



# Middle School Curriculum Elective Subjects Year 9 & 10

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# Year 9 Core Subjects

## 9 Religious Education

### What is this subject about?

Religious Education is concerned with the formation of the whole person in view of a Christian understanding of life. At Year 9 level, students are introduced to global social justice issues and ways that the Church asks us to respond. It also introduces students to the giants of social justice who worked tirelessly to address injustices. A highlight of the curriculum is an afternoon tea hosted by Year 9 where students interview local women from the parish and the community about their own faith journeys.

### What will I learn about?

- Term 1 Social Justice: What is social justice and what are the global issues affecting women and girls today? What are the Catholic Social Teachings and how can they be applied to these issues of injustice?
- Term 2 Standing on the Shoulders of Giants: Who are the key historical figures who worked for social justice in our world? What was their legacy and what can I learn from them?
- Term 3 Women of Faith: Who are the key women featured in the Bible? Who are our local women of faith and what can I learn from their sharing of their own faith?
- Term 4 Connecting with God through rituals of healing, forgiveness and reconciliation: What are the sacraments of healing in the Catholic Church? What is the nature and purpose of a ritual and how do they assist people in the healing process?

### What will I learn to do?

- Research effectively and efficiently
- Reference source material
- Interpret, analyse and evaluate source material looking for perspectives relating to religion and spirituality
- Create interview questions
- Conduct a one-on-one interview
- Create a healing ritual using a model
- Think creatively and critically
- Develop literacy and numeracy skills
- Work collaboratively.

### How will I demonstrate my learning?

- Term 1 Examination
- Term 2 Inquiry Task
- Term 3 Biography Task
- Term 4 Group Ritual Task

## What is this subject about?

English in Year 9 helps create confident communicators, imaginative thinkers and informed citizens. English is about becoming ethical, thoughtful, informed and active members of society. To do this student learn to analyse, understand and create through studying written, spoken and digital forms of communication. Students are encouraged to become independent readers and confident speakers.

## What will I learn about?

- Novels and how authors create their work
- Documentaries and how they make meaning about society
- Plays to explore and reflect on personal understanding of justice and other cultural issues
- William Shakespeare's Elizabethan world and his comedy plays
- Comedy styles and techniques in film and media.

## What will I learn to do?

- Understand novels, short stories, poetry and plays
- Explore texts such as online media including newspapers, film and digital texts
- Create multimodal/digital presentations
- Interpret, discuss and perform texts
- Create narratives, opinionative and comparative essays and persuasive speeches
- Think creatively and critically
- Develop listening skills
- Enhance literacy skills
- Engage with unfamiliar English language styles
- Work collaboratively.

## How will I demonstrate my learning?

- Term 1: Novel study (short story)
- Term 2: Documentaries (spoken multimodal presentation)
- Term 3: Play study (analytical reflective writing)
- Term 4: Shakespeare's comedies and modern film versions (comparative essay).

## What is this subject about?

Mathematics is all around us featured in architecture, patterns in nature, technology and art to name just four areas. It has a unique power, elegance, and beauty. Year 9 Mathematics focuses on the processes of understanding, fluency, problem-solving and reasoning. The content studied is drawn from the following three content areas: number and algebra, measurement and geometry, and statistics and probability.

## What will I learn about?

- Measurement (length, perimeter, area and volume)
- Indices (powers of numbers and index laws)
- Probability (Venn diagrams, two-way tables and tree diagrams)
- Pythagoras' Theorem
- Trigonometry (right-angled triangle trigonometry, sine, cosine and tangent)
- Linear equations (solving, graphing and gradient)
- Algebra (expanding and factorising expressions)
- Inequalities (solving and representing)
- Money (percentages, profit, loss, wages and simple interest)
- Data (mode, median, mean, range, inter-quartile range, box plots, stem and leaf and histograms).

## What will I learn to do?

At this year level:

- **understanding** the relationship between graphs and equations, algebraic expressions, relative frequencies, probabilities and trigonometric ratios
- **fluency** in applying index laws, expressing numbers in scientific notation, listing outcomes for experiments, calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms
- **problem-solving** by formulating and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry and collecting data from secondary sources to investigate an issue
- **reasoning** by following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs.

## How will I demonstrate my learning?

- Written responses to questions drawn from textbooks, power-points etc.
- Responses to exams (each term) and an assignment in term 3.

## 9 Science

### What is this subject about?

Science seeks to explain and answer important questions about the biological, physical, and technological world that we live in. The practice of scientific inquiry and experimentation is central to the development of scientific knowledge.

In Year 9, students explore how the human body responds to its external environment and the relationships between living and non-living components of ecosystems. Students are introduced to atomic structure and how atomic arrangements can change through nuclear decay. They learn that matter can be rearranged through chemical change. Students begin to apply their understanding of energy and forces to global systems such as continental movement.

### What will I learn about?

- **Biology** - Ecosystems and the communities of interdependent organisms and abiotic components of the environment
- **Chemistry** - Chemical reactions, and their involvement in the transfer of energy in both non-living and living systems. Atoms as the building blocks of matter are comprised of subatomic particles.
- **Earth and Space** - The theory of plate tectonics and global patterns of geological activity and continental movement
- **Physics** - The wave and particle models as explanations for the transfer of energy.

### What will I learn to do?

- Apply scientific inquiry skills; questioning, predicting, planning, conducting, processing, and analysing data
- Investigate the effectiveness of commercially available antacid products by using a universal indicator to detect changes in pH
- Experiment with yeast and sugar mixtures to produce carbon dioxide
- Investigate factors affecting the human body's response to stimulus
- Model the spread of disease in an experiment to show how easily some disease-causing organisms are spread

### How will I demonstrate my learning?

- Scientific reports of experimental investigations
- Research assignments
- Examinations

## 9 Social Science

### What is this subject about?

Through studying Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic, and societal factors involved, and how these different factors interrelate.

The key ideas of Social Science in Year 9 include:

- Who we are, who came before us, and traditions and values that have shaped societies.
- The ways people, places, ideas and events are perceived and connected.
- How people exercise their responsibilities, participate in society and make informed decisions

### What will I learn about?

- Civics and Citizenship – How do we have a say in the laws that we have to live by?
- Geography – How do we ensure a sustainable environment for food production?
- History – Why did people begin to move around so much in the 19<sup>th</sup> century?
- History – How did WWI impact Australia?

### What will I learn to do?

- Develop questions to guide research
- Collect relevant and reliable data, information, and source material
- Create accurate maps, tables, and graphs to present information
- Interpret, analyse and evaluate a variety of written and visual material looking for trends, patterns, relationships and perspectives
- Propose actions to overcome geographical challenges
- Sequence events in chronological (time) order
- Draw conclusions and present arguments based on evidence
- Comprehend subject specific language

### How will I demonstrate my learning?

- Civics – Exam (Short Responses)
- Geography – Field Report (mandatory excursion)
- History (Movement of Peoples) – Exam (Paragraph Responses)
- History (WWI) – Multi-modal Presentation

#### Additional information –

This subject has a mandatory field trip attached to the geography topic. This field trip is for the purpose of gathering data and observations for assessment.



## 9 Health and Physical Education

### What is this subject about?

The subject of Health & Physical Education in Year 9 is an opportunity for students to extend their knowledge and understanding of how to live a healthier more active lifestyle.

### What will I learn about?

**Practical** - Student's study two physical activities over the duration of the semester with equal time and emphasis given to each activity. Activities may include:

- Athletics & Performance Games
- Striking & Fielding
- Functional Training
- Invasion Games

**Theory** - The theoretical concepts studied throughout the semester include aspects of health and motor learning which integrate with the physical activities studied.

- Movement Concepts
- Coaching

### What will I learn to do?

- Develop decision-making, analysis and evaluation skills.
- Critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits.
- Learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments.
- Explore movement concepts and strategies to evaluate and refine your own and others' movement performances

### How will I demonstrate my learning?

- Students will undertake a variety of written, multi-modal and physical learning experiences. Examples include:
- Project – Folio (multimodal presentation and highlight reel)
- Demonstrating Athletics & Performance skills
- Outlining the benefits of coaching and applying it to a session that you create on a sport of your choice
- Investigation - report
- Outlining the benefits of living a healthier lifestyle with a focus on Mental Health and well being
- Examination
- Recognizing and explaining the different strategies to making smart decisions around alcohol

#### Additional Information –

Students must be involved in all practical lessons and will be required to wear their HPE uniform for these lessons.



# YEAR 9

# ELECTIVE SUBJECTS

## 9 Business

### What is this subject about?

Marketing and entrepreneurship.

Have you ever thought about starting your own business? Is there something missing from the market that you think can make you money? If you do, then this subject is for you! Marketing develops the knowledge, understanding and skills to plan, develop and launch a successful business project. Its aim is to develop enterprising behaviours and capabilities that can be transferable into life, work and business opportunities and understandings that will enable you to participate in the local, national, regional and global economy as economically, financially actively and ethically and business-literate citizens.

