Welcome to Year 10, 2016 at Holy Spirit College!

HSC Learning Community has two fundamental goals:

First, as a SCHOOL, to provide quality education for our Students.

Second, as a CATHOLIC SCHOOL, to achieve a sense of positive community for our Students and between Staff and Parents.

The Year 8 Transition Program was focussed upon supporting Students to make the transition into Junior secondary. Then, in Year 9, students commenced to make initial decisions and subject-choices to reflect their future aspirations for a life-direction beyond the schooling years.

The Year 10 Program is focussed upon providing opportunities for Students to reflect further upon their academic and personal strengths in order to support them in making the wisest choices as they look toward Senior schooling. Students have the opportunity to take either academic or vocational electives, or even to undertake a combination learning program. Staff give every attention to counselling students to choose a curriculum pathway that will satisfy their needs and provide the motivation for them to continue their schooling whilst also enhancing their capacity to face life's challenges in productive ways.

At Holy Spirit College we are dedicated to establishing a health-promoting school culture characterised by:

- warmth and positive interest;
- authoritative adult-student interactions;
- the use of consistent non-hostile limits;
- positive active support by parents with constructive interactions between Staff and Parents.

The Staff of HSC are committed to encouraging and supporting Students to achieve high academic standards and, also, to developing a sense of connectedness.

We are dedicated to developing a culture that holds, encourages, and supports our adolescent Students through these vital transition years, whilst also facilitating them to remain affiliated and contributing positively.

Our Learning & Pastoral programs focus upon encouraging and supporting Students to:

- set clear goals;
- plan strategies to achieve the results they want;
- understand that effort is not merely an optional extra but rather is an essential ingredient to achieving dreams.

In short, at HSC, we are about

Launching Adolescents into Lifelong Learning!

We believe this is exciting stuff!!

Dr John Lyons, Principal
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AN OVERVIEW

Layer I
All Year 10 Students study Religious Education, English and Mathematics all year and Science in Semester 1.

Layer II
(a) Students are asked to select 4 electives for Semester 1 – two will be studied in Term 1 and two will be studied in Term 2.
(b) These ‘electives’ are offered in UNITS chosen for Terms 1 or 2 of Year 10.

Layer III
In Term 2 of Year 10, students are asked to select their 3 electives for Semester 2. These three electives will be studied for the full semester.

Once students have experienced the Introductory Senior Subjects, they may choose six (6) of these subjects (including an English and a Religion subject) for Years 11 and 12. (Other flexibilities are also possible.)

<table>
<thead>
<tr>
<th>NAME</th>
<th>TERM 1/TERM 2</th>
<th>SEMESTER 2</th>
<th>LEADS TO SENIOR SUBJECT</th>
<th>OP / NON OP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Education</td>
<td>• Small Business Management &amp; The Law</td>
<td>• Accounting and MYOB Basics</td>
<td>• Accounting</td>
<td>OP</td>
</tr>
<tr>
<td></td>
<td>• The Wide World of Work</td>
<td>• Business Communication &amp; Technologies (BCT) - An Introduction</td>
<td>• Business Communication &amp; Technologies (BCT)</td>
<td>OP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Law &amp; Citizenship</td>
<td>• Certificate II in Business and Certificate II in Information, Digital Media &amp; Technology</td>
<td>Non-OP</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Legal Studies</td>
<td>OP</td>
</tr>
<tr>
<td>Early Childhood Studies</td>
<td>• Early Childhood Activities</td>
<td>• Early Childhood Education and Care</td>
<td>• Certificate III in Early Childhood Education and Care</td>
<td>Non-OP</td>
</tr>
<tr>
<td>Home Economics</td>
<td>• Health and Well-Being</td>
<td>• Introduction to Home Economics</td>
<td>• Home Economics</td>
<td>OP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Hospitality Practices</td>
<td>Non-OP</td>
</tr>
<tr>
<td>Hospitality Practices</td>
<td>• Australia’s Food Identity</td>
<td>• Introduction to Hospitality Practices</td>
<td>• Hospitality Practices</td>
<td>Non-OP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Home Economics</td>
<td>OP</td>
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<tr>
<td>Industrial Technology &amp; Design</td>
<td>• Introduction to Design</td>
<td>• Introduction to Technology Studies</td>
<td>• Technology Studies</td>
<td>OP</td>
</tr>
<tr>
<td></td>
<td>• Graphs</td>
<td>• Built Environment Graphics</td>
<td>• Graphics</td>
<td>OP</td>
</tr>
<tr>
<td></td>
<td>• Introduction to Woodwork</td>
<td>• Construction &amp; Furnishing</td>
<td>• Industrial Graphics</td>
<td>Non-OP</td>
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<tr>
<td></td>
<td>• Introduction to Sheet Metal &amp; Fabrication</td>
<td>• Welding &amp; Small Engines</td>
<td>• Certificate I in Construction &amp; Certificate I in Furnishing</td>
<td>Non-OP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Certificate I in Engineering</td>
<td>Non-OP</td>
</tr>
<tr>
<td>Information Technology</td>
<td>• Interactive Multimedia</td>
<td>• Virtual Reality / Interactive Flash Animation</td>
<td>• Information Technology Systems</td>
<td>OP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Certificate II in Business and Certificate II in Information, Digital Media &amp; Technology</td>
<td>Non-OP</td>
</tr>
<tr>
<td>Japanese</td>
<td>• Who Do You Think You Are?</td>
<td>• World Around Us</td>
<td>• Japanese</td>
<td>OP</td>
</tr>
<tr>
<td></td>
<td>• Manga Mania</td>
<td></td>
<td></td>
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<tr>
<td>Mathematics (Elective)</td>
<td>Offered in Semester 2</td>
<td>• Enrichment Mathematics</td>
<td>• Mathematics B</td>
<td>OP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Mathematics C</td>
<td>OP</td>
</tr>
<tr>
<td>NAME</td>
<td>TERM 1 / TERM 2</td>
<td>SEMESTER 2</td>
<td>LEADS TO SENIOR SUBJECT</td>
<td>OP / NON OP</td>
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<td>-----------------------</td>
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<tr>
<td>Physical Education</td>
<td>• Body Science</td>
<td>• Human Movement</td>
<td>• Physical Education</td>
<td>• OP</td>
</tr>
<tr>
<td></td>
<td>• Psychology and Performance</td>
<td></td>
<td>• Recreation</td>
<td>• Non-OP</td>
</tr>
<tr>
<td>Recreation</td>
<td>• Sports Organisation</td>
<td>• Recreation for Fitness</td>
<td>• Certificate III in Sport &amp; Recreation</td>
<td>• Non-OP</td>
</tr>
<tr>
<td>Science</td>
<td>Science is studied by all students in Semester 1. Students may then choose to continue studying Science in one or more of the Semester 2 electives.</td>
<td>• Introduction to Biology</td>
<td>• Biology</td>
<td>• OP</td>
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<tr>
<td></td>
<td></td>
<td>• Introduction to Chemistry</td>
<td>• Chemistry</td>
<td>• OP</td>
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<td></td>
<td></td>
<td>• Introduction to Aquatic Practices</td>
<td>• Aquatic Practices</td>
<td>• Non-OP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Introduction to Physics</td>
<td>• Physics</td>
<td>• OP</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Geography</td>
<td>• Geography</td>
<td>• Geography</td>
<td>• OP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Law &amp; Citizenship</td>
<td>• Legal Studies</td>
<td>• OP</td>
</tr>
<tr>
<td>History</td>
<td>• History</td>
<td></td>
<td>• Ancient History</td>
<td>• OP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Modern History</td>
<td>• OP</td>
</tr>
<tr>
<td>The Arts</td>
<td>Dance</td>
<td>• Dance</td>
<td>• Dance</td>
<td>• OP</td>
</tr>
<tr>
<td></td>
<td>• Burn the Floor</td>
<td></td>
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<tr>
<td></td>
<td>Drama</td>
<td>• Drama</td>
<td>• Drama</td>
<td>• OP</td>
</tr>
<tr>
<td></td>
<td>• Melodrama</td>
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<tr>
<td></td>
<td>Music</td>
<td>• Music</td>
<td>• Music</td>
<td>• OP</td>
</tr>
<tr>
<td></td>
<td>• The Development of Popular Music</td>
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<tr>
<td></td>
<td>Art</td>
<td>• Art in Everyday Life</td>
<td>• Visual Art</td>
<td>• OP</td>
</tr>
<tr>
<td></td>
<td>• Communicating through Art and Technology [CAT]</td>
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</tr>
</tbody>
</table>
SUBJECT SELECTION SUPPORT PROCESS

A Multi-Step Process at HSC
At HSC, we offer a comprehensive Subject Selection Support Process for Year 10s as they begin to make choices for senior. Outlined below is the 9 step support process.

Year 10 Retreat
The Year 10 Retreat is conducted off campus over two days. Students have the opportunity to step away from the normal routines of school life and reflect on important matters in their own lives, both as individuals and as a group. The two days are fun-packed with activities, storytelling, singing, and dancing.

Year 10 TOPS - 'Tapping Our Potential' Sessions
During TOPS, conducted over two days in Term 2, time is spent researching and considering Career Pathways. During this time, Students receive their Learner User Identification (LUI) number and make application for their Unique Student Identifier (USI). Students are introduced to their Queensland Curriculum and Assessment Authority (QCAA) Learning Account and participate in practical workshops focussed on the use of online careers websites and other resources to assist them in exploring possible career options. Guest speakers from a variety of Industries and Professional fields will address students.

Pathways through Senior @ HSC Subject Expo and Parent Information Evening for Year 10 Students and Parents
- Experiencing Senior at HSC
- Choices in Senior Schooling
- Making the Most of Senior Years
- Pathways Beyond Senior
- Department Subject Displays
- Displays from Tertiary Institutions
- Displays from Industries and Professions
- Local Senior Schooling Providers on hand to answer questions

During this evening, Students and Parents have the opportunity to explore the excellent range of Subject Options on offer at HSC for our Senior Students and investigate further study and employment options. The Senior Handbook and a HSC Subject Preferences Expression of Interest Form will be distributed to Students as well as details for online subject entry.

HSC Subject Preferences Expression of Interest Form
In the period following the Subject Expo and Parent Information Evening, Students and Parents will consider and complete the HSC Subject Preferences Expression of Interest Form and submit selections online.

Career Options Day
Students will have the opportunity to speak directly with representatives from a number of industries and professions to assist them in exploring possible career pathways.

Individual MENTORING Interviews
These interviews are conducted with Students and Parents to facilitate optimal decision making regarding subject selection choices to best fit each student’s aspirations and learning needs.

