



**YEAR 10**

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**COURSE INFORMATION  
AND SUBJECT CHOICES**

In Year 10 students study core and elective subjects. All students study the core subjects listed below.

**YEAR 10 CORE SUBJECTS**

Christian Studies  
English  
Health and Physical Education  
Mathematics  
Science (studied Semester One)

Elective subjects allow students to have some choice. All students take five elective subjects (shown below) during the course of year, in addition to the above core subjects.

**YEAR 10 ELECTIVE SUBJECTS**

Biology (Semester Two)	History – Modern World and Australia
Business Studies	Hospitality and Food Technology
Chemistry (Semester Two)	IT (Information Technology)
Dance	Japanese
Design Technologies	Music
Drama	Legal Studies
Engineering Technologies	Physical Education (Elective)
Geography	Physics (Semester Two)
German	STEM (Science and Technology)
Health	Visual Art
History – Cold War	

Some thought should be given to courses which may be subsequently selected in Years 11 and 12. Students are able to select some senior subjects even if the corresponding Middle School or Year 10 subject has not been studied. Students are advised to carefully check the prerequisites required for Year 11 and 12 Subjects. Exceptions to this are Japanese, German and Music which students need to have studied throughout the Middle School and in Year 10 to undertake Year 11 and 12 study.

## **YEAR 10 COURSE DESIGN**

Year 10 is a key part of the Senior School and is seen as a transition year between the Middle School and the demands of the QCAA\* in Years 11 and 12. As a result, the Year 10 curriculum has been designed with two basic principles in mind. These are that students have a balanced curriculum and that students are provided with the knowledge and skills required for Year 11 and 12 studies.

A balance in the curriculum is obtained by students studying a range of compulsory subjects. Students are strongly recommended to study a Humanities subject (Geography, History or Legal Studies) for at least one semester and at least one science in Semester Two. Some specialisation ensures that students gain experience at a higher level of study that is required to successfully achieve in Years 11 and 12. The choice of elective subjects allows students to explore and develop skills in additional areas in preparation for their senior years.

### **CHOOSING ELECTIVE SUBJECTS FOR YEAR 10**

When selecting their subjects students are urged to consider the following questions:

- 1. Do I enjoy the subject?**
- 2. Will my choice of subjects help me reach my post Year 10 and post Year 12 goals?**
- 3. Do my results so far suggest that I will succeed in the subjects chosen?**
- 4. Have I considered alternative subjects in case I am not able to study my first three preferences?**

### **SELECTING A CAREER:**

Students at the age of 13 and 14 years naturally find it very difficult to know what career they wish to pursue. It is important to realise, therefore, that the course structure allows those crucial decisions to be delayed as long as possible.

Pages 13 to 30 may assist students and their parents to consider possible career pathways.

*\*Queensland Curriculum and Assessment Authority*

## QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

This affects all students from Years 10-12.

The certificate encompasses a broad range of learning – learning that can be undertaken in a variety of places, in various ways, and over more flexible periods.

The QCE requires students to achieve a significant amount of learning at a set standard, and to meet requirements in literacy and numeracy.

### To achieve a QCE the student must:

- a. Complete 20 credits - 12 to 20 of these credits are to be from completed core courses of study; may also obtain up to 8 points from a combination of core, preparatory, enrichment or advanced courses.
- b. Attain the required standard Authority subjects/ registered subjects – at least a **sound (C)**, VET – competence, other recognised courses – pass.
- c. Attain required standard in numeracy and literacy.

## LEARNING ACCOUNTS

All Year 10 students will be registered by the College to create their own online **Learning Account** at the Student Connect QCAA website ([www.studentconnect.qcaa.qld.edu.au](http://www.studentconnect.qcaa.qld.edu.au)) in which any achievements that contribute to the QCE are banked by registered learning providers.

## LUI: LEARNER UNIQUE IDENTIFIER

Each Year 10 student is issued with a special 10 digit number which allows access to their Learning Account at the QCAA Student Connect website.

## CAREER PLAN

All Year 10 students will complete a Career Plan (using [www.careersalc.com](http://www.careersalc.com) website) during the year.

### The Career Plan is designed to:

- work as a road map to help the young person to achieve their learning goals during the Senior Phase of Learning.
- include flexible and coordinated pathway options.
- assist students to examine options across education, training and education sectors.
- help to communicate with personnel from other schools/learning providers, if necessary, about their future options.

Students regularly review and may modify their Career Plan during Years 11 & 12.

## COURSE OUTLINES FOR CORE SUBJECTS

### YEAR 10 CORE SUBJECTS

Christian Studies  
English  
Mathematics  
Health and Physical Education  
Science (Semester One)

## CHRISTIAN STUDIES

### Aims

Christian Studies aims to give students a clear understanding and appreciation of the Christian story through an exploration of the biblical text and Christian literature. It acknowledges that all people are on a lifelong journey of faith expressed in many dimensions of life, eg, relationships, community life, the environment, religious beliefs and traditions, situations of human need and suffering, ethical and justice issues. It encourages students to develop a coherent worldview and a pathway for making meaning in their lives.

### Course

The Christian Studies classroom is a learning environment in which students can explore the range of religious and non-religious perspectives they encounter in an increasingly pluralistic Australian society. Knowledge of other people's belief systems and the analysis of the complex interplay of factors that contribute to an individual worldview enrich students' ability to make sense of the world, determine the source of their own beliefs and values and understand the role religion plays in society. A collaborative learning environment recognises that students have diverse backgrounds, needs and interests.

Students are mentored:

- to reflect upon their personal spiritual journey
- to become articulate, empathetic and discerning members of their communities
- to be able to listen to and identify the issues underlying discussion
- to enter into open, respectful dialogue with people whose religious, philosophical, ethical views are different
- to present a well defended personal position

The processes of inquiry, discussion and reflection underpin the acquisition of these skills.