Marketing fosters enterprising individuals who are able to effectively embrace change; seek innovation; work with others; show initiative, flexibility and leadership; use new technologies; plan, organise and manage risk; and use resources efficiently.

### What will I learn about?

- Marketing orientation
- Enterprising Girls

### What will I learn to do?

- Develop questions to guide research
- Collect relevant and reliable data, information, and source material
- Interpret, analyse and evaluate a variety of written and visual material looking for trends, patterns, relationships and perspectives
- Draw conclusions and present arguments based on evidence
- Comprehend subject specific language
- Apply accounting knowledge and skills to process business transactions

### How will I demonstrate my learning?

- business/market report
- oral presentations

### Additional Information -

This subject is partially under development. New projects involving a partnership may become part of this course.

## 9 Deadly Mathematics

### What is this subject about?

Mathematics is all around us featured in architecture, patterns in nature, technology and art to name just four areas. It has a unique power, elegance, and beauty. Year 9 Deadly Mathematics focuses on pre-knowledge required to access the Core Mathematics curriculum in Year 9. The approach is based on using activities to build a solid base of ability which will give the students a platform to access the content of their Mathematics lessons.

### What will I learn about?

- Data (mode, median, mean, range, quartiles, deviation)
- Distribution graphs (line, bar, scatter, dot, pie charts, stem and leaf, box plots, and histograms).
- Indices (notation, exponent form, expanded form and index laws)
- Ratio (proportion, scale, practical and real-life problems)
- Similarity (enlargements, scale factor, area, link to trigonometry)
- Trigonometry (opposite, adjacent and hypotenuse)
- Probability (sample/whole space, estimate, favourable outcome, experiments)
- Percentages (as fractions, as decimals, problem-solving, increases, decreases)
- Rates (direct proportion, problem-solving)
- Money (change from purchase, discount, profit, loss, wages, simple and compound interest)
- Solving multi-step problems
- Problem solving involving an algebraic approach, a geometrical approach, a diagrammatical approach

### What will I learn to do?

At this year level:

- **understanding** the measures of centre and spread, distribution graphs, ratio and index laws, simple interest, compound interest, percentages, and direct proportion
- **fluency** in applying index laws, listing outcomes for experiments, constructing distribution graphs and enlarging shapes, percentage laws, calculating rates, profit and loss
- **problem-solving** in real-life scenarios in the contexts of ratio, data, probability and rates, diagrams, algebra, and geometry; real-life contexts featuring percentages, probability and rates
- **reasoning** by interpreting data, investigating similarity, interpreting distribution graphs and calculating scale factor, utilising several approaches to problem solving (algebraic, geometric and diagrammatical) and solving multi-step problems

### How will I demonstrate my learning?

- Written responses to questions drawn from activity sheets, rich tasks, power-points, and a variety of real-life contexts
- Verbal responses to one and two step questions
- Responses to exams (each term).

## 9 Design Technologies (Food)

### What is this subject about?

This subject provides an exciting opportunity to engage in food production. The focus of the subject is for students to prepare food items and experiment with recipe design and ingredients to meet the needs of a variety of target markets. Over the course of their studies, students will apply food safety standards and adhere to the Australian Dietary Guidelines when developing food products.

### What will I learn about?

Students will learn the foundation knowledge, understanding and skills required to operate in a commercial kitchen. Students will learn about:

- The impacts on health and wellbeing of St Ursula's students by exploring food habits within the school environment. Students take on the role of a Nutritionist to develop their own design briefs and generate design ideas to produce products that improve future health for the St Ursula's College community.
- Food from diverse cultures and infusing cultural flavours, students take on the role of a food technologist. Students explore cultural flavours to generate ideas for a culturally infused savoury pie that will offer an alternative to the Aussie meat pie.

### What will I learn to do?

- Develop food products in accordance with food safety standards
- Apply nutrition principles to food product design
- Operate and maintain kitchen equipment
- Adapt recipes to infuse new flavours
- Investigate the roles of Food Technologist and Nutritionist / Dietician

### How will I demonstrate my learning?

The Design Technologies program has been specifically designed to provide students with opportunities to demonstrate learning by creatively applying their skills and knowledge. Students will be assessed on:

- Practical application of skills
- Project/folio work
- Development of designed solutions

## 9 Design Technologies (Textiles)

### What is this subject about?

This subject provides an exciting opportunity to produce and market textiles products. The focus of the subject is on creating designed solutions to meet client needs, wants and opportunities. Over the course of their studies, students will explore fashion trends and the application of design thinking skills to develop a range of fashion garments.

### What will I learn about?

Students will learn the foundation knowledge, understanding and skills required to engage in the development of textiles products. Students will learn about:

- The role of an interior designer to investigate interior design concepts. As contestants on *The Block*, students design rooms applying colour schemes, décor & furnishings including bunting to suit their theme. They experiment with bunting techniques to design and produce a line of bunting to complement one room design.
- The role of a fashion designer to create a new boxer shorts design. Investigating commercial pattern techniques and technologies in the design solution students consider end use, fabric selection and body shape to produce and market their new product.

### What will I learn to do?

- Operate sewing machines
- Apply hand stitching skills
- Explore interior design concepts
- Investigate décor and furnishings
- Apply commercial pattern techniques
- Select appropriate fabrics
- Interpret design briefs
- Market and model products

### How will I demonstrate my learning?

The Design Technologies program has been specifically designed to provide students with opportunities to demonstrate learning by creatively applying their skills and knowledge. Students will be assessed on:

- Practical application of skills
- Project/folio work
- Development of designed solutions

## 9 Digital Technologies

### What is this subject about?

The elective Digital Technologies provides students with skills to transition into the senior subjects of Design or Digital Solutions. This is a stimulating and relevant subject for students interested in digital creativity and design. Students will have the opportunity to engage with various industry standard technologies used in industrial design, game development, web design and robotics.

### What will I learn about?

Semester 1: How to use graphic design technology by applying skills to combine text and pictures in advertisements, posters and magazines using the Adobe design suite. Devising solutions to real-world problems using microelectronics.

- Non-destructive editing
- Techniques for design layouts
- Interpreting wiring diagrams
- Creating prototypes
- Developing code to operate wired circuits

Semester 2: Designing websites and evaluating websites against design criteria including functionality, accessibility, usability and aesthetics. Programming websites using HTML and CSS and creating an interactive website incorporating professional design application.

- Web design principles
- What constitutes an effective user experience
- Programming with CSS and HTML
- Wire framing

### What will I learn to do?

- Use Photoshop/Illustrator/InDesign to create graphic design solutions and adjust image properties
- Create microelectronics prototypes such as alarms systems to solve problems
- Devise working code in response to a developed design brief
- Program functioning websites and applications
- Design and develop logos for websites and website navigation systems
- Evaluate user experience against peer reviews
- Engage in code debugging

### How will I demonstrate my learning?

The Digital Technologies program has been specifically designed to prepare students to become 21<sup>st</sup> century learners. Assessment is designed to provide opportunities for students to creatively apply their skills and knowledge. Students will be assessed on:

- Practical application of technology skills
- Project work
- Design solutions
- The development of multi-modal folios of work

## 9 Drama

### What is this subject about?

In drama, students explore, depict and celebrate human experience by imagining and representing other people through live enactment. Drama is a collaborative art, combining physical, verbal, visual and aural dimensions. Students experience theatre and develop an understanding of the performer/audience relationship.

### What will I learn about?

- Personal and social skills, such as working collaboratively and communicating effectively; recognising emotions and becoming confident, resilient, and adaptable; leadership skills, empathy and appreciating diverse perspectives.
- Critical and creative thinking, such as exploring and organising ideas; posing questions and seeking solutions; interpreting dramatic meaning.
- Developing respect and understanding of other cultures, and challenging stereotypes
- Investigating and creating with ICTs, generating sound and lighting plans for productions.

### What will I learn to do?

- Analyse the elements of drama, forms and performance styles.
- Evaluate meaning and effect in drama you devise, interpret, perform and view.
- Use experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints.
- Develop and sustain different roles and characters.
- Perform devised and scripted drama in different forms, styles and performance spaces.
- Collaborate with others to plan, direct, produce, rehearse and refine performances.
- Select and use the elements of drama, narrative and structure in directing and acting to engage audiences.
- Refine performance and expressive skills in voice and movement to convey dramatic action.

### How will I demonstrate my learning?

Assessment for drama is spread across the three domains of:

- Making: Forming
- Making: Performing
- Responding

Students study units each term with distinct themes, forms and dramatic styles:

Semester 1:

- Theatre Sports – improvisation and performance
- Comedy – Old vs New comedy, stage combat, choreography

Semester 2:

- Greek Theatre / Physical Theatre – play study, class performance
- Realism vs Melodrama – costume and stage design, performance



## 9 French

### What is this subject about?

French is truly a world language:

- it is an official or a co-official language in 33 countries around the world, spoken by 270 million people on five continents.
- it is the second most widely learned foreign language after English.

Learning French is the pleasure of learning a beautiful, rich and melodious language, as well as discovering a rich culture through its music, cinema, literature and food traditions.