Mackay District CAREERS MARKET
This Careers Market visits all major Regional Centres across Queensland. This is an opportunity for Parents to collaborate with their Students to explore the link between his/her aspirations for Post-Senior life, especially tertiary study, and appropriate Subject Choices for Years 11 & 12.

Finalise Subject Choice Selection
At the end of Term 3 students will receive a letter detailing their proposed choices for Year 11. They will be asked to confirm their choices.

Senior Subject Lines
Holy Spirit College delivers a Responsive Senior Curriculum where subject lines are designed in response to student preferences taking into account factors such as class numbers, staffing and availability of facilities.
AIMS AND OBJECTIVES

During Year 10, students begin to think seriously about career pathways and work and study options. They begin to form realistic understandings about their strengths, weaknesses, aptitudes, interests and abilities. Year 10 is a time when students make choices about post-compulsory schooling options. It is appropriate then for them to experience a little of what an academic or vocational course will entail.

In Year 10, students are at the crossroads; they are expected to embrace the work ethic and study patterns of senior secondary education as they prepare themselves for further study, entry into the workforce, TAFE courses, apprenticeships or traineeships. Some students will need to consolidate parts of the foundational curriculum, e.g., English and Mathematics, whilst others will be ready to explore Introductory Senior Units that prepare them for Senior Mathematics, Sciences or Humanities subjects.

At HSC, the Year 10 Curriculum is focused upon providing opportunities for students to reflect upon their academic and personal strengths in order to support them in making the wisest choices for Years 11 and 12.

Students have the opportunity to take either academic or vocational directions, or to undertake a combination learning program. Staff give every attention to working with students as they choose a curriculum pathway that will satisfy their needs and provide the motivation for them to continue their schooling whilst also enhancing their capacity to face life’s challenges in productive ways.

This thoughtful and innovative approach to learning and teaching seeks to optimise opportunities for Students, Staff, and Parents to work collaboratively in order to assist HSC’s young adults to find a life course that integrates and utilises their strengths and ideals.

SUBJECT SELECTION GUIDELINES

It will be helpful to consider the following when deciding on units of study for Year 10:

1. Which subjects am I particularly good at and want to extend myself in during Year 10?
2. Which subjects do I need to spend more time on in the mastery of concepts in Year 10?
3. Which subjects do I enjoy? [e.g., Am I a person who enjoys the ‘hands-on’ subjects?]
4. What subjects would I like to ‘try out’ as possible courses of study in the Senior school?
5. What types of occupations might I like to enter after the completion of my education?
6. What were my results on my last report?
LOOKING AHEAD

Year 10 – Transitional Year

The table below is provided for the assistance of students who wish to consider University Entrance as an option for the future. The table lists the Senior subjects which contribute to the calculation of an OP (Overall Position) Score and the offer of a university place as well as the recommended results in Year 10 for success in these Senior subjects. Please check with our Careers Advisor, through the College Office, if you wish to obtain further information on Senior courses.

<table>
<thead>
<tr>
<th>Year 11 Senior Subject</th>
<th>Recommended Year 10 Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>A Sound Achievement in Core Mathematics and English</td>
</tr>
<tr>
<td>Ancient History</td>
<td>A Sound Achievement in English and Social Science</td>
</tr>
<tr>
<td>Biology</td>
<td>A Sound Achievement in Year 10 Science or Year 10 Introduction to Biology and English</td>
</tr>
<tr>
<td>Business Communication &amp; Technologies</td>
<td>A Sound Achievement in Core Mathematics and English</td>
</tr>
<tr>
<td>Chemistry</td>
<td>A Sound Achievement in Year 10 Science or Year 10 Introduction to Chemistry and Extension or Accelerated Mathematics</td>
</tr>
<tr>
<td>Dance</td>
<td>A Sound Achievement in English</td>
</tr>
<tr>
<td>Drama</td>
<td>A Sound Achievement in English</td>
</tr>
<tr>
<td>English</td>
<td>A Sound Achievement in English</td>
</tr>
<tr>
<td>Geography</td>
<td>A Sound Achievement in English</td>
</tr>
<tr>
<td>Graphics</td>
<td>A Sound Achievement in Graphics</td>
</tr>
<tr>
<td>Home Economics</td>
<td>A Sound Achievement in English</td>
</tr>
<tr>
<td>Information Technology Systems</td>
<td>A Sound Achievement in Core Mathematics and English</td>
</tr>
<tr>
<td>Japanese</td>
<td>A Sound Achievement in Japanese</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>A Sound Achievement in English</td>
</tr>
<tr>
<td>Mathematics A</td>
<td>A Sound Achievement in Core Mathematics</td>
</tr>
<tr>
<td>Mathematics B</td>
<td>A High Achievement in Extension Mathematics or Sound Achievement in Accelerated Mathematics</td>
</tr>
<tr>
<td>Mathematics C</td>
<td>A High Achievement in Extension Mathematics or Sound Achievement in Accelerated Mathematics</td>
</tr>
<tr>
<td>Modern History</td>
<td>A Sound Achievement in English</td>
</tr>
<tr>
<td>Music</td>
<td>Year 10 Music or Music Qualification of similar standing</td>
</tr>
<tr>
<td>Physical Education</td>
<td>A Sound Achievement in English and PE and a good participation record in PE</td>
</tr>
<tr>
<td>Physics</td>
<td>A Sound Achievement in Year 10 Science or Year 10 Introduction to Physics and Extension or Accelerated Mathematics</td>
</tr>
<tr>
<td>Study of Religion</td>
<td>A Sound Achievement in English</td>
</tr>
<tr>
<td>Technology Studies</td>
<td>A Sound Achievement in English</td>
</tr>
<tr>
<td>Visual Art</td>
<td>A Sound Achievement in English</td>
</tr>
</tbody>
</table>
Full Year

Core Subjects
ENGLISH

Aims

The Australian Curriculum is designed to provide an opportunity for students, in the compulsory years of schooling, to develop their ability to use Standard Australian English effectively to:

- be confident communicators, imaginative thinkers and informed citizens;
- analyse, understand, communicate with and build relationships with others and with the world around them;
- develop the knowledge and skills needed for education, training and the workplace;
- become ethical, critically thoughtful, informed and active members of society;
- engage imaginatively and critically with literature to expand the scope of their experience;
- understand Australia is a linguistically and culturally diverse country;
- participate effectively with our Asian neighbours to the near north and with the global community as a whole.

In using English for each of these purposes, students will speak, listen, write, read and use associated non-verbal, visual and auditory language in accordance with the goals and aims of the Australian Curriculum framework. Students are encouraged to enjoy and appreciate texts while also understanding the power of texts to influence, tell stories of culture and promote shared understandings.

(Australian Curriculum: English: 2010)

Overview of Units - Year 10 units of study are comprised of ten-week term units which include:

**Going Gothic**
Students evaluate the Gothic genre in a range of texts including short stories, film and digital texts, fiction, non-fiction, poetry, plays and dramatic performance and multimodal texts. As part of the course of study, students will examine the appeal of Gothic style literature and film, the use of symbolic and figurative language in Gothic texts, the use of visual codes in film and the social and moral positions represented in Gothic texts.

**Mind over Matter**
Students explore a range of texts including short stories, film and digital texts, fiction, non-fiction, poetry, plays and dramatic performance and multimodal texts. The unit involves students in the exploration of positive role models in our society, particularly focussing on people who have overcome adversity. In addition students will become more critically aware of the way in which language, especially in the media, is used to position readers and viewers to take up particular positions in relation to people who may or may not be positive role models.

**Power Plays**
Students explore a range of texts in order to more effectively understand the conditions under which individuals and groups exert power over others. Students will be introduced to the literary device of rhetoric and come to understand the role it plays in manipulating people and beliefs. The importance of this unit is based on the role language, written and spoken, may play in manipulating people into positions where they are not able to make moral, responsible and ethical decisions in an appropriate manner. The unit also examines the role positive language can play in assisting just and beneficial social change.

**Conflict and Change**
This unit is a continuation, and an extension, of the previous unit, Power Plays. The focus of this unit is the use of language for the implementation of social justice in our own society and elsewhere, in the present and within the past. The unit explores the conditions under which individuals and groups initiate social change through texts. Students will examine the manner in which language influences and positions readers and listeners to be willing to accept and participate in positive social change as well as coming to appreciate the beauty of language when well-constructed.

**Leads to Senior Subjects**

In addition to meeting the requirements of the Australian Curriculum the Year 10 course draws on the critical literacy approach of the Senior English program in order to provide students with a basic understanding of critical thinking for Senior English. The units and skills developed have been put in place to more effectively reflect the Senior English program at Holy Spirit College. The compulsory units will provide students with the pre-requisite skills necessary to undertake Senior OP English OR Senior English Communication.
Aims

Learning Mathematics enriches the lives of, and creates opportunities for, all Australians. It has its own value and beauty with ideas evolving over the centuries, across all cultures and this evolution continues to this day.

Mathematics is composed of many concepts and systems which can be applied in other disciplines such as Science (understanding sources of error, mathematical modelling), Geography (interpretation of data), History (timelines and time frames) and English (quantitative and spatial information).

The Mathematics Learning Area aims to ensure that students are confident, creative users and communicators of Mathematics, able to investigate, represent and interpret situations in their personal and working lives and as active citizens.

We aim to ensure students recognise connections between the areas of Mathematics and other disciplines and appreciate Mathematics as an accessible and enjoyable discipline to study.

Course Overview

The Mathematics Learning Area is arranged into three Content Strands for organisational convenience. These strands are Number & Algebra, Statistics & Probability and Measurement & Geometry. These strands describe what is to be taught.

All students study core aspects of the strands and the topics within each strand. Organisational flexibility allows us to offer students learning opportunities that are suited to their particular abilities. The Core, Extension and Accelerated programs in Semester 1 continue into Semester 2 with particular emphasis on preparation for Senior studies in Mathematics. In addition, a Foundation level is offered to allow some students to consolidate their basic numeracy skills.

Learning Experiences

A variety of strategies is employed to allow a wide range of opportunities for students to learn. Online and digital exercises, puzzles, practical activities, problem solving tasks, open-ended tasks and technology applications are some such strategies. Technology is integrated fully in the teaching of Mathematics. Homework is set regularly to ensure students practise skills learnt and are able to build on them.

Students should spend time each night completing class work, practising previous work or completing required assessment items.

Assessment Overview

Written tests and alternative assessment tasks such as assignments, projects and research are given each term.

Additional Information

The College sets high expectations for each student. Teachers also account for the current levels of learning of individual students and the different rates at which students develop. In Year 10 Mathematics, the curriculum is designed to suit the diverse needs of students. (Australian Curriculum: 2010)

In consultation with parents, information regarding a student’s progress in Year 9 enables teachers to plan appropriate learning and assessment processes for Year 10 students. The College caters for the needs of all Learners by offering Foundation, Core and Extension Mathematics in Year 10. The most capable Extension students are invited to undertake more rigorous studies in the Accelerated Mathematics program.

