

# Senior School Subject Selection Handbook Year 10 2017

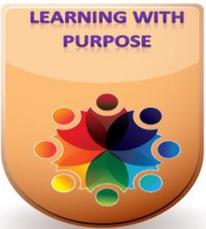


At Prince of Peace, we believe it is vital to nurture a love of learning in all our students and to support them to acquire the skills, values and knowledge needed for modern life.

We believe each student's educational experience should be characterised by the following guiding principles:



*Excellence through honour* - we want every student to pursue personal excellence; to honour each other, their God given potential and to give of their best.



*Learning with purpose* - We wish to prepare all our students to become lifelong learners who are creative, critical thinkers, collaborators and communications; who are multi-skilled, adaptable and innovative.



*Growth through challenge* - we believe that it is important that students are provided with opportunities to push themselves, to be challenged to reach their full potential in a supportive environment.

There are 5 Central Elements to our positive learning culture:



## Message from the Head of Campus

At Prince of Peace, students move into the Senior Phase of Learning in Year 10. Year 10 acts as a formal preparation for Years 11 and 12 with year 10 courses providing a strong foundation for the final two years of schooling. The aim of Year 10 is for students to select subjects that they would more than likely wish to study in Years 11 and 12, to meet their University and work goals. As a College we are working hard to keep abreast of changes to Senior Assessment, a number of our staff are engaged in trialling and training to ensure students are prepared for changes in 2018.

The transition from Year 9 to 10 is an important step. This "Course Planning Guide" provides information about course structure and subject choices for Year 10, so that you can make informed choices as you prepare for Year 10. As you make these choices, please consider the following:

- Will my subject choices help me reach my goals?
- Have I kept as many options as possible open?
- Do my reports suggest that I will succeed in the subjects I have chosen?
- Have I chosen a suitable balance of subjects?
- Have I carefully considered alternative subjects in case I miss out on any of my first preferences?

Students have a choice of six elective subjects. For more information on each subject choice, please refer to the subject descriptors.

Students will make their selections via a preference system. Students should select eight subjects and indicate their order of preference. They are then allocated six preferences in the order they have indicated. Should a particular preference not be available (usually due to over or under subscription) or not fit (due to the combination of subjects) the next preference in order will be allocated.

The subjects you choose represent an important educational decision and one that should be considered carefully. In Year 10, students will start planning for their senior phase of learning. The SET Planning process during Term 4 will be an important part of the decision making process. Year 10 is an opportunity for students to build foundations and develop capabilities for their studies in Year 11 and 12.

I wish you well in the decision making that lies ahead.

Michelle Nisbet  
Head of Campus 7-12

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## ACADEMIC ADVISORS AND CURRICULUM LEADERS

Listed here are College staff who may be able to provide information and guidance regarding student subject choices.

**Careers Counsellor/Vocational Education** – Mr John Low

<b>COMPULSORY SUBJECTS</b>		
<b>AREA OF INTEREST</b>	<b>CURRICULUM LEADER</b>	<b>Subject</b>
English	Paul Gough pgough@princeofpeace.qld.edu.au	English
Mathematics	Jonathan Klupp jklupp@princeofpeace.qld.edu.au	Core Mathematics Extension Mathematics
Christian Studies	Grant Nibbs gnibbs@princeofpeace.qld.edu.au	Christian Studies
Health and Physical Education	Samantha Davids sdavids@princeofpeace.qld.edu.au	Health and Physical Education

<b>ELECTIVE SUBJECTS</b>		
<b>AREA OF INTEREST</b>	<b>CURRICULUM LEADER</b>	<b>Subject</b>
Science	Pat Corbin pcorbin@princeofpeace.qld.edu.au	Chemistry Physics Biology
Languages	Brett Brookes bbrookes@princeofpeace.qld.edu.au	Indonesian
Business	Cathy Walsh cwalsh@princeofpeace.qld.edu.au	Accounting Legal Studies Business Management
The Arts	Zac Von Hoff zvhoff@princeofpeace.qld.edu.au Robyn Harvey rharvey@princeofpeace.qld.edu.au Melanie Wallace mwallace@princeofpeace.qld.edu.au	Drama Music Visual Art
Humanities and Social Sciences	John Low jlow@princeofpeace.qld.edu.au	Geography History
Technology	Michael Gauldie mgauldie@princeofpeace.qld.edu.au	Information Technology Systems Technology Studies Graphics Food Technology

## **Preparing for the Senior Phase of Learning**

The Queensland Government has introduced new laws, effective from 2006, which require young people to be learning or earning. All young people will be required to complete Year 10 at school and go on to undertake a further two years of education and/or training, or until they achieve a Queensland Certificate of Education, Senior Statement or Certificate III vocational qualification, or turn 17, whichever comes first. Young people will be exempt from these requirements if they gain full-time employment. The aim is to encourage as many young people as possible to complete 12 years of schooling or equivalent.

After completing Year 10 students will be able to choose from a broader range of learning options leading to a Senior Statement, Queensland Certificate of Education or a Certificate III Vocational Qualification.

A Senior Education and Training Plan (SET Plan) helps students structure their learning around their abilities, interests and ambitions. As part of the planning process, students think about their future, consider their abilities and investigate their options for careers and further education.

The student, in collaboration with the school and their parents or carers, develops the SET Plan. The plan details what, where and how a student will study during their senior phase of learning (usually Years 11 and 12). In their personalised plan, they will be able to list a variety of different learning pathways, some of which they may access outside the current formal structure of this school. This allows them to create more options and flexibility in their learning. The plan can be altered if they decide to change direction and explore different learning pathways. The plan should be completed and ready for implementation before the young person begins the Senior Phase of Learning. SET Plans are completed by the student as parts of Lifelong Learning in partnership with parents and the College. The school will encourage students to review their SET Plans and all efforts are made to ensure students achieve their intended learning outcomes (ILOs) and have the broadest range of options available to them at the end of the senior phase.

During Year 10, or in the year prior to their sixteenth birthday (whichever comes first), all young people will be registered with the Queensland Curriculum and Assessment Authority by the school. Upon registration, each young person will have a learning account opened and be issued with Learners Unique Identifier (LUI). From then on, as young people complete various units of learning and training, credits will be banked in their learning account. They can then access and monitor their account through the Queensland Curriculum and Assessment Authority website (<https://studentconnect.qcaa.qld.edu.au/>). In general their learning account will remain open until the student is awarded their Queensland Certificate of Education (QCE).

**ACHIEVING A QCE**

During Year 10, students will open their learning accounts and begin to bank credit towards their QCE. The QCE recognises courses that cater to a range of interests, abilities and readiness. Diagram 24 illustrates the variety of learning options that can be completed or started in Year 10.



## OTHER INFORMATION

### QCE ELIGIBILITY

To be eligible for a QCE, a young person must complete 20 credits in the required pattern. There is a minimum of 12 credits of core studies with at least one to be completed at school. In addition to the core courses, students can undertake:

- preparatory courses, or stepping stones to further education and training, which can contribute a maximum of six credits towards a QCE
- enrichment courses or opportunities to develop skills and knowledge at a higher level, which can contribute up to eight credits towards a QCE
- advanced courses that go beyond the scope and depth of what is considered senior secondary schooling and, when undertaken by school students, can contribute up to eight credits towards the QCE.

### QCE LITERACY AND NUMERACY REQUIREMENTS

A QCE is awarded when, in addition to achieving 20 credits in the required pattern of learning, the student has met the requirements for literacy and numeracy. The short courses in literacy and numeracy developed by the QSA make available to schools a flexible option to design courses around real and lifelike circumstances that cater for the broad range of skills, attitudes and needs of their students.

For more information, click on this link to QCAA website - QCE [HERE](https://www.qcaa.qld.edu.au/senior/certificates-qualifications/qce)  
<https://www.qcaa.qld.edu.au/senior/certificates-qualifications/qce>

### ACHIEVING A QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

**The Queensland Certificate of Individual Achievement (QCIA)** reports the learning achievements of students who are on individualised learning programs. This certificate recognises the schooling achievements of students who have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural and/or linguistic factors. The certificate is an official record that students have completed at least 12 years of education, and provides students with a summary of their skills and knowledge that they can present to employers and training providers. The QCIA records the student's educational achievement in two areas:

**Statement of Achievement.** This provides descriptions of the student's demonstrated knowledge and skills in areas of study and learning; communication and technologies; community, citizenship and the environment; leisure and recreation; personal and living dimensions; and vocational and transition activities.

**Statement of Participation.** This lists activities a student has undertaken, for example, community-based learning, work placement or work experience, extra-curricular activities, community access programs or mentor programs with employers.