**Christian Studies over Years 10-12 is now accredited with the Queensland Curriculum and Assessment Authority as an Authority-Registered Subject: Religion and Ethics. Successful achievement in this subject grants a student 4 credit points towards the QCE.**

**Areas covered include:**

- Searching for a Life Worth Living: How can I live a life worth living? How can I be true to my God-designed self?
- A Hell of a Life – Jesus: Was Jesus real? Does this matter?
- Healthy Relationships – How do I live?
- The Emerging Church - What is Church and how do Christians worship today?

## ENGLISH

### Aims

A course of study in English aims to develop students':

- understanding and use of the English language
- appreciation of language and enjoyment in its use
- appreciation of language for entertainment and leisure
- engagement with worlds real and imagined
- identification with characters, places, events and experiences in texts
- development of a fascination for language, its origins, its diversity, its dynamism
- engagement in critical reflection and discussion on the ways in which language is used
- participation in the diversity of Australian culture and contribution to its enrichment
- participation in life-long learning as active citizens in shaping the future.

### Objectives of English

- Knowledge objectives (what students know)
- Cognitive objectives (what students think about and understand)
- Skills objectives (what students can do)
- Affective objectives (what students think and feel)

While these are not formally assessed for summative purposes, it is important that students develop positive attitudes in relation to language, its use and its users in terms of:

- enjoying: experiencing and expressing emotional reactions
- playing: experimenting with the flexible nature of language, exploring its possibilities, and creating desired effects
- engaging: participating effectively in activities that involve connecting with people, feelings, places, objects
- relating: respecting the identity of different cultural groups
- appreciating: valuing the world/s in which they live in order to understand better the worlds of others
- empathising and sympathising: understanding the experiences of others.

### Course

#### Assessment

Assessment is integral to teaching and learning. At St Andrews, assessment is concerned with the extent to which students meet the knowledge, cognitive and skills objectives.

Student achievement of the objectives is to be assessed holistically. The achievement is not to be assessed in isolation, but as students undertake purposeful language activities. Within these activities, writing, speaking/signing, listening, viewing, reading and critical thinking are assessed. While writing and speaking/signing are assessed directly, achievement in listening, viewing and reading are assessed indirectly, that is, through writing and speaking/signing. At St Andrews, the school work program and the assessment outline within it, provide students with opportunities to complete a range of suitably challenging tasks derived from a diverse selection of resources.

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## **Year 10 English ~ Course Outline**

Term 1 - Topic: 'Comparative Film Study' Unit - Assessment items: Transformational Short Story (Assignment) and Opinionative Essay (Examination).

Term 2 - Topic: Voices of War - Assessment item: Reflective Speech (Oral).

Term 3 - Topic: Romeo and Juliet - Assessment items: Informative Speech (Oral) and Analytical Essay (Examination).

Term 4 - Topic: To Kill A Mockingbird - Assessment item: Persuasive Speech (Oral).

# MATHEMATICS

## Aims

Learning mathematics creates opportunities for and enriches the lives of all students. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Mathematics aims to ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in *Number and Algebra, Measurement and Geometry, and Statistics and Probability*
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

## Course

In Year 10, the College's Mathematics program follows the Australian Curriculum for Mathematics. The course has three content strands: *Number and Algebra, Measurement and Geometry, and Statistics and Probability*.

*Number and Algebra* are developed together, as each enriches the study of the other. Students apply number sense and strategies for counting and representing numbers. They explore the magnitude and properties of numbers. They apply a range of strategies for computation and understand the connections between operations. They recognise patterns and understand the concepts of variable and function. They build on their understanding of the number system to describe relationships and formulate generalisations. They recognise equivalence and solve equations and inequalities. They apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

*Measurement and Geometry* are presented together to emphasise their relationship to each other, enhancing their practical relevance. Students develop an increasingly sophisticated understanding of size, shape, relative position and movement of two-dimensional figures in the plane and three-dimensional objects in space. They investigate properties and apply their understanding of them to define, compare and construct figures and objects. They learn to develop geometric arguments. They make meaningful measurements of quantities, choosing appropriate metric units of measurement. They build an understanding of the connections between units and calculate derived measures such as area, speed and density.

*Statistics and Probability* initially develop in parallel and the curriculum then progressively builds the links between them. Students recognise and analyse data and draw inferences. They represent, summarise and interpret data and undertake purposeful investigations involving the collection and interpretation of data. They assess likelihood and assign probabilities using experimental and theoretical approaches. They develop an increasingly sophisticated ability to critically evaluate chance and data concepts and make reasoned judgments and decisions, as well as building skills to critically evaluate statistical information and develop intuitions about data.

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## **Future Studies of Mathematics**

Studying Mathematics in Year 10 leads students into the Queensland Curriculum and Assessment Authority (QCAA) subjects of General Mathematics, Mathematical Methods and Specialist Mathematics for Years 11 and 12. These new courses will commence in 2019.

In regard to Senior Mathematics subjects, studying Mathematical Methods in Years 11 and 12 is recommended for students planning careers in engineering, medical related fields, science, business, finance, agriculture, technology, geography, economics and management. Mathematical Methods is often a prerequisite for gaining entry into such university courses and students should confirm prerequisites for courses they are considering when selecting their Year 11 and 12 subjects towards the end of Year 10.

General Mathematics, a less abstract course than Maths B, is designed for students who feel that they will not need Mathematical Methods in the future, as there are many courses that do not require having studied Mathematical Methods at Senior level.

Specialist Mathematics is for students requiring a very strong mathematical foundation for their desired future studies, while not a prerequisite, it is often recommended for those considering engineering and the more mathematical sciences such as physics related areas.

In Years 11 and 12 all students study General Mathematics or Mathematical Methods, then can choose Specialist Mathematics as one of their elective subjects should they so desire.

