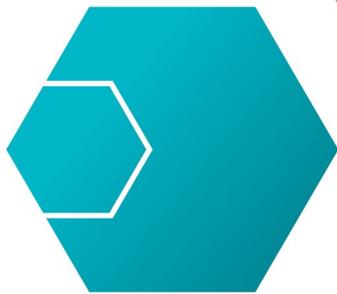
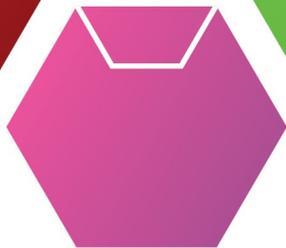


Year 10, 2025 Subject Selection Handbook



MyPoP Pathway 
Your personalised Career Pathway

**PRINCE
of PEACE
LUTHERAN
COLLEGE**

MESSAGE FROM MS SARAH HOFF-ZWECK

Head of Middle and Senior Campus



“ Our focus for each senior student is to have them embrace their strengths and passions so they can create their own personalised and unique career pathway whilst still in school.



Year 10 begins the transition for students into their Year 11 and 12 pathway. The aim of Year 10 is for students to select subjects they may like to study in Years 11 and 12 that align with their career aspirations.

This handbook provides information about course structure and subject choices for Year 10, information about all compulsory and elective subjects, along with helpful hints on how students can select the best subjects for them, who to contact for assistance, and how to develop their Year 10 SET Plan.

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's commitment to Lifelong Learning.

During Semester 2 of Year 10, students will be introduced to our MyPoP Pathway program. MyPoP Pathway creates the foundation for desired career outcomes while still studying at school. It does this by enabling them to choose subjects and courses that will be useful as foundational subjects for more specific subjects further on in your career and/or by developing skills your future employer will value. Pages 7 and 8 of this handbook outline the MyPoP Pathway program in more detail.

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 with both their parents and the College. It is important that the conversations and decision making process builds upon the powerful partnerships between school, parents and students. To that end, we invite parents, guardians and students to peruse this booklet and seek guidance when necessary.

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

Sarah Hoff-Zweck





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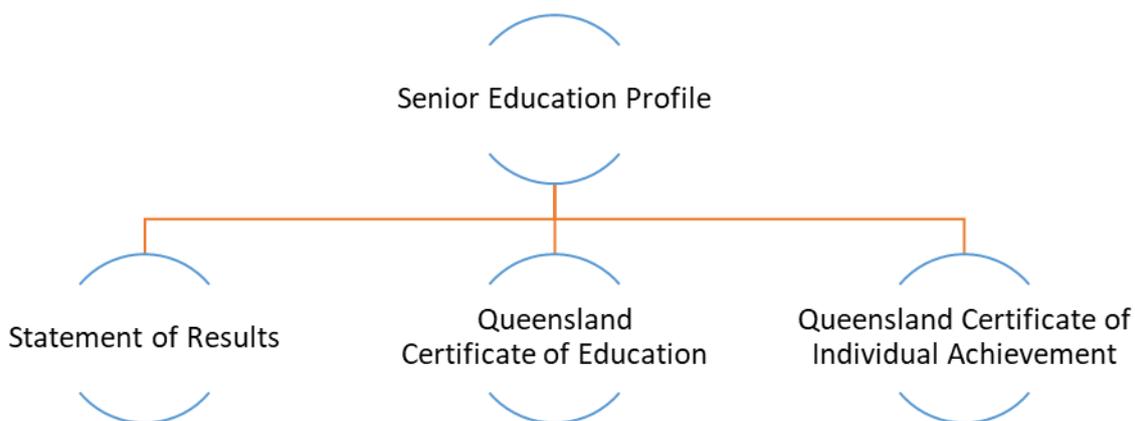
2.0 SUBJECTS

| | | | |
|--------------------------|----|------------------------------|----|
| Accounting | 14 | Geography | 29 |
| Ancient History | 15 | Health & Physical Education | 30 |
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| Career Education | 18 | Legal Studies | 33 |
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| Digital Technology | 22 | Physical Education | 38 |
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| Engineering Technologies | 24 | Psychology | 40 |
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1.0 UNDERSTANDING YEAR 10

1.1 YOUR SENIOR EDUCATION PROFILE

Upon completion of Year 12, all Queensland students are issued a Senior Education Profile (SEP). This profile may include:



Students are issued with a statement of results after graduation. A full record of study is issued in the first December or July after the student meets the requirements for a Queensland Certificate of Education (QCE).

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling.

The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students who complete an individual learning program. These students have the option of continuing to work towards a QCE post-secondary schooling.



1.0 UNDERSTANDING YEAR 10

1.2 SET PLAN

What is a SET plan? A Senior Education and Training Plan (SET Plan) is a confidential document that a student develops, in consultation with their parents/carers and their school, to map their learning and career pathways. The plan details what, where and how a student will study during their senior phase of learning (usually in Years 11 and 12).

The process of compiling a SET Plan helps students think about how to 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.

What's the purpose of a SET plan? The purpose of a SET plan is to help students:

1. Set and achieve their learning goals in Years 11 and 12
2. Include flexible and coordinated pathway options in their course of senior study
3. Think about their education, training and career options after Year 12 and make decisions about their learning pathways
4. Structure their learning around their abilities, interests and ambitions
5. Communicate with their parents, teachers and career guidance officers about their learning pathways and post-school plans

What's involved in developing a SET plan? Each school has its own SET planning process. Once your child's SET plan has been developed, you, your child and the other people involved in developing the plan should sign and date the plan to show agreement.

What happens next? You are encouraged to stay involved in the SET planning process so you can support your child through their learning. Students are recommended to review their SET Plan regularly to make sure their subjects and learning are right for them, and that they can maintain a pathway to the courses and career they want after Year 12. If students want to change their subjects or courses, it is important that they discuss this with their school or other learning provider.

Queensland Curriculum and Assessment Authority (QCAA) Registration

Prior to Year 11, your child will be registered with the Queensland Curriculum and Assessment Authority by the College. Upon registration, your child will have a learning account opened and be issued with a Learners Unique Identifier (LUI). From then on, as your child completes various units of learning and training, credits will be banked in their learning account. They can then access and monitor their account through the QCAA 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).



1.3 SPECIAL CONSIDERATIONS

Under the new senior assessment system, Special Provisions are now called Access Arrangements and Reasonable Adjustments (AARA).

The QCAA recognises that students with a disability and/or medical condition/s, or those who have experienced or encountered barriers to their performance in assessment, and therefore, may need special consideration.

Who is eligible?

Students are eligible for AARA if the student:

- Has a disability
- Impairment and/or medical condition/s, or
- Experience other circumstances creating a barrier to the completion or performance in assessment such as a natural disaster, accident or significant cultural obligation.

Who isn't eligible?

Students will not be eligible for AARA on the following grounds:

- Unfamiliarity with the English language
- Teacher absence or other teacher-related difficulties
- Matters that the student could have avoided (e.g. misreading an exam timetable, misreading instructions in the exam)
- Matters of the students or parents own choosing (e.g. family holidays)

To apply for AARA, students are required to submit relevant QCAA Confidential Medical Report and Confidential Student Statement to the Director of Teaching and Learning, Mrs Wendy Bowen, or our Learning Enrichment Coordinator, Beatrice John, by the end of Term Two of Year 11.