To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

For more information, click on this link to QCAA website - QCIA [HERE](https://www.qcaa.qld.edu.au/senior/certificates-qualifications/qcia)  
<https://www.qcaa.qld.edu.au/senior/certificates-qualifications/qcia>

## Revitalising senior assessment and tertiary entrance in Queensland

**A guide for parents and carers** (from QCAA website  
[https://www.qcaa.qld.edu.au/downloads/senior/snr\\_assessment\\_trials\\_guide.pdf](https://www.qcaa.qld.edu.au/downloads/senior/snr_assessment_trials_guide.pdf),  
original found [HERE](#))

### Introduction

The Queensland Government has announced a steady and considered transition to revitalised senior assessment and tertiary entrance systems. Designed to meet the needs of current and future students, the features of these systems will be:

- a model that uses school-based assessment and common external assessment
- new processes that strengthen the quality and comparability of school-based assessment
- a move away from the Overall Position (OP) rank to an Australian Tertiary Admission Rank (ATAR).

### Why is it time to change the current systems?

The senior assessment system in its current form began in the early 1980s. The tertiary entrance system — commonly known as the OP system — was introduced in 1992.

In a report released in 2014, the Australian Council for Educational Research (ACER) found that while existing arrangements had served Queensland students well and remained fair and reliable, they would not be sustainable over the longer term. ACER recommended changes to achieve greater rigour and simplicity.

There is also strong support among Queensland universities for eligible Year 12 students to be provided with an ATAR rather than an OP.

### When will the new systems start?

The new senior assessment system will start with students entering Year 11 in 2018. These are the current Year 9 students.

The first students to receive an ATAR instead of an OP will graduate from Year 12 in 2019.

### What will be different about the new assessment system?

A system of 100% school-based assessment has operated in Queensland for more than 40 years.

In the new system, subject results will be based on a student's achievement in three school-based assessments and one external assessment that is set and marked by the Queensland Curriculum and Assessment Authority (QCAA).

This is fewer assessments than students sit currently — emphasising quality over quantity.

In the new system, the external assessment results will contribute 25% towards a student's result in most subjects. In mathematics and science subjects, it will generally contribute 50%.

These will not be 'one-shot' external exams where an entire course of study comes down to performance over a few hours. External assessments are designed to give an extra layer of information about what students have learnt and can do in a subject. Queensland is introducing a progressive system that embodies the best of school-based and external assessment.

The school-based assessments will not be scaled by the results of the external assessment when calculating a student's subject result.

### Why will there be 50% external assessment in mathematics and science subjects but 25% in others?

Variation between subjects reflects the kinds of learning particular to those subjects and how achievement is most appropriately assessed. It would be inappropriate to assess all subjects in the same way.

Variation exists in other states although few share exactly the same approach.

**Will students be subject to more assessment and high stakes exams in the new system?**

Year 12 students typically complete up to seven assessments in each subject. Under the new model, students will be expected to complete four pieces of assessment per subject. Three will be school-based assessments and one will be externally set and graded. All four assessments will count towards a student's final result.

**What preparations are being made for the new assessment system?**

The QCAA is developing new senior assessment processes through:

- redeveloping senior syllabuses reflective of a new assessment model
- trialling external assessments with about 20,000 students at more than 250 schools
- trialling processes for improving the quality and comparability of school-based assessment.

Teachers and students will be well supported in the transition to the new system. The education community in general has been an important driver of the changes.

**When will the trial of external assessment start?**

The external assessment trial will be held from 27 May to 6 June 2016. The subjects involved are Chemistry, English, Geography, Mathematics B and Modern History. All of the external tasks will be developed and marked by the QCAA.

**Will my child have to do an external assessment if their school participates in the trial?**

No, but the greater the number of students who participate, the more useful the trials will be. Parents and carers are encouraged to discuss participation with their school before requesting that their child is not involved in the trial assessment group.

**Will a student's performance in a trial assessment count towards their Year 12 level of achievement?**

No. As the trial will involve Year 11 formative assessment only, there will be no impact on a student's Year 12 exit result in the subject.

**What certificates will students receive in the new system at the end of Year 12?**

The Queensland Certificate of Education (QCE) will remain as Queensland's senior school qualification. Students who are eligible will continue to be awarded one at the end of Year 12. Students will also still receive a Senior Statement. It shows all studies and the results achieved that may contribute to the award of a QCE.

**What will be different about the new tertiary entrance system?**

The ATAR is a finer-grained rank order of students than the OP. It's a number between 0.00 and 99.95 with increments of 0.05, whereas the OP consists of 25 bands. The ATAR is commonly used in other states and territories.

A student's OP is calculated by comparing their results in Authority subjects studied at school with those of other OP-eligible students. Subject results are scaled using Queensland Core Skills (QCS) Test results. The final QCS Test will be held in 2018.

ATARs will also be calculated by comparing student results. But instead of the QCS Test there will be a process of inter-subject scaling.

Scaling is necessary so that student results in different types of subjects can be compared. The method of inter-subject scaling to be used is still to be finalised by the Senior Secondary Assessment Taskforce.

The Queensland Tertiary Admissions Centre (QTAC) will be responsible for calculating students' ATARs.

**What about the students who will finish school before the changes are introduced?**

Families with children who will be completing school under the current system can be assured that it remains fair and reliable. In no way will it be compromised by the changes.

**Who will oversee the implementation strategy?**

The Minister for Education chairs the Senior Secondary Assessment Taskforce with representation from schooling sectors, parent groups, principal associations, teacher unions, the Queensland Curriculum and Assessment Authority (QCAA), the Queensland Tertiary Admissions Centre (QTAC) and the tertiary sector.

The taskforce will make decisions about the shape of the new system. School communities will be advised throughout this process.

**The current systems explained**

Students are taught and assessed by schools throughout Years 11 and 12. The QCAA manages the external moderation processes that ensure all students are treated fairly and standards are comparable from school to school. This involves review panels of trained teachers externally moderating students' school-based assessments.

A student's OP is calculated using their subject results and information from the Queensland Core Skills Test.

**More information**

Please email: [secretariat@qcaa.qld.edu.au](mailto:secretariat@qcaa.qld.edu.au)

## PLANNING AN ELECTIVE PROGRAM

As a College, we are focused on supporting our students to achieving the very best outcomes from their schooling; outcomes that will allow them to enjoy their schooling and be successful in moving into the next stage of their lives and career pathway. The opportunity to engage in learning about career options and develop personal capabilities is part of the College commitment to Lifelong Learning.

We believe it is essential that students are supported in making decisions about subject choices and career pathways through a process of consultation and education. It is important that the conversations and decision making process builds upon the powerful partnerships between school, parents and students.

The following information is to assist parents and students to make appropriate decisions while choosing elective subject.

All subjects, content and activities throughout the Middle School and Year 10 are organised into **Key Learning Areas or KLAs**.

There are nine (9) Key Learning Areas offered at Prince of Peace Lutheran College.

These are:

- Christian Studies
- English
- Science
- Mathematics
- History/Geography (Humanities)
- Languages other than English (Indonesian)
- Health and Physical Education
- The Arts
- Technology

Study in some of these Key Learning Areas is **Compulsory**, some are offered as **Electives** only, whilst still others are divided across the Compulsory and Elective programs.

### COMPULSORY SUBJECTS IN YEAR 10

- Lifelong Learning
- Christian Studies (2 terms)
- Health & Physical Education (2 terms)
- English (2 semesters)
- Mathematics - Core or Extension (2 semesters)
- Science (1 semester)
- Humanities (1 semester)

### SUBJECTS IN ELECTIVE KEY LEARNING AREAS

In the Elective program, a number of the Key Learning Areas offer specific elective subjects. Students six (6) elective subjects. Each elective subject is allocated 7 lessons per cycle.

- **The Arts**
  - Drama
  - Music
  - Visual Arts
- **Languages other than English (LOTE)**
  - Indonesian
- **Society and the Environment (SOSE)**
  - Humanities and Social Sciences:
    - Geography

- History
- Business:
  - Business Management (BM)
  - Accounting
  - Legal Studies
- **Science**
  - Biology
  - Chemistry
  - Physics
- **Technology**
  - Graphics
  - Information Technology Systems (ITS)
  - Technology Studies
  - Food Technology

## MAKING SUBJECT CHOICES

- Students are to choose eight (8) electives in **order of preference**.
- Students will study six (6) electives in Year 10 for a semester each.
- In general, elective choices made at this stage will not affect prerequisites for later courses or potential future careers.
- The final timetable will seek to maximize student choices; however, some subjects will be conditional on student demand and college administrative factors.
- Students and parents will be notified by the College in this instance.

## DO CHOOSE SUBJECTS

- you believe you will **enjoy**
- in which you expect to **do well**
- which will assist you in your further study
- which give you skills, knowledge and attitudes useful to you in life
- match your interests

## DON'T CHOOSE SUBJECTS

Because:

- another person says they are good or bad
- your friends are, or are not taking them
- you like or dislike a teacher
- you think it is only for boys or only for girls.

## CHANGING SUBJECTS

- Select subjects carefully – they must be studied for a semester to accurately experience the subject.
- Occasionally, it may be necessary to adjust a student's academic program.
- There is often very limited choice when changing subjects. Not all subjects will be available.
- Each request for a subject change is considered carefully and is in consultation with the Home Class Teacher and Careers Counsellor and is subject to approval by the Head of Senior Schooling Development.