A range of exciting opportunities is available to those who elect to study French:

- annual excursion to the Rockhampton French Film Festival
- bi-annual school trips to France or New Caledonia
- reciprocal student exchanges

### What will I learn about?

- French people's school and home life routines and leisure activities.
- France's culinary traditions and food culture.
- The language and cultural practices related to travel and tourism in France.
- Part-time work and peer group settings in France.

### What will I learn to do?

- Develop effective oral and written communication to discuss family, work and social life situations, travel and tourism in the past, present and the future.
- Reflect on and evaluate own attitudes and values towards food, diet, health, part-time work and peer groups
- Review recipes/dishes and create a food blog.
- Increase intercultural competence and knowledge of France as a travel destination and its youth culture.

### How will I demonstrate my learning?

- Formative tasks including:
  - Quizzes, games and competitions conducted in small groups or individually
  - Recording a segment presenting a recipe of your choice
  - Contributing to a classroom blog
  - Online Education Perfect tasks
- Summative tasks including:
  - Comprehension and grammar exams
  - Writing and publishing a food blog
  - Informal letter narrating a holiday in the future tense
  - Recorded interview with teacher
  - Roleplay written and performed in the perfect tense

### Additional information -

It is recommended that students complete at least 6 months of French prior to choosing this subject as new learning will be based on this prior knowledge. Supplementary work prior to starting Year 9 French may be necessary.

## 9 Japanese

### What is this subject about?

A country so rich in culture, Japan's language is ultimately influenced by customs and traditions. As such, the learning of the language is reflected in the understanding and appreciation of culture. The two must go hand in hand. Their rich history has also influenced their writing system, which is an important aspect in learning Japanese.

In continuing your Japanese learning you have the opportunity to :

- participate in biennial trips to Japan
- dine at Tsuruya restaurant
- make friends with/ host a student from St Agnes Girls School (St Ursula's sister school in Kyoto)

### What will I learn about?

Semester 1:

- Telling the time, school subjects and school timetables
- The lifestyle of a 14 year old in Japan
- Hobbies and free time
- Festivals in Japan

Semester 2:

- Fast food in Japan and how it varies to Australia
- School lunch in Japan and how it compares to a typical school in Australia
- Famous Australians who speak two languages
- The concept of filial piety in Japanese culture

### What will I learn to do?

- Compare the lifestyles of Japanese and Australian students
- Compare fast food from both countries to draw conclusions about eating habits
- Use online sites and platforms to memorise vocabulary
- Develop conversation skills through conversations with peers
- Read and write Katakana and Kanji, through memorisation and songs
- Write passages using a mixture of three different writing systems
- Understand how gestures vary between Australians and Japanese

### How will I demonstrate my learning?

- Create your own photo diary for Japanese students
- Create a role play with a friend inviting them to a festival
- Comprehend conversations, announcements and information written in Japanese
- Design a mascot character for Yeppoon and write a profile description in Japanese
- Participate in Kanji competition
- Create your own Australian lunch and explain in Japanese
- Converse with peers to describe and justify why you eat particular food for lunch
- Cook an obento

#### Additional information -

It is recommended that students complete at least 6 months of Japanese prior to choosing this subject as new learning will be based on this prior knowledge. Supplementary work prior to starting Year 9 Japanese may be necessary.

## 9 Music

### What is this subject about?

Music exists in every culture and is a basic expression of human experience. It has the capacity to engage, inspire and enrich all people, exciting the imagination and encouraging us to reach our creative and expressive potential. Music fosters an understanding of other times, places, cultures and contexts. Studying music develops creative and critical thinking through learning to listen to, analyse, compose and perform music with depth and complexity.

### What will I learn about?

- Using the concepts and materials of music to compose, improvise, arrange, perform, conduct and respond to your own and others' work.
- The elements of music including duration (rhythm and tempo), dynamics, form, pitch (melody and harmony), and timbre (sound texture and quality).
- Apply this knowledge to the materials of music, including the voice, body, instruments, found sound sources and information and communication technology.

### What will I learn to do?

- Analyse different scores and performances
- Evaluate the use of elements of music from different musical styles.
- Use your understanding of music making in different cultures, times and places to inform and shape your interpretations, performances and compositions.
- Interpret, rehearse and perform solo and ensemble repertoire in a range of styles with technical control, expression and stylistic understanding.
- Use listening skills to recognise elements of music and memorise aspects of music.

### How will I demonstrate my learning?

Assessment for music is spread evenly across the three domains of:

1. Making: Performance
2. Making: Composition
3. Responding: Musicology

The course structure follows an A/B year in order to allow for composite classes.

Students in 2024 (Year B) will have assessment based on the following units of work:

Semester 1:

- Show Tunes: Study of Musicals – performance
- Music Maestros: from medieval to modern day – musicology

Semester 2:

- Music for Film – composition
- Australian Voices – musicology & performance or composition

## 9 Thinking Big

### What is this subject about?

Thinking Big is designed to allow students to explore and extend how they think and learn. We explore concepts and skills through curiosity and wonder; we step into the unknown with bravery and challenge ourselves to assess the quality of our own work. Learning will be focused on skill development and personal extension, while content knowledge will be a matter of choice for the individual. Learning activities will allow the class to explore the interconnection between perspectives, particularly 'big picture' ideas.

The key ideas in Thinking Big in Year 9 include:

- When do we feel a sense of awe and wonder in what we learn?
- How do we engage our curiosity?
- How do we feel confident in learning when we are unsure?
- How do we improve the quality of any sort of work, regardless of subject area?

### What will I learn about?

- Exploring Knowledge and Complexity
- Communicating Complexity to Varied Audiences

### What will I learn to do?

- Develop questions for a variety of situations
- Collect relevant and reliable data, information, and source material
- Interpret, analyse and evaluate a variety of written and visual material
- Apply an inquiry process
- Draw conclusions and present arguments based on evidence
- Develop an awareness of cross-discipline knowledge
- Be curious, explore with wonder, accept challenge, enjoy independence

### How will I demonstrate my learning?

- Guided Reflection
- Literature Review
- Curated presentation

#### Additional information –

An optional excursion to SEQ may be offered depending on costs, budgeting, interest, and medical advice.

## 9 Visual Art

### What is this subject about?

In visual art students learn through direct engagement with two-dimensional, three-dimensional and four-dimensional art and design practices and concepts, theories, histories and critiques. You develop skills, knowledge, understandings and techniques as artists, designers, critics and audiences. You will learn to explore ideas through imaginative engagement, making and presenting art, craft and design works, and engaging critically with these works and processes. There is opportunity to engage with guest artists, visit art galleries and participate in art exhibitions for the public.

### What will I learn about?

- 2D Still Life: how visual elements of line, shape, tone and colour are used to communicate messages in visual art, working with materials such as pen, pencil, charcoal and pastels.
- Research art created by First Nations artists and make experimental artworks that use stories and symbols of the Dreaming.
- Lino print: respond to the exploration of techniques and processes used in indigenous art, and how the visual elements of line, shape, tone, texture and colour are used to communicate messages in visual art, making a ceramic pot.

### What will I learn to do?

- Critical and creative thinking, such as imagining possibilities, exploring and organising ideas, designing and planning a course of action, interpreting artworks and evaluating visual language.
- Personal and social capabilities, such as working independently and collaboratively, appreciating diverse perspectives and developing reflective practise by responding to work of your own, and of others.
- Cultural understanding, such as respect for diversity and challenging stereotypes.
- Creating artworks using ICTs.
- Displaying art for aesthetic and thematic purposes.
- Creating artworks using a variety of materials and techniques.

### How will I demonstrate my learning?

Assessment in each unit consists of a practical Making task and a written or spoken Responding task, as well as any research, planning and reflections students may have documented in the visual journal. These include:

- Create a visual journal to record knowledge of materials, techniques and the art making process, as well as reflecting on each practical task.
- Create 2D Still Life artworks
- Create a visual journal to record knowledge of materials, techniques and the art making process, as well as reflecting on each practical task.
- Engage with lino printing techniques to create artwork inspired by First Nations culture.



# YEAR 10 CORE SUBJECTS

## What is this subject about?

Religious Education is concerned with the formation of the whole person in view of a Christian understanding of life. Year 10 introduces students to the history of the Catholic Church in Australia and its impact on individuals, groups and society. Students investigate social justice issues in Australia including homelessness and discrimination. Morality and ethics are explored using several case studies related to the lives of young people. Preparation for senior school subjects is undertaken with an introduction to World Religions in the final semester.

## What will I learn about?

- Term 1 History of the Catholic Church in Australia: What is the history of the Church in Australia and how did it influence lives including impacts on First Nations' peoples, Australian Catholic families, religious and clergy? What was the impact of Vatican II on the lives of Catholics?
- Term 2 Living Social Justice: What are the dimensions of justice? What are virtues? How is social justice lived in the work of organisations in Australia?
- Term 3 Ethics and moral decision-making: What are morals, values and ethics? What is Kohlberg's theory of moral development? What are the guiding principles and authorities of the Catholic Church in relation to morality and ethics?
- Term 4 World Religions: What is religion and what are its nine dimensions? How are core beliefs lived in the lives of adherents of world religions? What is the impact of world religions on culture and society?