The aforementioned documents are used by the school to determine the appropriate adjustments and arrangements for all internal and external assessment. To get a copy of the QCAA Confidential Medical Report and Student Statement for an AARA application please contact us.



1.4 COMPULSORY SUBJECTS



English

Duration: One year



Science (core)

Duration: One year



Mathematics

Duration: One year



Christian Studies

Duration: One year



Health & Physical Education

Duration: One year



Short Course in Career Education

Duration: One year

1.5 ELECTIVES

Students choose six (6) elective subjects.

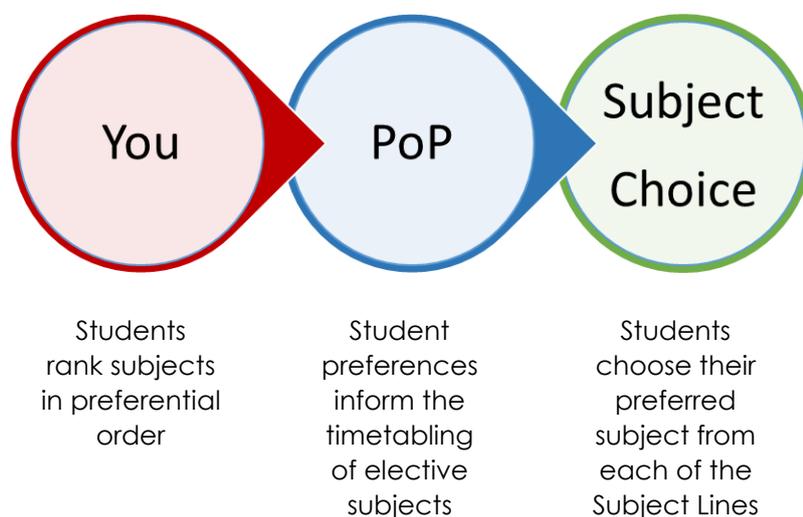
| Key Learning Areas | Electives: |
|---|--|
| <ul style="list-style-type: none"> The Arts | <ul style="list-style-type: none"> Drama Music Visual Art |
| <ul style="list-style-type: none"> Languages | <ul style="list-style-type: none"> Indonesian Spanish |
| <ul style="list-style-type: none"> Health & Physical Education | <ul style="list-style-type: none"> Physical Education |
| <ul style="list-style-type: none"> Social Sciences | <ul style="list-style-type: none"> Ancient History Geography Modern History |
| <ul style="list-style-type: none"> Business | <ul style="list-style-type: none"> Accounting and Economics Business Legal Studies |
| <ul style="list-style-type: none"> Technology | <ul style="list-style-type: none"> Design Technology Digital Technology Engineering Technologies Industrial Technology Skills Food Technology |
| <ul style="list-style-type: none"> Science | <ul style="list-style-type: none"> Biology Chemistry Physics Psychology |

1.6 CHOOSING YOUR SUBJECTS

| Choose subjects : | Don't choose subjects: |
|--|---|
| • You believe you will enjoy | Because another person says they are good or bad |
| • You expect to perform well in | Because your friends are, or are not, taking them |
| • Assist you in your further study | Because you like or dislike a teacher |
| • Give you skills, knowledge and attitudes useful to you in life | Because you think it is only for boys or only for girls |
| • Match your interests | Because you think it will give you a better ATAR |

1.7 THE SELECTION PROCESS

The Subject Selection Process



Please note:

- ◆ 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 factors. If study options are changed, students and parents will be notified by the College.
- ◆ Short courses are suited to those interested in pathways that lead to vocational education and establish a basis for further employment and education.

1.8 CHANGING SUBJECTS

Please note:

- ◆ 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 carefully considered in consultation with the Curriculum Leader, the Director of Teaching and Learning and the Head of Middle and Senior Campus.

1.9 PREPARING FOR YEARS 11 & 12



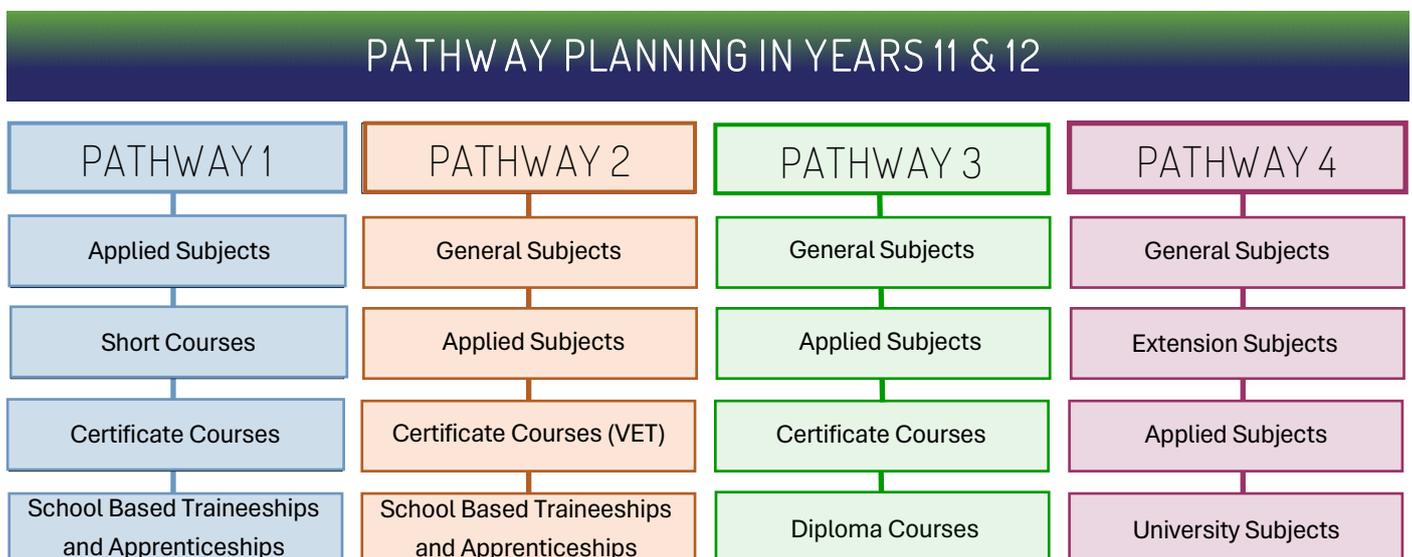
MyPoP Pathway is the College's program to help you achieve your career goals and aspirations. It creates opportunities to help you take the first steps towards your career while still studying at school in Years 11 & 12. It does this by enabling you to choose subjects and courses that will be useful as foundational subjects for more specific subjects further on in your career and/or by developing skills your future employer will value. More specifically, it does this by pulling from a wide variety of learning resources including:

- General and Extension Subjects,
- Applied Subjects
- Short Courses
- University Subjects
- Certificate and Diploma Courses (Vocational Education and Training courses)
- School based traineeships and apprenticeships



MyPoP Pathway Guide

Your career aspirations provide the foundation for creating your own personalised MyPoP Pathway. The Pathways Framework below then provides a guide for how you can tailor your own pathway dependent upon the study requirements for your chosen career or field of interest. For example, does your chosen career require a university qualification, a TAFE qualification, or a block of training in association with on-the-job training often found in traineeships and apprenticeships?



All Pathways can lead to university study.

In addition to choosing electives, students are required to study :

- * one English Subject
- * one Mathematics Subject
- * Religion & Ethics or Christian Studies
- * Physical Activity & Wellbeing (PAW)

NB: Depending upon the student's pathway, PAW may not be required.

