A Guide to Student Learning for Year 10
The capacity to learn is a gift;
The ability to learn is a skill;
The willingness to learn is a choice.
‘Learning should be a process of discovering for yourself, and each person’s discoveries will be unique to themselves. (Nik Peachey) [https://blog.wiziq.com/21-twenty-first-century-quotes-from-teachers-and-thought-leaders-around-the-world/](https://blog.wiziq.com/21-twenty-first-century-quotes-from-teachers-and-thought-leaders-around-the-world/)

Queensland is introducing a new Queensland Certificate of Education (QCE) system. The changes will give students the skills they need for success in work and life in the 21st Century. Students entering Year 10 in 2019, will continue to prepare for this new system.

This subject guide will introduce the courses and subjects that are being offered at Aquinas College in 2019. It is hoped that this guide will make the process of transitioning into the Senior School and senior pathways clearer for both parents / caregivers and students.

Please note the following:

- While every effort is made to provide subjects that are selected, the final offerings will depend on student ability/interest and staffing/facilities availability.
- Courses and subjects have been aligned with the new system and students will begin to narrow their focus in learning areas that will support future prerequisites and pathway decisions.
- Students in Year 10 **MUST** meet all prerequisites that are listed in this handbook before entering a subject in Year 11 2019.
- All elective subjects will become a 12 month course, with a focus in Semester 2 on content and assessment practices similar to Unit 1, Year 11. Therefore, students will need to select subjects carefully.
- Parents are welcome to discuss course selections and pathways with the Assistant Principal Senior School and the Curriculum Leaders for Vocational Education/Pathways and Transition – please contact the school for an appointment.

To achieve success in the senior school phase, students must work towards the following:

- Ensuring that Learning and Teaching is the priority and therefore attendance is paramount.
- Active engagement, participation and approach to classroom work and study.
- Creating balance between school work, recreational/sporting commitments and employment.
In order to maximise your performance and reach your goals, you should study the subjects that you enjoy and in which you excel. It is good idea to keep your options open by taking prerequisite subjects however, if you choose subjects that you find too difficult, or that are not suited to you, you may actually reduce your chances of success. In Year 10, students will be required to select subjects that will create an academic program for an entire year. This will allow students to begin building their senior pathway in preparation for Years 11 and 12. In selecting subjects students will need to consider the following:

DO NOT choose your subjects for the following reasons:

1. “My friend is taking that subject.”
2. “I do/don’t really like that teacher.”
3. “Someone told me that the subject is fun (or easy, or interesting).”
4. “Someone told me that I do/don’t need that subject for the course I want to take at university.”

Do ask yourself the following questions:

1. Have I chosen subjects I enjoy studying?
2. Do my previous reports suggest I will excel in my chosen subjects?
3. Have I chosen subjects which satisfy prerequisites for possible courses of study?
4. Have I chosen a broad range of subjects?
5. Have I made realistic choices according to my ability and school recommendations?

Choose very carefully

At Aquinas College blocks of subjects ie: groups of subjects that are programed at the same time on the timetable are determined AFTER the students have chosen their subjects. Subject changes are therefore not always possible due to the continuity and depth of the program and are only permitted at certain times. Subjects chosen in Year 10 will become the platform for prerequisites used to enter Year 11 in 2020.
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</table>
AQUINAS COLLEGE VISION FOR LEARNING

We believe learners at Aquinas:

- Are created in the image and likeness of God and each has a special dignity and worth
- Are encouraged to reach their full potential
- Experience learning in different ways and at different rates
- Need to learn ‘how to learn’ effectively
- Have the ability to learn and experience success
- Are active in and take responsibility for their own learning
- Can work both independently and collaboratively
- Understand what they are learning and make it meaningful
- Are challenged in their learning to achieve deeper understanding

We believe teaching at Aquinas:

- Is a ministry and invokes a commitment to live out the mission of Jesus
- Focuses on learners and learning
- Is creative and engaging
- Identifies clear learning intentions and success criteria
- Provides multiple opportunities for students to learn and to demonstrate their understanding
- Provides regular feedback and uses a range of data and evidence to target specific areas for learning
- Is collaborative and enhanced by professional learning

We believe the community at Aquinas:

- Is respectful of the God-given special dignity and worth of each individual learner
- Occurs best in safe and supportive environment
- Provides opportunities for both individual achievement and collaboration
- Is a partnership between students, staff, parents and caregivers
- Is enhanced through partnerships with Southport Parish and external groups and agencies

We aim to nurture students to be successful learners, confident and creative individuals and active and informed citizens.

In living our College mission, we challenge students to strive for academic excellence in all aspects of their learning

while demonstrating mercy, justice, faith, courage, proactive service and compassion

and contributing to our broader community by being:

- Literate
- Numerate
- Lifelong learners with growth mindset
- Personally and socially responsible
- Technologically adept
- Ethical and principled
- Resilient and persistent
- Critical and creative in thinking
- Culturally respectful
The philosophy of Aquinas focuses on the importance of personal development in the learning process. Resilience, perseverance, initiative, independence, grit and leadership are encouraged. Self esteem is built on respect for each person, positive reinforcement and the acceptance of responsibility for one's actions. Aquinas College endeavours to provide a caring environment built on honesty and trust so that each student can strive for their personal best.

As a senior student it is expected that responsible and respectful behaviour is modelled at all times. Senior students set the tone by which Aquinas College is judged. There is a demand on each student to make every effort to ensure the aims of the College's Mission are met. It is an expectation that each student will accept responsibility to achieve the aims of the College's Mission and Vision.

VISION

Aquinas College is a welcoming Community enthused by the teachings of Jesus Christ where academic excellence is valued and students are nurtured and empowered to create a future of hope.

In living our vision, we are inspired by:

- The academic excellence exemplified by Thomas Aquinas
- The mercy and justice witnessed by Catherine McAuley
- The faith and courage of Edmund Rice
- The proactive service embodied in the life of Caroline Chisholm
- The compassion of Oscar Romero

MISSION STATEMENT

Community

We value:

- A community where there is a love of God, of life, of others and of learning
- A welcoming community where we can feel safe, learn and be treated with respect
- The proactive service embodied in the life of Caroline Chisholm
- Relationships that foster lifelong learning

Learning

We value:

- A process of constant curriculum renewal
- A curriculum which offers a dynamic, challenging, rich and diverse range of learning experiences
- The learning that encourages stewardship of our environment
The College must have specific teachers and equipment to run some courses. If the College loses access to these resources, the College will attempt to provide students with alternative opportunities to complete the courses and any related qualifications.

The College retains the right to cancel a course if it is unable to meet these requirements. A subject will not run if insufficient students select it. A student may not receive all subject choices depending on final timetable line structures.

Homework:
Teachers will endeavour to:
- Set homework tasks that are manageable;
- Acknowledge students’ other subjects and work demands when setting tasks;
- Allow sufficient time for students to complete tasks that are more extensive and more time consuming;
- Spread homework tasks by avoiding a number of major tasks being due at approximately the same time.

Homework may include:
- Class work to be completed by next lesson;
- Assignment work to be completed by a set date;
- Revision of the day’s class work;
- Reading of novels/plays and the like;
- A specific task set only for homework.

The Homework Policy is clearly stated in the Student Diary.

Assessment:
The College Assessment Policy can be found on the College Website. Parents and Students are encouraged to become familiar with this document.

Laptop Programs
Year 10: Students will continue to use their Apple MacBook computers as they enter their senior years. Contract conditions of use remain the same. Students will be expected to focus on their studies and assessment when using the laptop. Any damage to the laptop will incur a $250 excess payment for any insurance claims.

Students are reminded to back up all work completed on the laptop using One Drive (which is accessed through Office 365 SharePoint) and a USB or an external Hard Drive as a further backup, to ensure that significant senior work is not lost.
Students can access a variety of support available to assist with their senior studies. The library is open for an hour before and after school. Where English is an additional language or dialect (EAL/D), students can access a specialist EAL/D teacher. Students with learning difficulties and disabilities receive adjustments in line with the Disability Standards for Education. Tutorials are held in the Learning Enhancement Centre – for all students, for all subjects. Mathematics tutorials are held most days.

21\(^{\text{ST}}\) CENTURY SKILLS

Through National and International research, the QCAA has identified a defined the set of skills students need in the 21\(^{\text{ST}}\) Century. Along with Literacy and Numeracy these 21\(^{\text{ST}}\) Century skills are the underpinning factors that shape the development of our curriculum.

21st century skills
Preparation students for a changing world

Young Queenslanders in the 21st century need to be

- Innovators
- Entrepreneurs
- Lifelong learners
- Responsible global citizens

What are the 21st century skills in the General senior syllabuses?