## HEALTH AND PHYSICAL EDUCATION

### Aims

- To encourage active participation in sporting and recreational pursuits.
- To expose students to a wide variety of physical activities and recreational pursuits.
- To promote a healthy attitude towards sport and recreation in an ever increasing technological society.
- To develop skills and knowledge on age specific health and lifestyle issues. The students will participate in a range of units including safe partying, risk management, conflict resolution and fitness for health and safety.

### Course

During the course the students will participate in competitive and non-competitive physical activities. It is intended that by introducing students to as many activities as possible, and developing skills pertaining to these activities, they will be better prepared to participate in constructive leisure activities as adults, thus utilising their leisure time productively. Hence, they will learn about and participate in sports such as Basketball, AFL, Touch Football, Oz Tag, Futsal, Soccer, Netball, European Handball, Ultimate Disc and Fitness Activities such as Badminton, Golf and Table Tennis.

## SCIENCE

*All students are required to study Science in Semester One.*

### Aims

The Australian Curriculum: Science aims to ensure that students develop:

- an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- an understanding of the vision that science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence-based conclusions
- an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions
- an understanding of historical and cultural contributions to science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science
- a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.

### Course

The Australian Curriculum: Science has three interrelated strands: ***Science Understanding***, ***Science as a Human Endeavour*** and ***Science Inquiry Skills***.

Together, the three strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes. Students will study the four sub-strands: Biology, Chemistry, Earth and Space and Physics. Each sub-strand will be taught over the course in Semester One. The following outlines the Science Understanding to be covered in each unit.

## BIOLOGY

**The biological sciences unit is concerned with understanding living things.**

### Science Understanding

This unit details the theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence. Students get to analyse first and second hand data that supports the theory that organisms change through time as they adapt to changing environmental pressures.

## **CHEMISTRY**

**The chemical sciences unit is concerned with understanding the composition of substances.**

### **Science Understanding**

This unit details the sub atomic units that make up the structure of the atom. Students get to perform experiments that illustrate the properties of these sub atomic units and investigate the structure and properties of metallic and non-metallic elements. Students are then shown how these elements are used to construct the Periodic Table.

## **EARTH AND SPACE**

**The Earth and space sciences unit is concerned with Earth's dynamic structure.**

### **Science Understanding**

This unit covers the major global systems that affect life on Earth. Some of these systems include the water and carbon cycle. Students investigate how these global systems affect the biosphere, lithosphere, hydrosphere and atmosphere. Students also investigate how human activity influences these systems.

## **PHYSICS**

**The physical sciences unit is concerned with understanding the nature of forces, motion and matter.**

### **Science Understanding**

This unit covers the fundamental laws of physics that affect the motion of the objects. Students perform practical investigations that provide data that can be mathematically manipulated to support these laws. They also investigate how these laws directly affect our lives.

**In Semester Two students will be able to select from Biology, Chemistry and or Physics. Students may select to study more than one science elective in Semester Two.**

## COURSE OUTLINES OF ELECTIVE SUBJECTS

### YEAR 10 ELECTIVE SUBJECTS

*(Select Seven (7) elective subjects to study throughout the course of the year)  
Please note that it is highly recommended that students take at least one of the three science electives offered and at least one Humanities subject.*

-  **Biology (Semester Two only)**
-  **Business Studies**
-  **Chemistry (Semester Two only)**
-  **Dance**
-  **Design Technologies**
-  **Drama**
-  **Engineering Technologies**
-  **Geography**
-  **German (must be studied in both semesters)**
-  **Health**
-  **History - Cold War**
-  **History – Modern World and Australia**
-  **Hospitality and Food Technology**
-  **IT (Information Technology)**
-  **Japanese (must be studied in both semesters)**
-  **Legal Studies**
-  **Music**
-  **Physical Education (Elective)**
-  **Physics (Semester Two only)**
-  **STEM (Science and Technology)**
-  **Visual Art**

## **BUSINESS STUDIES**

### **Course 1: The World of Business**

#### **Aim**

Business in Australia is constantly changing; factories are closing down, unemployment is growing while jobs are being outsourced overseas, the economy is struggling to recover from the global financial crisis of 2008 and consumers are buying online! What industries will survive in Australia? How does the performance of the Australian economy compare to the performance of other economies? How will Australian businesses compete with overseas competitors? What jobs will exist in the future? These questions and more will be investigated in Business Studies – The World of Business

Students will be able to:

- apply enterprising behaviours and capabilities to hypothetical business situations
- research and collect data and information on business and economic issues
- apply economic and business concepts to solve problems
- make business and economic decisions for local, national, regional and global issues/events
- reflect on business decisions and their consequences
- present business and economic information
- use a variety of technology to produce business documents and presentations.

#### **Course**

Students will explore the factors that influence consumer choice globally, the interconnections between businesses in the global economy, and the nature of work environment in a global context.

Some elements of the course:

- using technology to record, present and collate business and economic information
- working in teams to develop business ideas and find solutions to economic problems nationally, regionally and globally
- run an online simulated café (ABW game)
- seek opportunities for business development both locally, nationally and globally
- investigating economic and business issues/practices using real case studies
- composing, producing and communicating a range of business information including: graphs, tables, letters, emails, surveys, business reports, marketing materials, feature articles, multimedia presentations and web pages
- analysis and interpretation of financial business and economic information
- exploring global job opportunities

#### **Career Possibilities**

This course is recommended for students considering undertaking Business or Accounting in Years 11 & 12.

## Course 2: 21<sup>st</sup> Century Consumer

### Aim

The way consumers purchase goods and services has changed significantly over the past 10 years. No longer do we need to get in the car, drive to the shopping centre, find a park and battle our way through busy crowds just to do our shopping! The convenience of online browsing and shopping has revolutionised the way we buy everything from clothes to groceries to electrical goods and cars. The need to keep up with the changing trends of the 21<sup>st</sup> Century is essential for every business to consider. How does participating in a 21<sup>st</sup> Century economy affect consumers and businesses?