Creating your unique MyPoP Pathway:

General, Extension and Applied Subjects

The College's full range of subjects are listed in this handbook.

University Subjects

Head Start University Studies

Students can choose one subject currently being taught at a university to study from a selection of pre-approved universities. The result from this subject can count towards entry into specific university courses and can contribute to the student's ATAR points.

Certificate and Diploma Courses

(Vocational Education & Training Courses)

Business Pathway

- Business Services
- Business

Christian Ministry Pathway

- Christian Ministry and Theology
- Youth Worker

Community Services Pathway

- Justice Services
- Early Childhood Education and Care
- Aged Care
- Animal Care
- *Active Volunteering*

Entertainment Pathway

- Film TV and Media
- Community Theatre
- Dance
- Events

Health and Sport Pathway

- Health Support Services
- Fitness
- Sport Coaching
- High Performing Athletes
- Outdoor Education

Technologies Pathway

- Digital Technologies
- Information & Communication Technology
- Engineering
- Aviation
- Hospitality and Tourism
- Electrotechnology

Taster Day Experiences

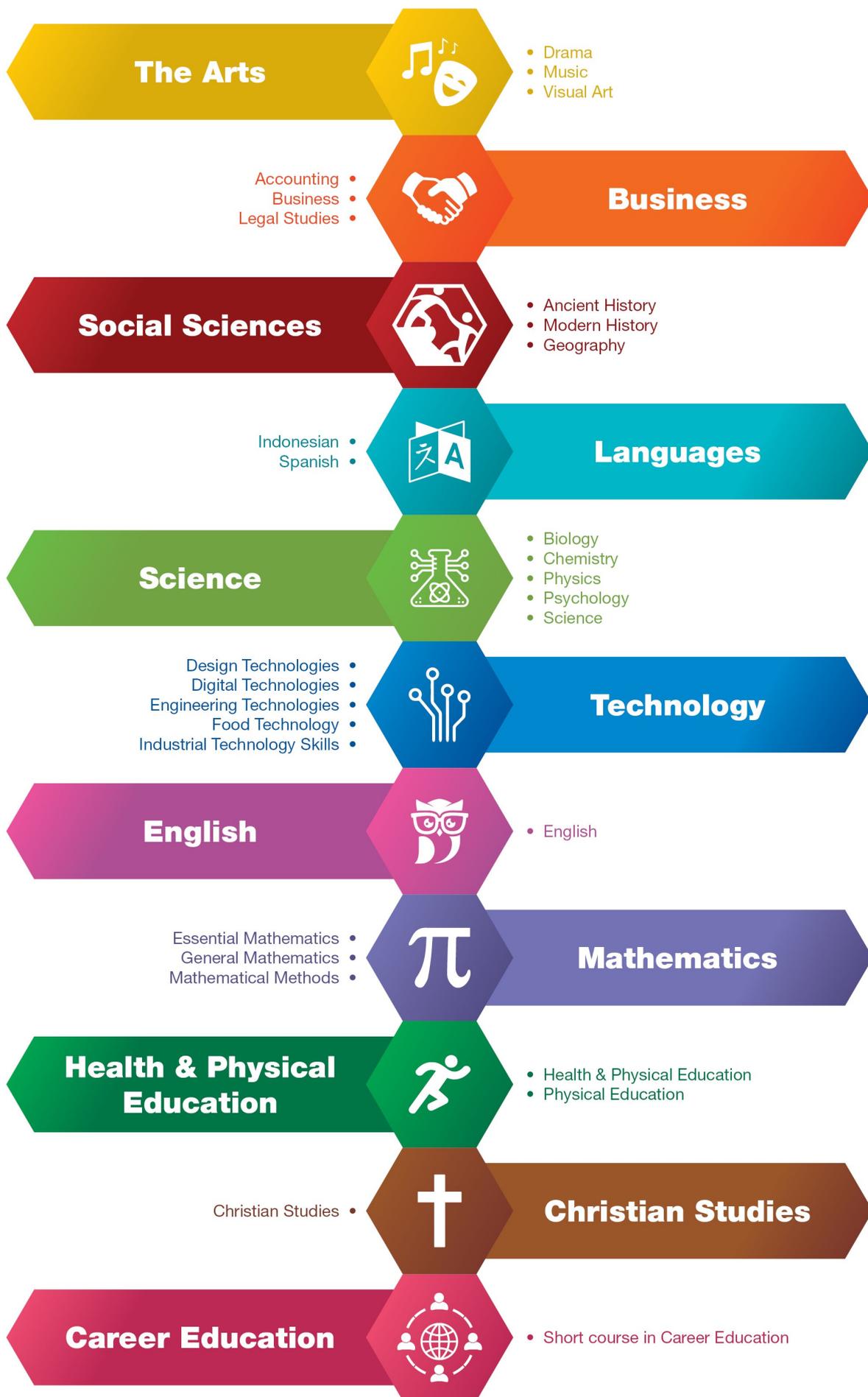
Students try a trade or VET pathway experience designed by our Careers Coordinator.

Trade Pathway

- Hairdressing
- Beauty
- Carpentry
- Construction
- Plumbing Services
- Electrician
- Automotive
- Landscaping
- Workplace Practices and Skills



1.10 SUBJECTS BY DEPARTMENT



1.11 CURRICULUM LEADERS & SPECIALIST TEACHERS

| ELECTIVE SUBJECTS | | |
|----------------------------------|---|--|
| AREA OF INTEREST | CURRICULUM LEADER & SPECIALIST TEACHERS | SUBJECTS |
| Mathematics | Ashoo Rajput arajput@princeofpeace.qld.edu.au | Mathematical Methods General Mathematics Numeracy Short Course (Sem 2 only) |
| Science | Rosemary Cameron rcameron@princeofpeace.qld.edu.au | Science Biology Chemistry Physics Psychology |
| English | Peta Spry pspry@princeofpeace.qld.edu.au | English |
| Languages | Halim Nataprawira hnataprawira@princeofpeace.qld.edu.au | Spanish Indonesian |
| Business | Katrina Voss kvoss@princeofpeace.qld.edu.au | Accounting Legal Studies Business |
| The Arts | Lisa Rachow (Drama) lrachow@princeofpeace.qld.edu.au Linda Brady (Music) lbrady@princeofpeace.qld.edu.au Kaylene Simpson (Visual Art) ksimpson@princeofpeace.qld.edu.au | Drama Music Visual Art |
| Social Sciences (Humanities) | Danielle Moore dmoore@princeofpeace.qld.edu.au | Ancient History Geography Modern History |
| Health and Physical Education | Casey Veentjer cveentjer@princeofpeace.qld.edu.au | Health and Physical Education Physical Education |
| Technology | Michael Gauldie mgauldie@princeofpeace.qld.edu.au | Design Technologies Digital Technologies Engineering Technologies Industrial Design Technology Food Technology |
| Christian Studies | Richard Stevens rstevens@princeofpeace.qld.edu.au | Christian Studies |
| Career Education | Julie Grosas jgrosas@princeofpeace.qld.edu.au | Short Course in Career Education |
| Learning Enrichment | Beatrice John bjohn@princeofpeace.qld.edu.au | Learning Enrichment |

2.0 SUBJECTS



English



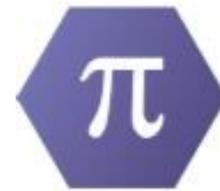
**Christian
Studies**

**Health & Physical
Education**



Language

Mathematics



Business



Science



The Arts



Technology

Social Science





Business Accounting

Elective

What is Accounting?