Leads to Senior Subjects

- Mathematics A
- Mathematics B
- Mathematics C
- Pre-vocational Mathematics
All students at Holy Spirit College take part in the Religious Education program. The program aims to give students a knowledge of the beliefs, teachings and practices of Christianity and the Catholic faith. It aims to encourage students to develop their own personal relationship with God and challenge them to adopt and make Christian values a part of their everyday life.

In Semester 2, classes can be restructured based on Senior pathways as indicated through the Expressions of Interest Form. All students will continue to learn in the same course content while having learning styles and assessment more targeted at preparation for Senior OP and Non-OP pathways.

Topics are term units and the order of study will vary from year to year.

Ultimate Questions and Destiny
- Aboriginal spirituality
- Marriage and Life Choices
- World Religions and Responses

Justice in Action
- Human Dignity
- Church teaching – Social justice
- Conscience, Duty and Responsibility
- International Justice concerns
- Role of the United Nations

Religious Leaders
- Images of Jesus
- Gospel sources and formation
- Jesus as Minister, Teacher and Miracle worker
- World Religious Leaders

A Worshipping World
- Frameworks for studying religion
- World religious traditions
- Morality across a range of faiths
- Scripture
- Ritual

Assessment Overview
Students undertake a variety of assessment tasks ranging from exams and written assignments to creative and oral presentations and portfolios of work.

Leads to Senior Subjects
- Certificate III in Christian Ministry & Theology
- Study of Religion
Semester 1

Core Subject
SCIENCE

Aims

In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as understanding the phenomenon of light, motion and forces by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

Course Overview

The Science syllabus identifies three strands:
- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills

Core Topic Areas

Term 1:
- Gathering data to analyse everyday motions produced forces including speed and acceleration.
- Using Newton’s Laws to predict how a force affects the movement of an object
- Examining the phenomenon of light in order to investigate the laws reflection and refraction
- Applying these laws in terms of how human eyes work and how images are corrected using concave and convex lenses

Term 2:
- Examine the layers of the atmosphere and their significance to society.
- Investigate the Ozone Layer and the Greenhouse Effect
- Examine the Carbon Cycle as one of the major Earth cycles
- Develop an understanding of Carbon chemistry and bonding in organic structures
- Develop an understanding of fossils fuels and alternative fuels in relation to the influence they have on the Enhanced Greenhouse Effect and the issue of Global Warming

Assessment Overview

Students will be assessed through a variety of methods. These may include:
- theory exams
- practical investigation reports
- research projects
- oral presentations
Semester 1

Term 1 or Term 2

Elective Subjects
Aims
Courses in Business Education will:
- provide the students with realistic commercial experiences and activities related to a 'real life' business environment;
- provide knowledge and experience of some business skills which are valuable to students in developing their interests and aptitudes;
- provide opportunities for students to engage in experiences which will promote their continuing growth towards effective communication using appropriate business terminology and decision making;
- assist students to become aware of their own capabilities;
- create an environment within which the student may develop qualities of resourcefulness, initiative, self-reliance, efficiency and a measure of personal responsibility;
- provide opportunities for students to develop personal attitudes and values to enable them to function effectively as adult citizens in the community.

It is inevitable that individuals will assume many and varied roles within the business world at some time in their lives. These roles include consumer, producer, worker, record-keeper, owner, company director, manager and taxpayer. A study of Business Education will guide students towards a thorough understanding of Australia's changing business environment and enhance their personal competence to participate responsibly in that environment.

SMALL BUSINESS MANAGEMENT AND THE LAW

Unit Overview
This unit examines the nature of small business in Australia. Students will consider the attributes of a small business owner and will answer questions such as 'What does it take to start your own business?' and 'What skills and qualities are needed?' It offers students an insight into the creation and running of a small business in Australia.

Topics of Study
- Qualities of a successful entrepreneur
- Starting a small business
- Types of business ownership
- Marketing your business
- Elements of a business plan
- SWOT Analysis
- The laws affecting employers and employees
  - income tax
  - superannuation
  - discrimination in the workplace
  - awards and workplace agreements

Assessment
- A modified Small Business Plan - in class assignment
- End of Term Exam

Pre-requisites - nil

Leaders to Senior Subjects
- Business Communication & Technologies (BCT)
- Certificate II in Business and Certificate II in Information, Digital Media and Technology
- Legal Studies
- Accounting

Career Paths
This subject will be of great benefit to any student who may be considering a future career in business or wishing to run/operate their own business in the future.

THE WIDE WORLD OF WORK

Unit Overview
The world beyond school requires students to equip themselves with a number of skills. This unit will offer students an opportunity to develop the personal qualities and competence required to be a valuable and responsible participant of the Australian workforce.

Topics of Study
- Why do we work?
- The composition of the workforce
- Types of work
- Employee/employer rights and responsibilities
- Communication in the workplace
- Income from employment
- The changing nature of work
- Finding work
- Workplace regulations
- Equitable work practices
- Unions/workplace agreements
- Taxation and superannuation

Assessment
- A Career Folio – in-class assignment (includes preparation of a resume).
- End of Term exam

Pre-requisites - nil

Leaders to Senior Subjects
- Business Communication & Technologies (BCT)
- Certificate II in Business and Certificate II in Information, Digital Media and Technology
- Accounting

Career Paths
This subject will be of great benefit to any student who may be considering a career in Business.
EARLY CHILDHOOD ACTIVITIES

Aims

To develop:
- an appreciation of creative self-expression that will nurture a young child’s self-esteem.
- the ability to recognise the importance of language and social development through storytelling and visual art activities.
- practical craft experiences that focus on fine motor skills and creativity for the young child.

Unit Overview

Creativity and the Young Child
- Nurturing self-esteem through creative self-expression
- The importance of storytelling
- Language development through stories
- Social development via art activities and stories
- The importance of creativity in childcare
- Fine motor skills and craft activities

Pre-requisites – nil

Leads to Senior Subject
- Certificate III in Early Childhood Education and Care
HEALTH AND WELL-BEING

Aims

This unit provides students with opportunities to explore a range of contexts within Home Economics Education and
- provides a program that enables students to address simple and complex challenges
- develop knowledge, skills and attitudes in an integrated manner through a variety of projects
- allows students to make informed consumer decisions
- develops the ability to think critically and solve problems
- develops communication and management skills
- create practical items

Unit Overview

Topics of Study
- The influence of food on the well-being of the individual and the family
- Making healthy food choices which work towards the Australian Dietary Guidelines
- Creating a textiles item suitable for the home

Pre-requisites – nil

Leads to Senior Subjects
- Home Economics
- Hospitality Practices
AUSTRALIA’S FOOD IDENTITY

Aims

This basic catering unit:
• fosters the development of students' knowledge and understanding of food and food handling
• provides the student with basic catering work practices and skills
• facilitates the development of teamwork, with its emphasis on work teams, as well as the development of individual skills

Unit Overview

Students will study the historical, cultural, social, economic and technological influences on food habits and customs in Australia as they relate to:
• the role and nature of Australian food supplies
• food habits and culture in our own culture and in other cultures
• factors influencing changes in food and beverage consumption
• the impact of food consumption patterns on the individual and on society
• basic principles of food selection, preparation, service and storage

Topics of Study
• The Australian Way of Eating
• Eating Patterns around the World
• Changing Food Habits - the role the media and food producers have on food choices
• Practical cookery related to topics of study

Pre-requisites – nil

Leads to Senior Subjects
• Hospitality Practices
• Home Economics
INTRODUCTION TO DESIGN

Aims
Students explore the role of technology in society from a range of perspectives. They use their imagination and creativity to develop design solutions and make design and production decisions that demonstrate consideration of the context, specifications, constraints and management requirements. They understand how information, materials and systems can be combined in innovative ways in response to real-world situations. The skills gained will assist greatly in the senior course, Technology Studies.

Unit Overview
- The design process
- Sketching
- Design Problem analysis
- Workshop skills, manipulation of various materials and safety
- Plan, manage and refine production procedures.
- Comparing and evaluation of design solutions

Topics of Study
- Understanding the design process
- Sketching of 3D objects

Semester 1 (Studied in Term 1 or 2)
- Project 1 (Mirror)
- Project 2 (Blow Forming)

Additional Information
Projects listed are subject to change.

Pre-requisites
The student needs to have a creative flair and enjoy the creative process. Research skills as well as hand skills are necessary for the realisation of the design. Due to the report writing aspect of this course, it is recommended that students who have difficulties in this area consider selecting Introduction to Woodwork or Introduction to Sheetmetal and Fabrication.

Leads to Senior Subject
- Technology Studies

GRAPHICS

Aims
To provide an enjoyable, challenging learning experience which enables students to effectively communicate ideas through drafting or graphical means.

Unit Overview
To introduce a variety of topics relative to computer aided drafting and sketching.

Topics of Study
- Presentation methods
- Plane Geometrical Drawing
- Orthographic Projection
- Pictorial Drawing
- Diagrams, Graphs and Charts
- Developments

Pre-requisites
- While it is not a pre-requisite to have completed Year 9 Graphics, this would be an advantage.
- Students need to be able to work independently solving problems graphically.
- It is important that students be able to visualise objects and represent them graphically in two dimensional and three dimensional forms.

Leads to Senior Subjects
- Graphics
- Industrial Graphics
INTRODUCTION TO WOODWORK

Aims
To assist students to gain the skills and knowledge necessary for everyday life and for apprenticeships or other related work. Also to prepare students for their senior studies in the Certificate I courses of Construction and Furnishing.

Unit Overview
- Hand skills in joinery
- Using various woodworking tools and machinery
- Wood Lathe
- Workshop and personal safety
- Practical theory

Topics of Study
Semester 1
- Deck chair
- Sandwich tray
Semester 2
- Coffee table
- Woodturning (clock or paper towel holder)
- Jewellery box
- Towel rack
- Theory

Additional Information
- Skills learnt may lead to a trade.
- Acquired skills are useful in both commercial and domestic applications.
- Opportunity to become a Doorways-to-Construction student in Senior schooling.

Pre-requisites
The student needs to have an interest in working with his/her hands and the desire to make things.

Leads to Senior Subject
- Certificate I in Construction and Certificate I in Furnishing

INTRODUCTION TO SHEET METAL AND FABRICATION

Aims
To assist students to gain the skills and knowledge necessary for everyday life and for apprenticeships or other related work. Also to prepare students for their senior studies in the Certificate I course in Engineering.