Students will be able to:

- apply enterprising behaviours and capabilities to a real business situation
- research and collect data and information on the business venture
- interpret and analyse business data and information
- apply business concepts to solve problems
- reflect on business decisions and their consequences
- present business and economic information

### Course

Students will examine the factors that influence the 21<sup>st</sup> Century consumer by exploring the changes in marketplaces and workplaces and the impact of the Internet and online buying and selling.

Some elements of the course:

- researching business ideas and implementing primary and secondary research methods (e.g. surveying, interviews, observations)
- analysing and interpreting financial business and economic information
- developing entrepreneurial capabilities including leadership, creativity, innovativeness, problem solving, decision making, planning, time management, organisational skills, taking action and communicating
- exploring business opportunities in Australia and globally
- writing a simple business plan

### Career Possibilities

This course is recommended for students considering undertaking Business or Accounting in Years 11 & 12.

## DANCE

### AIMS

This course is designed to:

- help all students achieve their unique potential in and through the arts and to facilitate the development and expression of the individual — physically, intellectually, socially and emotionally
- enable students to value the human body as an instrument of communication through awareness and control of physical movement.
- encourage students to value individual aesthetic responses
- foster an appreciation of a range of cultural contexts within Australia and the rest of the world.
- develop critically informed and aesthetically appreciative audiences of dance in all its contexts.
- encourage an ongoing involvement in dance and related arts.
- explore and develop abilities and skills appropriate to a range of work and other life paths.

### COURSE

In this syllabus, the major focus is on dance as art while also promoting an understanding of the social and ritual functions. Students' self-confidence and the necessary social skills to work effectively, individually and in teams, are developed within dance education. Dance heightens awareness of, and develops respect for, the body and increases the quality of a person's physical wellbeing. Creative and problem-solving abilities are fostered through research, synthesis and communication of ideas, images and feelings. The study of dance in its wider context promotes an understanding of culture and sensitivity to other cultures.

The course is devised so that the three general objectives, Choreography, Performance and Appreciation, are realised through a study of these components and skills, ensuring that about one-third of the time is devoted to each objective.

**Choreography:** Through the creative process of choreography, students learn how patterns of movement are combined and structured in space with dynamics to create meaning, to express personal or social ideas and to tell stories. The skills of communication, improvisation, problem-solving, group decision-making, and planning and organising activities are fostered in this process.

In **Performance**, unique technical and expressive demands of dance are explored. Students develop their personal expressive power to convey meaning through dance to an audience. They are rewarded by a sense of achievement and satisfaction through the physical expression of a creative idea. Students can build self-confidence and physical capabilities through experiencing a variety of dance techniques.

**Appreciation** of dance involves understanding how and why dance is made, the techniques used in its design and the stylistic elements that place it in a particular context. The students learn to value their own and others' aesthetic responses to dance. Additionally, students can build their knowledge and understanding of dance in its contexts and learn the skills of analysis, interpretation, evaluation and research when critiquing dance.

The capacities to become interdependent and independent learners are developed and enhanced throughout the course of study.

Units of Work:

**Term 1: "Take It To The Streets"** The evolution of street dance. Explores the styles of hip hop, breakdance, tutting and krumping.

**Term 2: "All That Jazz"** A Study of musical theatre genre and the works of Broadway choreographer Bob Fosse.

**Term 3: "Poetry in Motion"** Lyrical Contemporary Dance. Examines the form of dance pieces and how lyrics help to develop choreographic intent.

**Term 4: "Strictly Latin"** A Study of Latin dance styles. Researches the styles of Latin Ballroom. Focus on Salsa, Cha Cha and Samba.

## DESIGN TECHNOLOGIES

### Aims

This course encourages the development of design knowledge and skills through the application of available resources, systems and practices using inquiry, design and problem-solving methodologies. *Design Technologies* provides a foundation for the Year 11 & 12 subject *Design*.

*Design Technologies* is an interesting and challenging subject and is useful for a number of tertiary courses, such as: design, industrial design, graphic design, interior design, architecture and visual art.

### Course

In *Design Technologies*, students experience a journey from designing and planning through to the production of prototype concepts and models. Students develop folios of work that see them exploring and developing innovative ideas to design problems.

Unit One focuses on design thinking and influences, whereby students explore design thinking strategies and learn about the iconic designers and genres that have gone before us which influence design today. This unit is contextualised through the lens of Australian architecture.

Unit Two focuses on human centred design, where the fundamental principle of understanding the needs of human users is the key to finding the best solution. This movement is in response to design that has forced humans to adapt to a product. This unit is contextualised through industrial design.

## DRAMA

### Aims

This course is designed to:

- develop an understanding of Drama and dramatic skills;
- develop a range of aesthetic and analytical understandings, responses and skills;
- develop effective social interaction, self-discipline and skills;
- explore and develop competencies and communication skills appropriate to a wide range of career and other life paths;
- assist all students to achieve their unique potential through the Arts.

### Course

The course aims to allow students to explore how Drama can be used to create powerful messages, both in the past and today. It is designed to prepare students for Senior Drama through the development of voice, movement, characterisation and dramatic skills. Students will study a range of theatrical styles and their associated skills and conventions. Students will be exposed to assessment similar to that in Senior Drama, therefore, providing students with opportunities to explore and develop their skills and capabilities across all dimensions of Drama before commencing the senior course.

Within Senior Drama, there are three dimensions:

Forming: the creation of a dramatic performance or concept

Presenting: performance – both scripted and devised

Responding: analysis and evaluation of specific theatrical texts, styles or performances

Students complete a variety of tasks – both performance based and written within the above dimensions.