<table>
<thead>
<tr>
<th>Critical thinking</th>
<th>Creative thinking</th>
<th>Communication</th>
<th>Collaboration and teamwork</th>
<th>Personal and social skills</th>
<th>ICT skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>analytical thinking</td>
<td>innovation</td>
<td>effective oral and written communication</td>
<td>relating to others (interacting with others)</td>
<td>adaptability/flexibility</td>
<td>operations and concepts</td>
</tr>
<tr>
<td>problem-solving</td>
<td>initiative and enterprise</td>
<td>using language, symbols and texts</td>
<td>recognising and using diverse perspectives</td>
<td>management (self, career, time, planning and organising)</td>
<td>accessing and analysing information</td>
</tr>
<tr>
<td>decision-making</td>
<td>curiosity and imagination</td>
<td>communicating ideas effectively with diverse audiences</td>
<td>participating and contributing</td>
<td>character (resilience, mindfulness, open- and fair-mindedness, self-awareness)</td>
<td>being productive users of technology</td>
</tr>
<tr>
<td>reasoning</td>
<td>creativity</td>
<td></td>
<td>community connections</td>
<td>leadership</td>
<td>digital citizenship (being safe, positive and responsible online)</td>
</tr>
<tr>
<td>reflecting and evaluating</td>
<td>generating and applying new ideas</td>
<td>identifying alternatives</td>
<td></td>
<td>citizenship</td>
<td></td>
</tr>
<tr>
<td>intellectual flexibility</td>
<td>seeing or making new links</td>
<td></td>
<td></td>
<td>cultural awareness</td>
<td></td>
</tr>
</tbody>
</table>

For all Queensland schools

Subject Guide
Year 10 - 2019
Page 9
Year 10 is a year of transition into the Senior Years Curriculum at Aquinas College. This information has been designed to help prepare students and parents for subject selections. The new senior assessment and tertiary entrance system will begin in Queensland in 2019. Students entering Year 10, 2019 will be commencing the new Queensland Certificate of Education.

The new system means that we will have:

- new processes to strengthen the quality and comparability of school-based assessment
- students will complete a total of four assessments that count towards their final grade in each subject.
- an external assessment introduced in most subjects
- a move away from the Overall Position (OP) rank to an Australian Tertiary Admission Rank (ATAR).
- The ATAR will be a finer grained rank order of students than the OP. Providing a number between 0.00 and 99.95 with increments of 0.05.
- The ATAR is commonly used in other states and territories – allowing for easier transition between States.

Consideration needs to be given on the type of course that will best provide smooth transition and direct pathways for future studies. Students will follow one of three pathways:

<table>
<thead>
<tr>
<th>WORK TRANSITION PATHWAY</th>
<th>FURTHER TRAINING PATHWAY</th>
<th>UNIVERSITY (ATAR) PATHWAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students participate in work experience, apprenticeships or traineeships and Certificate courses as well as Applied subjects to lead directly to work.</td>
<td>Students study and achieve in a combination of Certificate courses, Applied and / or General subjects to lead to entry into tertiary studies and/or work directly.</td>
<td>Students study and achieve in at least 4 General subjects and at least 1 Applied subject or Certificate III (or higher) course that qualifies students for entry into a Bachelor Course.</td>
</tr>
</tbody>
</table>
Students in Year 10 will study a combination of core and elective learning. In Year 10, students will study 6 core subjects, these include the following:

- Religious Education
- English OR Essential English
- General Mathematics OR Mathematical Methods
- Health and Physical Education (studied for one semester only)
- History (studied for one semester only)
- Science (Semester One – Core and Semester Two - Science OR Physics/Chemistry OR Biology/Psychology)

The Australian Curriculum has provided students with a common base for learning. Students have been provided with many opportunities to access a variety of learning areas. The senior secondary years build on and extend the learning that has occurred through to Year 9. Students entering Year 10, need to consider subjects that will support their decision moving into Years 11 and 12.

Please note the following factors that will need to be considered when making a choice:

**The student's abilities**: The course selected should be in keeping with the child’s ability and performance in subjects throughout Years 8 and 9.

**Preference in Electives**: In choosing the electives; students and parents will need to consider particular talents and interests and possible prerequisites for Year 11 and 12 subjects. Most importantly, a student should choose the subjects they like best.

**Subject Prerequisites**: Some subjects for Years 11 and 12 will require previous knowledge and understanding. It is essential that you **SELECT** these subjects and achieve the required results to be able to choose these subjects in the senior years. This may require you to also be familiar with the prerequisites that universities currently have for certain courses. It is therefore important that students research different Universities and TAFE options to become familiar with the prerequisites. Queensland Tertiary Admission Centre (QTAC) has a direct link to each of the Universities at the following link: [https://www.qtac.edu.au/atar-my-path/my-path](https://www.qtac.edu.au/atar-my-path/my-path)
Please find below the Prerequisites of study for each of the subjects offered in 2020