## What will I learn to do?

- Research effectively and efficiently
- Reference source material
- Interpret, analyse and evaluate source material looking for perspectives relating to religion and spirituality
- Apply ethical decision-making models to case studies
- Investigate the nine dimensions of five World Religions: Buddhism, Hinduism, Judaism, Christianity and Islam.
- Think creatively and critically
- Develop literacy and numeracy skills
- Work collaboratively.

## How will I demonstrate my learning?

- Term 1 Examination
- Term 2 Inquiry Task
- Term 3 Extended Response Task
- Term 4 Examination

## What is this subject about?

English in Year 10 helps create confident communicators, imaginative thinkers and informed citizens. Studying English is about becoming ethical, thoughtful, informed and active members of society. To do this student learn to analyse, understand and create through studying written, spoken and digital forms of communication. Students are encouraged to become independent readers, effective listeners and confident speakers.

The study of English is important in the development of reading, speaking and written literacy skills. These help develop the knowledge and skills needed for further education, training and the workplace.

## What will I learn about?

- Gothic fiction and its writers
- How to write your own Gothic short story
- Analysis of novels
- Shakespearean tragedies
- Understanding society through satire in cartoons, or society in historical children's books.

## What will I learn to do?

- Interpret and analyse novels
- Read, evaluate and create short stories
- Understand, discuss and analyse poetry and plays
- Engage with media texts, including newspapers, film and digital texts designed to inform and persuade
- Become a critical thinker.
- Create a range of imaginative, informative and persuasive types of texts including narratives, novel study, persuasive speeches and critical investigation.

## How will I demonstrate my learning?

- Term 1: Gothic short stories (creative writing)
- Term 2: Shakespearean play (persuasive speech)
- Term 3: Novel study (analytical essay)
- Term 4: Satire in media (investigative writing).



# 10 Essential Mathematics

## What is this subject about?

Mathematics is all around us featured in architecture, patterns in nature, technology and art to name just four areas. It has a unique power, elegance, and beauty. Year 10 Essential Mathematics focuses on the processes of understanding, fluency, problem-solving and reasoning. The content studied is drawn from the following three content areas: number and algebra, measurement and geometry, and statistics and probability.

## What will I learn about?

- Statistics (collecting data, frequency tables, histograms, dot plots, stem and leaf plots, box plots mean, mode, median, range, quartiles, inter-quartile range and outliers)
- Probability (language of probability, theoretical probabilities and using tree diagrams)
- Measurement (converting units, perimeter, circumference, area, surface area and volume)
- Consumer arithmetic (profit, percentage profit, loss, percentage loss, selling price, income, commission, taxation, budgeting and simple interest)
- Pythagoras' Theorem (finding the hypotenuse and finding a shorter side)
- Trigonometry (sine, cosine, tangent, finding side lengths and finding angles)
- Linear relationships (co-ordinates, tables, plotting a linear graph from a rule and interpreting graphs)

## What will I learn to do?

At this year level:

- **understanding** the connection between equations and their graphs, simple interest in financial contexts and probability
- **fluency** in calculating with percentages, determining profit and loss and working with co-ordinates
- **problem-solving** by calculating the surface area and volume of prisms to solve practical problems and finding unknown lengths and angles using applications of Pythagoras and trigonometry
- **reasoning** by displaying, interpreting and comparing data sets and interpreting graphs

## How will I demonstrate my learning?

- Written responses to questions drawn from textbooks, power-points etc.
- Responses to exams (each term) and an assignment in term 2.

## What is this subject about?

Mathematics is all around us featured in architecture, patterns in nature, technology and art to name just four areas. It has a unique power, elegance, and beauty. Year 10 General Mathematics focuses on the processes of understanding, fluency, problem-solving and reasoning. The content studied is drawn from the following three content areas: number and algebra, measurement and geometry, and statistics and probability.

## What will I learn about?

- Measurement (converting units, perimeter, circumference, area, and volume)
- Pythagoras' Theorem (finding the hypotenuse and finding a shorter side)
- Trigonometry (finding side lengths, finding angles, angles of elevation and depression)
- Probability (using Venn diagrams, two-way tables and using tree diagrams)
- Statistics (frequency tables, dot plots, stem and leaf plots, box plots mean, mode, median, range, quartiles, inter-quartile range and outliers)
- Indices (index laws, algebraic expressions, and scientific notation)
- Consumer arithmetic (profit, percentage profit, loss, percentage loss, selling price, income, commission, taxation, budgeting, simple interest and compound interest)
- Similarity (similar triangles, similarity in measurement, scale drawing)
- Equations (solve simultaneous equations by elimination, substitution, graphically)
- Straight line graphs (gradient, midpoint, length, interpretation, distance-time).

## What will I learn to do?

At this year level:

- **understanding** the relationship between graphs and equations, algebraic expressions, relative frequencies, probabilities and trigonometric ratios
- **fluency** in applying index laws, expressing numbers in scientific notation, listing outcomes for experiments, and calculating areas of shapes and surface areas of prisms
- **problem-solving** by formulating and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry and collecting data from secondary sources to investigate an issue
- **reasoning** by following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs.

## How will I demonstrate my learning?

- Written responses to questions drawn from textbooks, power-points etc.
- Responses to exams (each term) and an assignment in term 2.

# 10 Mathematical Methods

## What is this subject about?

Mathematics is all around us featured in architecture, patterns in nature, technology and art to name just four areas. It has a unique power, elegance, and beauty. Year 10 Mathematical Methods focuses on the processes of understanding, fluency, problem-solving and reasoning. The content studied is drawn from the following three content areas: number and algebra, measurement and geometry, and statistics and probability.

## What will I learn about?

- Measurement (perimeter, circumference, Pythagoras' theorem, area, volume)
- Trigonometry (finding side lengths, finding angles, angles of elevation and depression, 3D problems)
- Probability (using Venn diagrams, two-way tables, using tree diagrams, conditional)
- Statistics (box plots mean, mode, median, range, quartiles, inter-quartile range and outliers, standard deviation, scatterplots, line of best fit by eye/using technology)
- Indices (index laws, algebraic expressions, fractional, surds, logarithms)
- Consumer arithmetic (simple interest and compound interest)
- Equations (linear, inequalities, simultaneous, quadratic, parallel, quadratic formula, discriminant, circle,)
- Graphs (gradient, intercept, midpoint, length, parallel, perpendicular, linear, quadratic, transformations, vertex form, exponential,  $y = 1/x$ , domain, range)
- Expansion (single bracket, binomial)
- Factorisation (fractions, two term, trinomials, difference of two squares)

## What will I learn to do?

At this year level:

- **understanding** graphs and equations, algebraic expressions, probabilities, trigonometric ratios, simple and compound interest
- **fluency** in applying index laws, calculating areas, factorising algebraic expressions, calculating measures of centre and spread
- **problem-solving** in practical situations involving Pythagoras' theorem, trigonometry, simultaneous equations and Venn diagrams
- **reasoning** by determining algebraic and graphical representations, using measures of spread and centre to compare and analyse data sets and solving quadratic equations.

## How will I demonstrate my learning?

- Written responses to questions drawn from textbooks, power-points etc.
- Responses to exams (each term) and an assignment in term 3.

## What is this subject about?

Science seeks to explain and answer important questions about the biological, physical, and technological world that we live in. The practice of scientific inquiry and experimentation is central to the development of scientific knowledge.

In Year 10, students explore the biological, chemical, geological, and physical evidence for different theories, such as natural selection and the Big Bang. Students develop their understanding of atomic theory to better understand relationships within the periodic table. They learn about the laws of physics for objects in motion.

## What will I learn about?

- **Biology** – DNA and genes and their involvement in the transmission of heritable characteristics from one generation to the next. The scientific explanations for the diversity of living things.
- **Chemistry** – The organisation of the Periodic Table and how it relates to the atomic structure of elements. Chemical reactions, their products, and rates of reaction.
- **Earth and Space** - The universe, galaxies, stars, and solar systems. Global systems, including the carbon, nitrogen, and water cycles.
- **Physics** – Newton's laws of physics and their ability to predict and describe an object's motion.

## What will I learn to do?

- Apply scientific inquiry skills; questioning, predicting, planning, conducting, processing, and analysing data
- Investigate chemical reactions and the factors that affect the rate of these reactions
- Mix substances to observe the products of reactions and correlate this with the expected outcomes using chemical equations
- Use ticker timers to investigate an object's acceleration
- Extract DNA from fruit
- Investigate the effect of varying nitrogen concentrations on a developing bean sprout

## How will I demonstrate my learning?

- Scientific reports of experimental investigations
- Research assignments
- Examinations

# 10 Modern History

## What is this subject about?

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The 20th century became a critical period in Australia's social, political, economic, cultural, environmental and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing, and the demands for rights and recognition by First Nations Australians.