### Units of Work

#### Term 1 : Becoming an Actor

This introductory unit aims to develop basic skills and stagecraft. Students engage in a variety of workshops that introduce the elements of drama and skills associated with developing roles in both scripted and improvised drama performances.

#### Term 2: Hoods – Living Newspaper

Students view Angela Betzein's *Hoods* and critically respond to how effectively the conventions were manipulated. Students then select a social or political issue, research, devise and present their own pieces of Living Newspaper Theatre.

#### Term 3 and Term 4: He Said, She Said: Verbatim Theatre

Students participate in a range of workshops that explore the conventions associated with Verbatim Theatre. They also workshop a variety of scenes from Contemporary Verbatim Plays. Students then rehearse and perform a scene from one of these plays. In Term 4, students apply their understanding of the style to the creation and performance of their own piece of Verbatim Theatre based on an event or social issue of their choice.

In semester two, students will also view a live performance and evaluate how effectively specific dramatic languages are manipulated to create dramatic meaning.

## ENGINEERING TECHNOLOGIES

### Aims

*Engineering Technologies* aims to nurture problem solving thinking through the application of mathematical and scientific principles. It is an interesting and challenging subject and is useful for a number of tertiary courses, such as: design, mechanical engineering, civil engineering and materials science.

This course provides a foundation for the Year 11 and 12 subject *Engineering*.

### Course

*Engineering Technologies* includes the study of mechanics, materials and control technologies through real-world engineering contexts where students engage in problem-based learning. Students learn to explore complex open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine success criteria, develop and communicate ideas and predict, generate and evaluate solutions. Students justify their decision-making and acknowledge the societal and environmental sustainability of their engineered solutions.

In *Engineering Technologies*, students are introduced to the engineering way of working (WOW- the engineering problem solving process). They will develop knowledge of basic materials and mechanical engineering principles in various contexts including historical engineering (ancient Egyptian, Grecian and Roman). Projects include designing structures out of lightweight materials that are tested to their fail point.

## **GEOGRAPHY**

*\*This subject is a one semester course*

### **Environmental Change and Management and Geographies of Human Wellbeing**

#### **Aims**

Year 10 Geography has two key dimensions that form the basis for the study of all content in Geography. Namely the spatial dimension (where things are and why they are there) and the ecological dimension (how humans interact with environments). Examples used vary from local, national to international locations.

Students will be challenged by a range of investigations using primary and secondary data collection methods into the impact of human activities on the world. All students who undertake this subject will gain understanding, knowledge and vital skills for Year 11 and 12 Geography.

#### **Course**

##### **Environmental change and management**

###### Key Questions

- How do human activities affect the environment?
- How do people change and manage the land?
- How do people change and manage fresh water?
- How is the coastal environment changing?
- How can coastal changes be managed?
- How can geographers help to manage the coastal changes?

###### Key Issues

- Challenges to sustainability, loss of biodiversity, climate change, pollution, degradation, salinity, disappearing forests, invasive species, water degradation, impact of population on coasts.

##### **Geographies of human well-being**

###### Key Questions

- \*How does wellbeing vary around the world?
- How does wellbeing vary within countries?
- How does the natural environment cause inequality?
- How do human activities cause inequality?
- How can we improve well-being?

###### Key Issues

\* Measuring well-being, poverty, infant mortality, environmental factors, human factors, technological factors, political factors, the plight of refugees.

The first part of the course investigates features and processes in the natural environment and how these impact on human activity and how humans impact the environment.

The second part of the course will cover the key concepts regarding people and development and will investigate the causes and effects of varying patterns of human development across less economically and more economically developed nations.

## GERMAN

### Description

German is a valuable language for Australians to learn. The German economy ranks number four worldwide and past students report frequently using their language skills in a wide range of contexts. Learning German contributes to and enriches the educational, intellectual, personal, social and cultural development of students and equips the learner for the demands of a rapidly changing and interconnected world. In Senior German, students will be involved in using language for life-like purposes in realistic contexts. The primary objective of the course is that students should be able to comprehend and communicate in German in both written and spoken forms.

### Aims

The aims of this course are as follows:

- to equip students to converse in, read and write German at a basic to intermediate level. Students graduating from senior German (Years 11-12) possess the communication skills needed to get by in Germany either as a tourist or as a resident.
- to enable students to gain an appreciation of the culture and way of life of the German people. Employers are increasingly demanding that their employees are globally minded and are not hindered by a parochial and narrow outlook.
- to provide a basis for further work in the language which may lead to advanced study at a tertiary level.

### Learning Outcomes

*Students acquire:*

- positive and inclusive attitudes to people of other languages and cultures
- confidence and enjoyment in the application of new communication skills in purposeful interactions
- understanding of the nature and role of language
- understanding of one's own and the German culture, recognising that cultures are diverse and shape the way a person perceives their experiences
- a repertoire of language learning strategies that can be applied across a broad range of contexts
- creative and critical thinking including problem-solving abilities as students draw on knowledge and language skills to solve communication needs
- skills for constructive and positive interaction with others
- a reflective attitude towards their language learning and one's first language
- an ability to access knowledge and experience of the German culture

### Course

Students engage in tasks that are more open-ended and require thoughtful manipulation of their ever-increasing language repertoire to realise communicative goals creatively and appropriately. Students interpret new subject matter, which may be increasingly abstract, as much through linguistic knowledge as contextual clues.

Students read texts that present familiar content in predictable text structure with some complexity introduced through embedded clauses, complex sentences, referencing and sequencing. Students mainly rely on language and textual features for meaning. Students listen to texts that are more lifelike in pace, have fewer visual supports but are still familiar and relatively simple. Texts may include both explicit and implicit sociocultural knowledge.

Students interact orally in exchanges that echo real-life conversations between peers and others. Oral presentations are largely of a conversational style. Students write a variety of texts that are modelled on those read but at a lesser level of sophistication.