Unit Overview
- Hand skills in sheet metal
- Using various machines
- Oxy-acetylene equipment
- MIG welding
- Safety
- Practical theory

Topics of Study
Semester 1
- Yabby pump
- Junior Hacksaw
- Tool box
- Depth Guage
Semester 2
- Welding projects e.g. bracket, magazine rack, candle holder
- Small engines (includes disassembly, investigation of parts/components and reassembly)
- Theory

Additional Information
- Skills learnt may lead to a trade.
- Acquired skills are useful in both commercial and domestic applications.

Pre-requisites
The student needs to have an interest in working with his/her hands and the desire to make things.

Leads to Senior Subject
- Certificate I in Engineering
INTERACTIVE MULTIMEDIA

Aims

To develop an awareness and understanding of the concepts, practices and effects of Information Technology and:

- equip students with problem-solving skills that allow them to design, develop and evaluate solutions
- encourage students to think critically and purposefully about the uses of Information Technology
- promote responsible, discriminating and competent use of Information Technology
- foster personal development and social skills conducive to a concern for others, cooperation in the workplace and self-reliance
- develop the foundations for studying Information Technology Systems at senior level.

Unit Overview

The topics that students cover in this unit include the development of mobile phone/tablet applications (APPs) and audio creation.

Students will learn how specific APPs work for mobile devices such as phones or tablets. They will learn the fundamentals of developing a project by creating several APPs in training mode. For their assessment, students will create their very own APP, e.g., game, quiz, travel planner, information display etc.

Students will finish the term unit learning how to create a digital song using audio loops. They will create a piece of audio that could be used in dance clubs, or as a soundtrack to a movie or video game, or to simply tell a story.

Pre-requisites

Whilst there are no prerequisites for this unit, it is assumed that students selecting this unit will bring basic computer skills.

Leads to Senior Subjects

- Information Technology Systems
- Certificate II in Business and Certificate II in Information, Digital Media and Technology
Aims

Asian languages have an important place in the Queensland school curriculum because of Australia’s location in the Asia-Pacific region. For Queenslanders, the study of Japanese is especially important given the strong cultural, economic and political ties with Japan. Japanese lifestyle, culture, art and sport are becoming increasingly familiar to Australians through the media and personal contact.

Japanese offers an opportunity for learners to study a unique language that uses a variety of character-based scripts which deeply reflects the complexity and cultural heritage of Japanese society. Through studying Japanese, students are able to develop a sensitivity towards the values and perspectives of the Japanese people.

As Queensland students increasingly take the opportunity to travel to Japan, knowledge of Japanese is an advantage, both in enriching the travel experience and opening opportunities to develop long-lasting friendships.

WHO DO YOU THINK YOU ARE?

In this unit we follow the career of the famous singing sensation “The Bugs” who will help you find out more about Japan and increase your ability to communicate. We look at:
- how to give and understand information about schedules.
- how to read and write descriptions of places.
- how to make holiday plans.

We will also use the Seven Lucky Gods of Japan (Shichifukujin) to help you make successful progress through the unit.

This unit will also provide possible opportunities to Skype students in Japan, read manga and watch anime.

Pre-requisites
- Year 9 Japanese or equivalent

Leads to Senior Subject
- Japanese

MANGA MANIA

This unit follows the adventures of the Japanese super-hero, Anpanman, as he fights his nemesis, Baikinman, and the forces of evil. We will:
- read Japanese comic strips
- talk, read and write about super-heroes
- watch Japanese anime

This unit will also provide possible opportunities to write letters or e-mails to students in Japan, read manga and use Skype.

Pre-requisites
- Year 9 Japanese or equivalent

Leads to Senior Subject
- Japanese
BODY SCIENCE

Aims

The aim of this unit is to engage students in the basic fundamentals of anatomy. In doing so, they develop the ability to learn how to improve performance using their understanding of body structures and influence their movement.

Unit Overview

This unit, which is offered in both Term 1 and Term 2, includes 50% theory and 50% practical components.

The core study areas and key learning experiences include:

- Applied Anatomy
  - skeletal system
  - muscular system
  - cardio vascular system
  - respiratory system
- How knowledge of anatomical structure can be used to maximise performance
- Aligning anatomy with physiology
- Individual Sports

The practical units are based on individual and team sports, and are determined by teacher expertise/experience and availability of facilities and equipment.

Practical choices may include athletics, netball, touch, AFL, soccer, volleyball, basketball and badminton.

Additional Information

- Students will be expected to complete written and practical assessment tasks.
- All students are required to have appropriate sports shoes that provide cushioning and support for safe participation in physical activity.
- All students are required to have a College hat, sports uniform and water bottle to enable them to participate in practical classes.
- Students may require two sports uniforms if classes are held on consecutive days.
- If students are considering the Senior Physical Education course, they are encouraged to complete at least one of the Year 10 Anatomy units.

Pre-requisites

Students need to show a dedicated approach to the subject through participation in all class activities.

Leads to Senior Subjects

- Physical Education
- Recreation
- Certificate III in Sport & Recreation
PSYCHOLOGY AND PERFORMANCE

Aims

The aim of this unit is to engage students in the fundamentals of Sport Psychology. In doing so they will develop an understanding of the important role that psychology plays in allowing athletes to perform to their full potential.

This unit aims to draw attention to the fact that athletic preparation must address not only the physical and technical skills, but also mental training – that is, a balanced training program needs to develop the mind as well as the body.

Unit Overview

This unit, which is offered in both Term 1 and Term 2, includes 50% theory and 50% practical components.

The core study areas and key learning experiences include:

- Psychological problems faced by athletes leading up to and during competition
- Psychological concepts associated with problems faced by athletes
- Psychological methods and strategies that maximise the athlete’s performance potential
- Psychology theory and its influence on learning and performance.

The practical unit is based on passive sports, and is determined by teacher expertise/experience and availability of facilities and equipment.

Practical choices may include lawn bowls, archery, and golf.

Additional Information

- Students will be expected to complete written and practical assessment tasks
- If students are considering the Senior Physical Education course, it is strongly recommended that they complete at least one of the Year 10 units.
- In archery, a high regard for safety is essential.
- All students are required to have appropriate sports shoes that provide cushioning and support for safe participation in physical activity.
- All students are required to have a College hat, sports uniform and water bottle to enable them to participate in practical classes.
- Students may require two sports uniforms if classes are held on consecutive days.

Pre-requisites

Students need to show a dedicated approach to the subject through participation in all class activities.

Leads to Senior Subjects

- Physical Education
- Recreation
- Certificate III in Sport & Recreation
SPORTS ORGANISATION

Aims

The aim of this unit is to engage students in planning, preparing, promoting and facilitating physical activities for small groups of children. In doing so, they develop the ability to work with others to organise and run sporting activity sessions for students from Emmanuel Catholic Primary School. A student’s basic understanding of sports organisation will also influence their appreciation of the work and resources involved in facilitating sporting clubs and organisations.

Unit Overview

This unit, which is offered in both Term 1 and Term 2, includes integrated theory and practical components. The core study areas include:
- Event promotion and sponsorship
- Study of minor games
- Planning activities appropriate to age, culture and experience
- Risk management for activities undertaken
- The health and safety considerations in organising a sporting event
- Working with others to run a sporting competition.

The practical unit is determined by teacher expertise/experience and availability of facilities and equipment. Practical choices may include minor games.

Additional Information

- Students will be expected to complete written and practical assessment tasks.
- All students are required to have appropriate sports shoes that provide cushioning and support for safe participation in physical activity.
- All students are required to have a College hat, sports uniform and water bottle to enable them to participate in practical classes.
- Students may require two sports uniforms if classes are held on consecutive days.

Pre-requisites

Students need to show a dedicated approach to the subject through participation in all class activities.

Leads to Senior Subject

- Recreation
- Certificate III in Sport & Recreation
- Physical Education
GEOGRAPHY

Aims

- To use geographical skills and fieldwork to undertake an environment action plan
- To investigate the impact of change on environments
- To use maps, tables and statistical data to express impact or change on the environment
- To investigate the relationship between global economic and ecological systems.

Unit Overview

The relationship between the environment and the economic development is a delicate one. This unit seeks to investigate a range of environmental and economic issues which are intertwined in the modern world. Although the world has seen the development of better farming techniques, methods of production, medical facilities, transport, technology, and generation of energy, these improvements have come at a cost. Students will learn about the relationship between global ecological and economic environments and our role in improving environment and resource allocation.

Topics of Study

- Climate change
- Preservation of pristine environments
- Endangered species, habitat destruction, hunting, poaching, experimentation and introduced species
- Over farming and over grazing of lands leading to degradation and desertification
- The use of fossil fuels and their alternatives such as nuclear energy, wind energy, wave energy and solar energy
- Sustainable development
- The divisions in the world between rich and poor
- Transmigration
- The Asia Pacific region
- Disasters – Natural and Man-made

Additional Information

- Students will complete written or oral pieces of assessment, so a sound level of English is expected
- Geographical skills will be taught in this unit along with the social science method of inquiry
- If students are interested in selecting Geography for senior study, they are encouraged to complete a Geography unit in Year 10.

Pre-requisites – nil

Leads to Senior Subject

- Geography
HISTORY

Aims

History develops understanding of cultural, social and political events, processes and issues that have shaped humanity from earliest times. It enriches our appreciation of how the world and its people have changed, and the significant continuities that exist into the present. In this way, the study of history enables students to contribute more effectively to creating the future. The curriculum will take a world history approach. This unit of study will encompass a range of study including the earliest human communities, the establishment of major civilizations around the world and the causes and effects of contact between societies during the period from 650 – 1750 and emergence of the modern world and Australia from 1918 to the present.

Course Overview

Topics will vary according to the interests of the students and will be selected from:

- Ancient China
- The Ottoman Empire
- The Spanish Conquest of the Americas
- The Industrial Revolution
- Progressive Ideas and Movements from the 18th to the 20th centuries
- The Civil Rights Movement in America
- The inter-war years between WW1 and WW2 including the Treaty of Versailles, the Roaring Twenties and the Great Depression
- Migration Experiences 1945 to the present

Key Inquiry Questions:

1. What emerged as the defining characteristics of ancient societies?
2. Which significant people, groups and ideas from the ancient and medieval worlds have influenced the world today?
3. How did new ideas and technological developments contribute to change in the modern world?
4. How did the nature of global conflict change during the 20th century?
5. How was Australian society affected by significant global events and changes?

Students will engage in Historical Skills such as:

- Chronology, terms and concepts
- Identifying different kinds of questions about the past to inform historical inquiry
- Using primary and secondary sources and synthesizing information from a range of sources
- Identifying and analyzing perspectives of people from the past
- Developing historical arguments that use evidence from a range of sources

Assessment

- One research assignment per term – extended writing
- One test per term – multiple choice, short answer, response to stimulus.