## DEADLINES

- Subject selection preferences due to Reception by 17 August 2016

**EXAMPLE A FOR YEAR 10 IN 2017**

<b>SEMESTER</b>	<b>LINE 4</b>	<b>LINE 5</b>	<b>LINE 6</b>	<b>LINE 7</b>
<b>2</b>	Chemistry	Ancient History/ Modern History	Physics	Indonesian
<b>1</b>	Science	Humanities	Graphics	Indonesian

**EXAMPLE B FOR YEAR 10 IN 2017**

<b>SEMESTER</b>	<b>LINE 4</b>	<b>LINE 5</b>	<b>LINE 6</b>	<b>LINE 7</b>
<b>2</b>	BM	History	Music	Visual Art
<b>1</b>	Science	Humanities	Drama	Information Technology

## FURTHER STUDY

YEAR 10	YEAR 11 AND 12
<p><b>The Arts</b></p> <ul style="list-style-type: none"> <li>- Drama</li> <li>- Music</li> <li>- Visual Arts</li> </ul>	<p><b>The Arts</b></p> <ul style="list-style-type: none"> <li>- Drama</li> <li>- Music</li> <li>- Visual Arts</li> </ul>
<p><b>Business Education</b></p> <ul style="list-style-type: none"> <li>- Accounting</li> <li>- Business Management</li> <li>- Legal Studies</li> </ul>	<p><b>Business Education and Economics</b></p> <ul style="list-style-type: none"> <li>- Legal Studies</li> <li>- Business Management</li> <li>- Accounting</li> </ul>
<p><b>Humanities and Social Science</b></p> <ul style="list-style-type: none"> <li>- Geography</li> <li>- History</li> </ul>	<p><b>Humanities and Social Science</b></p> <ul style="list-style-type: none"> <li>- Geography</li> <li>- Ancient History</li> <li>- Modern History</li> </ul>
<p><b>LOTE</b></p> <ul style="list-style-type: none"> <li>- Indonesian</li> </ul>	<p><b>LOTE</b></p> <ul style="list-style-type: none"> <li>- Indonesian</li> </ul>
<p><b>Sciences</b></p> <ul style="list-style-type: none"> <li>- Biology</li> <li>- Chemistry</li> <li>- Physics</li> </ul>	<p><b>Sciences</b></p> <ul style="list-style-type: none"> <li>- Biology</li> <li>- Chemistry</li> <li>- Physics</li> </ul>
<p><b>ICT and Design</b></p> <ul style="list-style-type: none"> <li>- Graphics</li> <li>- Technology Studies</li> <li>- IT</li> <li>- Food Technology</li> </ul>	<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>- Graphics</li> <li>- Technology Studies</li> <li>- Information Technology Systems (ITS)</li> <li>- Hospitality SAS</li> </ul>
<p><b>English</b></p>	<p><b>English</b></p>
<p><b>Maths</b></p>	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>- Maths A</li> <li>- Maths B</li> <li>- Maths C</li> <li>- Numeracy Short Course</li> </ul>
<p><b>H/PE</b></p>	<p><b>PE</b></p>

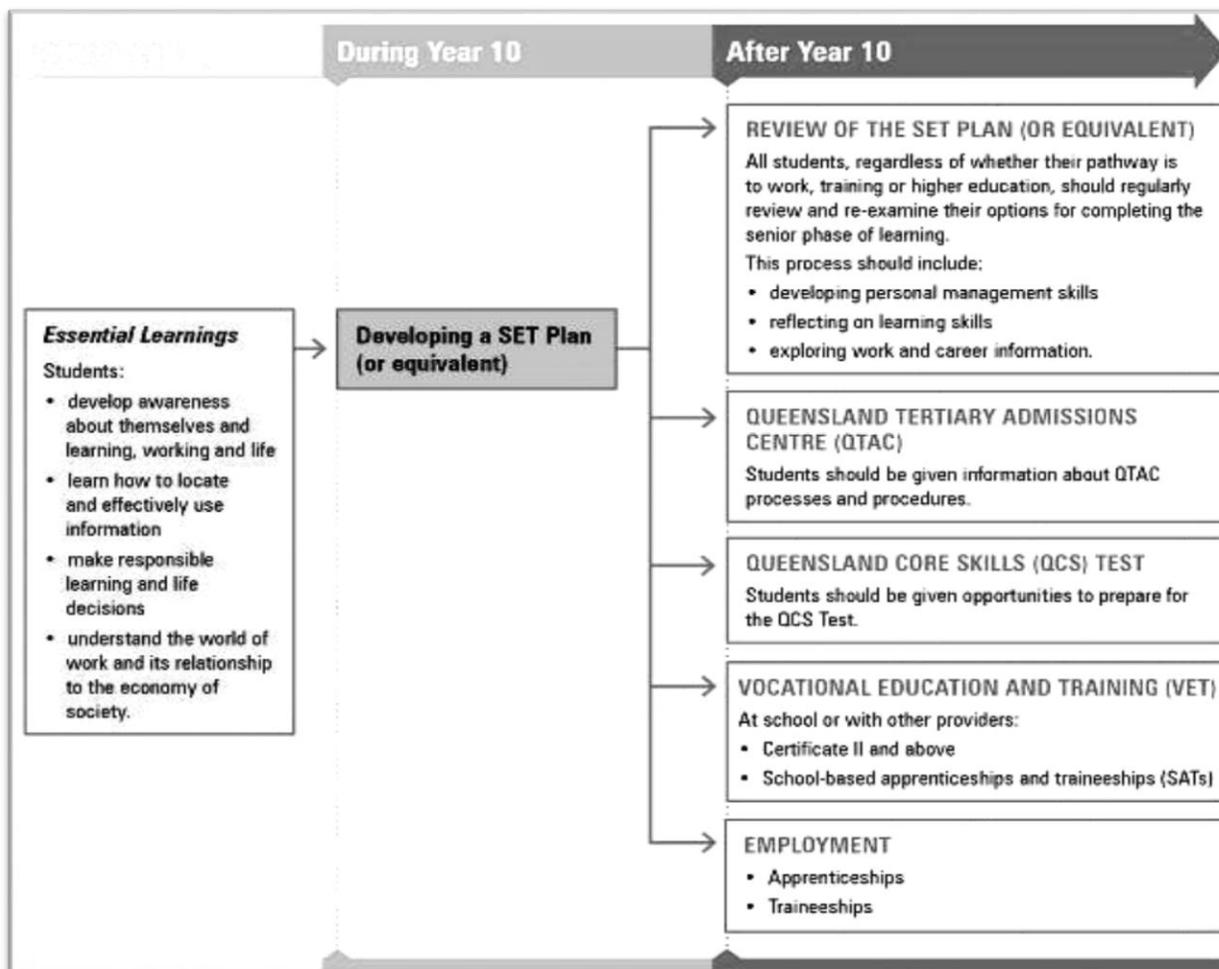
## CAREER DEVELOPMENT

### THE SET PLAN

The SET Plan (or equivalent) — is a key strategy to encourage students to complete Year 12. A Senior Education and Training (SET) Plan or equivalent helps students structure their learning around their abilities, interests and ambitions. The plan is developed by the end of Year 10 and is agreed between the student, their parents or carers and the school.

The plan encourages students to think about their future, consider their abilities and investigate their options for careers and further education. Through this process Year 10 students will make informed decisions about completing the senior phase of learning and about their future. It helps them to make immediate career and learning choices and to lay the foundations for lifelong learning and lifelong career development.

SET planning in Year 10 begins with a broad consideration of choices. Students consider questions that highlight the options that are achievable and appropriate to their individual strengths and interests. It leads students through decision-making processes so that they consider a range of possibilities, the suitability of these choices to their abilities, beliefs and aspirations, and the likelihood that they are opting for a pathway which, in the long term, is going to be rewarding and sustainable.



## CAREER DEVELOPMENT

**Required Prior Learning:** N/A

*Career Development* is part of Life Long Learning (LLL) in Year 10.

### **Why do Career Development?**

Career development is an ongoing, lifetime process of interaction between the individual and their environment. These interactions will shape people's learning requirements and their levels of mastery of career competencies in different ways and at different times in their lives.

Career development focuses on the knowledge, process and skills necessary for developing effective career development practices of students that are commencing the senior phase of learning (Years 10 to 12). The subject is designed to be able to be conducted by Careers Counsellors, or teachers without any formal careers training under the supervision of a qualified Careers Counsellor. The counsellor will provide any career advice, general or specific, to a student or group of students or their parents/carer who are part of the school community.

This subject is offered in Year 10 because:

- The progression from Year 10 to Year 11 is often the most complex transition in a student's school life. As they move through the senior phase of schooling, there is an increased expectation that they accept greater responsibility for their learning, participate in leadership and community service activities and make significant decisions about their pathways to further education, training and employment.
- It is an important time for young people planning further schooling, vocational education and training (VET), or combinations of these as part of the Senior Education & Training (SET) Planning process.