The key ideas of Modern History in Year 10 include:

- cause and effect, continuity and change, significance, perspective, empathy, contestability, the nature of evidence
- Australia's place in the global context

## What will I learn about?

- How did the nature of global conflict change across the 20th century?
- What were the causes and consequences of World War II?
- How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?
- What were the perspectives of people at the time? How did these perspectives change?
- What are the contested debates and reasons for different historical interpretations?

## What will I learn to do?

- Develop questions to guide research
- Locate, identify and compare primary and secondary sources
- Identify the origin, purpose, context and content of primary and secondary sources
- Explain the usefulness and reliability of sources of information
- Analyse cause and effect and evaluate continuity and change
- Compare perspectives in sources and explain how they are influenced by their context
- Analyse contested historical interpretations
- Create descriptions, explanations and historical arguments using sources ethically

## How will I demonstrate my learning?

- World War II – Essay in response to stimulus
- Building Modern Australia – Research multi-modal project (TBC)

### Additional information –

Modern History is a mandatory subject in Year 10. You must choose the subject in either Semester 1 OR Semester 2.



# YEAR 10 ELECTIVE SUBJECTS

# 10 Ancient History

## What is this subject about?

Year 10 Ancient History is an introduction to the senior subject of Ancient History and aims to give you a 'taste' of the senior subject in terms of content, skills and assessment. In this unit you will explore:

- people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages,
- the interaction of societies and the impact of individuals and groups on ancient events and ways of life,
- how the world has changed, as well as the significant legacies that exist into the present,
- the interconnectedness of past and present across a diverse range of societies.

The key ideas in Ancient History in Year 10 include:

- How do we reconstruct the past? (sources and historiography)
- Can we trust/believe everything we read/see? (source interrogation)
- Are popular culture texts (especially films) accurate sources of history?

## What will I learn about?

- How to 'do' (study) history – foundational concepts
- Role and status of women in the ancient/medieval world OR Alexander the Great (class choice)
- The accuracy of popular culture (including film) depictions of the ancient/medieval world (your choice)

## What will I learn to do?

To 'do' (study) history through:

- Asking the right questions – developing questions to frame and guide research
- Finding the right stuff – locating and selecting relevant historical source material
- In-depth thinking – analysing and evaluating a variety historical source material, including looking for patterns, relationships and perspectives
- Forming and justifying a point-of-view – proposing arguments/hypothesis supported by historical evidence

## How will I demonstrate my learning?

- Source interrogation assignment – analysis and evaluation (your choice of topic)
- Research assignment: history as Hollywood – assessing the accuracy of history in films/popular culture text (your choice for film/popular culture text)

## What is this subject about?

Marketing Entrepreneurship.

Have you ever thought about starting your own business? Is there something missing from the market that you think can make you money? If you do then this subject is for you! Marketing develops the knowledge, understanding and skills to plan, develop and launch a successful business project. Its aim is to develop enterprising behaviours and capabilities that can be transferable into life, work and business opportunities and understandings that will enable you to participate in the local, national, regional and global economy as economically, financially actively and ethically and business-literate citizens.

Marketing fosters enterprising individuals who are able to effectively embrace change; seek innovation; work with others; show initiative, flexibility and leadership; use new technologies; plan, organise and manage risk; and use resources efficiently.

## What will I learn about?

- \$20 BOSS
- International Relations

## What will I learn to do?

- Develop questions to guide research
- Collect relevant and reliable data, information, and source material
- Interpret, analyse and evaluate a variety of written and visual material looking for trends, patterns, relationships and perspectives
- Draw conclusions and present arguments based on evidence
- Comprehend subject specific language
- Apply accounting knowledge and skills to process business transactions

## How will I demonstrate my learning?

- Business/market report
- Oral presentations

### Additional Information -

New projects involving a partnership may become part of this course.



# 10 Digital Technologies

## What is this subject about?

The elective Digital Technologies provides students with skills to transition into the senior subjects of Design or Digital Solutions. This is a stimulating and relevant subject for students interested in digital creativity and design. Students will have the opportunity to engage with various industry standard technologies used in industrial design, game development, web design and robotics.

## What will I learn about?

Semester 1: Students explore design thinking techniques while analysing the 'double diamond' used in senior design. They will devise solutions to problems derived from stakeholder interviews and use creative thinking and CAD to produce 3D printed designs.

Semester 2: Students explore how data is stored in software and networks. They will investigate the types of functions a database has. SQL programming will be applied to devise queries based a range of supplied design briefs.

Students will learn about:

- Empathy mapping
- Mood boarding
- Ideation sketching and rendering
- 3D modelling
- 3D printing
- Database design
- Creating tables and relationships
- Programming with SQL
- Designing a graphical user interface

## What will I learn to do?

- Engage in design thinking techniques
- Interpret a design brief
- Devise solutions to problems while employing human centred design theory
- Design and develop prototypes using 3D printing technology
- Understand data and data types
- Analyse data to develop databases using Adobe XD and Microsoft Access
- Use SQL programming to create queries
- Develop forms and reports from databases

## How will I demonstrate my learning?

The Digital Technologies program has been specifically designed to prepare students to become 21<sup>st</sup> century learners. Assessment is designed to provide opportunities for students to creatively apply their skills and knowledge. Students will be assessed on:

- Practical application of technology skills
- Project work
- Design solutions
- The development of multi-modal folios of work

## What is this subject about?

In drama, students explore, depict and celebrate human experience by imagining and representing other people through live enactment. Drama is a collaborative art, combining physical, verbal, visual and aural dimensions. Students experience theatre and develop an understanding of the performer/audience relationship.

## What will I learn about?

- Personal and social skills, such as working collaboratively and communicating effectively; recognising emotions and becoming confident, resilient, and adaptable; leadership skills, empathy and appreciating diverse perspectives.
- Critical and creative thinking, such as exploring and organising ideas; posing questions and seeking solutions; interpreting dramatic meaning.
- Developing respect and understanding of other cultures, and challenging stereotypes
- Investigating and creating with ICTs, generating sound and lighting plans for productions.

## What will I learn to do?

- Analyse the elements of drama, forms and performance styles.
- Evaluate meaning and effect in drama to devise, interpret, perform and view.
- Use experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints.
- Develop and sustain different roles and characters.
- Perform devised and scripted drama in different forms, styles and performance spaces.
- Collaborate with others to plan, direct, produce, rehearse and refine performances.
- Select and use the elements of drama, narrative and structure in directing and acting to engage audiences.
- Refine performance and expressive skills in voice and movement to convey dramatic action.

## How will I demonstrate my learning?

Assessment for drama is spread across the three domains of:

- Making: Forming
- Making: Performing
- Responding

Students study units each term with distinct themes, forms and dramatic styles:

Semester 1:

- Commedia Del'Arte – Mask, Improvisation, Traditional vs Modern Stock Characters
- Gothic Theatre – Australian Gothic, Magic Realism and Indigenous Theatre

Semester 2:

- Contemporary Theatre– Scene Project, Collage Drama, Class Performance
- Realism – Stanislavski, Monologue

## What is this subject about?

The elective of Fashion provides students with foundation knowledge, understanding and skills in the area of fashion design. Throughout this course, students will have the opportunity to explore techniques, tools and equipment to design, develop and market fashion products. These foundations provide a base for students looking to enrol in the senior subject Applied Fashion.

## What will I learn about?

Unit 1: Students take on the role of a custom fashion creator for a target group. They work with commercial patterns, to produce a skirt for their client; incorporating pattern adaptations to create new designs. Students participate in a fashion shoot to market their design idea.

OR

Unit 2: Students investigate the issue of Fast Fashion and sustainability in the textile industry, exploring upcycling and repurposing clothing to meet new needs. Denim being a large contributor to textile landfill may be the focus for this unit and students design a re-purposed garment + accessory from preloved clothing.

## What will I learn to do?

- Understand the role of a fashion designer
- Hand and machine stitching
- Develop sketches of potential design solutions
- Skirt construction using prototyping and appropriate fabric selection
- Explore fabric decoration techniques such as batik, dyeing, embroidery, applique
- Use Photoshop to design and label aspects of developed designs
- Investigate existing designs and techniques to re-purpose
- Present a final stylized design for photographing

## How will I demonstrate my learning?

The Fashion program has been specifically designed to provide students with opportunities to demonstrate learning by creatively applying their skills and knowledge.

Students will be assessed on:

- Practical application of textiles skills
- Written Magazine Article
- Project/folio work
- Development of designed solutions (fashion garments and repurposed fashion garments)

## What is this subject about?

French is truly a world language:

- it is an official or a co-official language in 33 countries around the world, spoken by 270 million people on five continents.
- it is the second most widely learned foreign language after English.

Learning French is the pleasure of learning a beautiful, rich and melodious language, as well as discovering a rich culture through its music, cinema, literature and food traditions.

A range of exciting opportunities is available to those who elect to study French:

- annual excursion to the Rockhampton French Film Festival
- bi-annual school trips to France or New Caledonia
- reciprocal student exchanges

## What will I learn about?

- Some of France's main tourist attractions, accommodation and travel options.
- Health and fitness issues.
- La Francophonie, the French speaking world including diverse cultural French speaking communities such as the Cajun people of The United States
- Similarities and differences in modern family structures, friendship groups and daily life in their own and French-speaking communities.