Pre-requisites – nil

Leads to Senior Subjects

- Modern History
- Ancient History
DANCE – BURN THE FLOOR

Aims
Dance education aims to improve the student's understanding of him/herself, others and the world. More specifically, dance education aims to:

- provide opportunities for learners to achieve their creative, intellectual and physical potential through exploring, comprehending and altering movement in terms of time, space and energy.
- establish the value of dance as a performance art in which the body is the medium of expression.
- explore dance skills and concepts that allow expression of and reflection on life's issues.
- develop awareness of and experience in a wide variety of dance styles.
- cultivate learners' appreciation of their own and other cultures.
- foster social skills such as cooperation, sharing and communication.
- develop personal attitudes such as self-esteem, confidence and individuality.
- express their ideas, thoughts and values and develop informed audiences.

The aspects and components of dance that are included as part of the Junior and Senior Dance programs studied within the College differ from what is offered by private Dance schools. Dance education within the school aims to:

- allow students to experience a multitude of styles rather than one or two very specialised styles.
- encourage students to explore and manipulate movement through individual choreography and analysis/appreciation rather than focusing primarily on performance.
- actively develop diverse and well-rounded participants and supporters of dance through the equal study of choreography, performance and appreciation.

Unit Overview
Burn the Floor
Dancesport (Ballroom Dancing) is a popular sport that can be identified in most countries throughout the world for either interest or cultural purposes. Learning about the three styles involved - Standard, New Vogue and Latin American, helps the students learn about other cultures, how Dancesport has become a sport instead of an art, the differences between the styles, and how characterisation is used to tell a story. Students will experience the difficulties of working together as a partnership and will learn how important it is to work as one when performing in front of a live audience. An introduction to the history of particular dances will complement the practical aspects of this unit. Students will also study the use of dance as a performance art in the popular media, in particular the application of dance in television, video clips and in films. Contrasts between choreographing and performing to suit the needs of two different audiences (camera / live) becomes apparent.

Topics of Study
- Choreography
- Performance
- Appreciation
- Dancesport
- Jazz / Hip Hop

Assessment Overview
Choreography
- In pairs, a Jazz/Jive Cabaret will be devised reflecting the principles of Latin American dancing, performed to a modern day song (own choice).
- In small groups, a routine will be choreographed according to the principles of film and television in any dance style (own choice) to a set song.

Performance
- Teacher devised Standard and Latin American style sequences and set New Vogue dances.

Appreciation
- Written assignment based on the history of a chosen Standard or Latin American style dance covered in class time. A personal journal is incorporated.
- A written analysis of a small group’s performance (based on the use of the space, levels of dance and techniques utilised to choreograph a routine to suit film/television purposes) will also be completed.

Pre-requisites - No prior experience in dance is required.
Leads to Senior Subject
- Dance [OP Eligible Subject]
DRAMA - MELODRAMA

Aims

Drama is one of the oldest art forms known. It has its origin in the impulse to imitate, symbolise and ritualise experiences in an attempt to understand and control them. Drama aims to provide a medium for exploration, social criticism, celebration and entertainment. It enables students to define and shape their own identity within social and cultural contexts. By blending intellectual and emotional experience, Drama offers a unique means of enquiry that contributes to knowing and understanding the world.

Through Drama education, students:

- engage in aesthetic learning experiences
- become critically and actively aware of themselves, of Australia and of the world in which they live
- develop the ability to use the languages of drama to make and communicate meaning, symbolically represent the world in which they live and deepen their understanding of symbolic representations
- value the range of social and cultural contexts in which drama is made in Australia and internationally
- develop functional, critical and cultural literacies through drama
- build self-discipline, confidence and communication skills and, in so doing be assisted to achieve their unique potential
- develop skills and understandings that are transferable to a variety of artistic, social and work-related contexts
- be encouraged to have ongoing involvement in dramatic activities
- be encouraged to use a range of technologies to support learning.

Unit Overview

Melodrama is a style of theatre in which stock characters are used to deliver a particular plot style. These character styles and plots can be seen in many different texts today, including soap operas and adventure films. Melodrama was once a very popular style of theatre in society and peaked in popularity during the mid to late nineteenth century. Group work, presentation skills, verbal and non-verbal communication techniques, and theatrical forms provide the basis for success in this art form. These skills are developed in a structured program of lessons, which lead the students through all the skills required to be a successful part of a melodramatic performance.

Topics of Study

- Explore the concepts and skills of Melodrama
- Investigate the Elements of Drama, identify these in texts and incorporate them into performance
- Contribute and incorporate their own ideas to create melodramatic work
- Discuss and reflect on individual achievement in melodramatic work
- Participate in character performance and interactive audience roles.

Assessment Overview

Examples of assessment include:

**Forming**
- Writing a script for performance
- Creating a melodramatic scenario
- Devising setting (props, scenery and lighting)

**Presenting**
- Performance of a student-devised script
- Performance of character reactions

**Responding**
- Reviewing an example of Melodrama
- Researching a dramatic style
- Reflective journal writing

Additional Information

Students are expected to approach Drama with a positive attitude, a willingness to work hard and the ability to communicate.

Pre-requisites – nil

Leads to Senior Subject

- Drama
MUSIC - THE DEVELOPMENT OF POPULAR MUSIC

Aims

As an essential form of expression and communication, music provides opportunities for aesthetic experiences. It accompanies the important social, cultural, technological, political and educational functions of existence and enhances our celebration of life; enlightening, inspiring, relaxing, entertaining and enriching our lives. Music contributes to learning through the development of aspects such as memory, co-ordination, concentration and inventiveness. Mastery of physical and perceptual skills gives students a sense of achievement, self-confidence and self-esteem. Studies in music, therefore, offer a unique form of self-expression and communication.

A course of study in music encourages students to:

- develop an enduring love of and lifelong involvement with music.
- appreciate and study music for its aesthetic value.
- empathise with music in a variety of styles and contexts.
- become musically literate and capable of communicating through music, and become informed, articulate participants in the musical life of the community.
- develop social and personal skills that promote group cooperation, responsibility, confidence and self-esteem.
- develop their critical faculty and intellect through activities that develop higher-order thinking skills and creative problem-solving abilities.

Unit Overview

Students study the birth and development of popular music. They trace the origins of this style and listen to and analyse the many genres that have developed out of this one style. Students develop compositional skills relating to this style and perform music from the popular music arena.

Topics of Study

- Jazz
- Rock ‘n’ Roll
- Country
- Classical & Art Rock
- Commercial Pop
- Modern Styles
- Guitar, Drums, Bass, Keyboard, Voice.

The elements of music that are studied as part of junior and senior music programs within the College are very different from what is offered outside of the College in private tuition. Music education within the College aims to:

- allow students to experience many different styles, genres and instruments in music, rather than a focussed study on one particular instrument, genre or style.
- encourage students to create original works, applying and analysing composition skills.
- actively encourage the development of critical listening skills through aural and visual analysis.

Pre-requisites – nil

Leads to Senior Subject

- Music
The Arts

Aims

The Year 10 Visual Arts program is designed to build upon Years 8/9, providing a sound foundation to lead into Senior Art. Students will gain experience in a number of different media and investigate a variety of cultures and art works. The course focusses on students making and appraising images and objects as a lead-up to Senior Art and encompasses both Fine Art and Graphic Design disciplines.

Students will develop perceptual and conceptual understandings of visual language enabling them to be visually literate in the symbol systems and visual communication of cultures and societies, past and present. They engage in experiences to develop personal expression, aesthetic judgment and critical awareness and a sense of satisfaction and enjoyment in making images and objects.

Learning experiences are as real or as life-like as possible. Reflective self-practice, e.g., self-evaluation, occurs in the recording of the creative development of the folio, i.e. Visual Diary. Students show active participation through analysis and problem solving.

ART – ART IN EVERY DAY LIFE

Unit Overview

This unit introduces the use of Inquiry Learning Model to develop ideas for artworks. The research, development and reflection process is fundamental to the development of more resolved artworks in this unit. Students will undertake the critical analysis of artworks and learn to communicate their ideas using symbols, taking their inspiration from everyday life.

- Ceramics: Story Pots
- Screen Printing, Photography and Digital Imaging
- Appraising Assignment - analysis of an artwork

COMMUNICATING THROUGH ART AND TECHNOLOGY (CAT)

Unit Overview

This unit focusses on using technology for practical artistic applications and developing communication skills. It is designed to provide practical preparation for employment in the artistic field, namely the Graphic Design Industry. Students may participate in learning experiences relating to digital imaging, typography, advertising, promotion and desktop publishing.

- Visual Literacy - tools of the designer: exercises
- Graphic Design - typestyles and their uses, designing logos, business cards, letterheads, advertising
- Design Commission Task - students acquire a real-life commission from an existing business, e.g. logo design, business cards, brochure, etc.
- Appraising Test - visual analysis of an artwork

Topics of Study

- Graphic Design

Additional Information

Students need to have an active interest in learning to be creative and a preparedness to meet the demands of a rigorous academic course which encompasses both making and appraising.

Pre-requisites – nil

Leads to Senior Subject

- Visual Art
**ACCOUNTING AND MYOB BASICS**

**Unit Overview**

Students will gain an insight into both manual accounting procedures and modern accounting software. Students will use MYOB software which was developed for accountants and small to medium sized businesses around the world.

**Topics of Study**

- An introduction to the accounting process
- Accounting for trading enterprises
- MYOB for beginners – computer software used by many businesses and accountants.

**Assessment**

- Accounting process and Financial Statements - Term test
- MYOB test

**Pre-requisites – nil**

**Leads to Senior Subject**

- Accounting
- Business Communication & Technologies (BCT)
- Certificate II in Business and Certificate II in Information, Digital Media & Technology

**Career Paths**

- This subject will be of great benefit to any student who may be considering a future career in Business Accounting. It will also enhance a student’s fundamental business and financial knowledge for any career path.
EARLY CHILDHOOD EDUCATION AND CARE

Aims

To introduce students to a program of study in which they will develop:

- knowledge and understanding of the nature and influences on child development from conception to early childhood
- a respect for young children through an awareness of their physical, intellectual, language, emotional and social development
- the ability to communicate in a variety of modes
- practical skills in a caregiving role including the skills associated with teamwork and co-operative planning
- the ability to operate as reflective and self-directed learners
- knowledge and understanding of childhood environments and childcare programs that facilitate all aspects of the development of young children
- knowledge and understanding of the various roles of parents, caregivers and early childhood professionals in providing care for young children
- knowledge and skills essential to participation in the workforce in general and the childcare industry in particular

Unit Overview

This unit incorporates the following:

- Knowledge and understanding of the nature of, and influences on child development from conception to early childhood
- A respect for young children through an awareness of their physical, intellectual, language, emotional and social development
- Knowledge and understanding of childhood environments and childcare programs
- Knowledge and understanding of the various roles of people providing care for young children
- The ability to operate as an independent and self-directed learner

Topics of Study

- The family
- Growth and development before birth
- The new baby
- Birth defects
- Baby and early childhood development
- The importance of play
- Parenting roles and responsibilities

Pre-requisites - nil

Leads to Senior Subject

- Certificate III in Early Childhood Education and Care
INTRODUCTION TO HOME ECONOMICS

Aims

To introduce and provide students with opportunities to explore a range of contexts within Home Economics Education and to:

- provide a program that enables students to address simple and complex challenges related to their wellbeing, real-life concerns and interests
- develop knowledge, skills and attitudes in an integrated manner through a variety of projects
- allow students to make informed consumer decisions, which enhances their well-being
- to develop the ability to think critically and solve problems
- develop communication and management skills
- work co-operatively with fellow students and teachers
- create practical and enjoyable items of work.