<table>
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<th>Year 10 Subjects 2019</th>
<th>Senior subjects offerings for 2020</th>
<th>Year 10 prerequisite levels of achievement required as at Semester 1 2019 for enrolment into Senior Subjects 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion</td>
<td>Study of Religion</td>
<td>C grade or higher in Religion and English</td>
</tr>
<tr>
<td></td>
<td>Religion and Ethics</td>
<td>No prerequisites required</td>
</tr>
<tr>
<td></td>
<td>Certificate IV in Christian Ministry &amp; Theology</td>
<td>Competent literacy skills</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>C grade in General English / B grade or higher in Essential English</td>
</tr>
<tr>
<td></td>
<td>Literature</td>
<td>C grade in General English / B grade or higher in Essential English</td>
</tr>
<tr>
<td>Essential English</td>
<td>Essential English</td>
<td>No prerequisites required</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>General Mathematics</td>
<td>B grade or higher in General Mathematics or C grade or higher in Mathematical Methods</td>
</tr>
<tr>
<td></td>
<td>Essential Mathematics</td>
<td>No prerequisites required</td>
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<tr>
<td>Mathematical Methods</td>
<td>Mathematical Methods</td>
<td>B grade or higher in Mathematical Methods</td>
</tr>
<tr>
<td></td>
<td>Specialist Mathematics</td>
<td>B grade or higher in Mathematical Methods</td>
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<td>Health and Physical Education</td>
<td>Physical Education</td>
<td>B grade or higher in HPE or C grade or higher in PE Extension</td>
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<td></td>
<td>Sport and Recreation</td>
<td>Competent literacy and numeracy skills</td>
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<tr>
<td>History</td>
<td>Modern History</td>
<td>C grade or higher in English and History or Humanities</td>
</tr>
<tr>
<td></td>
<td>Ancient History</td>
<td>C grade or higher in English and History or Humanities</td>
</tr>
<tr>
<td>Physics/Chemistry</td>
<td>Chemistry</td>
<td>C grade or higher in English, Mathematical Methods and a B grade or higher in Science</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td>C grade or higher in English and Mathematical Methods and a B grade or higher in Science</td>
</tr>
<tr>
<td>Biology/Psychology</td>
<td>Biology</td>
<td>C grade or higher in English and a B grade or higher in a Science</td>
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<tr>
<td></td>
<td>Psychology</td>
<td>C grade or higher in English and a B grade or higher in a Science</td>
</tr>
<tr>
<td>Science</td>
<td>Chemistry, Physics</td>
<td>B grade in Science and C grade or higher in English and Mathematical Methods</td>
</tr>
<tr>
<td>Science</td>
<td>Biology, Psychology</td>
<td>B grade in Science and C grade or higher in English</td>
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<td>Civics &amp; Citizenship</td>
<td>Legal Studies</td>
<td>B grade or higher in English or B in Year 10 Legal Studies</td>
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<tr>
<td></td>
<td>Certificate IV in Crime and Justice</td>
<td>C grade or higher in English</td>
</tr>
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<td></td>
<td>Studies</td>
<td></td>
</tr>
<tr>
<td>Dance</td>
<td>Dance</td>
<td>C grade or higher in English and Dance</td>
</tr>
<tr>
<td>Design and Technologies (</td>
<td>Industrial Technology Skills</td>
<td>Design &amp; Technologies (Engineering &amp; Materials) preferred</td>
</tr>
<tr>
<td>Engineering &amp; Materials)</td>
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<tr>
<td>Design and Technologies (</td>
<td>Hospitality Practices</td>
<td>No prerequisites required</td>
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<td>Food Specialisations)</td>
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<tr>
<td>Design and Technologies (</td>
<td>Industrial Graphics Skills</td>
<td>Design &amp; Technologies (Materials &amp; Technologies Specialisations) preferred</td>
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<tr>
<td>Materials &amp; Technologies</td>
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<td>Specialisations)</td>
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<tr>
<td>Digital Technologies</td>
<td>Digital Solutions</td>
<td>B grade or higher in Digital Technologies</td>
</tr>
<tr>
<td></td>
<td>Information and Communication</td>
<td>No prerequisite required</td>
</tr>
<tr>
<td></td>
<td>Technologies</td>
<td></td>
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<tr>
<td>Drama</td>
<td>Drama</td>
<td>C grade or higher in English and Drama</td>
</tr>
<tr>
<td></td>
<td>Drama in Practice</td>
<td>No prerequisites required</td>
</tr>
<tr>
<td>Economics &amp; Business (</td>
<td>Business</td>
<td>B in Year 10 English or B in Year 10 Business</td>
</tr>
<tr>
<td>Business Focus)</td>
<td>Business Diploma</td>
<td>C grade or higher in English or B grade or higher in Essential English</td>
</tr>
<tr>
<td></td>
<td>Certificate II in Business</td>
<td>Competent Literacy Skills</td>
</tr>
<tr>
<td>Fashion</td>
<td>Fashion</td>
<td>No prerequisite required</td>
</tr>
<tr>
<td>Film, Television &amp; New Media</td>
<td>Film, Television &amp; New Media</td>
<td>C grade or higher in English and Film, Television &amp; New Media</td>
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<tr>
<td></td>
<td>Media Arts in Practice</td>
<td>Year 10 Film, Television &amp; New Media preferred</td>
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<tr>
<td>Food and Nutrition</td>
<td>Food and Nutrition</td>
<td>C grade or higher in English and Food and Nutrition. Minimum C achieved in</td>
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<tr>
<td></td>
<td></td>
<td>Term 4 of Design and Technology (Food Specialisation)</td>
</tr>
<tr>
<td>Geography</td>
<td>Geography</td>
<td>C grade or higher in English and Geography</td>
</tr>
<tr>
<td>Health Education</td>
<td>Health</td>
<td>C grade or higher in HPE or Health and English</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Physical Education</td>
<td>B grade or higher in HPE or C grade or higher in PE Extension</td>
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</tr>
<tr>
<td></td>
<td>Certificates in</td>
<td>Competent literacy and numeracy skills</td>
</tr>
<tr>
<td></td>
<td>Sport and Recreation / Fitness</td>
<td></td>
</tr>
<tr>
<td>Humanities and Social Sciences</td>
<td>Ancient History</td>
<td>C grade or higher in English and History or Humanities</td>
</tr>
<tr>
<td></td>
<td>Modern History</td>
<td>C grade or higher in English and History or Humanities</td>
</tr>
<tr>
<td>Japanese</td>
<td>Japanese</td>
<td>B grade or higher in Year 10 Japanese</td>
</tr>
<tr>
<td>Music</td>
<td>Music</td>
<td>C grade or higher in Music. Ability to play an instrument or sing.</td>
</tr>
<tr>
<td></td>
<td>Music Extension</td>
<td>B grade or higher in Year 11 Music. Ability to play an instrument or sing.</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
<td>B grade or higher in HPE or C grade or higher in PE Extension</td>
</tr>
<tr>
<td>(Extension)</td>
<td>Certificates in</td>
<td>Competent literacy and numeracy skills</td>
</tr>
<tr>
<td></td>
<td>Sport and Recreation / Fitness</td>
<td></td>
</tr>
<tr>
<td>Sporting Excellence -</td>
<td>Certificates in</td>
<td>Competent literacy and numeracy skills</td>
</tr>
<tr>
<td>Netball</td>
<td>Sport and Recreation / Fitness</td>
<td></td>
</tr>
<tr>
<td>Sporting Excellence –</td>
<td>Certificates in</td>
<td>Competent literacy and numeracy skills</td>
</tr>
<tr>
<td>Rugby League</td>
<td>Sport and Recreation / Fitness</td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Visual Art</td>
<td>C grade or higher in English and Visual Arts</td>
</tr>
<tr>
<td></td>
<td>Visual Art in Practice</td>
<td>Visual Art preferred</td>
</tr>
</tbody>
</table>

**Subjects offered in Year 11 2020**

<table>
<thead>
<tr>
<th>Early Childhood Education and Care Certificate III</th>
<th>Competent literacy skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering</td>
<td>B grade or higher in Mathematical Methods, English, Science Specialisation or A in Science</td>
</tr>
</tbody>
</table>

Subject Guide
Year 10 – 2019
Page 14
STUDENT INDUCTION PROGRAM

Students who elect Economics and Business will be involved in a compulsory induction program prior to the commencement of the Certificate I in Business (BSB10115) component of the subject.

The following information will be provided:

- Student selection, enrolment and induction/orientation procedures
- Course information, including content and vocational outcomes
- Fees and charges, including refund policy and exemptions (where applicable)
- Provision for language, literacy and numeracy assistance
- Student support, including any external support the RTO has arranged for clients
- Flexible learning and assessment procedures
- Welfare and guidance services
- Appeals and complaints procedures
- Disciplinary procedures
- Staff responsibilities for access and equity
- Recognition of Prior Learning (RPL) arrangements
- Recognition of AQF qualifications and statements of attainment issued by other RTOs
Subject Selection Online (SSO)

Please use the following table to help streamline your decisions when selecting subjects on Subject Selection Online (SSO):

*(NB: Subjects in blue will automatically be allocated)*

<table>
<thead>
<tr>
<th>Select (√) one of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong> OR <strong>Essential English</strong></td>
</tr>
<tr>
<td><strong>General Mathematics (Core)</strong> OR <strong>Mathematical Methods (Extension)</strong></td>
</tr>
</tbody>
</table>

**Science (Core) - (Semester 1)**

**Semester 2: Select (√) one of the following:**

| **Science (Core)** OR **Physics / Chemistry** OR **Biology / Psychology** |

*Religious Education (Core)*

*History (Core)*

*Health and Physical Education (Core)*

**Year 10 Electives – Preference 1-3 preferred, 4-5 reserve options**

1.

2.

3.

**Reserves**

4.

5.

*(NB: Please remember your subjects will be for 12 months. Please consider this and the required prerequisites in your decision making.)*
Religion educates and informs students to be challenged to live the gospel of Jesus Christ. They become literate in the Catholic and broader Christian tradition so that they might participate critically and authentically in faith contexts and wider society.

**Units of Study:**

1. Mystery of God
2. Ethical Questions
3. Responding to Signs of the Time
4. Making Amends, Moving Forwards

In Year 10, students learn about various ways in which humans have an understanding of the mystery of God or the ‘Other’, which is ultimately beyond human language, concepts and stories. These include the human experience of the created world; the valuable insights of the major world religions (Christianity, Islam, Judaism, Hinduism and Buddhism) as reflected in their core beliefs and practices; the different representations of God in Old Testament and New Testament texts.

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

**Benefits of Studying Religion:**

The Religion Curriculum in Year 10 seeks to continue on the journey of transforming the whole person so that those in the school community are empowered to live the gospel of Jesus Christ in their everyday lives. In Year 10 students will be challenged to consider how the Christian concepts of love and service have manifested in times of turmoil and war such as during the Holocaust, how a multi faith nation such as Australia can be respectful and authentic to individual faiths and how modern dilemmas can be approached and overcome when using Catholic Social Teachings and conscience.
Where can this subject take you?

Religion in Year 10 offers three pathways:

<table>
<thead>
<tr>
<th>Religion</th>
<th>Study of Religion (General Subject)</th>
<th>Religion and Ethics (Applied Subject)</th>
<th>Certificate IV in Christian Ministry and Theology (Vocational Education Course)</th>
</tr>
</thead>
</table>

**Curriculum Leader:** Rosina Mansson-Passeggi
The study of English as a core subject in Year 10, aims to further develop students' knowledge and understanding of concepts, skills and processes that students have gained within earlier years in preparation for the General Subject of English. Using real world contexts and engaging literature, students extend their capabilities in listening, reading, viewing, speaking, writing and creating to prepare them for a University pathway after Year 12.

Units of Study:

Unit 1: A World of Stories
In this unit, students will explore a variety of texts in relation to their settings, themes, structure and characterisation. As they explore these different elements of text, students learn how and why a text was structured in a particular way.

Unit 2: Gothic Literature
Engaging with Gothic literature, students will undertake an indepth novel study that invites them to critically analyse and develop an informed appreciation of their reading.