Accounting is a universal discipline, encompassing the successful management of financial resources of the public sector, businesses and individuals.

It is foundational to all organisations across all industries, and assists in discharging accountability and financial control.

What will I study?

The course is divided into two units:

1. *Introduction to Accounting:*
Using accounting principles to prepare journals to transactions

Workload & Assessment

Class work will be a mix of practical and theory. There are two assessments for the course, both of which are in-class exams.

Pathways

Accounting is suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

Suggested prior learning Nil

Duration One semester



Social Sciences

Ancient History

Elective

What is Ancient History?

In Ancient History, students study the key institutions, structures and features of ancient societies and develop a broader and deeper comprehension of the origins, impact and legacy of ideas, beliefs and values of the ancient world. The elective units focus on a particular event, society, historical period, site, source or issue. Each unit includes a focus on key concepts that define the discipline of history, such as cause and effect, significance and contestability.

What will I study?

This course is comprised of two units:

- **Unit 1: Investigating the Ancient World**

This unit provides an introduction to the nature of the remaining evidence of the ancient past and issues relevant to the investigation of the ancient world. The unit involves an investigation of the evidence for an ancient site, individual, group or event and how it has been interpreted and represented.

- **Unit 2: Ancient Societies**

This unit examines how people lived in the ancient world through an investigation of the remaining evidence. The unit focuses on the study of significant features of ancient societies, such as slavery, the family, beliefs, rituals and funerary practices.

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 placed 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 Response to Stimulus exam and a Historical Essay based on research mirroring the tasks to expect at Year 11 and 12.

Duration

One semester



Science

Biology

Elective

What is Biology?

Biology is the study of the natural systems of the living world. 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 will I 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 be given a taste of Senior Biology through the study of topics from Unit 1 starting with "Cells as the Basis of Life" and progressing through body systems. Tasks include:

- Mandatory experimental investigations, and
- Research tasks with students' achievement being graded using the new syllabus marking schemes for the Senior Biology course in Year 11 and 12.

Workload & Assessment

It is expected that, as preparation for Senior Biology, students will complete 1.5 - 2 hours homework each week.

All student assessment will be completed in class selected from a student investigation, data test and research task as well as semester exam.

Homework will be provided to enable individual consolidation and practice of conceptual knowledge and understanding. This will enable students to retain knowledge over the full semester so they are well prepared for supervised exams.

Suggested Prior Learning

It is recommended that students considering selecting Biology should have:

- A minimum of a C achievement in Year 9 Science.
- A minimum of a C achievement in Year 9 Math.
- The ability to study Year 10 Mathematical Methods concurrently.

Duration One semester



Business Business

Elective

What is Business?

Business is multifaceted. It is a contemporary discipline with representation in every aspect of society including individuals, community and government. Business, as a dynamic and evolving discipline, is responsive to environmental changes such as emerging technologies, globalisation, sustainability, resources, economy and society. The study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. By studying Business, students are challenged academically and exposed to authentic and real-life practices. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future.

What will I study?

Students learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations are explored. Through this exploration, students investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations.

Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information. 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 business management. Group work will be required to develop ideas for a small business venture. Students will complete a written exam to test their knowledge, understanding and application of concepts and theories. An individual assignment will also be completed, which will investigate, analyse and evaluate the marketing decisions made by an established well-known business.

Pathways

The study of Business provides opportunities for students to pursue entrepreneurial pathways and a wide range of careers in the public, private and not-for-profit sectors.

A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

Suggested Prior Learning

Nil

Duration

One semester



Career Education

Short Course in Career Education Compulsory

What is a Short Course Career Education

The Short Course in Career Education focuses on the development of knowledge, processes, skills, attributes and attitudes that will assist students to make informed decisions about their options to enable effective participation in their future study, working life and career.

Career Education encompasses career development and career management strategies that help students plan for and shape their future, providing them with the essential knowledge, understanding and skills for participation in the rapidly changing world of work.

This course helps students plan for and shape their future in the rapidly changing world of work and is part of the lifelong process of managing life, learning and work.

Career development is an ongoing process of interaction between an individual and the environment that surrounds them. As the nature of work changes and students face different challenges and opportunities from those of the past, career development aims to assist individuals to develop the skills and knowledge to effectively manage their careers.

What will I study?

This course focuses on the knowledge, processes and skills that students in the senior phase of learning, i.e. Years 10, 11 and 12, need in order to develop effective career development and management practices.

Students come to understand what they need to adapt to multiple transitions in work and life, and use opportunities to transfer their developing abilities to a range of work-related and career contexts and activities.

Assessment

Students will complete two summative internal assessments that count towards their overall subject result. These assessments include:

- Spoken/signed presentation, workplace interview or survey
- Student learning journal

Frequently Asked Questions

What about Career Development in Year 11 and 12?

There is no further study in the area of career education, however, students will have access to the Careers Counsellor for further advice on subject selection and whatever path they choose to follow after school.

Duration

Year long

Science Chemistry

Elective



What is 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 will I study?

Chemistry is an experimental science and inquiry based investigation is the basis of this course of study. Students will have a taste of Senior Chemistry through the topics in Unit 1 starting with a study of reaction types. Students will have the opportunity to develop the skills necessary for success in Senior Chemistry through a range of in-class and homework tasks.

The suite of tasks will include mandatory experimental investigations and research tasks with students' achievement being graded using the new syllabus marking schemes for the Senior Chemistry course in Year 11 and 12.

Workload & Assessment

It is expected as preparation for Senior Chemistry that students will complete between 1.5 - 2 hours homework each week. All student assessment will be completed in class selected from a student investigation, data test and research task as well as a semester exam. Homework will be provided to enable individual consolidation and practice of conceptual knowledge and understanding. This will enable students to retain knowledge over the full semester so they are well prepared for supervised exams.

Suggested Prior Learning

It is recommended that students should have:

- At least a C achievement in Year 9 Science
- At least a C achievement in Year 9 Math
- The ability to study Year 10 Mathematical Methods concurrently.

Duration One semester

Christian Studies

Compulsory



What is Christian Studies?

Christian Studies includes units from the Lutheran Education Australia's Curriculum Framework and QCAA's Religion and Ethics units. Students explore issues of justice and ethics in light of other major world religions and philosophical thinking. Christian Studies is a forum for reflecting on, engaging with and responding to the nature of human relationships from a Christian perspective.

Learners are engaged in challenging experiences that involve them in journeys of inquiry and constructing their own meanings. Students pose their own questions, gather, analyse, critique, apply and reflect on content and concepts. The desired outcome of the journey is for students to broaden their understanding of Christianity and the world around them.

What will I study?

Students explore the concept of healthy relationships; developing and maintaining positive relationships with friends, family members, neighbours and any other people they encounter in life. Students explore principles of healthy relationships, including biblical; love languages, circles of intimacy, emotional intelligence and conflict resolution.

Students investigate one of four major world religions and develop an expo style presentation with the aim of developing tolerance and understanding among fellow students and community members. Working in small groups, students will research and present information based on the origins and historical development; the religion today, key beliefs, sacred texts, symbols, worship and rituals.

At the end of Year 10, students commence their Religion and Ethics course, which continues throughout Year 11 and finished at the end of Semester 1 of Year 12.