### **What you will study**

Year 10 Career Development is broken up into terms with a major focus as follows:

- **Term 1** is spent learning about career planning, looking at options and completing Stage 1 of the SET Planning process. This involves getting to know themselves by completing a variety of career interest and personality tests. Students develop a career profile and short list of occupations that match their current interests.
- **Term 2** involves exploring their options which is Stage 2 of the SET Plan. Students conduct a detailed investigation of their short list of occupations identified in Term 1, find out about VET in Schools, Traineeships & Apprenticeships and subjects required for tertiary courses. Students are allocated their Learner Unique Identifier (LUI), introduced to the requirements of the Queensland Certificate of Education (QCE) and QCAA's Student Connect website.
- **Term 3** involves an investigation the World of Work and Stage 3 of the SET Plan which is to document the SET Plan. Semester 1 and the Subject Selection night provide the foundation for an informed decision to be made about subject choice for Year 11 and 12, as well as future intentions. Those looking to do VET in School programs will need to register their interest and work through any selection process required. This may include attending Parent & Student Information nights with the institution concerned.
- In **Term 4** SET Plans will be finalised.

### **Work Load/Assessment**

There is no formal assessment but students will be required to do oral presentations, complete a career interest profile, job and tertiary study investigations. They will be required to participate in job hunting and interviews. They will be required to complete a SET Plan and develop a career portfolio. They will have the opportunity to visit tertiary campuses and attend the Careers and Employment Expo at the Convention Centre in May.

### **Frequently Asked Questions**

**What about Career Development in Year 11 and 12?** There will be no more formal education in Career Development but students will have access to the Careers Counsellor for further advice on subject selection and whatever path they choose to follow after school.

## THE ARTS

### DRAMA

**Required Prior Learning:** Although no prior learning or previous study in the subject area is required some basic knowledge and understanding of the Elements of Drama and Skills of Performance is beneficial. It is preferable for students intending to study Drama in Years 11 and 12 to have studied Drama in Year 10.

#### Why do this subject?

Findings from the European DICE project (2010) show that students who participate in Drama education compared with non-participatory counterparts:

- Feel more confident in communication.
- Are more likely to feel that they are creative.
- Like going to school more and enjoy school activities
- Are better at coping with stress
- Show more dedication towards their future and have more plans
- Spend more time doing practical activities in general, not just in the arts.

Drama provides a learning environment both as an art form and as an aesthetic way of knowing that integrates oral, kinaesthetic, visual and aural dimensions. The collaborative nature of drama as an art form provides students with opportunities to learn and to manage the interpersonal and intrapersonal skills required to work effectively, both individually and in groups.

#### What you will study?

Drama at Prince of Peace in Year 10 is studied for one semester and is highly contextual and connected. Students study dramatic languages with a focus on building skills for Senior Drama. The two units studied are:

##### **Empower - Documentary Drama**

Drama created for a specific community audience to empower, challenge and reflect.

##### **Empathise - Storytelling**

Drama created to inspire and tell the story of people – their lives, their ideas and their dreams.

#### Workload/Assessment

Students explore and use aspects of dramatic languages within the general objectives of Creating, Presenting, Reflecting and Responding. Year 10 will consist of five pieces of assessment:

1. Creation of an outline for a Documentary Drama based on stimulus (Creating)
2. Public Performance of a student-devised Documentary Drama (Presenting)
3. Responding to dramatic action of a live/DVD performance of theatre (Responding)
4. Performance of a scripted drama – *Stories in the Dark* by Debra Oswald (Presenting)

#### Frequently Asked Questions

##### **Will I need to perform in public?**

Yes. The Presenting Criterion requires planned, rehearsed and polished performance for an audience. Not all assessment tasks will be marked in front of an audience (i.e. POPin or other students); however it is expected that senior drama students will perform in front of a variety of audiences.

##### **Is there any written theory?**

Although most of in-class workshops are practical, Drama does have a theory aspect. The Responding Criterion requires you to write extended essays and dramatic critiques following correct essay format and language to demonstrate your ability to evaluate dramatic meaning.

## THE ARTS

### Music

**Required Prior Learning:** Year 9 Music or Grade 2 Theory AMEB

#### Why do Music?

**The Year 10 music course of study exposes students to music in a variety of contexts and allows the freedom for young musicians to express themselves through the medium of composition and performance. Music in Year 10 is an extension of work completed in Year 9. With accumulated knowledge students have greater flexibility to demonstrate their skills and extend their musical ability.**

#### What you will study?

##### Unit 1- Like A Version

This unit will break Music down into its different elements, learning about each element by performing, analysing and listening to music. Students will study original and cover versions of songs noting the changes to the elements in each version. As an assessment item, they will need to create and perform their own version of a song.

##### Unit 2- Programmatic Music

Programmatic music is musical that has been inspired by a story, artwork or real life event. Students will study the music that is programmatic in style and then have the opportunity to produce their own programmatic composition.

#### Work Load/Assessment

Students are required to complete assessment in the areas of *performance*, *composition* and *written assessment*. In many cases, the written assessment may accompany a composition or be a response to stimulus shown in class time. Some time will be allocated during class to complete these assessment items, however, students will also be required to work on assessment in their own time. Students are encouraged to make use of the music classroom, practice rooms and computers (if required) before/after school and during lunch breaks.

#### Frequently Asked Questions

##### Can I take Year 10 music if I did not do music in Year 9?

Students may experience difficulty with this unit of study had they not completed the Year 9 course. Outside school musical experiences such as private lesson tuition or theory exams may help students who have not studied music in Year 9 to feel more comfortable with this course of study. If you are unsure, please contact the Music teacher for further advice.

##### Do I need to perform in front of an audience?

Yes. Students will be asked to perform formally and informally in front of large and small audiences throughout their course of study. Students will be exposed to as many different performance scenarios as possible to prepare them for real world situations.

##### Will I need to write assignments?

As an assessment requirement, students will need to express their content knowledge and understanding of musical terminology in written word. This may take the form of an assignment, series of diary entries, oral presentation or response to a stimulus. Students will be assessed on their ability to write in a specific genre, understanding of the English language, their correct use of music terminology and references to the unit of study.

## THE ARTS

### Visual Art

*Creativity is Gods will for us and should be practiced like any other spiritual practice-one day at a time. Julia Cameron*

**Required Prior Learning:** Visual Art in Year 10 is studied for one semester. There are no prerequisites for Year 10 Visual Art, however, study of the subject in Year 9 is an obvious advantage. Students should have some awareness of the elements and principles of art. It is also preferable for students intending to study art as a senior (Years 11 and 12) to have studied art in Year 10.

#### Why do Visual Art?

Visual Art uses the right side of the brain; and as such engages students in higher levels of thought such as analysing, creativity, evaluation, and extrapolation; and as a consequence teaches students to broaden their thinking in all subjects. Visual Art is also an opportunity to explore and become more aware of oneself as a person and is, of course, a lot of fun!

There are numerous arts related career opportunities, in fields such as Interior, Publication, Graphic, Industrial, Fashion and Entertainment Design; Art Education; Photography; Architecture; Fine Arts and Crafts; Support for Artists; Arts Administration; and Art Museums and Galleries. Even if students are not working towards an arts related career, maintaining creativity is good way to maintain a balanced life. Creativity is a Spiritual practice, necessary for wholeness and personal well-being.

#### What you will study?

The emphasis in Year 10 Visual Art is to familiarise students with a wide variety of media and techniques, including 2D, 3D and digital technologies, but with a greater emphasis in developing students' own expression and personal aesthetic. This independence in process is a vital component of senior studies in Art.

In their first term, students will consider representations of power across cultural and historical contexts in Visual Art. The Art of propaganda and graphic novels will be the focus, with students working towards large scale prints and drawings that aim to empower that which is characteristically meek or submissive through choice of media, technique, symbolism and subject matter.

Symbolism will continue to be of concern in the second term, as students create animal sculptures in response to their studies of animal symbolism in Art. Students will experience a range of 3D media including: wire, plaster, clay, found object, casting, soap stone.

#### Work Load/Assessment

It is expected that in Year 10, students will commit a minimum of one hour per week outside of class time to their visual art course.

All visual art students are required to keep a Visual Art Journal which includes class exercises; theory; documentation of processes and study of artists. Visual Art Journals provide insight into how students research, develop and resolve ideas and artworks. They are an essential part of any making assessment task. Assessment in Year 10 will generally be comprised of four tasks:

- An extended writing task involving research and analysis of artists relevant to current study.
- A series of drawings or a print
- A sculpture

#### Frequently Asked Questions

##### Do I have to be 'good at art' to succeed in Visual Art?

All people are creative and therefore have the potential to do well in Visual Art. Criteria for assessment are overwhelmingly looking at the **process** in preference to **product**, and emphasis is on the student developing their own style of expression.