Unit 3: Shaking up Shakespeare
Students explore the world of Shakespeare to expose the cultural underpinnings and relevance that the plays provide to a contemporary audience.

Unit 4: Australian Film
Students are exposed to a variety of films which uncover the rich cultural diversity of Australia. They analyse aesthetic features found within this medium and explore different perspectives of others.

Benefits of Studying English:
Students undertake an approach to study that is disciplined and follows a gradual release of responsibility from teacher to student, allowing them to gain the independent skills needed for the study of General English. Students become independent readers and critical thinkers who acknowledge underlying themes in texts that reveal a variety of perspectives in relation to; human experience, cultural significance, interpersonal relationships as well as ethical and global issues.
Where can this subject take you?

English in Year 10 offers three pathways:

- English (General Subject)
- Literature (General Subject)
- Essential English (Applied Subject)

Curriculum Leader: Anne Wood
In Year 10, Essential English offers a practical approach to Literacy wherein students are exposed to both Literature and Language study using real world contexts. The course is designed to develop the literacy skills of students so they can confidently and effectively communicate with others in the workplace, the community and everyday society.

**Units of Study:**

**Unit 1: Popular or Pulp?**
Students examine a range of contemporary visual and written texts, to determine their language and purpose in popular culture.

**Unit 2: The World Around Us**
Exploring the dimensions of travel in contemporary society, students examine the language and literacy behind the travel industry.

**Unit 3: Crime Fiction – Fact or False?**
Students will read a variety of fictional texts to determine the social ideologies underpinning the Crime Fiction genre.

**Unit 4: Comparative Film**
Students are invited to unleash their inner critic, gaining an understanding of the aesthetic features within popular film and using this knowledge to analyse what makes an effective film for a contemporary audience.

**Benefits of Studying Essential English:**
Essential English offers critical thinking skills, as well as foundation English speaking and writing skills to students who require a more hands-on approach to learning. It prepares students for further study in all Senior Secondary subjects in addition to providing the basic reading and writing skills required for entry into the workplace. Students can use this subject as a pathway to Senior English in Years 11 and 12 by achieving a B grade or higher.
Where can this subject take you?

Essential English Year 10 offers two pathways:

Essential English (Achieving a B or higher) → Literature (General Subject)

Essential English (Achieving a B or higher) → English (General Subject)

Essential English (Applied Subject)

Curriculum Leader: Anne Wood
Mathematics at Aquinas College in Year 10 seeks to strengthen and develop concepts through study in the three content strands of Number and Algebra, Measurement and Geometry and Statistics and Probability.

**Units of Study:**
In General Mathematics students will study topics including Consumer Arithmetic, Algebra and Linear Equations, Data Analysis, Volume and Surface Area, and Applications of Trigonometry.

**Benefits of studying Year 10 General Mathematics:**
Year 10 Mathematics is based on the Australian Curriculum and is a compulsory learning area for all students.

The General Mathematics course leads to General Mathematics and Essential Mathematics in the senior years. Both of these subjects can contribute to the calculations of an ATAR. Students who decide to study General Mathematics will have the opportunity to explore a variety of learning experiences required in the Australian Curriculum. In Semester 2, there will be a focus on preparation for both General Mathematics and Essential Mathematics with emphasis on the mastery of content, ensuring key concepts or procedures are learnt fully. The focus areas of both General Mathematics and Essential Mathematics in the Queensland Certificate of Education are generally outlined below.

**General Mathematics**
General Mathematics builds on the foundation provided in the content of the P–10 Australian Curriculum. The major domains of mathematics in General Mathematics are Number and Algebra, Measurement and Geometry, Statistics and Networks and Matrices. General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.
Essential Mathematics builds on the proficiency strands of the P–10 Australian Curriculum. The major domains of mathematics in Essential Mathematics are ‘Number’, ‘Data’, ‘Location and time’, ‘Measurement’ and ‘Finance’. Essential Mathematics is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services.

Where can this subject take you?

General Mathematics in Year 10 offers two pathways:

<table>
<thead>
<tr>
<th>General Mathematics (Core Mathematics)</th>
<th>General Mathematics (Core Mathematics)</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Mathematics (General Subject)</td>
<td>Essential Mathematics (Applied Subject)</td>
</tr>
</tbody>
</table>

Curriculum Leader: Leo Hanrahan
Mathematics at Aquinas College in Year 10 seeks to strengthen and develop concepts through study in the three content strands of Number and Algebra, Measurement and Geometry and Statistics and Probability.

In 2018, Year 10 students will have the choice of studying either General Mathematics or Mathematical Methods.

In Mathematical Methods students will study topics including Linear and Quadratic Equations and their Graphs, Exponential Functions involving Index Laws, Introduction to Trigonometric Functions, and the Fundamentals of Probability.

**Benefits of studying Year 10 Mathematical Methods:**

Year 10 Mathematics is based on the Australian Curriculum and is a compulsory learning area for all students.

The Mathematical Methods course leads to Mathematical Methods and Specialist Mathematics in the senior years. Both of these subjects can contribute to the calculations of an ATAR. Students who decide to study Mathematical Methods in Year 10 will have the opportunity to explore different learning experiences required in the Australian Curriculum. In Semester 2 there will be a focus on preparation for both Mathematical Methods and Specialist Mathematics with emphasis on the mastery of content, ensuring key concepts or procedures are learnt fully. The focus areas of both Mathematical Methods and Specialist Mathematics in the Queensland Certificate of Education are generally outlined below:

**Mathematical Methods**

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–9 Australian Curriculum. Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences, mathematics and science education, medical and health sciences, engineering, computer science, psychology and business.
Specialist Mathematics

Specialist Mathematics is designed to be taken in conjunction with Mathematical Methods. It is assumed that work covered in Mathematical Methods will coincide with this study. Teaching and learning practices will demonstrate essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. Specialist Mathematics can establish a basis for further education and employment in the fields of science, all areas of mathematics and statistics, computer science, medicine, engineering, finance and economics.

Where can this subject take you?

Mathematical Methods in Year 10 offers two pathways:

- **Mathematical Methods (Extension Mathematics)**
- **Mathematical Methods (General Subject)**
- **Specialist Mathematics (General Subject)**

Curriculum Leader: Leo Hanrahan
The knowledge, understanding and skills taught through Health and Physical Education enable students to explore and enhance their own and others’ health and physical activity in diverse and changing contexts. Development of the physical, intellectual, social and emotional capacities necessary in the strands of ‘Movement and physical activity’ and ‘Personal, social and community health’ is a key component of the P–10 Australian Curriculum: Health and Physical Education. It provides the foundations for learning and alignment to the Physical Education and Health senior syllabuses to build increasingly complex and developmental courses of study in the senior years.

In Year 10 students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others’ movement performances. The curriculum also provides opportunities for students to refine and consolidate the personal and social skills necessary to demonstrate leadership, teamwork and collaboration in a range of physical activities.

Units of Study:

Students will be involved in a variety of written, oral and physical learning experiences. These could include such activities as designing a training program for a team and engaging in concepts, principles and strategies about energy, fitness, training and physical performance. Learning experiences are designed to allow students to develop as self directed and independent learners.

The areas of learning to be addressed in Years 10 include:

- Fitness Activities
- Student Led Games
- Energy, fitness and training and physical activity unit
- Touch Football
Benefits of Studying Year 10 Health and Physical Education:

Students in Year 10 are beginning to face more complex life decisions. The Health and Physical Education curriculum focuses on the broader role students play in contributing to the health, safety and wellbeing of their wider community. Their lives and the environments in which they are living are changing rapidly. Health and Physical Education also plays an important role in maintaining physical activity participation. Practical learning experiences support students to select, implement and maintain appropriate physical activity routines to enhance their health and wellbeing.

Where can this subject take you?

Health and Physical Education in Year 10 offers two pathways:

<table>
<thead>
<tr>
<th>Health and Physical Education</th>
<th>Health and Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education (General Subject)</td>
<td>Certificate II in Sport &amp; Recreation / Certificate III in Fitness (Vocational Education Course)</td>
</tr>
</tbody>
</table>

Curriculum Leader: Adam Sammartino
History
Core subject

Year 10 History students will complete one semester of study in core History. This equates to a minimum of 55 hours of study in the History discipline per year. The focus of the Year 10 History program emphasises the Modern period extending from the Post World War I Depression, the Interwar Years and the Second World War (WWII) in both the European and Pacific Theatres of the war.

The Australian National Curriculum for History encompasses two key strands:

(a) Historical Knowledge and Understanding which involves the study of societies, events, movements and developments that have shaped world history from the time of the earliest human communities to the present day.

