IV from the Training Package for Assessment and Workplace Training; or has demonstrated the equivalent competencies; and
- industrial experience that is current and relevant to the particular course or modules that they are involved in delivering.

We will ensure that the responsibility for the management and coordination of training deliver, assessment (including recognition of prior learning), staff selection and professional development is clearly identified and undertaken by a person or persons with relevant qualifications and experience.

CREDENTIALS, CERTIFICATES AND STATEMENTS OF ATTAINMENT
Siena Catholic College will issue credentials and/or statements of attainment to students who satisfactorily complete the requirements of the accredited courses on our Scope of Registration. We recognise the Quality Framework qualifications and Statements of Attainment issued and awarded by other Registered Training Organisations (RTO’s).

QUALITY ASSURANCE AND IMPROVEMENT
Siena Catholic College has clearly documented procedures for managing and monitoring all training operations and reviewing student satisfaction.

MARKETING
Siena Catholic College will market our training products and services with integrity, accuracy and professionalism, avoiding vague and ambiguous statements. We will always provide clear information, with no false or misleading comparisons with any other provider or course.
We will not state or imply that courses other than those on the scope of registration are recognised by the Queensland Studies Authority.

CLIENT SERVICE
We have sound management practices to ensure effective student standards and timely issue of student assessment results and qualifications. These will be appropriate to the competencies achieved and issued in accordance with national guidelines. Our quality focus includes Recognition of Prior Learning Policy, a fair and equitable Refund Policy, a Complaint and Appeal Policy, an Access and Equity Policy and Student Welfare and Guidance services. Where necessary, arrangements will be made for students who require literacy and/or numeracy support programs.

STUDENT FEEDBACK
Feedback is encouraged and in the first instance, students should discuss course content and assessment with their teacher. If students are not satisfied with the response, they are encouraged to make an appointment with the Academic Coordinator or Vocational Education Coordinator. At the completion of each course the teacher will seek students’ comments and feedback in relation to the course content/delivery and assessment method by teachers. Data is collected annually through a national online reporting system. This feedback can be anonymous and helps the College to identify program strengths and weakness for continuous improvement.
ROLES AND RESPONSIBILITIES

THE COLLEGE:

- Recognises the importance of students receiving a broad-based education, comprising both general and vocational education and training
- Is registered with the Queensland Studies Authority (QSA) to provide the vocational education components of the Training Packages
- Has access to the facilities and resources required for the registered vocational education and training programs
- Has in place an assignment/assessment policy that applies to all subjects offered at the College
- Has a process in place that enables students to apply for Recognition of Prior Learning (RPL) for the vocational education competencies
- Has a process for addressing any concerns a student may have and offers the students access to a range of people who can provide advice and guidance about the vocational education program
- Will follow all human resource policies and regulations which may mean changes in modes of delivery and or cancellation of courses if the particular Qualifications are not held by staff due to staff changes and transfers. All efforts will be taken to ensure course completion in line with the relevant AQTF policy.

STUDENTS ARE ASKED TO:

- Make a serious commitment to studies at College
- Attempt to complete all units of competency on the first attempt and agree to revisit competencies if not competent after the first attempt
- Participate in structured workplace learning as arranged by the College
- Meet the expectations and demands of the College in terms of participation, cooperation, punctuality, successful submission of work and high standards of behaviour and conduct
- Maintain the high standard and reputation of Siena Catholic College when participating in courses conducted at the Sunshine Coast Institute of TAFE.

ENROLMENT AND ADMISSION

ACCESS AND EQUITY
Access to VET Certificates is open to all students, regardless of race, gender and ability. Subjects will be offered if enrolment numbers are viable and human and physical resources are available.

FEES
Subject charges vary according to individual Certificate requirements – refer to individual course information outlined in this booklet. A $30 fee is allocated to each certificate course (per year) that has a vocational placement component. If students are travelling to Sunshine Coast Institute of TAFE, transport costs will be the responsibility of students and their parents.

If a student withdraws from a course where Siena Catholic College is the registered training provider, a pro-rata refund policy applies. Where students are undertaking a course provided by an external registered training provider, students and parents should carefully read their refund policy as outlined in each course description.
Subject Selections

All Subject Selections Are To Be Made Online

Student Copy
Subject Selection Summary
Year 10 2016

<table>
<thead>
<tr>
<th>Elective Unit Selections</th>
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<tbody>
<tr>
<td>You need to <strong>select a total of 7 Elective Units of which 5 will be allocated</strong>. Please record these selections in preference order. For example, if “Scripted Drama” and “Student Devised Drama” are the units with the highest priority for you in Year 10 then they would be your first and second preferences. Unit numbers from the table must also be included e.g. <strong>Scripted Drama</strong> has the Unit Number 14. It is important that electives are <strong>nominated in preference order</strong>.</td>
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<table>
<thead>
<tr>
<th>Preference Order</th>
<th>Unit No. (7 - 31)</th>
<th>Elective Unit Title</th>
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<td>Year 10 Subjects Semester Units</td>
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<td>English</td>
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<td>Mathematics</td>
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<td>Advanced Mathematics</td>
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<tr>
<td>4</td>
<td>Socials, Personal Development and Physical Activity</td>
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<tr>
<td>5</td>
<td>Science</td>
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<td>6</td>
<td>HUM10–History</td>
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<td>HUM30–Active Citizenship and Human Rights and the Rule of Law</td>
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<td>9</td>
<td>VAR10–The Human Condition</td>
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<td>10</td>
<td>VAR20–The World Around You</td>
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<td>BUS10–Business Studies – Economics and Business</td>
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<td>12</td>
<td>BUS20–Business Studies – Financial Literacy and Accounting</td>
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<td>13</td>
<td>DIG10–Digital Technologies</td>
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<td>14</td>
<td>DRA10–Scripted Drama</td>
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<td>15</td>
<td>DRA20–Student Devised Drama</td>
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<td>GRA10–Graphics</td>
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<td>HPE10–Health &amp; Physical Education – Practical Applications of Anatomy and Physiology</td>
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<td>HPE20–Health &amp; Physical Education – Skill Acquisition and Australian Sporting Culture</td>
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<td>ITL20–Transition to Senior Studies</td>
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<td>27</td>
<td>MED10–Media Studies – Video/Audio</td>
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<td>MED20–Media Studies – Digital Photography / Multimedia</td>
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<td>29</td>
<td>MUS10–Music A</td>
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<tr>
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<td>MUS20–Music B</td>
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<tr>
<td>31</td>
<td>PGC10–Program Challenge</td>
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