## What will I learn to do?

- Develop effective oral and written communication to discuss and compare young people's interests, behaviours and values in the context of tourism, health and fitness.
- Communicate ideas effectively with diverse audiences, initiate conversations and discussion, express feelings and opinions using descriptive language.
- Design a travel itinerary and blog, and increase intercultural competence and knowledge of France as a travel destination
- Research and present a multimodal project in French.

## How will I demonstrate my learning?

- Learning is demonstrated through several formative tasks:
  - quizzes, games and competitions conducted in small groups or individually
  - recording a segment commenting a visit to a tourist attraction
  - completing online tasks using Education Perfect
- Learning is also demonstrated through short responses and extended summative tasks:
  - a grammar exam
  - writing and publishing a travel blog
  - writing and performing a roleplay

### Additional information –

It is recommended that students complete Year 9 French or equivalent prior to choosing this subject as new learning will be based on this prior knowledge.

# 10 Geography

## What is this subject about?

'Environmental change and management' focus on investigating environmental geography through an in-depth study of the local environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views that influence how people perceive and respond to these challenges. Students undertake fieldwork to investigate a local environmental issue that has caused change. They apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select sustainable strategies to manage the change.

'Geographies of human wellbeing' focuses on investigating global, national and local differences in human wellbeing. This unit examines the different concepts and measures of human wellbeing, and the causes of global inequalities in these measures. Students explore spatial differences in wellbeing within and between countries and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using case studies drawn from Australia and across the world.

The key ideas in Geography in Year 10 are:

- How the spatial variation between places and changes in environments can be explained
- Management options that exist for sustaining human and natural systems into the future
- World views that influence decisions on how to manage environmental and social change

## What will I learn about?

- Environmental change and management – identify and analyse a local environmental issue and identify strategies to sustainably manage the issue?
- Human wellbeing – explore why there is such a gap in wellbeing around the world? Explore ways to address these global inequalities.

## What will I learn to do?

- Develop questions to guide field studies/ geographic inquiries
- Collect relevant and reliable primary and secondary data
- Interpret, analyse and evaluate a variety of written and visual material looking for trends, patterns and relationships
- Propose actions to overcome environmental and wellbeing challenges
- Create a variety of maps and graphs using correct geographic conventions
- Comprehend subject specific language

## How will I demonstrate my learning?

- Field Report
- Combination response

### Additional information –

This subject has an excursion to the Yeppoon local area to collect primary data.

# 10 Health and Physical Education

## What is this subject about?

The elective subject of Health & Physical Education in Year 10 is a progression from the core subject all students studied throughout Middle School. It is an opportunity for students to extend their knowledge and understanding of how to live a healthier, more active lifestyle.

## What will I learn about?

**Practical** – Students study two physical activities over the duration of each Semester with equal time and emphasis given to each activity.

- Term 1 – Invasion and Target Games
- Term 2 – Touch Football
- Term 3 – Functional Training
- Term 4 – Multi Sport

**Theory** - The theoretical concepts studied throughout the year include aspects of health and motor learning which integrate with the physical activities studied.

- Term 1 – PERMA + Wellbeing Framework
- Term 2 – Motor Learning
- Term 3 – Functional Anatomy
- Term 4 – Sport Psychology

## What will I learn to do?

- Develop their decision-making, analysis and evaluation skills.
- Critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits.
- Learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments.
- Explore movement concepts and strategies to evaluate and refine their own and others' movement performances

## How will I demonstrate my learning?

Students will undertake a variety of written, multi-modal and physical learning experiences.

Examples include:

- Project – Folio (multimodal presentation and highlight reel)
  - Demonstrating Touch Football Skills and Drills
- Investigation - report
  - Outlining the benefits of living a healthier lifestyle with a focus on Sleep, Nutrition and Physical Health

### Additional Information –

Students that select this subject must be involved in all practical lessons and will be required to wear their HPE uniform for these lessons.

## What is this subject about?

A country so rich in culture, Japan's language is ultimately influenced by customs and traditions. As such, the learning of the language is reflected in the understanding and appreciation of culture. The two must go hand in hand. Their rich history has also influenced their writing system, which is an important aspect in learning Japanese.

In continuing your Japanese learning you have the opportunity to:

- participate in biennial trips to Japan
- dine at Tsuruya restaurant
- make friends with/ host a student from St Agnes Girls School (St Ursula's sister school in Kyoto)

## What will I learn about?

- Planning and booking a holiday in Japan
- Japanese style accommodation and differences in transport
- Popular jobs in Japan
- Future dreams and part time job experiences
- Pop culture - Lolita fashion, Studio Ghibli, kendama, karaoke, purikura, anime and onsen
- Music and entertainment
- Fashion

## What will I learn to do?

- Describe and explain your favourite holiday and popular activities for Australian students and understand how to book a traditional holiday in Japan
- Use online sites and platforms to memorise vocabulary related to topics studied
- Develop conversation skills with peers about past holidays, your dreams for the future and your interests in Japanese pop culture
- Read and write Katakana and Kanji, through memorisation and songs
- Write passages using a mixture of three different writing systems

## How will I demonstrate my learning?

- Create a travel itinerary for Japan and present an ideal Japanese holiday to the class
- Create a poster describing your skills, experiences, future dreams and job aspirations
- Comprehend information in blogs, graphs, newspaper articles and conversations
- Conduct an interview regarding your part-time job experiences
- Participate in Kanji competition
- Construct letters and blogs in Japanese
- Investigate a Japanese pop culture that interests you and present this to the class

### Additional information -

It is recommended that students complete Year 9 Japanese or equivalent prior to choosing this subject as new learning will be based on this prior knowledge.

# 10 Legal Studies

## What is this subject about?

Legal Studies focuses on the interaction between society and the law. Students study the legal system and its impacts on our activities, the rights of individuals, and our obligations and responsibilities. An understanding of legal concepts enables us to be better informed and able to question and contribute to the improvement of laws and legal processes. This is important as the law continues to change as society, technology and global influences evolve.

The key ideas in Legal studies in Year 10 include:

- How people exercise their responsibilities, participate in society and make informed decisions
- How the law affects the everyday lives of teenagers
- How changes in technology have forced the law to change

## What will I learn about?

- Youth Justice – how does the law impact on the lives of young people?
- Technology and the law – what impact has changing technology had on the law?

## What will I learn to do?

- Develop questions to guide research
- Collect relevant and reliable data, information, and source material
- Interpret, analyse and evaluate a variety of written and visual material looking for trends, patterns, relationships and perspectives
- Propose actions to overcome legal challenges
- Draw conclusions and present arguments based on evidence
- Comprehend subject specific language

## How will I demonstrate my learning?

- Research Report
- Combination response

### Additional information –

This subject has an excursion to the Yeppoon Magistrates Court .



## What is this subject about?

Music exists in every culture and is a basic expression of human experience. It has the capacity to engage, inspire and enrich all people, exciting the imagination and encouraging us to reach our creative and expressive potential. Music fosters an understanding of other times, places, cultures and contexts. Studying music develops creative and critical thinking through learning to listen to, analyse, compose and perform music with depth and complexity.

## What will I learn about?

- Using the concepts and materials of music to compose, improvise, arrange, perform, conduct and respond to your own and others' work.
- The elements of music including duration (rhythm and tempo), dynamics, form, pitch (melody and harmony), and timbre (sound texture and quality).
- Applying this knowledge to the materials of music, including the voice, body, instruments, found sound sources and information and communication technology.

## What will I learn to do?

- Analyse different scores and performances
- Evaluate the use of elements of music from different musical styles.
- Use your understanding of music making in different cultures, times and places to inform and shape your interpretations, performances and compositions.
- Interpret, rehearse and perform solo and ensemble repertoire in a range of styles with technical control, expression and stylistic understanding.
- Use listening skills to recognise elements of music and memorise aspects of music.

## How will I demonstrate my learning?

Assessment for music is spread evenly across the three domains of:

1. Making: Performance
2. Making: Composition
3. Responding: Musicology

The course structure follows an A/B year in order to allow for composite classes.

Students in 2024 (Year B) will have assessment based on the following units of work:

- Show Tunes: Study of Musicals – performance
- Music Maestros – musicology
- Music for Film – composition
- Australian Voices – musicology & performance or composition

Students in 2025 (Year A) will have assessment based on the following units of work:

- Rock 'n' Roll through the ages – performance
- Exploration of the orchestra – composition
- Pop into the Jazz Era – musicology
- World Music Tour – musicology & performance or composition

# 10 Thinking Big

## What is this subject about?

Have you ever looked at the news and started to wonder: why don't they just...? Thinking Big in Year 10 is your chance to put that curiosity to the test.

Thinking Big focuses on problem-based learning to extend students who are new to the subject or have engaged in the Year 9 program. Students will be presented with problems that need to be approached using multiple subject area skills and knowledge. This form of learning will allow students to connect the theoretical with the practical by analysing real-world issues and proposing genuine solutions. The problem areas will be guided by the interests and passions of the students, rather than being pre-determined by the teacher. This will mean that everyone in the class will need to THINK BIG!