(b) Historical Processes and Skills which promote the development of skills used in the process of historical inquiry: chronology, terms and concepts, historical questions and research, analysis and use of sources, perspectives and interpretations, explanation and communication of historical findings and/or key events.

Units of Study / Course Structure:

Content Focus: The Modern World and Australia

Overview / Bridging Study: Compulsory (Integrated into each Depth Study)

Core Unit 1: Depth Study 1

(i) The Interwar Years & the Holocaust (1919 to 1939CE)

Core Unit 2: Depth Study 2

(ii) World War II in Europe and the Pacific (1939 to 1945CE)

**NOTE:** Students who wish to extend their studies in History and are also considering studying Modern and/or Ancient History as a General subject in Years 11 and 12 should also consider the Humanities (History Extension) subject that will be offered to Year 10 students as an elective option.
Benefits of Studying History:

There are many benefits associated with the study of History. Many professions and occupations value people who are able to develop and express an informed and justifiable opinion. History students learn to use a powerful mix of interdisciplinary skills to investigate a range of key historical issues and concepts. They will also learn to analyse and synthesise complex economic, social and political information to enable the development of an informed historical understanding of people, society, environmental contexts and the dynamic relationships that exist between them.

History students are also skilled in a range of research techniques. History students are proficient at retrieving, synthesising and communicating information, as well as organising and managing their research and drawing on different sources of information to inform their key ideas / hypotheses surrounding key historical events and developments. History students learn to think critically and creatively in both collaborative and independent settings.

Where can this subject take you?

History in Year 10 offers two pathways:

Curriculum Leader: Ashlea Schinkel
The Australian Science Curriculum provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science’s contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science related careers.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>All students complete the mandatory elements of ACARA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students remain in Science OR select a Science focus in Physics &amp; Chemistry or Biology &amp; Psychology (ATAR directed)</td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td>Physics/Chemistry Specialisation</td>
</tr>
</tbody>
</table>

**Science Core subject**

**Semester 1:**
During Semester One, all Science students (Science or Science Specialisation) will study the same units. These units are prescribed under the Australian Science Curriculum (ACARA).

- Physics – Forces, Energy and Motion
- Chemistry – Patterns and Reactions
- Biology – Mendelian Genetics

**Semester 2:**
In Semester 2, students studying Science will continue with the following ACARA units:

- Biology – Heredity and Evolution
- Earth Science – The Universe and Earth Cycles
Semester 1:
During Semester One, all Science students (Science or Science Specialisation) will study the same units. These units are prescribed under the Australian Science Curriculum (ACARA).

- Physics – Forces, Energy and Motion
- Chemistry – Chemical Patterns
- Biology – Mendelian Genetics

Semester 2:
In Semester 2, Science Specialisation students will begin to study a suite of essential skills that are tailored to prepare them for one (or more) of the Science Specialisation subjects that the College has on offer in Year 11 – Physics, Chemistry, Biology or Psychology.

Where can this subject take you?
Science in Year 10 offers three pathways:

<table>
<thead>
<tr>
<th>Physics/Chemistry</th>
<th>Biology/Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics – Linear Motion &amp; Force</td>
<td>Biology – Cells as the Basis of Life</td>
</tr>
<tr>
<td>Chemical Reactions – Reactants, Products &amp; Energy Change</td>
<td>Psychology – The role of the Brain</td>
</tr>
</tbody>
</table>

Students who decide to elect the Physics / Chemistry or Biology / Psychology course in second semester will have the opportunity to explore these subjects in greater depth.

**PHYSICS**

Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology. It will provide opportunities for students to engage with the classical and modern understandings of the universe. Students will learn valuable skills required for the scientific investigation of questioning. Exploration into the ways in which matter and energy interact in physical systems across a range of scales will be a priority. Students will appreciate the wonder of physics and the contribution physics has made in contemporary society within a wide range of contexts - personal, local and global.
**CHEMISTRY**

Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science. Chemistry is the study of materials and their properties and structure. Theories and models used to describe, explain and make predictions about chemical systems, structures and properties will be a focus. Scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence will also be highlighted. Chemistry as an experimental science, has significant impacts on society and implications for decision making.

**BIOLOGY**

Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability. Biology provides opportunities for students to engage with living systems, find a sense of wonder and curiosity about life. Biology develops a respect for all living things and the environment and an understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change. Fieldwork, laboratory and other research investigations play an important part in developing student’s understandings. Students will learn an appreciation of how biological knowledge has developed over time and continues to develop and influence society in local, regional and global contexts.

**PSYCHOLOGY**

Psychology is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education. Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

**Curriculum Leader:** David Bailey
Civics and Citizenship (Legal Studies)
Elective subject

Civics and Citizenship is a subject designed for students who have an interest in the Legal System. The subject has been planned to allow students to experience the content of Senior Legal Studies in preparation for Years 11 and 12.

**Units of Study:**
Students complete a total of 4 topics throughout the 12 month course. The course planner students will undertake is as follows:

1. Legal Foundations
2. The Criminal Process
3. Civil Law
4. Human Rights

Assessment will include an exam together with law based case studies.

**Benefits of Studying Legal Studies:**
Students who study this course will develop the fundamental skills in reading, writing and comprehension required for Years 11 and 12. Students will also become familiar with the subject content of Legal Studies to assist with future subject selections.

Additionally, this subject in Year 10 also provides a pathway for students who wish to complete the Certificate IV in Crime and Justice Studies; which also contributes towards a student's Australian Tertiary Admission Rank (ATAR).

**Where can this subject take you?**
Civics and Citizenship in Year 10 offers the following two pathways:

<table>
<thead>
<tr>
<th>Civics and Citizenship</th>
<th>Civics and Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Legal Studies</strong></td>
<td><strong>Certificate IV in Crime and Justice Studies</strong></td>
</tr>
<tr>
<td>(General Subject)</td>
<td>(Vocational Education Course)</td>
</tr>
</tbody>
</table>

**Curriculum Leader:** Steven Fox
Year 10 Dance at Aquinas College provides students the opportunity to engage in a variety of dance experiences. Dance excites the imagination and encourages students to reach their creative and expressive potential. In Dance, students use the body to communicate and express meaning through purposeful movement.

**In Year 10 Dance, students:**

- Explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of dance as they make and respond to dance
- Explore dance as an art form through choreography, performance and appreciation
- Build on body awareness, confidence and capabilities.
- Develop and explore of the elements of dance, safe dance practices, performance skills, making dance and communicating ideas through movement
- Explore dance styles and genres including: Popular Dance, Contemporary Dance, World Dance and Musical Theatre
- Analyse the choreographer’s use of the elements of dance, choreographic devices, form and production elements to communicate intent in dances they make, perform and view

**Benefits of Studying Dance:**

Students can:

- Achieve their unique potential through creating and performing dance
- Value and learn about the human body and its movement capabilities
- Grow and develop physically, intellectually, emotionally and socially
- Develop positive self esteem, confidence and individuality
- Communicate, cooperate and work with others and individually
- Appreciate and value the Arts

**Where can this subject take you?**

Dance in Year 10 offers one pathways:

- Dance
- Dance (General Subject)

**Curriculum Leader:** Arthur Henry
This course offers students the opportunity to acquire some skills needed in the technical and trade work environments.

Units of Study:

- Arc Welding
- Oxy-Acetylene Welding
- Hand Tools
- Power Tools
- Machine Operations
- Sheetmetal work
- Cabinet making/furnishing

Benefits of Studying Industrial Technology Studies

Students will be working with materials, tools, machines and industrial equipment. This subject is recommended for students who have an interest in gaining traineeships or apprenticeships in the future.

Where can this subject take you?

Design and Technologies (Engineering and Materials) in Year 10 offers the following pathway:

![Diagram showing the pathway from Design and Technologies (Engineering and Materials) to Industrial Technology Skills (Applied Subject)]

Curriculum Leader: Brad Pledge
In the study of Design Technologies (Food Specialisations), students will have the opportunity to undertake design context tasks from the food specialisation and health context of the Australian Curriculum. Students will study different cultures from around the world with a particular focus on food cultures. Students will also continue to expand their knowledge of health within the Australian Dietary guidelines.

This subject enables students to be creative in the kitchen, build on and expand the skills gained as a foundation of future learning. Students will be taught a wide variety of cookery methods and techniques with a focus on nutritional cooking and sustainable practices.

**Units of Study:**

**Multicultural Cuisine**
- Research assessment task
- Product and process journal
- Practical cookery exam

**Australian Food Labelling and Food Additives**
- In class written assessment
- Product and process journal
- Practical cookery exam

**Benefits of studying Design and Technologies (Food Specialisations):**

The study of Year 10 Design and Technologies (Food Specialisations) will enable students to develop foundation practical skills and knowledge which will lead into the senior subject of Hospitality Practices.