##### I don't know much about drawing or painting; can I still do Visual Art?

These are skills that can be taught and therefore learned. Skills are reinforced at every year level and regardless of entry level, skills can be developed with practice.

##### I'm not very good at making things look real, but I enjoy art, should I take it as a subject?

Of course: making things look realistic is rarely the point of making art and enjoyment is always a good reason to take a subject.

## BUSINESS LEARNING AREA

### ACCOUNTING/ECONOMICS

**Required Prior Learning: N/A**

#### **Why do this subject?**

Studying Accounting is important for students to gain a degree of independence in accumulating and managing finances. Business activity affects the daily lives of all Australians as they work, spend, save, invest, travel and play. It influences jobs, incomes and opportunities for personal enterprise. Students studying business subjects will develop effective decision-making skills related to consumer behaviour and the management and evaluation of personal financial matters, resulting in improved economic, consumer and financial literacy.

Economics is a study of how to use scarce resources in the best way possible. Households, businesses and governments are confronted with the economic problem of alternative uses of their limited resources. Economics is sometimes referred to as the science of choice. The political ramification inherent in the process of choosing is examined during the course of study. This course of study is an introduction to understanding the significance of economic events as well as the implications of individual, business and government economic decision making.

Skills developed are valuable for students' future personal financial management even if a career in business is not pursued. As our society operates around businesses and organisations, the study of Accounting/Economics provides you with useful life-skills for the future. The knowledge of this subject helps students gain key employment skills and competencies and to participate effectively in, and contribute to, decision making in the real world. A knowledge of and interest in current events is very helpful in this subject. Studies in Accounting/Economics provide students with knowledge and skills that are relevant for living in our contemporary society and useful for a range of careers.

#### **What you will study?**

The course is divided into two units – Accounting and Economics that run for a term each.

'Show Me the Money' – This Accounting unit looks at the role of finance in the small business.

Students will:

- employ accounting principles to record transactions and prepare simple financial reports for a small retail business.
- use commercially available computer software to introduce the elementary principles of accounting and the preparation of accounting records and reports.

In the introductory course students will focus on the basic rules of good record keeping (business financial records) – this will include study of the nature of accounts, trial balances, balance sheets and profit and loss statements.

'Money and Markets' - In this introductory course students will focus on the nature of economics and the economic problem. Students will develop knowledge of supply and demand, the scarcity of resources and opportunity costs. They will also look at the global markets and the fluctuations and changes that exist and reasons for this. Part of the course is to actively participate in the Australian Stockmarket Game (ASX) with a view to increase their 'fictitious' investments through an indepth understanding of the economy and the effects of this on the global markets.

#### **Work Load/Assessment**

Class work will be a mix of practical and theory. Assessment of student knowledge will involve formal class tests and assignment work.

#### **Frequently Asked Questions**

##### **Where can Accounting lead me?**

- *Further Study* – TAFE, University
- *Pathways:* a) Certified Practicing Accountant or Chartered Accountant (Pathways: Public Accounting; Industry – retail, hospitality, tourism, legal; Education); b) Not just being an accountant – choices in IT, Marketing, International Business.

##### **Where can Economics lead me?**

Economists work in the following industries: Banking, Government, Accountancy, Teaching, Insurance, Stockbroking, and Marketing

## **BUSINESS LEARNING AREA**

### **BUSINESS MANAGEMENT**

**Required Prior Learning: N/A**

#### **Why do this subject?**

All people interact with business organisations regularly, whether that is through participation as an employee, a manager, an entrepreneur, a concerned citizen, a consumer, a voter, or a social group member. To help prepare young adults to interact with and perform these roles effectively, there needs to be an understanding of how business organisations work and are managed - their goals, strategies, structures, technologies, environments, and the motivations and interests of the people involved. Business Management provides students with the opportunity for a systematic and coherent study of the business organisation, its management and its effectiveness.

This introductory course aims to provide students with knowledge to be able to consider self-employment through the establishment and running of a business, complementary to or as an alternative career pathway to tertiary study and the professions. It provides an introduction to the concepts and procedures used to manage business enterprises, allowing students to be informed and responsible business owners, consumers and employees. It is an ideal introduction/lead into senior OP subjects such as Business Management (BM) or other business area subjects. It also develops logical thinking skills and gives you a good understanding of society and how it functions. As our society operates around businesses and organisations, the study of BM provides you with useful life-skills for the future.

As part of the course students can participate in a business venture simulation which aims to develop the student's business skills in a practical setting.

#### **What you will study?**

In this introductory course you will focus on the basic concepts of small business management. You will touch on the types of businesses, reasons for small business development and the business management process. A focus on Marketing, Human Resource Management, Operations Management and Financial Management are all necessary. Students will analyse what makes existing businesses work and what factors ensure success.

#### **Work Load/Assessment**

Class work has a theory focus to understand the concepts of small business management. Pair/group work will be required to develop ideas for a small business venture.

Students will be assessed by developing a Business Plan and presenting this with intention of starting a small business.

#### **Frequently Asked Questions**

##### **Where can BM lead me?**

- Entrepreneur
- Marketing Manager
- HR Manager
- Operations Manager
- Global Organisation

## BUSINESS LEARNING AREA

### LEGAL STUDIES

**Required Prior Learning:** N/A

#### Why do this subject?

Legal Studies focuses on “legal awareness”. Students who pursue this course will acquire an **informed appreciation of our legal system** and **develop competencies, attitudes and values**, which should enhance their awareness and ability, to **participate as more informed supportive and active members of society**. Students will be encouraged to **evaluate the law and legal processes** considering all stakeholder views.

Legal Studies focuses on enhancing students’ ability to **recognise the diverse legal situations and issues that arise in their everyday lives**. These situations and issues often have legal implications that affect the rights and obligations of themselves and other community members. Students will gain knowledge to understand legal frameworks that regulate and shape society.

Legal Studies **enables students to formulate personal views of the world and understand how the law affects their world**. Through critical analysis, examination and problem solving, they are **empowered to develop well reasoned and justified conclusions on the effectiveness of law**.

This subject will be of benefit to students who have an interest in:

- acquiring knowledge of the relationship between law and society
- acquiring knowledge of citizens’ rights and responsibilities
- understanding the historical development of Australia’s legal system
- developing skills in using legal information
- communicating with others about legal matters
- engaging in responsible community membership.

#### What you will study?

During the course of this Introductory Unit students will examine the nature and functions of the Australian legal system, the processes of lawmaking and its implementation. Legal Studies will focus on types of laws and how they are made and how the legal system meets society’s needs. Criminal law is researched to allow students to gain an understanding of how society and the law relate.

#### Work Load/Assessment

Class work has a theory focus – research and essay writing are paramount to achieving in this subject.

Students will be assessed through a short answer test and major research assignment.

#### Frequently Asked Questions

##### Where can Legal Studies lead me?

- For those of you interested in doing further studies in law at University, the course is a perfect introduction. It will also be relevant to those aspiring to a range of related careers such as solicitor, barrister, police, clerk of court, probation office, prison officer, legal secretary and those aspiring to a career in the business sector.
- However, the primary aim of Legal Studies is to ensure that the ordinary person has a working knowledge of legal situations that will affect their lives. The intention of the course is to provide students with a knowledge of their legal rights and obligations as private citizens, where and when to seek legal advice and how to contribute as informed members of society to critical discussions affecting our legal and social institutions.

## ENGLISH

**Required Prior Learning:** N/A

### **Why do this subject?**

The focus of English is the study of language and texts. Year 10 English allows students to be Text Users and Producers. As Text Users, students focus on making meaning through listening, reading and viewing texts. As Text Producers they learn to convey meaning through speaking, writing and designing. Through this process, students develop their understanding of English and how to use it appropriately, accurately and effectively for a variety of purposes and different audiences.

Year 10 English requires students to understand and use genre patterns appropriately, select and sequence subject matter and interpret and manipulate roles and relationships with the audience for a variety of contexts. Students also need to use and control a range of textual features, (cohesive devices, spelling, range of vocabulary, verbal and non-verbal features). In studying the texts of others, students will develop their higher order thinking skills through analysis and evaluation. They will analyse opinions and perspectives; ideas and images; representations of identities, issues, times & places and language in texts and how they contribute to the meaning of a text. Students will also use these to create meaning themselves through texts.

### **What you will study?**

There will be a range and balance in the texts that students read, view and listen to. Texts will encompass traditional, contemporary and translated works, and will include:

- novels, short stories and poetry
- scripted drama and drama performed as theatre
- reflective texts such as biographies, autobiographies and journals
- popular culture, media and multimodal works
- spoken and written everyday texts of work, family and community life.

### **Workload/Assessment**

Students learn by working with language and texts. Learning experiences in English are designed to cater for the diverse range of learning styles, interests and abilities of students. Assessment in Year 10 English is criterion-based and is designed to help students to demonstrate achievement in the objectives of the syllabus. They are similar to the criteria used in Senior English.

The criteria used are:

- Understanding and Responding to Contexts
- Understanding and Controlling Textual Features
- Making and Evaluating Meaning.