Workload & Assessment

Students respond to topics within the key areas of Personal; Relational and Spiritual. Each assessment will assess students' Knowledge and Understanding, Applying and Examining, and Producing and Evaluating. The following assessments will be completed:

- Essay – identify key elements of a positive relationship in modern media
- Groups presentation - World religion expo display
- Feature article – Discuss and develop tolerance of religions in our community

Suggested Prior Learning Nil

Duration Year long



Technology Design Technology

Elective

What is Design Technology?

Design Technology focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas. Students develop transferable skills by engaging in design tasks that promote adaptable, competent, and creative individuals who can work with colleagues to solve problems and develop design solutions.

What will I study?

Students will develop skills and knowledge in three main areas:

- **Visual Communication**
Skill development in sketching and rendering using a range of mediums to communicate ideas to target audiences.
- **Computer-Aided Design**
Skill development in producing graphical products using architectural, industrial design and graphic design software.
- **Rapid Prototyping**
Skill development in producing prototypes in a range of mediums including 3D printing, fabrics, and form study development.

Workload & Assessment

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

1. *Folio of Work*
Generation of folio of work demonstrating skills in both hand-generated and computer-generated design tasks (Folio-based)
2. *Project Production & Evaluation*
 - Manufacture prototypes of proposed designs
 - Evaluation and appraisal of design solutions to problems (Folio-based)
3. *Exam*
Based on the content covered.

Suggested Prior Learning

- Satisfactory results in Middle School Design & Technology
- A strong interest in sketching and visual communication
- A strong interest in computer-based designing

Frequently Asked Questions

What type of work is undertaken in class?

The coursework is practical and creative in nature. Sketching is a significant aspect of the Design Tech coursework, along with computer generated design prototypes, hand tools and machines.

Do I require any personal protective equipment (PPE)?

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

Duration

One semester



Technology

Digital Technology

Elective

What is Digital Technologies

In Digital Technologies, students learn about algorithms, computer languages and user interfaces by generating digital solutions to problems.

Students engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They also investigate computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives. Students will be working in the following areas:

- Coding – utilising Visual Basic program language
- Design digital solutions to real-world problems
- Produce a Client Brief to recommend network setup, security software, business software choices and a computer suitable for business use.

The course is designed as an introduction to Information Technology (IT) industry careers, such as:

- Programming Software Development
- IT Management
- IT Support
- Website Development
- Digital User Interface
- Design Games

Workload & Assessment

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

- Produce a coding Window platform to enable the user to launch several apps created using Visual Basic software; and
- A formal report covering all aspects of business requirements in the area of Information Technology.

Suggested Prior Learning

- A basic understanding of computer use
- A keen interest in digital technologies

Duration One semester

Frequently Asked Questions

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

No but it is highly recommended. The computer lab is available to all students in class and the Library has computers available during break times.

Do I need to buy expensive software?

No. The College covers the cost of subscription to Grok Learning.

Do I need anything else?

No, but it is highly recommended for students to have a separate USB drive available for IT use only, as well as saving work on Student Share due to the size of files.



The Arts Drama Elective

What is Drama?

The study of Drama effectively develops verbal and non-verbal skills, along with individual and group communication skills, both of which are essential skills in life and complementary to many career paths. This subject enhances student's creative and problem solving abilities, giving them a better understanding of themselves, and their world. Drama relies on working with others and therefore develops cooperative skills such as teamwork, supporting others, sharing ideas and negotiating. Furthermore, Drama is a subject that teaches you how to present yourself and your ideas with the purpose of engaging an audience.

What will I study?

Drama is highly contextual and connected. Students study dramatic languages with a focus on building skills for Senior Drama. The two units studied are:

- *Share – Storytelling through Australian Gothic*
Student will create drama inspired by real events, in the style of Australian Gothic Theatre that aims to share people's unique experiences through story.
- *Laugh – Scripted Comedy*
Students will develop and present comic characters and relatable situations based on a script of choice, to a live audience as a whole class with the intention of generating laughter!

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 two projects (structured to expose students to the task types of a Senior Drama Student) which are divided into smaller tasks:

1. Dramatic Concept
This task is split into three components:
 - Part A—a response to live theatre
 - Part B—a devised concept for a performance
 - Part C—a student devised performance.
2. Practice Led Project
 - Part A – Directorial Vision
 - Part B – Scripted Performance .

Suggested Prior Learning

Although no prior learning is required, knowledge and understanding of the Elements of Drama and Conventions of Performance is beneficial.

Frequently Asked Questions

Will I need to perform in front of others?

Yes. Presenting requires planned, rehearsed and polished performance for an audience.

Is there any written theory?

The ATAR Curriculum Year 11 & 12 course is increasingly theoretical. Hence, the Year 10 course also has many writing components.

Duration One semester



Technology Engineering Technologies Elective

What is Engineering Technologies?

Engineering includes the study of mechanics, materials, science and control technologies through real-world engineering contexts where students engage in problem-based learning. Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

What will I study?

Students will develop skills and knowledge and explore design problems in four main areas:

1. The problem-solving process in engineering
2. Engineering communication
3. Introduction to engineering mechanics
4. Introduction to engineering materials

These areas will be covered under a central theme.

Duration One semester

Workload & Assessment

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

1. Classwork folio
2. Design folio and engineered solution
3. Examination

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

Suggested Prior Learning

- Assumed knowledge of content within the Australian Curriculum - Technologies
- A keen interest in engineering
- Reasonably high level of mathematical ability
- At least a B achievement in Year 9 Science
- At least a B achievement in Year 9 Maths
- The ability to study Year 10 Extended Maths concurrently

Frequently Asked Questions

Do I need to buy any special software for Engineering?

A Windows-based computer can be used to download free software for students to use. It will be expected that students set up the software on their devices.

What types of math skills will I be expected to know?

You could potentially cover formulae investigating static and dynamic forces, electrical circuit calculations, and materials.



English

English

Compulsory

What is English?

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).

What will I study?

There will be a range of texts that students read, view and listen to. Texts will encompass traditional and contemporary works, including:

- Novels and poetry
- Scripted drama and film
- 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
- Indigenous and non-indigenous texts

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 evaluated in two modes:

- Receptive
- Productive

Assessment tasks mirror Year 11 and 12 General English requirements:

- 4 assessment pieces
- 3 written, 1 spoken
- 1 pre-seen, supervised, imaginative assessment
- 1 un-seen, analytical exam.

Duration

One year



Technology Food Technology

Elective

What is Food Technology?

Year 10 Food Technology is a course of study designed to develop knowledge and understanding, and practical skills related to nutrition, multi-cultural foods and food production.

As consumers, our food habits are influenced by a range of factors such as cultural background, economic status and environmental concerns. Students will examine these factors, in turn allowing them to make informed decisions regarding 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 others.

What will I study?

PoP Eat Street Outdoor dining including food trucks, festivals and converted containers have become popular in recent years. Students will learn how to create this style of dining at PoP through the use of a design process. They will examine student likes and dislikes and compare this with current trends in the marketplace.

After conducting trials and assessing these products, students will use this information to make an innovative menu to be sold on campus. Students will be responsible for the marketing and promotion of their products and conduct evaluations after the events.