**Students are recommended to study both semesters of German if they intend to study this subject at Years 11 & 12.**

# HEALTH

## Aims

- Build knowledge and skills as a foundation course to prepare students for Health in Years 11 and 12.
- Introduce students to strengths-based inquiry.
- Develop research, investigative, problem solving and decision-making skills.
- Offer students the opportunity to learn through action, advocacy and evaluation of health issues that affect the individual, peers or family.

## Course

Health is a valuable and dynamic subject that addresses topics relevant to one's own and others' health. It helps to develop an understanding of the factors that create and promote lifelong health and how to enact change through a strengths-based approach.

Year 10 Health consists of two units. Subject matter, learning experiences and assessment increases in complexity across the two units as students develop their higher-order thinking skills and independence as learners. Unit 1 has a personal health focus on how the PERMA model and positive interventions can enhance wellbeing. Unit 2 focuses on family as a resource through which to explore the topic of domestic violence.

## Objectives

By studying Health, students developed:

1. a deep knowledge of personal and family health issues through the health topics studied
2. the ability to plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion
3. 21st century skills as creative collaborative thinkers and communicators equipped with a range of personal, social and ICT skills.
4. powerful investigative skills that will prepare them for further study in a diverse range of career pathways.
5. higher order thinking, problem-solving and decision-making skills that will enable learning now and in the future.

## Career Possibilities

The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia, with continued expansion predicted. There is a great demand in health care services for health-educated people who can solve problems and contribute to improved health outcomes for individuals, groups and communities.

Health is a general subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

# HISTORY

## SEMESTER 1 – The Modern World and Australia

### Aims

The aim of the course is to develop significant social science skills (research, note-making, source analysis, critical thinking, planning, organising information in analytical form – essay, research assignment) through an historical investigation in which students are interested.

### Course

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 twentieth century became a critical period in Australia's social, cultural, economic 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.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands: Historical Knowledge and Understanding and Historical Skills. These strands are interrelated and are taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions at this year level are:

#### Key inquiry questions

- Australia in WW2 – Why and how did Australia become involved in WW2? How did WW2 affect Australia?
- Indigenous Issues and Rights – What were they in the past? What are they today?
- Migrant Experiences (1945-present) – How has migration shaped the Australian identity and its international relationships? Why conflict still arises based on race?

# HISTORY

## SEMESTER 2 – Nearly World War 3 – The Cold War

### Aims

The aim of the course is to develop significant social science skills (research, note taking, source analysis, critical thinking, planning, organising information in analytical form – essay, research assignment) through an historical investigation in which students are interested.

### Course

A historical investigation into the period after World War 2 when the world was on the brink of a nuclear war between the USA and the USSR.

Key Questions which are investigated include:

- Why was the period a Cold War?
- Why would either country wish to push another country to release nuclear bombs?
- How close did we come to a nuclear war?
- How effective was the world's peace-keeping body, the United Nations, in dealing with this problem?
- What lessons are to be learned from the Cold War?
- What is the nuclear situation and threat today? How might Australia be involved?
- How are international politics similar to a chess game?

Key events which are investigated:

- Berlin Airlift 1948
- Korean War
- Cuban Missile Crisis
- Vietnam War

## HOSPITALITY AND FOOD TECHNOLOGIES

### Aims

This Year 10 course aims to provide an insight into a career within the hospitality industry and to provide a foundation in hospitality concepts and skills to prepare students for the study of Hospitality at the Year 11 and Year 12 level.

### Course

#### **Café Culture - Semester One.**

Course: This is a foundation unit to develop skills of food production in a hospitality context. Students will gain knowledge and skills about hygiene, food safety, basic food production methods and food service. Students will produce and serve food and beverages in a café situation.

#### **Master Chefs - Semester Two.**

Course: This is a foundation unit to develop skills of food production in a hospitality context. Students will gain knowledge and skills relevant to hygiene, food safety, basic kitchen equipment, basic food production methods and food service. Healthy eating and food related ethical issues will be studied.

## INFORMATION TECHNOLOGY (IT)

These elective units are intended for students who wish to follow a course of study in Information Technology.

### Aims

This elective empowers students to influence how contemporary and emerging information systems and practices are applied to meet current and future need. A deep knowledge and understanding of information systems enables students to be creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures. Students are provided with practical opportunities to be innovative developers of digital solutions and knowledge. Learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation is encouraged.

Students will develop an understanding of how data is represented and structured symbolically, the components of digital systems; and the use, development and impact of information systems.

They will gain skills in:

- collecting, managing and interpreting data
- using a range of digital systems and their components and peripherals
- defining and solving problems through using digital systems
- creating and communicating information

### Course

- Information Systems involves collecting, managing and interpreting data when creating information. This includes automating the transformation of data into information. Students will learn a formal query language for the manipulation of data within a database.
- Software Development involves students defining a problem precisely, specifying particular needs, describing the steps and processes required to create programs, realizing it by applying digital systems and evaluating success against stated needs. Students are encouraged to become innovative developers of digital solutions. A number of procedural or algorithmic design systems will be studied.
- Web Design focuses on creating and communicating information online. Students will learn the basics of HTML and how to use scripting language.
- Multimedia focuses on the technical aspects of digital multimedia solutions. Students create computer programs that respond to user input.

Specific Course topics include:

- Criticise information systems and policies
- Anticipate future risks and opportunities for transforming lives and society
- Develop techniques for acquiring, storing and validating data from a range of sources
- Considering privacy and security requirements
- Define and decompose real-world problems
- Interviewing stakeholders to elicit needs and assumptions
- Trace complex algorithms to predict output for a given input
- Develop test cases to validate algorithms against their specifications,
- Describe algorithms diagrammatically in plain English
- Design, develop and test software that meets user requirements
- Manage online projects taking into account social contexts and legal responsibilities

### Career Possibilities

It is highly recommended that students who wish to study ITS (Information Technology Studies) as a subject in Years 11 and 12 should study at least one semester of IT in Year 10.