The key ideas in Thinking Big in Year 10 include:

- How do we solve complex problems in society?
- How do we cooperate effectively to generate solutions?

## What will I learn about?

- Self-Organised Learning Environment (S.O.L.E.) – by Dr Sugata Mitre
- Kagan Cooperative Learning Strategies
- Problem solving techniques

## What will I learn to do?

- Develop questions to guide research
- Collect relevant and reliable data, information, and source material
- Interpret, analyse, and evaluate a variety of written and visual material
- Be accountable for your own part of a complex project
- Develop an awareness of cross-discipline knowledge
- Draw conclusions and suggest solutions to complex problems
- Be curious, explore with wonder, accept challenge, enjoy independence

## How will I demonstrate my learning?

- Fortnightly Reflection Journal
- Collaborative Research Report

### Additional information –

An optional excursion to SEQ may be offered depending on costs, budgeting, interest, and medical advice.

# 10 Visual Art

## What is this subject about?

In visual art students learn through direct engagement with two-dimensional, three-dimensional and four-dimensional art and design practices and concepts, theories, histories and critiques. You develop skills, knowledge, understandings and techniques as artists, designers, critics and audiences. You will learn to explore ideas through imaginative engagement, making and presenting art, craft and design works, and engaging critically with these works and processes. There is opportunity to engage with guest artists, visit art galleries and participate in art exhibitions for the public.

## What will I learn about?

- 2D Experimental Portfolio: how visual elements of line, shape, tone, texture and colour are used to communicate messages in visual art, working with materials such as pen, pencil, charcoal and pastels to study landscapes. Further works in the portfolio will examine surrealism landscapes using materials such as acrylic paints, collage, watercolour and inks.
- Figurative sculpture: planning, developing and exploring techniques and processes used in ceramics and sculpture.
- Printmaking: examine how the visual elements of line, shape, tone, texture and colour are used to communicate messages in visual art, in particular focusing on screen and collagraph printing.

## What will I learn to do?

- Critical and creative thinking, such as imagining possibilities, exploring and organising ideas, designing and planning a course of action, interpreting artworks and evaluating visual language.
- Personal and social capabilities, such as working independently and collaboratively, appreciating diverse perspectives and developing reflective practise by responding to work of your own, and of others.
- Cultural understanding, such as respect for diversity and challenging stereotypes.
- Creating artworks using ICTs.
- Displaying art for aesthetic and thematic purposes.
- Creating artworks using a variety of materials and techniques.

## How will I demonstrate my learning?

Assessment in each unit consists of a practical Making task and a written or spoken Responding task, as well as any research, planning and reflections students may have documented in the visual journal. These include:

- Create a visual journal to record knowledge of materials, techniques and the art making process, as well as reflecting on each practical task.
- Create 2D artworks, as well as 3D artworks such as sculptures
- Engage with printing techniques to create art



# **YEAR 10 CERTIFICATE COURSES**

## MEM20422 Certificate II in Engineering Pathways

Skills Generation (RTO no. 41008)  
Skills and Training Subject – QCE Credit – Maximum of 4 credits\*

The qualification is intended for people interested in exposure to an engineering or related working environment with a view to entering employment in that area. This qualification will equip graduates with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment.

This offering sees students building their very own drone and working in a team to build a larger drone (Year 10), and then moving on to learning to fly their drone.

Skill Generation's Certificate II in Engineering, which includes the 'Build and Fly a Drone' Project, provides students with the skills and knowledge to be prepared to integrate traditional engineering skills with modern technology. Through the building process, students will learn necessary life long skills in the use of tools and machines to create objects, to upload and configure applications software.

Students will have the option to complete a Certificate III in Aviation (Remote Pilot) during years 11 and 12 where they will learn about flight dynamics and controlling a remotely piloted aircraft system (RPAS) to Civil Aviation Safety Authority (CASA) regulation.

It is recommended that students have a Sound level of achievement in English and Sound level of achievement in Mathematics. Proficiency in literacy and numeracy will be evaluated before enrolling in the course to determine the level of support students may require to complete the course.

Students must:

- obtain a Unique Student Identifier number (USI) upon enrolment (please see your enrolment documents for more details).
- Students will be required to wear the following uniform/PPE.
  - Long jeans (to cover boots)
  - Long sleeve work shirt
  - Safety boots
  - Earplugs

Students will bring/wear their uniform/PPE to all practical lessons.

### Fees

This qualification is a fully subsidised VET in Schools (VETiS) Course, therefore students will not be charged a fee-for-service. VETiS qualifications that are funded by the Queensland Government's VET investment budget are listed on the Queensland Government Department of Youth Justice, Employment, Small Business and Training (DYJESBT) Training Subsidies List. As an approved Registered Training Organisation (RTO), Skills Generation delivers this VETiS qualification. A VETiS Factsheet can be accessed here:

<https://training.qld.gov.au/site/providers/Documents/funded/vetis-factsheet.pdf>

2024 fees include:

#### Year 10 – Certificate II in Engineering Pathways

**Free** – If using VETiS Funding (note: VETiS funding can only be used once. Subsequent VETiS funded Qualifications will attract a fee-for-service). \*

OR

**Fee-for-Service:** Skills Generation training fee (Inclusive of drone kit).

\$1200.00 (Discounted rate) \*\*

\$4660.00 – (Full rate)

Payment plans are available.

\* If a student chooses to use their VETiS funding for another eligible course, such as the Certificate II in Health Support Services, they will be required to select a fee-for-service option for one of their eligible courses.

\*\* to be eligible for the discounted rate, fee-for-service funded students must be enrolled in a class consisting of 12 or more students VETiS funded for the MEM20413 qualification.

### **Additional Fee Charges:**

**Withdrawing/Changing subjects:** If a student withdraws from this course after commencing their drone build, the student will be invoiced for the cost of the drone kit (\$495)

## **Pathways**

Completion of the Certificate II in Engineering Pathways could lead to a range of career opportunities in the manufacturing and engineering industry. This course is designed to give students an introduction to an engineering or related working environment.

As part of the manufacturing and design industry, engineering offers the opportunity to be involved in broad-based skill areas driven by technology and design. Employers will increasingly need workers to be multi-skilled and equipped to move across industries to meet demand.

The Certificate II in Engineering Pathways may also be used by students seeking to pursue an apprenticeship in a wide range of engineering jobs. For example:

- Fitting and turning
- Sheet metal fabrication
- Boilermaking
- Welding
- Casing and moulding
- Diesel, mechanical or electrical fitting

## **Course objectives**

Students will gain foundational knowledge and experience in a broad range of engineering disciplines. Students will learn basic welding and engineering workplace.

## Structure

Units of competency (4 core units and 8 Elective units) are delivered throughout Year 10.

Unit Code	Unit Name		Unit Code	Unit Name	
MEM16006	Organise and communicate information	Elective	MEMPE006	Undertake a basic engineering project	Core
MEMPE002	Use electric welding machines	Elective	MEM13015	Work safely and effectively in manufacturing and engineering	Core
MEMPE001	Use engineering workshop machines	Elective	MSMENV272	Participate in environmentally sustainable work practices	Core
MEM18002	Use power tools/handheld operations	Elective	MEMPE005	Develop a career plan for the engineering and manufacturing industries	Core
MEM16008	Interact with computing technology	Elective	If you have completed past studies in areas related to the qualification you plan to enrol in you may be eligible for credit transfer. A Statement of Attainment or Record of Results matching the unit of competency you are seeking credit for must be provided.		
MEM18001	Use hand tools	Elective			
MEM11011	Undertake manual handling	Elective			
MSMSUP106	Work in a team	Elective			

## Assessment

Teachers (School-based trainer/assessors) operating under the guidance of Skills Generation as well as Skills Generation trainers/assessors will deliver the training and assess competence in the qualification. Teachers and Skills Gen trainer/assessors will determine competence against each unit by following Skills Generation guidelines, which includes gathering evidence that demonstrates the student is competent in both the underpinning knowledge (theory) and the practical skills. Open book written questions and answers as well as the building of the drone (Year 10) and flying of the drone (Year 11 and 12), if electing to complete a Certificate III in Aviation (Remote Pilot).

Students will access learning resources on-line to gain the underpinning knowledge in addition to learning and demonstrating the practical skills in an Engineering setting.

Homework in this course will vary according to the need for students to complete learning and knowledge assessment tasks, although most knowledge and practical assessment should be achievable in class time.

## RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 12 units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

### Additional Information

Location of Training: St Ursula's College

Mode of Delivery: Face to Face

Support Services: Additional support may be offered through careers advice, pastoral care, Teacher Aid assistance, additional training tutorials, the Inclusive Education Department

\*Certificate II in Engineering Pathways is delivered in partnership with an external Registered Training Organisation (RTO) – Skills Generation (RTO no. 41008).