Workload & Assessment

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

1. Design (Food Product) Proposal Research, ideation and development of design ideas. (Folio-based)
2. Design (Food Product) Production & Evaluation
 - Preparation of proposed design (Practical)
 - Evaluation and appraisal of design to initial criteria (Folio-based)

Suggested Prior Learning Nil

Duration One semester

Frequently Asked Questions

What do I need to bring to practical lessons?

The College provides all ingredients and equipment. You will need to bring along an apron, enclosed leather shoes and a container to take food home in.

What if I have never cooked before?

Everyone is welcome. We teach a variety of skills covering the most basic up to intermediate cookery methods

What if I have dietary requirements?

All dietary requirements are taken seriously and are able to be catered for, whether it be allergies and intolerances (e.g. gluten, dairy, artificial additives, nuts, seafood) or other dietary requirements such as vegetarianism and veganism. Our kitchens are also strictly nut-free and we avoid seafood.



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Mathematics

General Mathematics

Maths Option

The Year 10 course has a set of three choices that allow students to work at the best speed and the right level for them:

- *Mathematical Methods*
- *General Mathematics*
- *Essential Mathematics*.

By Year 10 students usually have a strong understanding of their relative strengths and weaknesses, and are able to reflect on the role that mathematics is likely to have on their journey through Year 11 and 12.

What is Year 10 Mathematics?

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 is General Maths?

The 10 General Maths course is intended for students who are sometimes able to work on the more advanced topics, but generally prefer to work a little slower, and will rely less on advanced algebra and trigonometry to solve problems.

The aim of 10 General Maths is to prepare students for the Year 11/12 General Maths course. The speed at which new topics are introduced gives students a little bit more time to consolidate their new skills before moving onto the next idea. This extra time does provide some opportunity for students to make up gaps in their skills from previous years.

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 less procedural and are acquired over time through exposure to problem solving strategies.

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 direct teaching through small group lessons, and to provide timely and effective feedback.



Mathematics

General Mathematics

Maths Option

What will I learn?

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.

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.

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 General Mathematics, students undertake 7 x 50 minute lessons per fortnight. Students are expected to undertake a minimum of 20-30 minutes of mathematics homework or 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 1½ hours duration.

Students will also be introduced to formal maths assignments that follow the model prescribed by QCAA for all Year 11 and 12 Maths assignments. These assignments are called Problem Solving and Modelling Tasks (PSMT's), and have a structure to them that students first formally experience in Year 10. Students are required to Formulate, Solve, Evaluate and Communicate across a number of topic areas to complete these tasks.

Suggested Prior Learning

Nil

Duration

Students study one of two maths courses in Semester One of Year 10:

- Mathematical Methods
- General Mathematics.



Social Sciences

Geography

Elective

What is Geography?

Geography is a subject that involves far more than maps! It brings 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 will I study?

Year 10 Geography course consists of two units:

- Human wellbeing and
- Environmental change and management.

Geographies of human wellbeing –

This unit focuses on investigating global, national and local differences in human wellbeing between places. Wellbeing will be measured for different places and the global differences between nations will be identified. Data analysis is key to this unit of work.

Some content focuses on HIV/AIDs in Botswana, Gender inequality, Inequality in India and the USA and workplace inequality, including modern slavery.

Environmental change and management –

This unit focuses on investigating environmental geography through an in-depth study of an environment that is under stress in the developing world. Key areas of study will be the support of marine life and the major challenges to environments and their future sustainability.

Some content of this unit focuses on Clean Power, the disappearance of the Aral Sea, E-waste and Management of the Great Barrier Reef.

Work Load & Assessment

Students will learn about the health, wellbeing and the state of the world's environment by relying on primary and secondary data. Students will be required to complete formative class tasks based on stimulus materials. Assessment will comprise a combination examination (exam conditions) and a report.

Duration

One semester



Health & Physical Education

Health & PE Compulsory

What is Health and Physical Education (HPE)?

Health and Physical Education supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

In Health and Physical Education students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

What will I study?

Students will develop skills and knowledge within the four focus areas of:

- Alcohol and other drugs
- Relationships and sexuality
- Games and sports
- Lifelong physical activities

Students analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing, and propose and evaluate interventions and evaluate interventions to improve fitness and physical activity levels in their communities. Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations.

Workload & Assessment

Students explore the two strands of HPE,:

- Personal, Social and Community Health, and
- Movement and Physical Activity.

within integrated practical and theoretical learning experiences. Assessment includes the modes of:

- Combination Response Examination
- Practical Performances
- Written Response - Rationale
- Game Development Folio
- Multimodal Presentation
- Supplementary evidence

Suggested Prior Learning Nil

Duration One year



Languages Indonesian

Elective

What is Indonesian?

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.

Indonesian speaking students can offer very marketable skills to potential employers and enjoy an edge in the job search process with regards to: Law/Indonesian, Accounting/Indonesian, Medicine & Health/Indonesian, Community Development/Indonesian, Engineering (all kinds)/Indonesian, Linguistics/Indonesian, Public Policy/Indonesian, and Education/Indonesian.

Suggested Prior Learning Year 9 Indonesian

Duration One semester

Assessment

Over the course of the this program, students can expect to be assessed in the core skills of Listening, Reading, Writing and Speaking in Indonesian.

Topic 1—*Mengunjungi Tempat-tempat yang Menarik: Visiting Interesting Places (6 wks)*

Students will learn to describe interesting tourist destinations, what and where they are, and use adjectival phrases to describe the place and use modal verbs to describe what attractions and activities a place has to offer. Student will learn language to invite such using as imperative phrases. They will learn to translate between Indonesian and English and understand that some Indonesian idioms and expressions cannot be translated literally.

Topic 2—*Binatang Langka: Endangered animals (7 wks)*

Students will learn about endangered animal issues in Indonesia and Australia. They will look at the causes of species endangerment such as habitat loss, disturbance to the ecology, poaching, environmental degradation, climate change and human economic activities. Students will reflect on the cause-and[1]effect principle and how it applies to the context of people's everyday habits and how it may contribute to environmental degradation and climate change which in turn destroy the habitat of endemic animals and in some cases causing the extinction of species.

Topic 3—*Pekerjaan dan Profesi yang Bermakna: Meaningful Work and Professions (6 wks)*

Students will learn to discuss their dreams and aspirations and how these may be connected with their interest and hobbies, and the reasons why they may have certain career aspiration. They will explore the notion of 'job satisfaction' and the factors that may contribute to this end. Students will explore professions in Indonesia and Australia and how these contribute to society and the economy.



Technology Industrial Technology Skills Elective

What is Industrial Technology Skills?

Industrial Technology Skills involves the manufacture of quality products. Students gain an understanding of industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe, practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

What will I study?

Students will develop skills and knowledge in two main areas.:

1. Graphical Communication:
 - Skill development in drawing interpretation and generation to meet standards.
2. Furniture Construction:
 - Skill development in manufacturing products to meet specifications.

Duration One semester

Workload & Assessment

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

1. Folio of Work
Generation of working drawings, completion of theory components (Folio-based)
2. Project Production & Evaluation
 - Manufacture prototype of proposed design (Practical)
 - Evaluation and appraisal of manufacturing procedures and processes (Folio-based)
3. Exam
Based on the content covered during the coursework.

Suggested Prior Learning

- Studying Year 9 Design and Technology subjects is a good foundation but not essential

Frequently Asked Questions

How much practical work is undertaken in Industrial Technology Skills?

Products are manufactured by students that follow a prescribed design set for the class and each student is responsible for manufacturing their own products using the tools at school.