The knowledge and skills gained in this subject enable students to pursue careers in health and wellbeing, nutrition and careers within the hospitality industry. Students will develop, modify and communicate design ideas by applying design thinking, creativity and innovation skills. They will develop skills that enable them to work safely and appropriately to make, process and design solutions. Students gain skills that will enable them to evaluate design ideas, processes and solutions against a comprehensive criterion for success taking into consideration time, cost, risk and the production process.
Where can this subject take you?

Design and Technologies (Food Specialisations) in Year 10 offers the following pathway:

- **Food and Nutrition** (General Subject - minimum C in English and minimum C in assessment 4 in consultation with AP-Senior School)
- **Hospitality Practices** (Applied Subject)

**Curriculum Leader:** Michelle Wetí
Design and Technologies (Materials and Technologies Specialisations) are the drawing skills used by manufacturing industries to draw plans for transforming raw materials into products.

Units of Study:

- Plane Geometry
- Technical / Orthographic Projections
- Presentation Graphics
- Computer Aided Drawing (CAD)
- Computer Aided Manufacture (CAM)
- Processes
- Materials
- Tools

Benefits of Studying Design and Technologies (Materials and Technologies Specialisations):

Design and Technologies (Materials and Technologies Specialisations) can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. Employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.

Where can this subject take you?

Design and Technologies (Materials and Technologies Specialisations) in Year 10 offers the following pathway:

Curriculum Leader: Brad Pledge
Digital Technologies seeks to prepare students to meet the rapid changes of technology and be responsive to emerging technologies and trends, as well as to understand specialist and technical aspects of the area. Coding is one major aspect of Digital Technologies, which has become the modern day language of creativity and a powerful force in the economy. Students who understand a programming language have the power to create any software applications imaginable. Growing employment opportunities exist within the computer science area for individuals with these skills.

**Unit of Study: “There’s an app for that”**

Students use mark up language and style sheets to design and create a prototype data driven web app to solve an identified problem.

Learning opportunities include:

- examining existing apps
- studying agile software development cycle used in real world projects
- exploring and evaluating examples of solutions developed using big data, e.g. meteorology, transportation, government.

**Benefits of Studying Digital Technologies:**

Digital Technologies develops the foundations for a senior pathway into the general subject of Digital Technologies. Irrespective of your chosen career path, a study in IT will greatly enhance your employability.

A leading representative from Google recently outlined the importance of CS + X (Computer Science + another field of study):

> “By combining technology with your passion or a problem you are trying to solve, you are equipping yourself for your future more effectively.”

**Where can this subject take you?**

Digital Technologies in Year 10 offers two pathways:

<table>
<thead>
<tr>
<th>Digital Technologies</th>
<th>Digital Technologies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Solutions (General Subject)</td>
<td>Information Communication Technologies (Applied Subject)</td>
</tr>
</tbody>
</table>

**Curriculum Leader:** Craig Heufel
Students confront the Arts on a daily basis, whether it is through television, film, radio, the media or theatre. Today it is recognised that to be truly well educated one must not only learn to appreciate the Arts, but must have rich opportunities to actively participate in creative work. The Arts are languages that most people speak, cutting through individual differences in culture, educational background, and ability. They can bring every subject to life and turn abstractions into concrete reality.

**Units of Study:**

**Unit 1: Realism**

Students study the dramatic style of Realism through the Australian play, “Away” written by Michael Gow. In small groups students select a scene to rehearse and perform onstage, with lighting, sound, realistic costumes and sets.

This Unit will not only allow students to enhance their acting and performing skills but will also allow them to improve their confidence onstage. Students will also improve their ability to work in a group situation.

**Unit 2: “Hollywood Nights” – Collage Drama**

Throughout the term, students work towards their Year 10 Drama Night. In pairs, small groups and monologues students select from a variety of ‘famous’ movie scenes to perform for their peers, friends and families.

**Unit 3: Physical Theatre**

Physical Theatre is a genre of theatrical performance that pursues storytelling through primarily physical means. Several performance traditions all describe themselves as "physical theatre", but the unifying aspect is a reliance on physical motion of the performers rather than or combined with text to convey the story. Students will talk through hand gestures, body language, thought track and many more physical features. In small groups, students devise a physical theatre performance from skills learnt in class and perform for their peers.
Unit 4: Create & Collaborate – Issues that Matter! (Devised Drama)

Through a ‘collage style’ of theatre, students participate in a range of workshops and collaborate as a group to create and shape dramatic meaning. Students will extend their skills in voice, movement, dance, sound and realistic performance. As a member of an ensemble students will rehearse and polish a variety of episodes to create a collage drama piece that incorporates the conventions of collage drama through a chosen theme or issue. Students included a number of the following techniques:

- Movement
- Physical theatre
- Dance
- Music
- Sing or lyric
- Body percussion
- Soundscape
- Prose
- Poetry
- Soliloquy
- Script
- Video or Movie
- PowerPoint
- Soliloquy
- Power Point
- Dance
- Soundscape
- Script
- Role Play

Benefits of Studying Drama:

Through studying Drama students will not only enhance their confidence but will also improve their communication skills. Students will also be provided with opportunities to work collaboratively and individually on devising drama and performing in front of others.

Where can this subject take you?

Drama in Year 10 offers two pathways:

1. Drama (General Subject)
2. Drama in Practice (Applied Subject)

Curriculum Leader: Arthur Henry
Economics and Business is a subject designed for students who have an interest in the Business Discipline. The subject has been created to allow students to experience Senior General Business in preparation for Years 11 and 12.

Units of Study:

Term 1: Ecommerce and Marketing
   Assessment - Research Task

Term 2: Human Resource Management
   Assessment - Multimodal Presentation

Term 3: Operations Management
   Assessment - Unseen examination

Term 4: Certificate I in Business (BSB10112)
   Assessment - Combination of observation tasks, folio of work and practical activities

Pathways and benefits of studying Economics and Business:

Students who study the General subject of Business in Years 11 and 12 may use it for the calculations towards an ATAR. Additionally, this subject in Year 10 also provides pathways for students who wish to complete Certificate II in Business or the Diploma of Business in Years 11 and 12. The Diploma of Business can also contribute towards a student’s ATAR.

Students who complete this subject will also have the opportunity to attain Certificate I in Business (BSB10115) which will contribute 2 credit points towards their QCE.

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<thead>
<tr>
<th>RTO</th>
<th>Aquinas College</th>
<th>RTO No: 30216</th>
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<tbody>
<tr>
<td>Fees</td>
<td>NIL</td>
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<tr>
<td>Pathway</td>
<td>Certificate II in Business or Diploma of Business</td>
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<tr>
<td>QCE Credits</td>
<td>2 (On successful completion of the six units of competency)</td>
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</table>
Students complete a total of 6 Units of Competency which may include the following:

- Contribute to health and safety of self and others – BSBWHS201
- Organise and complete daily work activities – BSBWOR202
- Apply basic communication skills – BSBCMM101
- Use business equipment and resources – BSBADM101
- Operate a personal computer – BSBITU101
- Develop keyboard skills – BSBITU102

**Economics and Business in Year 10 offers two pathways:**

<table>
<thead>
<tr>
<th>Economics and Business</th>
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<tbody>
<tr>
<td>Business (General Subject)</td>
<td>Certificate II in Business Diploma of Business (Vocational Education Courses)</td>
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**Curriculum Leader:** Steven Fox
The study of Fashion is a creative course in which students will be challenged to use their imagination to create, innovate and express themselves and their ideas to design and produce design solutions in a range of fashion contexts. Students will have the opportunity to complete minor and major textile projects that will allow them to be independent learners and to explore functional and aesthetic aspects of textiles.

Units of Study:
Fashion has a practical focus where students learn through doing as they engage in a design process to plan, generate and produce fashion items. Students investigate textiles and materials and their characteristics and how these qualities impact on their end use. They experiment with combining textiles and materials and how to make and justify aesthetic choices.

Fashion explores what underpins fashion culture, technology and design and incorporates the study of three core topics:

- Fashion culture
- Fashion technologies and
- Fashion design

Through undertaking this course students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They will explore contemporary and historical fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met.

Where can this subject take you?
Fashion in Year 10 offers the following pathway:

Curriculum Leader: Michelle Weti
“If it can be written, or thought, it can be filmed” Stanley Kubrik.