Unit Overview

Topics of Study:

- personal and societal factors that are creating change related to food and nutrition
- special dietary needs of individuals, e.g. teenagers, vegetarians
- strategies for optimising a healthy diet
- barriers and enablers
- food preparation to support goals
- simple textile applications

Students will:

- utilise the “Inquiry Process” of research
- analyse and evaluate data in relation to food
- undertake the making of a textile item

Pre-requisites - nil

Leads to Senior Subjects

- Home Economics
- Hospitality Practices
INTRODUCTION TO HOSPITALITY PRACTICES

Aims

This unit:

- fosters the development of students' knowledge and understanding of food and food handling.
- provides the student with basic catering work practices and skills and introduces the student to features of the catering and commercial cookery industry relevant to Senior Hospitality Practices.
- facilitates the development of teamwork, with its emphasis on work teams, as well as the development of individual skills.

Unit Overview

The role and types of food service and catering in domestic, community and commercial settings:

- Social factors which influence food and beverage choices
- Selecting foods, techniques and equipment for different types of special occasions
- Techniques for improving food presentation
- Marketing foods for special occasions
- Catering techniques used to improve the appeal of food.

Topics of Study

- Food as a Socialiser
- Menu Planning - types of entertainment, types of menus and invitations
- Food and Dining Presentation.

Additional Information

- Theory work and planning are essential in order to enhance the quality of practical work.

Pre-requisites - nil

Leads to Senior Subjects

- Hospitality Practices
- Home Economics
INTRODUCTION TO TECHNOLOGY STUDIES

Aims

The students are to develop an understanding of the design process and to test the design producing a prototype. The skills gained will assist greatly in the senior course Technology Studies.

Unit Overview

Topics of Study

Term 3
Project Design and Realisation
Design problem with wood bias
- Project 3 (Bridge design and construction)
- Project 4 (Wine bottle or DVD storage unit)

Term 4
Project Design and Testing
- Project 5 (CO2 Dragster)

Additional Information

- The student needs to have a creative flair and enjoy the creative process.
- Research skills as well as hand skills are necessary for the realisation of the design.
- Due to the report writing aspect of this course, it is recommended that students who have difficulties in this area consider selecting Construction & Furnishing or Welding & Small Engines.
- Projects listed are subject to change.

Pre-requisites – nil

Leads to Senior Subject

- Technology Studies

BUILT ENVIRONMENT GRAPHICS

Aims

To provide an enjoyable, challenging learning experience which enables students to effectively communicate ideas through CAD or graphical means.

Unit Overview

To consolidate and build upon the knowledge gained in previous Graphics units.

Topics of Study

- 2D drawings
- 3D drawings
- Working drawings
- Presentational drawings
- Built environment
- Production graphics
- Business graphics

Pre-requisites

- While it is not a pre-requisite to have completed Year 9 Graphics, this would be an advantage.
- The student needs to have a creative flair and enjoy the creative process.
- Students need to be able to work independently solving problems graphically.
- It is important that students be able to visualise objects and represent them graphically in two dimensional and three dimensional forms.

Leads to Senior Subjects

- Graphics
- Industrial Graphics
CONSTRUCTION AND FURNISHING

Aims
To assist students gain the skills and knowledge necessary for everyday life and for apprenticeships or other related work.

Unit Overview
Terms 3 & 4
Furniture Construction
- Hand skills in timber joint construction - coffee table
- Portable power tool usage
- Woodturning (clock or paper towel holder)
- Jewellery box
- Towel rack/Fishing Rod rack
- Theory

Additional Comments
The student needs to have an interest in working with his/her hands and the desire to make things. Skills learnt may lead to a trade or are useful in both commercial and domestic applications. Students also have the opportunity to be part of the Doorways to Construction program, through Construction Skills Qld, in their Senior Schooling years.

Pre-requisites – nil

Leads to Senior Subject
- Certificate I in Construction and Certificate I in Furnishing

WELDING AND SMALL ENGINES

Aims
To assist students gain the skills and knowledge necessary for everyday life and for apprenticeships or other related work.

Unit Overview
Term 3
Introduction to Welding and Fabrication projects
- MIG welding
- Oxy welding
- Metal lathe
- Fabricating
- Practical Theory

Topics of Study
- Welding projects: wall bracket, magazine rack, candle holder, book ends, scriber handles and depth gauge
- Theory

Term 4
Introduction to Small Engines
- The theory of two and four stroke engines
- Engine assembly
- Display engine
- Fabricating

Topics of Study
- Dismantle engine
- Name parts
- Section parts
- Assemble engine
- Engine stand
- Theory
- Welding project 2

Additional Comments
The student needs to have an interest in working with his/her hands and the desire to make things. Skills learnt may lead to a trade or are useful in both commercial and domestic applications.

Pre-requisites – nil

Leads to Senior Subject
- Certificate I in Engineering
VIRTUAL REALITY / INTERACTIVE FLASH ANIMATION

Aims

Multimedia is an exciting field that engages an audience through a combination of graphics, video, animation, text and sound. The interactive nature of multimedia allows users to find specific information efficiently.

Interactions between humans and computers are being altered by developments in multimedia and virtual reality. Students in this subject will develop artistic and technological skills as they explore cutting-edge interface design using a variety of industry-standard software programs to complete multimedia projects.

The potential complexity of multimedia products requires effective design in order to achieve consistency and user-friendliness. The design-develop-evaluate cycle is used to complete projects. All phases of the cycle are documented and evaluated by the students.

Unit Overview

Students will:

- be introduced to Adobe Flash software which is used to create interactive and complex animations with sounds
- develop interactive virtual scenes by taking 360° panoramic photos

Topics of Study

- Animation
- Flash Skill Development
- Panoramas
- Virtual Reality

Pre-requisites - nil

Leads to Senior Subjects

- Information Technology Systems
- Certificate II in Business and Certificate II in Information, Digital Media & Technology
WORLD AROUND US

Aims

Asian languages have an important place in the Queensland school curriculum because of Australia’s location in the Asia-Pacific region. For Queenslanders the study of Japanese is especially important given the strong cultural, economic and political ties with Japan.

Because of the tourism and commercial links between Australia and Japan, Queensland students have many opportunities to meet Japanese-speaking people in the school context and in the general community. Japanese lifestyle, culture and sport are becoming increasingly familiar to Australians through the media and personal contact.

Japanese offers an opportunity for learners to study a unique language that uses a variety of character-based scripts. The Japanese language deeply reflects the complexity and cultural heritage of Japanese society. Through studying Japanese, Queensland students are able to develop a sensitivity towards the values and perspectives of the Japanese people.

As Queensland students increasingly take the opportunity to travel to Japan, a knowledge of Japanese is an advantage, both in enriching the travel experience and opening opportunities to develop long-lasting friendships.

Unit Overview

Term 3 “Chill Out”

- Focusses on describing people and the school environment
- Encourages students to investigate leisure activities in Australia and Japan
- Supports the development of Numeracy, Literacy and Lifeskills and assists overall communication skills
- Develops an appreciation of cultural and economic values within our society
- Covers a varied range of Japanese script from simple Katakana to complex Kanji.

Topics of Study

- Student life
- Describing people and making comparisons
- School rules
- Leisure activities

Term 4 “The Land Down Under”

- Focusses on the Australian and Japanese lifestyles
- Supports the development of Numeracy, Literacy and Lifeskills and assists overall communications skills
- Develops an appreciation of cultural and economic values within our society
- Covers a varied range of Japanese script from simple Katakana to complex Kanji.

Topics of Study

- Eating out
- Weather
- Desires
- Shopping
- Cultural awareness

Pre-requisites

- A Sound Achievement in Year 9 Japanese

Leads to Senior Subject

- Japanese
ENRICHMENT MATHEMATICS

Aims

Enrichment Mathematics is offered on the elective lines in Semester 2 Year 10 as an additional Mathematics subject. It is specifically aimed at those students who may enjoy the subject or have special abilities in the discipline they wish to further. It is a demanding subject that is suitable for Extension students, particularly those intending taking one or both of the higher order Mathematics subjects in the Senior years.

Course Overview

Enrichment Mathematics is designed to introduce concepts taught primarily in Senior Mathematics C but will also be beneficial to students studying Mathematics B in Senior.

These topics may include:

- **Number & Algebra**
  - Patterns, sequences & progressions
    - recognise, extend and generalise patterns of numbers and objects
    - using recursive techniques to describe sequences
    - arithmetic and geometric sequences
  - Trigonometric Functions
    - Degrees
    - Radian measure
    - Exact trig values

- **Statistics & Probability**
  - Group Theory
    - modular arithmetic
    - concepts of closure, associativity, identity and inverse
    - Mathematical Proofs
  - Real and complex numbers
    - rational numbers
    - irrational numbers
    - surds
    - Introduction to Complex numbers

- **Measurement & Geometry**
  - Sets
    - set notation, union, intersection, sub sets
  - Matrices
    - Basic operations
    - Inverses
    - applications
  - Linear Difference
    - First order linear difference equations

A variety of strategies is employed to allow a wide range of opportunities for students to learn. Standard text book exercises, puzzles, practical activities, problem solving tasks, open-ended tasks and technology applications are some such strategies. Homework is set regularly to ensure students practise skills learnt and are able to build on them.

Students should spend time each night completing class work, practising previous work or completing required assessment items.

Assessment Overview

Written tests and alternative assessment tasks such as assignments, projects and research are given each term.

Pre-requisites

It is strongly recommended that students should also be currently studying Extension or Accelerated Mathematics.