## JAPANESE

### Aims

Japanese is a valuable language for Australians to learn. Japan is Australia's third largest trading partner and past students report frequently using their language skills in a wide range of contexts. Learning Japanese contributes to and enriches the educational, intellectual, personal, social and cultural development of students and equips the learner for the demands of a rapidly changing and interconnected world. In Senior Japanese, students will be involved in using language for life-like purposes in realistic contexts. The primary objective of the course is that students should be able to comprehend and communicate in Japanese in both written and spoken forms.

The aims of this course are as follows:

- To equip students to converse in, read and write Japanese at a basic to intermediate level. Students graduating from senior Japanese (Years 11-12) possess the communication skills needed to get by in Japan either as a tourist or as a resident.
- To enable students to gain an appreciation of the culture and way of life of the Japanese people. Employers are increasingly demanding that their employees are globally minded and are not hindered by a parochial and narrow outlook.
- To provide a basis for further work in the language which may lead to advanced study at a tertiary level.

### Learning Outcomes

*Students acquire:*

- positive and inclusive attitudes to people of other languages and cultures
- confidence and enjoyment in the application of new communication skills in purposeful interactions
- understanding of the nature and role of language
- understanding of one's own and the Japanese culture, recognising that cultures are diverse and shape the way a person perceives their experiences
- a repertoire of language learning strategies that can be applied across a broad range of contexts
- creative and critical thinking including problem-solving abilities as students draw on knowledge and language skills to solve communication needs
- skills for constructive and positive interaction with others
- a reflective attitude towards their language learning and one's first language
- an ability to access knowledge and experience of the Japanese culture

### Course

Students engage in tasks that are more open-ended and require thoughtful manipulation of their ever-increasing language repertoire to realise communicative goals creatively and appropriately. Students interpret new subject matter, which may be increasingly abstract, as much through linguistic knowledge as contextual clues.

Students read texts that present familiar content in predictable text structure with some complexity introduced through embedded clauses, complex sentences, referencing and sequencing. Students mainly rely on language and textual features for meaning. Students listen to texts that are more lifelike in pace, have fewer visual supports but are still familiar and relatively simple. Texts may include both explicit and implicit sociocultural knowledge.

Students interact orally in exchanges that echo real-life conversations between peers and others. Oral presentations are largely of a conversational style. Students write a variety of texts that are modelled on those read but at a lesser level of sophistication.

**Students are recommended to study both semesters of Japanese if they intend to study this subject at Years 11 & 12.**

## LEGAL STUDIES

### Aims

The course will aim to develop significant social science skills (research, note taking, critical thinking, planning, organising information in analytical form, essays, case studies and oral presentations).

This subject is not only recommended for anyone considering law but also those considering careers in business, justice studies, commerce, management, human resources and social welfare.

### Introduction to the Legal System – First Term of the Semester

This unit allows students to gain an introduction to the legal system in Queensland and the rights and responsibilities of citizens of this state. The course aims to develop a significant understanding of the different types of law including both civil and criminal law, the court hierarchy and the different roles of various legal personnel. This unit provides a solid foundation for any student interested in studying Legal Studies in Years 11 and 12 but is not necessarily a pre-requisite for senior Legal Studies.

### The Youth and Law – Second Term of the Semester

The particular emphasis of the course is to investigate how the legal system impacts on and protects youth. Students are encouraged to reflect on the adequacy and fairness of the laws relating specifically to youth in the context of civil and criminal law. Possible topics of study include: driving laws, employment laws, young people and police, mobile phone contracts, drinking and educational laws.

### Course

Students are assessed through the following range of assessment techniques:

1. Objective short answer tests
2. Extended response to open questions which have a range of possible answers – essays, assignments, reports
3. Project/practical work
4. Non-written presentation (This needs to be accompanied by supportive written material such as research notes, organisation, planning, reflection and script).

These assessment techniques will be assessed through the following range of criteria:

1. Knowledge and Understanding of the law
2. Investigation of Legal Issues
3. Responding to the law

# MUSIC

## Aims

In this course students' abilities as composers, performers and listeners are developed through the study of a wide range of music.

Students will be challenged to:

- confidently use sound as a creative means of expression through composing and performing
- extend their musical literacy through reading and writing music notation
- develop their aural and oral ability through analytical listening and differentiation
- recognise, understand and accept music of different styles and genres and understand the place of music in various societies and cultures
- become more technically proficient as performers and composers
- develop the ability to compose with confidence in a range of styles
- work confidently in group situations and independently on their own
- learn how to use music technology, including computer software, sound reinforcement and recording equipment
- develop a love of music that will remain with them throughout their lives.

## Course

The course approaches music through three areas of work and study:

- Listening involves music skills and aural analysis of familiar and unfamiliar music, with and without scores
- Composing involves the creation of original music by using a range of techniques and technologies
- Performing involves presenting music to an audience as a soloist or in groups

Topics studied in Year 10 include:

- "Skills and Drills"
- "Ozzie, Ozzie, Ozzie" – The development of Australian Folk, Pop Rock Music
- "On Stage" – Music Theatre
- "Round The World" – The Best of World Music

## Prerequisites

Students who wish to study Year 10 Music should have studied Music through involvement in one or more Middle School Music Electives, school music groups or private tuition.

It is important that they have performance skills, music reading ability and theory knowledge. It is strongly advisable students take individual tuition on an instrument or voice from a qualified and experienced tutor.

Students intending to choose Music in Year 11 are strongly advised to complete both semesters of Music in Year 10.

In addition it is advisable that Music students be regular members of a choir and/or band.