Correct at time of publication: August 2023



# HLT23221 Certificate II in Health Support Services

Connect 'n' Grow (RTO no.40518)

Skills and Training Subject – QCE Credit – Maximum of 4 points\*

This qualification reflects the role of workers who provide support for the effective functioning of health services. At this level workers complete tasks under supervision involving known routines and procedures or complete routine but variable tasks in collaboration with others in a team environment.

Upon enrolment into the course, each student MUST: obtain a Unique Student Identifier number (USI), (please see your enrolment documents for more details)

## Fees

The cost of this course is \$499.

Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator or Connect 'n' Grow® to explore potential options.

## Pathways

The Certificate II in Health Support Services will qualify you to work in an assistance role in a health care facility in a range of roles. It will also give you the foundation skills you need to undertake further study in the Health Care industry.

This course is suitable for students who may like to further their training with a CHC33021 Certificate III in Individual Support (Disabilities, and Aged Care). This qualification will attract credit in HLT33015 Certificate III in Allied Health Assistance, offered in Year's 11 and 12.

It may be possible to complete this qualification through a School-Based Traineeship.

## Course objectives

This course will equip students for employment while they are still at school, through a “structured learning” environment. The theory component of this course will be delivered with quality-controlled resources and practical skills delivered to students with current industry equipment.

## Structure

Units of competency (4 Core units plus 8 Elective units) are delivered throughout Year 10.

Unit Code	Unit Name		Unit Code	Unit Name	
CHCCOM005	Communicate and work in health or community services	Core	HLTHSS009	Perform general cleaning tasks in a clinical setting	Elective
CHCDIV001	Work with diverse people	Core	HLTWHS005	Conduct manual tasks safely	Elective
HLTINF006	Apply basic principles and practices of infection prevention and control	Core	HLTHSS011	Maintain stock inventory	Elective
HLTWHS001	Participate in workplace health and safety	Core	BSBOPS203	Deliver a service to customers	Elective
BSBPEF202	Plan and apply time management	Elective	CHCCCS010	Maintain a high standard of Service	Elective
BSBINS201	Process and maintain workplace information	Elective	CHCPRP005	Engage with health professionals and the health system	Elective

If you have completed past studies in areas related to the qualification you plan to enroll in, you may be eligible for credit transfer. A Statement of Attainment or Record of Results matching the unit of competency you are seeking credit for must be provided.

## Assessment

Assessment is competency based.

Assessment techniques include:

- observation
- Folios of work
- Questionnaires
- Written and practical tasks

## RTO obligation

Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students who are deemed competent in all 12 units of competency will be awarded this qualification and a record of results by Connect 'n' Grow (RTO 40518).

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

## Additional Information

Location of Training: St Ursula's College

Mode of Delivery: Face to Face

\* Certificate II in Health Support Services is delivered by an external Registered Training Organisation (RTO) – Connect 'n' Grow (RTO no. 40518)

Correct at time of publication: August 2023

## SIT10222 Certificate I in Hospitality

Skills and Training Subject – QCE Credit – Maximum of 2 credits



VET

RTO no. 30032

The SIT10222 Certificate I in Hospitality reflects the role of individuals who participate in a range of routine and predictable hospitality work activities. They work under close supervision and are given clear directions to complete tasks.

It is recommended that students have a Sound level of achievement in English and Sound level of achievement in Mathematics.

Students **must** complete a **minimum of 3 Back of House Functions** (usually a lunch or other event and these may occur during or after school hours).

Students will be required to **purchase a polo top and black chef's pants** through the Hospitality department within their first term of this subject. Students will wear these uniforms to all practical classes and at functions. This cost is approximately \$71.00 and is **included in the subject fees**.

Students **MUST**:

- obtain a Unique Student Identifier number (USI) upon enrolment (please see your enrolment documents for more details)
- complete a Work Experience Agreement and all associated VET documentation

Major excursions and educational tours will be advertised well in advance and will be optional. (Final cost and notification of these excursions will be included in the permission letter which will be distributed closer to excursion dates)

In 2024 Skills and Training students may be invited to attend a Skills and Training Educational Tour to a domestic or international location. Domestic tours range from 5-7 days. International tours range from 8-10 days.

Both international and domestic tours may include behind the scenes tours, fun activities and experiences, industry sessions, sightseeing, dining experiences, cultural experiences.

### Fees

Hospitality fees cover the cost of all food, online training and the Hospitality uniform. 2023 fees are \$265.00.

**Please note these fees are subject to change and are to be confirmed for 2024**

### Pathways

A nationally recognised qualification in SIT10222 Certificate I in Hospitality will provide a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

The units of competency completed in this qualification will provide a solid grounding in the hospitality industry and may transfer into higher level qualifications offered by St Ursula's College (RTO no. 30032) in Year's 11 and 12 including:

- SIT30122 Certificate III in Tourism
- SIT20421 Certificate II in Cookery

## Objectives

By the conclusion of this qualification, students should:

- perform a range of routine tasks using a limited range of practical skills
- follow predetermined safety and security procedures
- prepare and present a variety of sandwiches
- store perishable supplies in optimum conditions to minimise wastage and avoid food contamination
- provide customers with information and assistance on facilities, products and services

## Structure

Units of competency (3 Core units plus 3 Elective units) are delivered in relation to four themes, over the course of one year:

Term 1: Core Skills in Hospitality

Term 2: Modern Classic Café Food

Term 3: Service in Tourism and Hospitality

Term 4: Celebration of Food and Beverages

Unit Code	Unit Name		Unit Code	Unit Name	
BSBTWK201	Work effectively with others	Core	SITXFSA005	Use hygienic practices for food safety	Elective
SITXWHS005	Participate in safe work practices	Core	SITHCCC025	Prepare and present sandwiches	Elective
SITXCCS009	Provide customer information and assistance	Core	SITHCCC026	Package prepared foodstuffs	Elective

A Credit Transfer may be awarded for the units, if completed in another qualification. A Statement of Attainment or Record of Results matching the unit of competency you are seeking credit for must be provided.

## Assessment

Competency based assessment is based on competency standards. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Training will focus on developing the skills and knowledge required to achieve industry specific standards of performance required in the workplace.

Evidence contributing towards competency will be collected throughout the course. A unit of competency is a statement of the specification of standards of performance required in the workplace. It is made up of elements of competency, together with foundation skills, performance and knowledge evidence. Students will be assessed against units of competency.

Homework in this course will vary according to the need for students to complete learning and assessment tasks. Allow one hour per week and this could be during an after-school study session supervised by the Teacher.

Possible assessment methods are outlined in the table below.

### RTO obligation

Method	Description
Direct observation	Assessed in real time in the workplace and in the St Ursula's College Commercial Kitchen
Product based methods and Portfolio	Photographic evidence of prepared sandwiches, flyer, Function Logbook
Questioning	Worksheets, online questioning and scenarios
Third party evidence	A supplementary report provided by a workplace supervisor

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 6 units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

### Additional Information

Location of Training: St Ursula's College
Mode of Delivery: Face to Face
Support Services: Additional support may be offered through careers advice, pastoral care, Teacher Aid assistance, additional training tutorials, the Inclusive Education Department

\* A maximum of 8 QCE credits from the same training package can contribute to a QCE. The Tourism, Travel and Hospitality Training Package includes:

- SIT20421 Certificate II in Cookery
- SIT30122 Certificate III in Tourism
- SIT10222 Certificate I in Hospitality

Correct at time of publication: August 2023

## VET in Schools Funding (VETiS)

***VETiS funding is specific to Certificate II in Engineering Pathways, Certificate II in Health Services Support and qualifications delivered by external providers. VETiS funding does not apply to the Certificate I in Hospitality and the Certificate II in Dance.***

VETiS qualifications funded by the VET investment budget are listed on the Priority Skills List [Priority Skills List | Department of Youth Justice, Employment, Small Business and Training \(desbt.qld.gov.au\)](#). These qualifications are delivered by RTOs who have been approved by the department as pre-qualified suppliers (PQS) under the Certificate 3 Guarantee.

Students undertaking VETiS, funded by the VET Investment budget, can complete **one employment stream qualification** (Priority Skills List) at the Certificate I or II level. This funding applies to courses offered to our students in Year 10, including the **Certificate II in Engineering Pathways and Certificate II in Health Services Support**. These courses are free using VETiS funding.

In the event you elect to study two VETiS eligible courses in Year 10, one course will be fee-for-service. Please discuss this with Ms Bean to receive price comparisons.

### Students can opt-in or opt-out of VETiS

Please note: Many external courses available in Year 11 qualify for VETiS funding. If you intend to use your VETiS funding for a certificate course in Year 11 rather than in Year 10 please discuss this with Ms Bean to receive price comparisons between courses. There are options to access all courses by a fee-for-service arrangement.

The following certificate courses are currently eligible for VETiS funding. St Ursula's College students can access one certificate course using their funding. All additional certificate courses will be full course cost:

#### Year 10

- MEM20422 Certificate II Engineering Pathways
- HLT23221 Certificate II in Health Support Services

For further information regarding VETiS, visit the Queensland Government's VETiS webpage [VET in Schools \(VETiS\) | Department of Youth Justice, Employment, Small Business and Training \(desbt.qld.gov.au\)](#)