It is no secret that the youth of today is increasingly influenced by the media, in particular film, television and the internet. Education about the media and the agenda of the media ‘makers’ affords students the ability to make informed decisions about what they see, hear and read. Students who undertake this course will develop skills in order to be more critical of the Media, and to question and challenge the agenda of media makers and what they are saying.

Units of Study:
Students who elect to study Film, Television and New Media in Year 10 will have the opportunity to explore the following:

- Music Video Design, Creation and Production
- Understanding Film
- Television Program Design, Creation, Production and Pitch

Throughout the course, students are provided with opportunities to make and respond to images and objects from a range of film, television and new media areas. Learning experiences may incorporate the following areas:

- Responding to different Products e.g. a film, music video, television program
- Students design and create a music video/television program pilot
- Creating storyboards, scriptwriting, creation of a shot list
- Using cameras, tripods and microphones
- Sound design and layout
- Editing techniques

Benefits of Studying Film Television and New Media:
As well as practical film making skills such as how to operate a camera and edit footage, you will have developed skills which will make you attractive to employers in a wide variety of fields. These include good research and communication skills, critical thinking, project management and the ability to organise your time effectively and work to deadlines.
Where can this subject take you?

Film Television and New Media in Year 10 offers the following pathway:

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<thead>
<tr>
<th>Film Television and New Media</th>
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<tbody>
<tr>
<td>Film Television and New Media (General Subject)</td>
<td>Media Arts in Practice (Applied Subject)</td>
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</tbody>
</table>

**Curriculum Leader:** Diane Jones
Technologies are an integral part of society. Food and Nutrition is the study of food in the context of food science, nutrition and food technologies. This subject continues and extends on the design process with a particular focus on Nutrition.

**Units of Study:**

Food and nutrition is a developmental course of study. Students will develop an understanding of the chemical and functional properties of vitamins, minerals and protein, as well as food safety, spoilage and preservation. Students will explore consumer food drivers, sensory profiling, labelling and food safety and the development of food formulations. Further investigations will see students develop knowledge about the chemical, functional and sensory properties of carbohydrate and fat, food preservation techniques and spoilage as well as developing an awareness of the interdisciplinary nature of food science, nutrition and technologies in relation to solving food and nutrition problems and improving safety, nutrition, convenience, transparency and accessibility for the consumer while considering the wider impacts and implications of the solutions.

**Benefits of Studying Food Technology:**

Food and Nutrition is an introduction to the General subject of Food and Nutrition. It is suited for students interested in pathways that lead to further education, training and employment in the fields of research and development, science, technology, engineering and health.

The subject will give students the insight into food science using a problem based learning approach where students will learn to apply their food science, nutrition and technologies knowledge to solve food and nutrition problems. They will explore problems, develop ideas, generate, communicate and test solutions and evaluate the process and solutions. Students will use new and existing knowledge to make decisions and solve problems through investigation, experimentation and analysis.
Where can this subject take you?

Food Technology in Year 10 offers the following pathway:

Curriculum Leader: Michelle Wetl
Geography is about the study of human and natural characteristics of places, and the interactions between them. It is a rich and complex discipline which includes two vital dimensions of study:

- The **spatial dimension** which focuses on where things in the world are and why they are there.
- The **ecological dimension** which considers how humans interact with various environmental phenomena.

**Units of Study:**

Geography is offered to Year 10 students as an elective subject as a full-year course of study. Year 10 Geography consists of two units of study that align with the Australian National Curriculum. Students will engage with the following units and their relevant sub-topics in their studies of Geography:

**Year 10, Unit 1 (Semester 1):** Environmental Change and Management.

**Unit 1 Sub-Topics**

- What is Environmental Change?
- Climate Change.
- Land Degradation (The impacts of Invasive Species, Salinity and Drought).
- Inland water – Dammed, Diverted and Drained.
- Managing Change in Coastal Environments.
- Managing our Marine Environments (Are we trashing our oceans?)
- Managing and Sustaining Urban Environments (Sustainable Cities & Urban Planning).

**Year 10, Unit 2 (Semester 2):** Geographies of Human Wellbeing.

**Unit 2 Sub-Topics**

- What is Human Well-Being?
- How do we measure Human Well-Being?
- Human Well-Being and Population Change.
- The impacts of poverty and disease on Human Well-Being.
- The impacts of regional conflicts and terrorism on Human Well-Being.
Benefits of studying Geography?

There are many benefits associated with the study of Geography. As a geography student you will develop an understanding of the world as an integrated whole, rather than a segregated entity. Geography students use a powerful mix of geographical and interdisciplinary skills to solve a range of problems. They can also analyse and synthesise complex environmental, economic, social and political information to enable a geographical understanding of humans, environments and the dynamic relationships between them.

Where can this subject take you?

Geography in Year 10 offers the following pathway:

Curriculum Leader: Ashlea Schinkel
This is a specialised, academic area of study in the field of Health Promotion.

Studying Health in Year 10 can be seen as a lead into Health Education and Physical Education in the Senior Years.

The year long course will explore Health Education concepts, such as:

- Holistic Health
- The social view of health
- Determinants of health
- The Ottawa Charter for Health Promotion
- Social Justice Principles
- Salutogenic Approach
- RE – Aim Approach

Students are given the opportunity to apply their understanding of these concepts when they analyse the school canteen menu items. They are then able to make education recommendations for the canteen in order to benefit the health of the school community.

Units of Study:

Students will be involved in a variety of written and oral learning experiences which are focused on the four major areas of study. These could include activities such as mentoring younger students, constructing action plans for health, liaising with the local community for information, petitioning positive health messages within the school, conducting interviews and researching hypotheses on health issues. Students are expected to keep up to date with homework readings to maximise effective interaction time in the classroom. Learning experiences are designed to allow students to develop as increasingly self directed, interdependent and independent learners.

Benefits of studying Year 10 Health Education:

Health is a General subject in the new senior assessment system and suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions. The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia.
Where can this subject take you?
Health Education in Year 10 offers the following pathway:

Health Education

↓

Health (General Subject)

Curriculum Leader: Adam Sammartino
Year 10 History students who wish to continue their studies in the History discipline, should consider selecting the Humanities (History Extension) subject that will be offered to Year 10 students in 2019 as an elective option.

The focus of the Year 10 Humanities (History Extension) program emphasises historical inquiry into various areas of study within the Ancient and Modern Worlds. This subject seeks to offer Year 10 students an amalgamated introduction to the subject disciplines of Ancient History and Modern History through a series of inquiry units that focus on Ancient civilisations as well as life in the modern world. The Humanities (History Extension) subject would be highly advantageous for those students who are considering studying Modern History and/or Ancient History in Years 11 and 12.

**Units of Study:**

**Content Focus:** Introduction to the Ancient and Modern Worlds.

**Modern History Units One:**

- **Unit 1:** From Mohawks to Mullets – Studies of Popular Culture (1950’s to present)
- **Unit 2:** I Have a Dream: Human Rights and Freedoms (1945 to present);

**Ancient History Unit Two:**

- **Unit 3:** THIS IS SPARTA! - A Study of Daily Life and Society in Ancient Sparta.
- **Unit 4:** Land of the Pharaohs – A study of Daily Life in Ancient Egypt.

**Benefits of studying Humanities (History Extension):**

There are many benefits associated with the study of History. Many professions and occupations value people who are able to develop and express an informed and justifiable opinion. History Extension students learn use a powerful mix of interdisciplinary skills to investigate a range of key historical issues and concepts. They will also learn to analyse and synthesise complex economic, social and political information to enable the development of an informed historical understanding of people, society, environmental contexts and the dynamic relationships that exist between them.
Where can this subject take you?

Humanities in Year 10 offers the following pathway:

Curriculum Leader: Ashlea Schinkel
Learning a language other than English expands horizons, develops communication of ideas, information and feelings and enriches the language student’s way of thinking.

The language skills students develop during the Junior Japanese course should enable them to communicate in a range of functional situations which cover a variety of practical everyday conversational needs.

Students continuing their Japanese language studies into Year 10 will have the opportunity to visit Japan on tour and visit our sister schools of Nara Gakuen and Rikkyo. Throughout the year they will also have the opportunity to host Japanese students when these two schools visit our College.

**Units of Study:**

The integrated study of the four macro skills - Speaking, Listening, Reading and Writing is presented through a variety of useful and practical themes, such as ordering food, asking for directions, catching public transport, making arrangements and homestay situations.

The study of culture and customs promotes an understanding and appreciation of the Japanese people and their way of life which is an integral part of the course. The subject is taught through a functional and activity based approach. The textbook exposes students to vocabulary, grammar and cultural aspects of the language.

It is a requirement that students have successfully completed Year 9 Japanese to participate in Year 10 Japanese.