Business Legal Studies

Elective



What is Legal Studies?

Legal Studies focuses on the interaction between society and the discipline of law. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws.

Legal Studies explores the role and development of law in response to current issues. The subject starts with the foundations of law and then explores the criminal justice process through to punishment and sentencing. Students examine and justify viewpoints involved in legal issues, while also developing respect for diversity.

What will I study?

Students are introduced to the Australian legal system, the sources of law, and the roles of parliament and the courts. The unit focuses on legal principles and criteria, for example just and equitable outcomes. Students will consider how technological advancement impacts on the effectiveness of the law. They will also investigate how criminal law attempts to safeguard individuals' right to freedom and balance this with society's need for order. They examine the consequences of alleged criminal behaviour in terms of trial processes, punishment and sentencing and will be required to make legally justified recommendations for improvement.

Work Load & Assessment

Class work has a theory focus, making research and report writing paramount to achieving in this subject. Students will be assessed through a combination response test and major investigative research assignment.

Pathways

Legal Studies is suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work.

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes Legal Studies students gain are transferable to all discipline areas and post-schooling tertiary pathways, as well as ensuring that all students are well-informed citizens. The research and analytical skills this course develops are universally valued in business, health, science and engineering industries.

Suggested Prior Learning Nil

Duration One semester



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Mathematics

Mathematical Methods

Maths Option

The Year 10 course has a set of three choices that allow students to work at the best speed and the right level for them:

- *Mathematical Methods*
- *General Mathematics*
- *Essential Mathematics*

By Year 10 students usually have a strong understanding of their relative strengths and weaknesses, and are able to reflect on the role that mathematics is likely to have on their journey through Year 11 and 12.

What is Year 10 Mathematics?

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 is Mathematical Methods?

The 10 Maths Methods course is intended for students who are consistently working on the more advanced topics.

The aim of Year 10 Maths Methods is to prepare students for the Year 11/12 Maths Methods course. The speed at which the course moves, and relative complexity of the subject material, makes it very difficult for students to make up gaps in their skills from previous years. The course covers advanced application of skills in the areas of algebra and trigonometry, preparing students to study calculus in Year 11 and 12.

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 less procedural and are acquired over time through ongoing exposure to problem solving strategies.

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 direct teaching through small group lessons, and to provide timely and effective feedback.



Mathematics

Mathematical Methods

Maths Option

What will I learn?

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.

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.

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 undertake 7 x 50 minute lessons per fortnight. Students are expected to undertake a minimum of 20-30 minutes of mathematics homework or 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 1½ hours duration.

Students will also be introduced to formal maths assignments that follow the model prescribed by QCAA for all Year 11 and 12 Maths assignments. These assignments are called Problem Solving and Modelling Tasks (PSMT's), and have a structure to them that students first formally experience in Year 10. Students are required to Formulate, Solve, Evaluate and Communicate across a number of topic areas to complete these tasks.

Organisation

Mathematical Methods focuses mainly on algebra and trigonometry.

Suggested Prior Learning Nil

Duration One year



Social Sciences

Modern History

Elective

What is Modern History?

History is the study of the past. It is also a study of people, societies, cultures, events and ideas, and their interrelationships. The broad purposes of history learning in Year 10 are to:

- Prepare students for studying senior history subjects, other social and environmental studies, the senior phase of learning generally
- 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.

Duration

One semester

What will I study?

The Year 10 History Course is titled 'The modern world and Australia' and is particularly focused on the 20th century. It is comprised of two main units:

- *WWII Unit*
Students investigate wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement. Students will examine significant events of World War II, including the Holocaust and use of the atomic bomb. Focus is also placed on experiences of Australians during World War II (such as Prisoners of War (POWs), the Bombing of Darwin, Kokoda, and the Fall of Singapore)
- *Migration Experiences Unit*
The second term of History focuses on the waves of post-World War II migration to Australia, including the influence of significant world events including the Vietnam War. Students also explore the impact of changing government policies on Australia's migration patterns, including abolition of the White Australia Policy.

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 continue to acquire a sound grasp of the sequence of events. Focus is placed on asking and exploring inquiry questions in detail, finding relevant and comprehensive answers and providing sound explanations and conclusions for historical events.

Assessment will comprise of a Response to Stimulus exam and a Historical Essay based on research.



The Arts

Music

Elective

What is Music?

Music, along with language is the most important form of communication we have as humans. It sharpens your memory, provides you with creative outlet, music teaches discipline and strengthens your mind overall, it fosters teamwork and is available to novices and experts alike.

What will I study?

Year 10 Music allows students freedom to express themselves through the medium of composition and performance. The course exposes students to a wide range of popular music styles and using ideas from these and digital software, students craft original POP songs. They use specific recording equipment to include their own performances in these compositions so that the final outcome is a product of their creative initiatives in both performance and composition.

The Year 10 Music course offers a powerful learning forum with real-world outcomes. Students gain knowledge and experience in the function and use the elements of music to support future study, through learning which is authentic and personally relevant. There is opportunity to approach the task individually or collaboratively but either way the students bond over shared experience in the crafting of their music.

Workload & Assessment

Creating and Making / Presenting and Performing

Students compose an Original Popular Song using a song that they know as a model. They create music using digital technology and include recordings of their own recorded tracks, made specifically for this task. In this way the task is an integrated project.

Exploring and Responding

This assessment invites students to investigate music of their choice, in order to develop a more detailed understanding of how music elements can be manipulated to communicate specific and nuanced meaning. The music literacy and use of terminology required for this task supports student preparation for future studies in this area or work in this field.

Suggested Prior Learning

Experience in the formal study of music through the classroom program or private study is required. This would include the capability and willingness to perform on an instrument of your choice (including voice).

Frequently Asked Questions

Can I study Year 10 Music if I did not do music in Year 9?

Yes. Students new to the course may experience some difficulty with aspects of this unit if they have not already completed some kind of formal music study. Outside school musical experiences such as private lesson tuition or theory exams often 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?

No. Students perform informally in a recording context. Other students may or may not be present. These performances are purely audio files and are shared to the class during the drafting stages and possibly more broadly, with permission, once the compositions are finished.



Health & Physical Education

Physical Education Elective

What is Physical Education?

Physical Education provides students with the knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts.

Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students learn about body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts. They also study how the principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies.

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful engagement in physical activities, students also gather data to analyse, synthesise and devise strategies to optimise engagement and performance.

This course is highly recommended for students wishing to select Physical Education studies in Senior School with career goals in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, journalism, sport management, sport promotion, sport development and coaching.

What will I study?

The course will explore how the body responds to physical activity (exercise physiology) and how the mind plays an important role in optimising performance (sports psychology).

The practical learning contexts include Touch Football and Volleyball.

Workload & Assessment

Students explore and use aspects of the Senior Physical Education five criteria of Explaining, Demonstrating and Applying, Analysing and Evaluating and Justifying within integrated practical and theoretical learning experiences.

Assessment is delivered within the modes of:

- Folio and Supplementary Evidence (60%)
- Combination Response Examination (40%)

Suggested Prior Learning

Students will have studied Year 7, 8 and 10 Health and Physical Education (core subject). It is preferable for students intending to study Physical Education in Years 11 and 12 to have studied this elective.

Duration One semester

Frequently Asked Questions

What is the balance between practice and theory?