Leads to Senior Subjects

- Mathematics B
- Mathematics C

While the content of this subject is not a pre-requisite for Senior Mathematics B or C, it provides an introduction to topics studied in Senior as well as a valuable opportunity to develop mathematical logic and problem solving techniques, to enhance performance in Years 11 and 12.
HUMAN MOVEMENT

Aims

The aim of this unit is to enhance the students’ knowledge of human movements by engaging them in the fundamentals of anatomy, biomechanics and learning how to develop their own physical fitness. In doing so, they are able to apply knowledge to improve personal performances through specific training. By the end of this unit, students should understand why physical activity is important - how it affects the body, what strategies can be employed to incorporate it beyond the school environment and how to participate as an individual.

Unit Overview

This Elective unit that is offered in Semester 2 includes 50% theory and 50% practical components. The core study areas and key learning experiences include:

**Term 3**
- Applied Anatomy for movement
- Motor learning and skill acquisition
- Movement principles and applied biomechanics
- Fitness components

**Term 4**
- Basic Energy systems
- Training principles and training methods
- Fitness testing
- Basic exercise program design

The practical units are based on individual and team multi-sports, and are determined by teacher expertise/experience and availability of facilities and equipment.

**Practical choices may include:**
- Basketball, Fitness for Multisport, Biathlon, Duathlon or Triathlon.

Assessment Overview

- Each term students will be expected to complete written exam and continuous assessment in a variety of authentic contexts is applied to practical performances.

Additional Information

- Off campus activities often do not fit well within normal allocated lesson time. Therefore, students in this elective may need to commit ‘extra personal time’ either side of their practical lessons in order to maximise their experience and performances in the multisport unit.
- All students are required to have appropriate sports shoes that provide cushioning and support for safe participation in physical activity, along with a college hat, sunscreen, appropriate swimwear, sports uniform and water bottle to enable participation in practical classes. (Students may require two sports uniforms if practical classes are held on consecutive days.)
- If students are considering the Senior Physical Education course, they are encouraged to complete this elective with confidence.

Pre-requisites

- The willingness to actively participate in all practical sessions is mandatory. A high level of motivation is required, particularly in completing the practical components of the course where improvements in personal skills and fitness development are expected.
- As this unit is water based, students are required to be competent and willing swimmers.

Leads to Senior Subjects

- Physical Education
- Recreation
- Certificate III in Sport & Recreation
RECREATION FOR FITNESS

Aims

The aim of this unit is to engage students in learning and developing skills necessary for maintaining a healthy lifestyle in later years. Students will develop the idea that participating in a wide range of recreation pursuits can enhance their physical, social, psychological and mental development by engaging in activities that challenge the mind and body. This course aims to nurture skills required for life-long learning and promotion of the importance of physical fitness throughout the life span for better overall health and wellness.

Unit Overview

This Elective unit, which is offered in Semester 2, includes integrated theory and practical components. The core study areas and key learning experiences include:

Term 3 – Recreation for Health
- Investigate participation rates of the Australian population
- Evaluate factors which impact upon participation in physical activities
- The health and lifestyle benefits of Recreation
- Occupations available in the recreation industry
- Appreciating the environment and the outdoors
- Basic first aid skills
- Risk management of physical activities
- Safe and ethical use of equipment
- Care and maintenance of equipment and environment
- Group work
  - Individual and team strategies
  - Coaching and support roles

Term 4 – Fitness for Recreation
- Investigate the recreational opportunities available in the community and how accessible they are
- Fitness assessment at the beginning and end of term
- Reflect on fitness progression
- Design and implement personal training program
- Keep a journal of training progress
- Duty of care to participants in recreational activities
- Personal training and Group fitness classes

The practical unit is determined by teacher expertise/experience and availability of facilities and equipment.

Additional Information

- Students will be expected to complete written and practical assessment tasks.
- Students will be expected to attend the recreation excursions for this subject.
- All students are required to have appropriate sports shoes that provide cushioning and support for safe participation in physical activity.
- All students are required to have a College hat, sports uniform and water bottle to enable them to participate in practical classes.
- Students may require two sports uniforms if classes are held on consecutive days.

Pre-requisites

- A good level of physical fitness
- Students need to show a dedicated approach to the subject through participation in all class activities.

Leads to Senior Subject

- Recreation
- Certificate III in Sport & Recreation
- Physical Education
INTRODUCTION TO BIOLOGY

Aims
Introduction to Biology aims to inform and engage the students in the wonders of plant and animal life. To increase their knowledge of life, plant and animal systems are examined from the microscopic cellular level through to the tissue and systems level. Biology students will also learn the skills to be able to consider and report scientifically using a range of genres. Both modern and historical issues will be examined and scientifically evaluated through both direct classroom learning and through the use of secondary research sources.

Understanding Biology
• To recall knowledge
• To apply knowledge in simple and complex situations

Investigating Biology
• To collect and organise data
• To process information
• To make simple judgements
• To communicate information in various contexts
• To devise and design

Evaluating Biological Issues
• To evaluate and apply reasoning to account for novel and social contexts

Unit Overview
Cell Biology and Genetics
This topic will focus on the function of cellular organelles within cells such as plant and animal cells. This understanding will lead to important cellular processes that occur within cells – mitosis, meiosis and DNA replication. The course will include examination of how DNA can be used to determine the paternity of children through Gel Electrophoresis.

Animal and Plant Biology
This topic will look firstly at human anatomy, specifically the excretory and endocrine systems and the process of homeostasis. Secondly, a study of plant anatomy and physiology will be undertaken, looking at the structure and function of plant components and an in-depth study of photosynthesis. The course will include both theory and practical work with the inclusions of dissections and various methods of slide preparation.

Assessment will be a written exam, research assignment and practical reports.

Pre-requisites
• A sound achievement in English
• A sound achievement in Mathematics

Leads to Senior Subject
• Biology
INTRODUCTION TO CHEMISTRY

Aims

Introduction to Chemistry aims to inform and engage the students in the incredible chemical world we live in, through the understanding of materials from the atomic level through to the bonding and use of metals and non-metals. Analytical laboratory skills are a significant component of this course and will engage the students in an active kinesthetic learning environment.

The general objectives of Chemistry are:

Knowledge and Conceptual Understanding
Students should acquire knowledge and construct understanding of facts, theories, concepts and principles of Chemistry.

Investigative Processes
Students need to be able to interpret both quantitative and qualitative data.

Evaluating and Concluding
Students need to be able to evaluate, make judgments and propose future possibilities. They need to reach conclusions and explain events using science.

Unit Overview

Introduction to Chemistry covers atomic structure, the periodic table, and balancing equations to an advanced level. Students learn about the various types of reactions with an emphasis on neutralisation reactions. A significant amount of time will be spent on the skills of Titrations.

Assessment will comprise exams, research tasks and practical tests.

Topics of Study
- Atoms and Atomic Structure
- The Periodic Table
- Balancing Equations
- Types of Chemical Reactions
- Volumetric analysis including Acid-Base Titrations

Pre-requisites
- A Sound Achievement in Science
- A Sound Achievement in Mathematics

Leads to Senior Subject
- Chemistry
INTRODUCTION TO AQUATIC PRACTICES

Aims

Aquatic Practices involves human interactions with the marine environment and the development of skills appropriate to enabling these interactions to be carried out safely and intelligently. It also involves economic and recreational pursuits and issues relating to conservation of the marine environment and its resources. Hence, Aquatic Practices makes use of scientific knowledge of the sea, its inhabitants, the shores and the sea floor. Australia is a seaboard nation; therefore, a study of the sea and how people interact with it is relevant to its citizens. Marine industries are major contributors to our economic well-being in such sectors as food supply, mineral resources, trade, tourism and transport.

Unit Overview

In this unit, students will learn how scientists organize and classify life and then apply this knowledge to the marine environment. Students will also investigate how seemingly dissimilar organisms are classified closely together and that organisms that have similarities are not necessarily related at all. This will enable students to appreciate the diversity of life in aquatic environments.

Students will also be introduced to the theory of weather and tides, oceanography and snorkeling skills.

Course Outline

Throughout the Year 10 course, students will establish a foundation of knowledge in the marine environment and its management. Specifically these will involve:

- Marine Organisms
- Fish Anatomy and Physiology
- Fishing
- Commercial and Recreational Fishing
- Pest and Threats to Marine Ecosystems
- Tides, weather and oceanography

Pre-requisites – nil

Leads to Senior Subject

- Aquatic Practices
INTRODUCTION TO PHYSICS

Aims

To provide the opportunity for students to access, process and communicate information so that they may be culturally and scientifically informed and aware of the physical world. The course focusses on:
- methods of empirical science and the expression of natural laws in mathematical form
- the fundamental laws of nature and some of the observable phenomena which result from them.

Unit Overview

Motion and Robotics
In Motion and Robotics, motion will be described in terms of its speed, velocity and acceleration. Nature of friction and air resistance will be analysed and Newton’s Laws will be discussed and related to everyday cases of motion. Students will also learn basic Lego NXT Robotics programming. They will use this in exploring different sensors, gears and power.

Magnetism and Electromagnetism
In Magnetism and Electromagnetism, the nature of a magnetic field will be considered and the relationship between an electric current and magnetic fields will be examined. Students will also learn about Basic Electricity and use Snap Circuit Electronic Kits to develop their understanding.

Topics of Study
- Science on the Road and Robotics
- Magnetism & Electricity

Additional Information
- This unit will be beneficial to all the students who are planning to study Senior Physics
- Assessment may comprise exams, practical investigation reports, design practicals or research projects.

Pre-requisites
- High Achievement in Science is recommended.
- High Achievement in Extension or Accelerated Mathematics is recommended.

Leads to Senior Subject
- Physics
Social Science

GEOGRAPHY

The Global Citizen – Contrasting Development

Aims

- To provide an understanding of changing global development
- To analyse development in terms of its relationship to social, political, economic and physical bases
- To investigate concepts such as human wellbeing, social justice and ecological sustainability.

Unit Overview

This unit focuses on issues related to the variations in living conditions that exist within and between people from different countries, and the factors that underlie these differences. Key questions undertaken in this unit include:

- What is development?
- What are the indicators and patterns of development?
- What are the social, economic, political and physical processes that have caused varied patterns of development in South East Asia?
- What impact do the patterns of development have on people in contrasting situations?
- What is being done by individuals, groups and governments to reduce inequalities?

Topics of Study

- Natural resources
- Human resources
- Standards of living
- Resource allocation
- Social systems
- Political decisions
- Sustainable development
- Ecological responsibility
- International institutions
- Human well being
- Social justice
- Equity
- Inequalities
- Global development
- Third World Countries.