**Benefits of Studying Japanese:**

Learning a second language fosters cross cultural understanding and empathy with people of other languages and cultures. Japanese has an important place in the curriculum offerings of Queensland schools because of Australia’s location within the Asia Pacific region. It is extremely important to be able to communicate with one of our largest trading partners in the future and studying Japanese not only improves students’ intercultural competence, but it also creates globally aware and culturally sensitive individuals. Possessing a second language is highly sought after by employers.
Students of Japanese have the opportunity to develop language skills which will enhance their career prospects. Japan provides Australia with its largest overseas market and opportunities in commerce, technology, law, health care, international affairs, tourism and education are available to students who have a knowledge and understanding of Japanese language and culture. The range of job opportunities is constantly expanding with the established trade and business links between Australia and Japan, and a knowledge of the Japanese language will establish a career advantage for young Queenslanders.

Where can this subject take you?

Japanese in Year 10 offers the following pathway:

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Japanese

Senior Japanese (General Subject)
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Curriculum Leader: Karen Coad
Year 10 Music offers students the opportunity to develop their skills as a musician. This subject covers the areas of performing, composing and musicology to provide students with a holistic understanding of musical developments. Additionally, this course presents these areas of learning with an emphasis on current practices in the Music industry. Music is a practical activity and students who choose to undertake this subject in Year 10 should have some experience performing vocally or on an instrument. Music at Aquinas embraces the use of technology in the classroom and students will learn to use computer software and current music technology to undertake their performing and composing activities.

Units of Study:
Over the course of Year 10, music students will develop new skills in the following areas:

**Composing**
The dimension *Composition* involves the creation of music by combining music elements and concepts in a range of contexts, styles and genres. It entails innovation through exploring and experimenting with sound to synthesise and express personal music ideas.

**Musicology**
The dimension *Musicology* involves the study of music in social, historical and cultural contexts. It entails researching, analysing and evaluating repertoire and other music sources in a range of contexts, styles and genres to synthesise and express a music viewpoint.

**Performing**
The dimension *Performance* involves the interpretation of music elements and concepts through playing, singing and/or conducting in context. It entails communicating music to audiences through the synthesis of music ideas, stylistic characteristics and practices.
Benefits of Studying Music:
The study of Music benefits students in many ways including:

- Development of language
- Memorisation
- Increased coordination
- Promotion of a sense of achievement
- Engagement in learning
- Emotional development
- Pattern recognition
- Development of discipline
- Creative thinking
- Collaboration within a team environment
- Development of self confidence

Where can this subject take you?
Music in Year 10 offers the following pathway:

```
Music

Music
(General Subject)
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Curriculum Leader: Fiona Poirrier
This subject is suited to students who have a passion for Physical Education and involves students as intelligent performers learning in, about and through physical activity.

The subject focuses on subject matter similar to the Year 11 and 12 courses. Students will be engaged in learning experiences that cover assessable dimensions of Engage and Understand, Apply and Analyse, Evaluate and Justify.

Classroom learning experiences and assessment pieces combine each physical performance area with relevant theoretical content. Students are expected to participate fully in all physical components of the course.

**Units of Study:**

Students will be involved in a variety of written, oral and physical learning experiences which are focused on the study of the four physical activities. These could include such activities as designing a training programme for a team, analysing popular beliefs about physical activity and debating current sporting issues. Learning experiences are designed to allow students to develop as increasingly self directed, interdependent and independent learners.

**The areas of learning to be addressed in Year 10 Physical Education (Extension) are:**

- Volleyball
- Biomechanics
- Touch Football
- Skill Acquisition

**Benefits of studying Physical Education (Extension):**

Students in Year 10 are beginning to face more complex life decisions. The Health and Physical Education curriculum focuses on the broader role students play in contributing to the health, safety and wellbeing of their wider community. Their lives and the environments in which they are living are changing rapidly. Health and Physical Education also plays an important role in maintaining physical activity participation. Practical learning experiences support students to select, implement and maintain appropriate physical activity routines to enhance their health and wellbeing.
Where can this subject take you?
Physical Education (Extension) in Year 10 offers the following two pathways:

- **Physical Education (Extension)**
  - **Physical Education (General Subject)**
  - **Certificate II in Sport and Recreation/Certificate III in Fitness (Vocational Education Course)**

Additional Information:

**Uniform**
Students must dress in official College Sports Uniform when undertaking practical work.

**Curriculum Leader:** Adam Sammartino
Sporting Excellence Program
Netball
Elective subject

The Aquinas College Netball Excellence Program is conducted by Netball coaches of the College. The Netball Excellence program aims to provide students with the opportunity to develop their netball potential to the highest level while maintaining their performance in academic studies. It encourages students to achieve in all aspects of their endeavours.

The program includes practical lessons where existing skills are practiced and improved upon, and where new skills are introduced and developed. Aquinas College aims to provide students with quality coaching and feedback within the school environment.

An application form must be filled out and then reviewed to be accepted into the program. This exciting and innovative program is suited to those young women who have a commitment to and a love of, Netball.

Where can this subject take you?

Sporting Excellence in Year 10 offers the following two pathways:

- **Sporting Excellence**
  - **Physical Education (General Subject)**

- **Sporting Excellence**
  - **Certificate II in Sport and Recreation/Certificate III in Fitness (Vocational Education Course)**

**Curriculum Leader:** Adam Sammartino
The Aquinas College Rugby League Excellence Program is conducted by qualified Rugby League coaches. It encourages students to achieve in all of their endeavours. The program includes practical lessons where existing skills are practiced and improved, and where new skills are introduced and developed.

Students also gain a Rugby League Officiating qualification and are involved in refereeing the local primary school sport Rugby League games held at Aquinas College during the second semester. Students work on key components of Rugby League such as speed, agility, defence and key positional play; among various other technical aspects of the game. The program is also used to prepare students for their progression into the Confraternity Rugby League Squad/Team during their senior years at the college. Please note: students must be turning or have turned 16 during the year of Confraternity to be eligible to play.

To be accepted into the program an application form must be filled out and then reviewed by the Director of Rugby League. This exciting and innovative program is suited to those young men who have a commitment to, and a love of, Rugby League.

At various times throughout the year the students will have the opportunity to play in trial games against Gold Coast and Brisbane schools.

Students must have prior approval from the Curriculum Leader to select this subject.

Where can this subject take you?
Sporting Excellence in Year 10 offers the following two pathways:

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<tr>
<th>Sporting Excellence</th>
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<tbody>
<tr>
<td>Physical Education (General Subject)</td>
<td>Certificate II in Sport and Recreation/Certificate III in Fitness (Vocational Education Course)</td>
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</table>

Curriculum Leader: Adam Sammartino
Students may elect to study Visual Arts in Year 10 as an introduction to Visual Art and Visual Arts in Practice. It is preferable that students intending to study Visual Art and/or Visual Arts in Practice in the Senior Years complete this introductory course. Learning experiences are scaffolded and increase in complexity over the course of study. The progression from Junior Art into the Year 10 course allows students to become more aware of inquiry, research and developing, resolving and reflecting to create responses in both making and responding as a *Body of Work*.

**Units of Study:**

Student who elect to study Visual Arts in Year 10 will have the opportunity to explore a range of learning experiences with a variety of themes, media and techniques.

Throughout the course students are provided with opportunities to make and appraise images and objects from the range of media areas. Over the semester learning experiences may incorporate 2D Media, 3D objects, Design and Time-based media.

Each semester students will be required to submit *Making* and *Responding* tasks. The *Making Folio* comprises all work completed over the term through researching, development, resolution and reflection on the set concepts/tasks. A visual journal will be kept as part of the art making process and will be included in the making folio. The *Responding task* will require students to investigate artistic expression and critically analyse artworks. In particular, they will focus on their own work as an aspiring artist.

Standards are awarded based on the qualities evident in a student’s work. In Year 10 Visual Art the assessable standards are *Making* and *Responding*.

**Benefits of Studying Visual Arts:**

Visual Arts fosters critical thinking, problem solving, collaboration and innovation through the development of a personal aesthetic. It provides students with opportunities for self exploration and self expression, the chance to broaden horizons, build mental focus, reduce stress and develop creativity. Creativity is one of the 21st Century skills that has influenced the development of our new curriculum. Visual Arts helps create well rounded students with an understanding of varied cultures, strong analytical abilities, and a range of communication and interpersonal skills.
Where can this subject take you?

Visual Arts in Year 10 offers the following two pathways:

- Visual Arts
  - Visual Arts (General Subject)

- Visual Arts
  - Visual Arts in Practice (Applied Subject)

Curriculum Leader: Diane Jones