Although the subject uses physical activity and sport to facilitate learning, the workload, assessment and concepts explored are academically vigorous. This elective facilitates a 60:40 theoretical to practical based learning and assessment progression.



Science

Physics

Elective

What is Physics?

The development of understanding of the physical phenomena occurs in Physics by participating in the various 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 will I study?

Students will be introduced to the Senior Physics subject through the study of topics related to Unit 1 in Year 11/12 syllabus, with a focus on thermodynamics. From here students will begin a study of forces and energy transformations

The suite of assessment tasks will include mandatory experimental investigations and research tasks with the student's achievement being graded using the new syllabus marking schemes for the Senior Physics course in Year 11 and 12.

Workload & Assessment

It is expected that in preparation for Senior Physics students will complete between 1.5 - 2 hours homework each week.

All student assessment will be completed in class selected from a student investigation, data test and research task as well as a semester exam.

Homework will be provided to enable individual consolidation and practice of conceptual knowledge and understanding. This will enable students to retain knowledge over the full semester so they are well prepared for supervised exams.

Suggested Prior Learning

It is recommended that students selecting this subject should have:

- At least a C achievement in Year 9 Science
- At least a B achievement in Year 9 Maths
- The ability to study Year 10 Mathematical Methods concurrently.

Duration

One semester



Science Psychology

Elective

What is Psychology?

Psychology is the scientific investigation of mental processes, thinking, remembering and feeling and behaviour. Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. Psychology aims to develop students' interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues. They will develop an appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour. Students will be required to learn and apply aspects of the knowledge and skill of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

What will I study?

Psychology is an inquiry-based science based on processes such as gathering factual information, forming theories to explain the information gathered and testing the theories. Students will have a taste of Senior Psychology through the topics in Unit 1 starting with individual development in the form of the role of the brain and cognitive development. Students will have the opportunity to develop the skills necessary for success in Senior Psychology through a range of in-class and homework tasks.

The suite of tasks will include mandatory experimental investigations and research tasks with students' achievement being graded using the new syllabus marking schemes for the Senior Psychology course in Year 11 and 12.

Workload & Assessment

It is expected as preparation for Senior Psychology that students will complete between 1.5 - 2 hours of homework each week. All student assessment will be completed in class selected from a student investigation, data test and research task as well as a semester exam. Homework will be provided to enable individual consolidation and practice of conceptual knowledge and understanding. This will enable students to retain knowledge over the full semester so they are well prepared for supervised exams.

Suggested Prior Learning

It is recommended that students selecting this subject should have achieved a C in Year 9 Mathematics.

Duration

One semester



Science

Science

Compulsory

What is Science?

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 materials manufacturing. 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.

Assessment

The assessment program will include a variety of techniques which are integrated within the learning experiences. 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 tasks including Student Research Tasks and Student Experimental Investigations, with a Supervised Assessment at the end of each semester on the topics studied.

What will I study?

Biological Sciences

- **Where did I get that?**
- Why do things like eye colour, asthma and hair colour 'run' in my family?
- How did the diversity of living things on the planet come to be?

Physical Sciences

- **Speeding to a halt.**
- What happens to cars in a car crush?
- How are today's cars safer than past cars?
- Does speed make a difference in fatalities?

Chemical Sciences

- **Deciphering the elements**
- How do you make sense of element combinations in nature?
- New materials for phones, medicine etc all start with the Chemistry of the Periodic Table

Required Prior Learning

Nil

Duration

One year

Languages

Spanish

Elective



What is Spanish?

Studies have concluded that Spanish is one of the easiest languages to learn for English speakers. It is also one of the most important and widely used languages on a global level. Today, more people speak Spanish than English as their first language. It is the official language of 21 countries in three continents; is the second language of the United States; and is one of the official languages of the United Nations.

Spanish is an important community language in Australia and has been identified as one of the Key National Languages. Knowledge of, and confidence in, the linguistic patterns and grammatical systems of a foreign language can be of immense benefit to a student's understanding of English, and can assist greatly with a student's overall literacy.

In the globalised world of the 21st Century, employers are expecting that employees will have knowledge of other languages and cultures. Hence, the study of Spanish provides students with wider opportunities in areas such as commerce, hospitality, education, marketing, tourism and international relations.

The emphasis in learning any language is to communicate in a multi-cultural society, and to appreciate aspects of other cultures as well as our own. The use and comprehension of the language will be both written and oral within a wide range of genre in realistic situations, covering a variety of topics.

Duration

One semester

Assessment

Over the course of the Spanish program, students can expect to be assessed in the core skills of Listening, Reading, Writing and Speaking.

Topic 1—*Visitando Lugares Interesante:* Visiting Interesting Places (6 weeks)

Students will learn to describe interesting tourist destinations, what and where they are, and use adjectival phrases to describe the place and use modal verbs to describe what attractions and activities a place has to offer. Student will learn language to invite as well as persuasive language such as using imperative phrases.

Topic 2—*Animales en Peligro de Extinción:* Endangered animals (7 weeks)

Students will learn about endangered animal issues in the Spanish speaking world and Australia. They will look at the causes of species endangerment such as habitat loss, disturbance to the ecology, poaching, environmental degradation, climate change and human economic activities. Students will reflect on the cause-and-effect principle and how it applies to the context of people's everyday habits and how it may contribute to environmental degradation and climate change which in turn destroy the habitat of endemic animals and in some cases causing the extinction of species.

Topic 3—*Trabajos significativos:* Meaningful jobs (6 weeks)

Students will learn to discuss their dreams and aspirations and how these may be connected with their interest and hobbies, and the reasons why they may have certain career aspiration. They will explore the notion of 'job satisfaction' and the factors that may contribute to this end. Students will explore professions in Spanish speaking countries and Australia and how these contribute to society and the economy.



The Arts

Visual Art

Elective

What is Visual Art?

Visual art engages the right side of the brain, fostering higher-order thinking skills such as analysis, creativity, evaluation, and reflection. This engagement extends to other subjects, promoting broader cognitive development. Recent international university studies suggest that studying visual art cultivates moral intelligence, enhancing ethical decision-making. Additionally, it offers self-awareness and enjoyment.

Various career paths encompass interior, graphic, industrial, fashion and digital design alongside opportunities in art education, film, photography, entertainment, architecture, fine arts and museums.

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 overwhelmingly look at the process in preference to product, and emphasis is placed 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 skills are taught and, hence, they can be learnt. Regardless of entry level, skills can be developed with practice.

What will I study?

In Year 10 Visual Art, students work with a diverse range of media and techniques in 2D, 3D and digital technologies. There is a strong emphasis on fostering students' individual expression and personal aesthetic, a crucial aspect for their progression into Senior Visual Art.

Students delve into representations of power across cultural, historical and contemporary contexts in Visual Art. They explore the transformative influence of images to incite change through photography, street art and contemporary art forms. Through the use of their own original designs, students aim to draw attention to societal issues and injustices prevalent in the world.

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.

Assessment in Year 10 will generally be comprised of the following tasks:

- An extended writing task involving research and analysis of artists relevant to current study.
- A portfolio of work.
- Two major artworks.

Suggested Prior Learning

Studying Year 9 Visual Art provides a good foundation, but is not essential.

Duration

One semester



Middle and Senior Campus

25 Henderson Road
Everton Hills QLD 4053

Enrolments enquiries

E: enrolments@princeofpeace.qld.edu.au

P: 07 3872 5710

PRINCE
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