## PHYSICAL EDUCATION - ELECTIVE

### Aims

- To prepare students for Physical Education in Years 11 and 12.
- To develop literacy, numeracy and communication skills as well as critical thinking skills in relation to the concepts covered.
- To expose students to some of the theoretical and practical activities as well as assessment tasks studied in senior physical education to determine if this would be an ideal choice for them in Year 11 and 12.

### Course

Sport is part of the Australian way of life and participation in this subject will enable students to engage in sporting activities as intelligent performers, learning in, about and through physical education. Physical Education is a course of study designed to develop knowledge and skills that will enable students to make informed decisions about their physical performance in a range of activities both, now and in the future. The course has been structured around the format used in the Year 11 and 12 PE elective so as to ready students for participation in this field of study. The subject matter is delivered through integrated and personalized learning experiences. That means that the students will learn about the theory (focus areas) outlined below by participating in a range of physical activities:

- Physical activities: Rugby and Surfing  
  
and
- Two theoretical focus:
  - Anatomy and Exercise Physiology – Exercise and the body systems. And studying the processes and effects of training and exercise including physiology of exercise, training and program development and how these can improve team and individual performance.
  - Sociology of Sport - Sport, physical activity and exercise in the context of Australian society.

Each of these Year 10 topics are studied in greater depth in Years 11 and 12.

## STEM (SCIENCE & TECHNOLOGY)

### Aims

"STEM" is an acronym for Science, Technology, Engineering and Mathematics education. The skills and knowledge in each of these academic fields of study are intertwined in the real world and this STEM elective takes an interdisciplinary and applied approach to problem based learning in real world contexts. Students will follow a design process to design, make and appraise a system or product that responds to a real world problem. Students will be provided with ten potential topics and with the support of a mentor focus on one area of investigation. As well as developing a design folio and physical working prototype, students will showcase their work at a STEM Gala Showcase evening at the end of the year.

### Course

Science & Technology / STEM description. The potential topics include;

Vanuatu Cyclone  
Christchurch Earthquake  
Injured Afghanistan Veteran  
Beach Rescues  
Mission to Mars  
Medieval Arms Race  
Tacoma Narrows Bridge  
River Ganges Pollution  
Eco-Village Home  
Introduced Pest Species Management

## VISUAL ART

### Aims

*"The Arts are fundamental resources through which the world is viewed, meaning is created and the mind is developed". Elliot Eisner (1997).*

Visual Art is a powerful and pervasive means which students use to make images and objects, communicating aesthetic meaning and understanding from informed perspectives. In a world of increasing communication technologies, knowledge and understanding of how meanings are constructed and 'read' is fundamental to becoming a critical consumer and/ or producer of artworks. Visual communication is the most dominant mode in a mediatised world, and young people need to make sense of it and be discriminating.

Visual Art helps students to identify and develop their own specific talents by developing each student's sensitivity to the characteristics of materials. Students develop the skills and techniques necessary to achieve greater control and fluency in expression. Visual Art enables students to develop a broader cultural background through exploration of the arts, crafts and technology of present and past cultures. It establishes an atmosphere in which curiosity, enthusiasm, integrity, confidence and tolerance can flourish.

### Course

The students will study a variety of Art periods and styles, as well as experiment with many different media areas. This will enable students to acquire a thorough understanding of the design concepts. Students will develop skills in the solving of design problems using observation, knowledge, experimentation and creativity.

As part of the Visual Art program students will develop skills in a range of media including; printmaking, drawing, painting, mixed media, photographic arts, ceramics, installation, performance, electronic imaging and sculpture.

In Year 10, students will focus on concepts such as "Surfaces" and "Look Around Us". They will explore different representations of these themes both in their own art making and that of others.

Students who undertake studies in Visual Art must be aware that Art theory and history forms an integral part of the Art program. "Art is not created in a vacuum". Students will study the history of art, Arts practices and ideas, Art and cultures, as well as the focused study of individual artists and their works. Studies in Art theory may include class discussions, research assignments, essays, exams and gallery visits.

Students must demonstrate proficiency in both Art Making (practical work) and Appraising (theory), in order to achieve a sound level or higher in this subject.

Assessment procedures are designed to be as objective as possible in order to arrive at a just and fair statement of student achievement. Assessment is both the judging process which involves reviewing student's performance either formally or informally and the result of this judging process.

Note: Students should complete the majority of their practical work during class time while homework should be devoted to the study and presentation of the theory related work. It is recommended that students studying Senior Visual Art will use their lunch hours and time allotted after school to work on their major artworks in consultation with their teacher.

Students will work through a variety of Making tasks covering the characteristics, elements and principles of design. Some actual assessment tasks include the presentation of practical folios or bodies of work, completed minor and major works, oral reports, written assignments and web logs. A Visual Diary is an integral part of each unit area and the daily life of a Visual Art student. Students should work in their visual diaries at least three times a week, in their own time.

*\* Continued Over*

**EXCURSIONS:** During Year 10, students will have the opportunity to visit the Queensland Art Gallery and GOMA, the Gold Coast City Art Gallery, the Tweed River Art Gallery and the Logan Art Gallery as part of the curriculum. Students will be expected to attend galleries and exhibitions in their own time also.

**EXHIBITIONS AND COMPETITIONS:** Students at St Andrews have plenty of opportunities to display their work within the community. The College Cultural Festival gives students the chance to exhibit their work in the school community. Also Gold Coast City Council's Youth Art Exhibition "Energies" offers students a chance to exhibit their work at the Gold Coast City Art Gallery. There are a number of other competitions that students have the opportunity to enter, which are run by various organisations.

### **Career Possibilities**

People in our community who use Visual Art as part of their working lives are: artists, architects, photographers, interior designers, landscape designers, teachers, calligraphers, picture framers, sign writers, cartoonists, illustrators, fashion designers, jewellers, technicians in theatre & television, arts administrators, arts lawyers, events organisers, graphic artists, florists, colour consultants, furniture designers.

**NOTES:**