Assessment is both written and spoken. Students complete four written tasks and three spoken or signed tasks in each year. Some assessment tasks are completed under test conditions, some using a combination of class and student time.

## HUMANITIES AND SOCIAL SCIENCE - GEOGRAPHY

**Required Prior Learning:** Year 7-9 Geography (which is compulsory)

### Why do this subject?

Geography is a subject that involves far more than maps, bringing together the natural and social sciences in a holistic approach to help students better understand the important challenges facing the world. Geographically informed citizens can observe, measure and describe places on the surface of the Earth, analyse and provide explanations for the complex interactions of human and physical phenomena, and make informed judgments to improve their community, region, nation and the world. Geographers develop and design plans that can enhance the spatial arrangements or management of places in socially just, democratic and peaceful ways.

Geography students investigate how different people interact with environments differently, in different places at different times. They explore the opportunities, challenges and constraints of **current issues** that are facing our society or elsewhere in the world. Geography students learn to think globally and act locally.

Studying Geography in Year 10 should contribute to:

- the development of active and informed citizens
- civic knowledge, including the role of government and policy in dealing with contemporary geographical issues
- an understanding and appreciation of the geographies of human wellbeing, environmental change and management.

### What you will study?

The Year 10 Geography course is divided into two distinct units: Human wellbeing with a focus on refugees & asylum seekers and coastal environmental change and management.

- *Human Wellbeing* – Term 3 will be spent investigating Human Geography; how wellbeing is affected by conflict, especially for refugees, asylum seekers and IDPs who are forced to leave their home. We will look at where they are they coming from, the current government's policy towards them and what is being done to help refugees. This unit will involve being part of a refugee simulation to get a feel for what it is like to be a refugee from a variety of experiences. The unit will also look at human wellbeing more generally, human development and measures taken to improve life for people in poverty and in developing nations.
- *Environmental change and management* – Term 4 will involve more Physical Geography; looking at how we manage our coastline which has competing population, environmental and economic pressures because of the value tied up in our coastal strip. The unit will involve learning about coastal process and landforms, ways to best manage the interaction between the environment and human usage. The unit includes an investigation of why low-lying islands are disappearing and issues relating to marine debris.

### Work Load/Assessment

During the course of the study, students will learn about the issues, people, conventions and challenges associated with refugees and asylum seekers. They will also learn the terminology associated with coastal processes and complex issues that relate to the interaction and competing demands on the coastal strip. Students will be required to complete some mini case studies and research tasks as part of the unit. Assessment will comprise a short response test, a stimulus response essay and a report.

### Frequently Asked Questions

**Why do Geography?** Geography is more about looking at the impact of issues on people in different places than maps and every student so far has really enjoyed the Refugee Simulation.

## HUMANITIES AND SOCIAL SCIENCE - HISTORY

**Required Prior Learning:** Year 7–9 History (which is compulsory)

### Why do this subject?

History is the study of the past. It is also a study of people, societies, cultures, events and ideas, and their interrelationships. The two broad purposes of history learning in Year 10 are to: prepare students for studying senior history subjects, other social and environmental studies, and the senior phase of learning generally; and provide students with a platform of socially valued knowledge, capabilities and dispositions regardless of students' future pathways.

History learning in Year 10 allows students to enquire into more specialised historical topics based on the "big ideas" of history. It places student inquiry at the centre of the learning used to investigate these topics and makes students aware that they can create their own views and make their own decisions about people, societies, cultures, events and ideas.

Learners in Year 10 particularly look for relevance, engagement and future application in their studies. History, when structured around inquiry learning, can offer this to students beginning their senior phase of learning.

### What you will study?

The Year 10 History Course is divided into two distinct units: Ancient History and Modern History.

- Ancient History Unit – Ancient Egypt – is an introduction to ancient civilisations. This inquiry topic focuses on the ideas and attitudes of the Ancient Egyptians, explored through the study of their social structures, funerary practices, and religious practices.
- Modern History Unit – Rights and Freedoms of Indigenous peoples – focuses on apartheid in South Africa and Indigenous struggles in Australia. Students will examine the key events and consequences of apartheid in South Africa and for Indigenous Australians.

### Work Load/Assessment

During the course of the study, students will learn how to use, common historical terms for dealing with chronology and time-related historical concepts and continuing to acquire a sound grasp of the sequence of events. Focus is on asking and exploring inquiry questions in detail, finding relevant and comprehensive answers and providing sound explanations and conclusions for historical events. It is important for students to use a wide range of different forms of evidence in providing explanations and making judgements.

Assessment will comprise of a short-answered test, a long written response test and a research assignment (including reflection journal).

### Frequently Asked Questions

#### Where to from here?

Logically, the study of history in Year 10 assists students who are interested in studying Modern or Ancient History in Senior classes – it assists in developing skills needed for future studies in these areas.

# INFORMATION COMMUNICATION TECHNOLOGY

## Information Technology (IT)

**Required Prior Learning:** None

### Why do this subject?

Do IPT if you want to learn to use more than the basic Office Suite of tools and want to learn some concepts that are transferrable between a diverse range of creative ICT tools.

### What you will study?

You will use the following types of applications:

- Photoshop – Digital Imaging
- Game Maker – Programming Environment
- Screen Casting Software
- Web 2.0 Web Design Apps
- Video Editing Software

You will learn to implement the following concepts in some or all of the above applications:

- Layers
- Programming basics
- Logical process
- Image editing
- Systems development life cycle

This subject is a 'paperless' subject and as such all assessment tasks will appear as web pages. You will also blog about some of the process of each project seeking both peer and teacher feedback in the process. As a consequence you will learn about appropriate internet publishing.

### Work Load/Assessment

Assessment is in the form of projects submitted in a variety of different formats.

1. A web site folio of digitally edited images that meet certain criteria chosen so they demonstrate the skills learned.
2. Using one of the Game Maker Tutorials as a starting point, students will then enhance and modify the game to demonstrate what they have learned.
3. Plan, shoot and edit a short video of a school event or similar.
4. Learn how to make a multimodal screencast.
5. Students will negotiate with the teacher to produce another project using either one of the applications studied earlier in the semester or the student can elect to do some research into another application to produce items like a web site, video or interactive kiosk.

### Frequently Asked Questions

#### Do I need a computer connected to the internet at home?

No. But it might be helpful to do some planning, gathering of resources and blogging but time in the computer labs is available to all students both in class and at least once a week a lunch times.

#### Do I need to buy expensive software?

No. Ample time will be given for students who work efficiently to complete their work in class time. GameMaker is a free download.

#### Do I need anything else?

No but it is highly recommended to have a separate USB drive available for IT only. This is because some of the files created are very large and sometimes it is prudent to save multiple versions of them.

## LANGUAGES OTHER THAN ENGLISH (LOTE)

### INDONESIAN

**Required Prior Learning:** Indonesian Year 9

#### **Why do this subject?**

Australia's engagement with Asia provides a context for all learning, and highlights the capacity for all students to be active and informed citizens building global communities. Research suggests that: "The knowledge of more than one language gives a person an edge in judgement and competence, by allowing them to see the world from a different perspective (Wesley,2009)."

Learning a language provides opportunities to communicate sensitively and successfully with non-English speaking people; increases career and travel opportunities and aids in the development of literacy skills, critical thinking, reasoning, conceptualising, and problem solving. Knowledge of the Indonesian language and an understanding of its culture is a twenty first century skill for Australian students as they prepare to live and work in a global society, alongside their nearest Asian neighbours. As Southeast Asia becomes an increasingly more powerful region in world affairs, Indonesia will naturally take a leading role in the region. Australia, and Australians with Asian literacy are well placed to interact in purposeful and positive ways to help our two nations forge a peaceful and stable region where economic, political and social co-operation will need to take place at a higher level.

Students with Indonesian can combine to form very marketable skills to potential employers and provide an edge in the job search process, for instance Law/Indonesian, Accounting/Indonesian, Medicine & Health/Indonesian, Community Development/Indonesian, Engineering (all kinds)/Indonesian, Linguistics/Indonesian, Public Policy/Indonesian, Education/Indonesian.

#### **What you will study?**

Students undertake the Indonesian course via various themes, and it is through these contexts that associated genres, grammar and language functions are studied. Students are exposed to these themes through a number of different mediums including spoken conversation, textbooks, online resources and media. Students will be exposed to a variety of complex text types ranging from spoken conversation and formal speeches, to magazine articles and essays.

#### **Topics of study may include (Depending on amount of semesters being studied):**

- PENDAHULUAN (Introduction unit)
- PERSAHABATAN (Relationships)
- HIBURAN & MEDIA MASSA (Entertainment & Mass Media )
- UPACARA & PERAYAAN (Festivals & Celebrations)
- LINGKUNGAN & KESEHATAN (Health & Environment)

#### **Work Load/Assessment**

- To achieve communicative competence and fluency in a language requires constant daily revision and practice. Additional exposure may be sought through practice with other students outside of class time, listening and reading Indonesian media online or through correspondence with the College's sister school via blogs & skype. Students are also encouraged to participate in College trips to Indonesia and speech competitions. There are mentoring opportunities also for personal development in helping year 7 and 8 students through an extension group.