Pre-requisites - nil

Leads to Senior Subject

- Geography
HISTORY

Aims

During the semester students will engage in a range of historical theme studies. For each major theme, a number of historical understandings will be identified. These will include:

- Evidence
- Continuity and Change
- Cause and Consequence
- Historical Perspective
- Historical Significance
- Empathy
- Contestability

The historical skills that students will develop are related to the process of historical inquiry. The areas of skills are:

- Chronology
- Historical language (terms and concepts)
- Historical questions and research
- Analysis and use of sources
- Perspectives and interpretations
- Explanation and Communication

Students will have a choice of themes to be studied ranging from the ancient world to the very modern world. It is hoped that students will then continue to specialise in their Senior studies by choosing either Ancient History or Modern History.

Course Overview

Units offered during the semester will include:

1. A study of the ancient world including the discoveries and mysteries of an ancient civilization such as Egypt, Greece, Rome, China or India
2. The study of an Asian or Polynesian society 1750 - 1950 such as China, India or the Maoris of New Zealand
3. Rights and Freedoms in the 20th century such as the study of Apartheid in South Africa; Women’s Rights and Feminism
4. Popular Culture such as the changing nature of music, film and sport since the end of WW2; the increasing influence of America; the social revolution of the 60s; attitudes and values that have influenced the Australian way of life including multiculturalism
5. Migration Experiences such as the experiences of refugees and asylum seekers and the treatment of foreigners from federation through to present times

Assessment

- Two research assignments – may be presented as extended written or spoken
- One in class test – multiple choice, short answer, response to stimulus

Pre-requisites – nil

Leads to Senior Subjects

- Modern History
- Ancient History
LAW AND CITIZENSHIP

Aims

- To investigate the laws which govern society and the legal, moral and social effects on society
- To define and understand the concept of ‘crime’ and who is responsible for law enforcement
- To outline the criminal court system and procedure
- To understand the relationship between government and law
- To investigate the rights and responsibilities of Australian citizens.

Unit Overview

This unit examines the need for law and order in a society and the enforcement of the law – Cops and Robbers. Students will be introduced to concepts involving the rules that are enforced by the Australian and State legal systems. An introduction to our parliamentary and government systems, as well as a basic outline of our court systems, will be included. The unit will also examine the rights and responsibilities that come with being an 18 year-old Australian citizen. Students undertaking this course will be encouraged to consider a range of perspectives and evidence before reaching conclusions. Students will draw on international and Australian experience and events while developing their own views about the law, its enforcement and citizenship.

Topics of Study

- What is law?
- Why do we obey the law?
- Is there a need for law?
- What are the elements of crime?
- What powers do the police have?
- What is the ‘Adversary System’ in a courtroom?
- What is the ‘Hierarchy of Criminal Courts’ in Queensland?
- What is the difference between ‘government’ and ‘parliament’?
- What are the levels of government in Australia?
- How do parliament and the courts influence law-making?
- What is the age of majority in Queensland?
- What rights do adults have? Responsibilities? Legal and political?
- What does it mean to be a ‘citizen’?

Additional Information

Before undertaking this course, it would be useful for students to have a basic knowledge of the structure of government in Australia and recognise the existence of police in our society. This knowledge is not essential and can be gained from students’ own experience and being a participant in our society.

Pre-requisites - nil

Leads to Senior Subject

- Legal Studies
DANCE

Aims

Dance education aims to improve the student’s understanding of him/herself, others and the world. More specifically, dance education aims to:

- provide opportunities for learners to achieve their creative, intellectual and physical potential through exploring, comprehending and altering movement in terms of time, space and energy.
- establish the value of dance as a performance art in which the body is the medium of expression.
- explore dance skills and concepts that allow expression of and reflection on life’s issues.
- develop awareness of and experience in a wide variety of dance styles.
- cultivate the learner’s appreciation of their own and other cultures.
- foster social skills such as co-operation, sharing and communication.
- develop personal attitudes such as self-esteem, confidence and individuality.
- express ideas, thoughts and values.
- develop informed audiences.

Unit Overview

On with the Show: Production Unit
In the first unit in Term 3, the class organises and presents a single performance or series of dances in any particular style to a specific audience. This will include choreography, advertising, designing, costuming and rehearsing for their culminating performance.

Dancing down Under
Students will also explore and manipulate Contemporary Dance through examining and contrasting a number of leading Australian Contemporary Dance Companies, including ‘Sydney Dance Company’, Brisbane-based company ‘Dance Expressions Company’ and ‘Dance North’, based in Townsville. The Queensland Ballet Company will also be a focus point, discussing the contrasts and similarities between the companies, the two styles of dance and how each company uses the body as a medium of expression.

On Broadway! Dance in Musical Theatre
In Term 4, students will learn the Musical Theatre dance styles of Jazz, Tap and Cabaret. Emphasis is placed on differentiating between ‘dance for dancer’s sake’ [to the music] and ‘dance to support or enhance the storyline’ [to the words]. They will also engage in a study of the historical development of Musical Theatre Dance. This knowledge of style, together with the ability to perform it competently, is then applied to the student’s creative work as he/she considers choreographic possibilities within these styles.

Topics of Study

- Choreography
- Performance
- Appreciation
- Modern and Contemporary Dance [Term 3]
- Jazz, Tap and Cabaret Dance [Term 4]

Pre-requisites – nil

Leads to Senior Subject

- Dance [DP Eligible Subject]
DRAMA

Aims

Drama is one of the oldest art forms known. It has its origin in the impulse to imitate, symbolise and ritualise experiences in an attempt to understand and control them. Drama aims to provide a medium for exploration, social criticism, celebration and entertainment. It enables students to define and shape their own identity within social and cultural contexts. By blending intellectual and emotional experience, Drama offers a unique means of enquiry that contributes to knowing and understanding the world.

Through Drama education, students:
- engage in aesthetic learning experiences
- become critically and actively aware of themselves, of Australia and of the world in which they live
- develop the ability to use the languages of Drama to make and communicate meaning, symbolically represent the world in which they live and deepen their understanding of symbolic representations
- value the range of social and cultural contexts in which drama is made in Australia and internationally
- develop functional, critical and cultural literacies through Drama
- build self-discipline, confidence and communication skills and, in so doing, be assisted to achieve their unique potential
- develop skills and understandings that are transferable to a variety of artistic, social and work-related contexts
- are encouraged to have ongoing involvement in dramatic activities
- are encouraged to use a range of technologies to support learning.

Unit Overview

Playbuilding is a process whereby a play is devised and rehearsed over a period of time and is then performed for a specific audience. The process of playbuilding involves refining the plot, themes, characters and staging. Playbuilding gives students the chance to work with a group, learn co-operative decision making and have the chance to build an ensemble piece that is designed exactly to meet the needs and interests of the group.

In this unit students will:
- apply the steps of playbuilding, from research to performance
- contribute ideas, feelings and experiences to the process of playbuilding
- consider the actor-audience relationship and select stage spaces to suit playbuilding tasks
- create and develop characters
- include and manipulate selected theatrical techniques in performance tasks
- unpack the process of Narrative, Compilation and Issues-based playbuilding.

Non-Realistic Theatre is an umbrella term applied to many different styles of the early 20th century. These styles came about as a reaction to Realism in the theatre. Non-Realistic styles include Expressionism, Symbolism and Epic Theatre. Each of these styles has its own nuances and features, which students will identify and utilise throughout this unit.

Studying Non-Realistic Theatre can help students to objectify real life situations and deal with them in new and creative ways. In this unit, students will:
- investigate the origins and conventions of Non-Realistic Theatre and its sub-styles
- explore and express a range of human experiences through objective means
- discover new ways to use movement and voice in the creation of a character or caricature
- practice the acting conventions of Non-Realistic Theatre styles
- create and manipulate tension
- develop their own Non-Realistic performance and evaluate the effectiveness of these styles
- examine different stage craft techniques.

Pre-requisites - nil

Leads to Senior Subject
- Drama
MUSIC

Aims

Music has always been an integral part of our way of life. It is used as a form of communication; a language which is universally understood. Music education within the College aims to:

- allow students to experience many different styles, genres and instruments in music, rather than a focussed study on one particular instrument, genre or style.
- encourage students to create original works, applying and analysing composition skills
- actively encourages the development of critical listening skills through aural and visual analysis.

Unit Overview

Music through the Ages

- This unit involves the study of the development of instrumental ensembles and vocal forms, from the string quartet to the symphony orchestra and beyond.
- Performance will allow students opportunities to perform instrumentally and vocally.
- Arranging skills are developed as students experience instrumental and vocal ensembles.
- Students research forms and genres throughout the Medieval to Modern periods.
- Students create their own composition of music based on the elements studied in class.

Covered Chaos

- This unit involves the study of the concepts of covers.
- Students develop their musicology through the analysis of covers by comparing and contrasting the manipulation of music elements within an original and a cover.
- Students focus on a variety of musical styles from programmatic Art Music to Dubstep and Electronic.
- Composition and performance skills are developed as students create their own original cover to perform or present electronically.

Additional Information

Students should have a basic understanding of music elements. The ability to sing or play an instrument is recommended, although not necessary.

Pre-requisites - nil

Leads to Senior Subject

- Music
VISUAL ART

Aims

The Year 10 Visual Arts program is designed to build upon Years 8 and 9, providing a sound foundation to lead into Senior Art. Students should gain experience in a number of different media and investigate a variety of cultures and art works. The course focusses on students making and appraising images and objects as a lead-up to Senior Art and encompasses both Fine Art and Graphic Design disciplines.

Students should develop perceptual and conceptual understandings of visual language, enabling them to be visually literate in the symbol systems and visual communication of cultures and societies, past and present. They engage in experiences to develop personal expression, aesthetic judgement and critical awareness and a sense of satisfaction and enjoyment in making images and objects.

Students are required to document the process of the development of their ideas, reflections and problem solving.

Unit Overview

Facade
The Term 3 Unit focusses on developing students' visual language and appreciation of the role art plays in cultures and societies. It promotes the creation and critical awareness of original artworks in the Fine Art and Graphic Design fields using a variety of traditional and non-traditional media.

- Tools of the Designer – Elements/Principles of Design: appraising artworks
- Wearable sculpture – major piece: individual/group
- Cartooning – minor piece: individual
- Appraising Assignment / Test

Community
The Term 4 Unit develops the theme “Community” to create individualised and collaborative art works for public spaces. What is it that binds us together? Students use their developed visual language and understandings of signs and symbols to communicate the theme in their artwork.

- Public Art – Mural Painting – major piece: group
- Public Art – Sculpture/Ceramics – major piece: individual
- Appraising Assignment – extended writing

Topics of Study

- Fine Arts
- Graphic Design

Additional Information

Students are encouraged to develop independent artistic directions and critical thinking skills in preparation for a rigorous Senior course which encompasses both making and appraising. Senior Visual Art provides opportunities in a wide range of media areas and a future pathway for students who have completed any of the Junior subjects: Art, CAT and/or Media, in particular.

Pre-requisites - nil

Leads to Senior Subject

- Visual Art