Students will be assessed on four macroskills including Listening, Speaking, Reading and Writing. Assessment is undertaken only under examination conditions, is equally weighted and skills are generally assessed once per semester. There is also the opportunity for Year 10 students to complete a *Personal Project*, which offers students the opportunity to combine two skills in the completion of a process task requiring original research. This is designed to extend students in an area of their passion using Bahasa Indonesia as the medium for communication and understanding. You will need to speak directly to the Curriculum Leader for further details.

## MATHEMATICS SUBJECT GUIDE

**Required Prior Learning:** No pre-requisite

### Why do this subject?

Mathematics is a unique and powerful way of viewing the world to investigate patterns, order, generality and uncertainty. Mathematics helps people make meaning of their life experiences through the use of universally accepted patterns and, at the same time, to apply these patterns to interpret new situations in the real world.

Mathematics is an integral part of a general education. It can enhance understanding of our world and the quality of our participation in a rapidly changing society. Mathematics pervades so many aspects of daily life that a sound knowledge is essential for informed citizenship. Through enhanced understanding of mathematics, people can become better informed economically, socially and politically in an increasingly mathematically oriented society.

### What you will study?

#### Mathematics and Numeracy

Mathematics across all years of schooling focuses on students' development of knowledge and ways of working in a range of situations from real life to the purely mathematical. This has an important role in the development of young people's numeracy.

Numeracy refers to the confident use of mathematical knowledge and problem-solving skills not only in the mathematics classroom, but across the school curriculum and in everyday life, work or further learning.

While numeracy is developed across the school curriculum, mathematics and numeracy are clearly interrelated and thus it is the responsibility of the mathematics curriculum to introduce and develop the mathematics which underpins numeracy. To make the most of the teaching and learning opportunities provided in Mathematics, students must be aware of this relationship between their learning Mathematics and their numeracy development, and also understand how one contributes to the other.

In the Year 10 Mathematics learning area, the concepts described in knowledge and understanding, together with the ways of working, provide mathematical understandings and skills to help students identify and undertake pathways for their senior education and to engage with mathematical ideas in their everyday life, which is essential for active and critical citizenship.

#### Work Load/Assessment

In Year 10 Mathematics, students will undertake 7 x 50 minute lessons per fortnight. Students are expected to undertake a minimum of 20-30 minutes of mathematics revision each night. If specific homework tasks are not assigned, students are to use this time to revise problems and concepts covered in class.

Students will undertake tests and assignments throughout the year at the culmination of specified units. By Year 10, students will be expected to sit an exam of up to 1 ½ hours duration.

## **Course Organisation**

The Year 10 Mathematics learning area is divided into a Core Year 10 component and an Extended Year 10 course and this leads directly into the study of Prevocational Mathematics, Mathematics A, Mathematics B and Mathematics C. It is recommended by the College that students undertaking Year 10 Core Maths will be studying either Maths A or the Numeracy Short Course in Year 11. Students undertaking the Extended Year 10 Course will usually be studying Maths B, or Maths C in Year 11, but may elect to do Maths A.

Across the Year 10 Core and Extension classes, lessons are organised following two models:

### **Classroom Work**

The emphasis in these lessons is on working with students to acquire, apply and understand skills. Some of the skills are highly procedural and need to be practiced frequently. Other skills are more generic and are acquired over time through exposure to problem solving strategies. These strategies and “ways of thinking and working” are explicitly taught and student practice working this way.

### **Open Plan Lessons**

Within the timetable, some lessons will be dedicated to students taking specific responsibility for the work they do. Exercising their independence, they are guided to work on tasks of their own choosing, at a level that is challenging but not overwhelming. They may choose to collaborate with class mates in the completion of tasks.

Throughout these open plan lessons, the classroom teacher continues to coach the students in their problem solving approach, to provide a level of expert advice, and to provide timely and effective feedback.

## Sciences

### Year 10 Science

#### Why do this subject?

Students today will be the shapers of our society in the years to come. As voters they will decide our society's response to a range of issues such as the ethics of stem cell research, Australia's response to climate change and the medical use of gene technology. An understanding of the science concepts behind these issues is important to making informed decisions. Even more so is the ability to determine the accuracy of claims and statements about areas of concern. In Year 10 Science students explore the science behind contentious issues such as genetic manipulation, road safety rules and mining. They will be asked to consider the ethics involved, short term and long term impacts and their own personal view as they evaluate possible responses to each issue.

#### What you will study?

Biological Sciences	Physical Sciences	Chemical Sciences
<p><b>Where did I get that?</b>                      Every one of us is a unique mixture of characteristics – a bit of each biological parent. So how do we get the things that make up us? Why do things like eye colour, asthma and hair colour 'run' in families? Am I only the product of unseen molecules like DNA?</p>	<p><b>Speeding to a Halt</b>                      Cars are the most common form of transport we use every day – but what happens to them in a crash? How are the cars of today safer than those of the past? Does speed make a difference to fatalities?</p>	<p><b>Mining your mobile</b>                      There's gold in them that mobiles! And silver, copper and a host of other elements. Why are so many used in a mobile phone? Is recycling mobile phones a better option than mining? Let's find out.</p>

#### Assessment:

The assessment program will include a variety of techniques which are integrated with the learning experiences. The achievement in this course will be based on the information about student performance on the dimensions of **Science Understanding (SU)** & **Science Skills (SS)**. Assessment for this unit will consist of a portfolio of in class and homework tasks including Extended Research Tasks and Extended Experimental Investigations with a Supervised Assessment at the end of each term.

## SCIENCES

### Preparation for Senior Biology

**Required Prior Learning:** It is recommended that students considering selecting Preparation for Senior Biology should have:

- A minimum of a sound achievement in Yr 9 Science.

### Why Study Senior Biology?

Biology is the study of the natural systems of the living world. It is characterised by a view of life as a unique phenomenon with fundamental unity. Living processes and systems have many interacting factors that make quantification and prediction difficult. An understanding of these processes and systems requires integration of many branches of knowledge.

Participation in Biology enables students to engage in creative scientific thinking and to apply their knowledge in practical situations. The study of Biology will help students foresee the consequences for the living world of their own, and society's activities. This will enable them to participate as informed and responsible citizens in decision-making processes, the result of which will affect the living world both now and in the future.

### What you will study?

Biology is concerned with the study of the phenomenon of life in all its manifestations. It encompasses studies of the origin, development, functioning and evolution of living systems and the consequences of intervention in those systems.

In this subject students will explore simulations involving inheritance and genetics, scientific theories regarding the origin of life and its evolution into the diversity of organisms on Earth. They will also investigate how the species on Earth interact with each other and their environment. Students will have the opportunity to develop the skills necessary for success in Senior Biology through a range of in class and homework tasks. The focus of lessons will be on developing students' experimental, analytical and problem solving skills through individual or paired investigations. To encourage student development of independent learning skills, students will be using class time to design, conduct and analyse investigations on topics that are of interest to them. The suite of tasks will include extended experimental investigations and extended research tasks with students presenting their findings in a variety of formats similar to those encountered in the Senior Biology course in Year 11 and 12.

### Work Load/Assessment

The assessment program will consist of a portfolio of homework and in class tasks which will make up 75% of student's grade with a formal written task under exam conditions at the end of each term making up the last 25%. It is expected that as preparation for senior Biology students will complete 1- 1.5 hours homework each week.

## SCIENCES

### Preparation for Senior Chemistry

#### Required Prior Learning:

It is recommended that students selecting Preparation for Senior Chemistry should have:

- A minimum of a sound standard of achievement in Yr 9 Science.
- A minimum of a sound standard of achievement in Yr 9 Maths.

#### Why Study Senior Chemistry?

The study of Chemistry engages students and teachers in an exciting and dynamic investigation of the material universe. Chemistry provides a platform and conduit in which humankind can interact with and explore matter. This is the essence of Chemistry.

Chemistry helps us to understand the links between the macroscopic properties of the world and the subatomic particles and forces that account for those properties. The application of chemistry enables us to make sense of the physical world. Understanding and applying chemical concepts, models, procedures and intellectual processes aids in our management of the planet's limited resources and could provide the key to our continuing survival.

#### What you will study?

Chemistry is a practical science and inquiry based experimentation is the basis of this course of study. Students will have the opportunity to develop the skills necessary for success in Senior Chemistry through a range of in class and homework tasks in which they will design and conduct experimental investigations into the chemical and physical properties of substances and develop recommendations for the solution of 'real world' problems. The focus of lessons will be on developing students' experimental, analytical and problem solving skills through individual or paired investigations. To encourage student development of independent learning skills, students will be using class time to design, conduct and analyse investigations on topics that are of interest to them. The suite of tasks will include extended experimental investigations and extended research tasks with students presenting their findings in a variety of formats similar to those encountered in the Senior Chemistry course in Year 11 and 12.

#### Work Load/Assessment

The assessment program will consist of a portfolio of homework and in class tasks which will make up 75% of student's grade with a formal written task under exam conditions at the end of each term making up the last 25%. It is expected that as preparation for senior Chemistry students will complete 1- 1.5 hours homework each week.

## SCIENCES

### Preparation for Senior Physics

#### Required Prior Learning:

It is recommended that students selecting Preparation for Senior Physics should have:

- A minimum of a sound standard of achievement in Yr 9 Science
- A minimum of a sound standard of achievement in Yr 9 Maths.
- The ability to study Yr 10 Extended Maths concurrently

#### Why Study Senior Physics?

The development of understanding of physical phenomena occurs in Physics by means of methods of inquiry that have been refined over the past three hundred years. A culture of physics has emerged that values methods of precise measurement, reproducible experimentation and powerful mathematical relationships. Today, these methods continue to contribute to the development and provision of new information, ideas and theories to explain observations and experiences.

#### What you will study?

An understanding of the physics of motion in terms of force and energy allows us to make predictions about interactions between objects in daily life. Students will have the opportunity to develop the skills necessary for success in Senior Physics through a range of in class and homework tasks in which they will design and conduct experimental investigations and develop solutions to 'real world' problems based on their findings. The focus of lessons will be on developing students' experimental, analytical and problem solving skills through individual or paired investigations. To encourage student development of independent learning skills, students will be using class time to design, conduct and analyse investigations on topics that are of interest to them. The suite of tasks will include extended experimental investigations and extended research tasks with students presenting their findings in a variety of formats similar to those encountered in the Senior Physics course in Year 11 and 12.

#### Work Load/Assessment

The assessment program will consist of a portfolio of homework and in class tasks which will make up 75% of student's grade with a formal written task under exam conditions at the end of each term making up the last 25%. It is expected that as preparation for senior Physics students will complete 1- 1.5 hours homework each week.

## TECHNOLOGY AND DESIGN

### GRAPHICS

#### Required Prior Learning:

- A keen interest in engineering, design or art
- High Level of ICT proficiency

#### Why do this subject?

Graphics in Year 10 explores the areas of visual and graphical communication through solving design problems.

In Graphics, you will create folios of work showcasing your designs. Sketching is heavily utilised and several CAD programs will allow you to communicate your ideas. The software used in Graphics is commonly used in industry, allowing students to have marketable skills. The course content covered while studying Graphics would be useful to anyone considering a career in a design, architecture, engineering, and industrial trades.

#### What you will study?

Students will develop skills and knowledge and explore design problems in three main areas.

- **Graphic Design:** Logo's, branding and promotional materials
- **Built Environment:** Architectural and surveying concepts.
- **Industrial Design:** Product design to suit a particular demographic.

#### Work Load/Assessment:

Student's achievement will be measured using the following instruments:

- Classwork drawing production
- Design folio
- Examination

Quality of presentation and attention to detail are central to achievement in Graphics.

#### Frequently Asked Questions:

##### ***Do I need to buy any special software to use at home for Graphics?***

*A Windows-based computer can be used to download free software for students to use. However, the software does occupy significant space of the computer's hard drive.*

# TECHNOLOGY AND DESIGN

## Technology Studies

### Required Prior Learning:

- Satisfactory results in Middle School Design Technology
- Enjoys designing and creating
- Interest in design and built environment

### Why do this subject?

Technology Studies involves the design and manufacture of products. People engage in design as commercial, industrial or personal activities to solve real-world problems or capitalise on opportunities. The communication of designs and products through sketches, annotations, documentation and graphical representations are an integral aspect of the design process. This subject encourages them to apply acquired skills using graphic design and problem solving methodologies. This subject is a stepping stone for students who are interested in design fields, engineering, technical trades and other areas involving technology.

### What you will study?

Students will develop skills and knowledge and explore design problems in two main areas.

- **Engineering:** Bridge design and construction.
- **Furniture Construction:** Coffee table production.

### Workload/Assessment

Each project will require the completion of folio work to communicate ideas.

#### 1. Design Proposal

- Research, ideation and development of design ideas. (Written Task)

#### 2. Design Production & Evaluation

- Manufacture prototype of proposed design (Practical)
- Evaluation and appraisal of design to initial criteria (Folio-based)

### Frequently Asked Questions:

#### How much practical work is undertaken in Technology Studies?

Prototype products are created as a response to the design problem and confirm student's design decisions.

#### Do I require any personal protective equipment?

Students are supplied with all required PPE. Students need to ensure that they always have leather shoes regardless on the uniform.

## TECHNOLOGY AND DESIGN

### Food Technology

#### Why do this subject?

Year 10 Food Technology is a course of study designed to develop knowledge and understanding, and practical skills related to nutrition, food technology and food preparation. Students learn in a practical way how to think critically and creatively to make decisions about issues affecting individuals, families and society.

As consumers, our food habits are influenced by a range of factors such as economic status, cultural background, technological advancements and environmental concerns. Students will examine these factors, in turn allowing them to make informed choices with regards to food. It is also designed to equip students with a broad range of practical skills they can use now and in future situations to prepare and produce food products for themselves and/or others. It also provides student with a context in which to explore the richness, pleasure and variety food adds to life. Students will develop their practical skills to increase their proficiency in their practical interactions with food.

#### What you will study?

##### Lure of the Aisles – the media and my food choices

Students combine empowerment and technology practice to investigate the influence that media, advertising and supermarkets have on everyday food choices. Students will investigate and explore food production, food labelling legislation and food consumerism in Australia. There is an emphasis placed upon using a range of different food products that are readily available from supermarkets to prepare and produce balanced and nutritious family meals.

##### Where does our Food come from?

This unit gives students an insight into food technology and investigating where our favourite foods come from. Students examine and analyse not only food manufacturing and production, but also the importance of country of origin and the cultural significance certain foods may have. Students will learn of the technological advances in food production and preservation from new molecular ingredients to genetically modified foods.

#### Workload/Assessment

Assessment in this subject will cover a range of techniques with emphasis on practical tasks in food preparation. Other assessment items used throughout the semester may include reports and design process folios.

#### Frequently Asked Questions

##### Do I need to supply own ingredients?

The College will provide ingredients that students require for normal lessons.

**GLOSSARY OF TERMS**

<p>COMPULSORY PARTICIPATION PHASE</p>	<p>Young people finishing Year 10 are required to participate in education and/or training for a further two (2) years. This is called the Compulsory Participation Phase.</p>
<p>ATAR</p>	<p>An Australian Tertiary Admission Rank (ATAR) allows tertiary admissions centres to compare students from across Australia when they apply for tertiary places. The ATAR is a number between 0 and 99.95, in increments of 0.05.</p>
<p>LEARNING ACCOUNT</p>	<p>The Learning Account is the registration of each girl in Year 10 with the QCAA. The Learning Account records all learning achievements earned by the student during their Senior Phase of Learning. The achievements of students at school will be recorded by the College in their Learning Account. Achievements by students through other learning providers such as TAFE college or accredited groups such as the Australian Music Examination Board (AMEB) will be recorded directly by those providers into the student’s Learning Account with the QCAA.</p>
<p>LUI: LEARNERS UNIQUE IDENTIFIER</p>	<p>The Learners Unique Identifier (LUI) is the Learning Account registration number and password which identifies each student in the Senior Phase of Learning with the QCAA. Students are able to use their LUI to access their own Learning Account with the QCAA as well as access a range of helpful websites relevant to their learning and their future study and career paths.</p>
<p>QCE</p>	<p>The <a href="#">Queensland Certificate of Education</a>(QCE) is Queensland’s senior school qualification. It is awarded to eligible students (usually at the end of Year 12) by the Queensland Curriculum and Assessment Authority.</p>
<p>QTAC</p>	<p>QTAC handles tertiary-entrance applications on behalf of tertiary institutions. If a student wants to apply for a tertiary course they will need to do so through QTAC for most courses.</p>
<p>SAT</p>	<p>A school based apprenticeship or traineeship undertaken while you study at school. If a student takes up a SAT, her week could include school classes, time working with an employer and time with a trainer.</p>
<p>SET: SENIOR EDUCATION AND TRAINING PLANS</p>	<p>A SET Plan will be worked through with all Year 10 students to ensure that all students are either "Learning or Earning' in the years immediately after the compulsory years of schooling. The aim of the SETP is to set out students' planned courses of education and training through the Senior Phase of Learning. While the plans will help students decide on their course of study in Year 10, they will still be flexible enough to allow students to make changes when and if needed.</p>
<p>VET: VOCATIONAL EDUCATION &amp; TRAINING</p>	<p>VET is a national system designed to skill workers to work in particular industries e.g. business, childcare, computers &amp; multimedia, hospitality, retail and creative arts. Students on a rank pathway have the opportunity to study VET at TAFE.</p>



