



# Year 10

## Subject Selection Handbook

### 2021

## PROPOSED SUBJECT OFFERINGS 2021-22

YEAR 10	YEAR 11 AND 12
CORE	CORE
English General Mathematics or Mathematical Methods Christian Studies Science History Personal Development	English or Essential English General Mathematics or Mathematical Methods or Essential Mathematics Christian Studies Personal Development
ELECTIVES	ELECTIVES
Students choose 3 of these electives	Students choose 4 of these electives
Business Studies Dance Design Digital Solutions Drama Geography Hospitality Japanese Literature Manufacturing Media Studies Music Physical Education STEM: Engineering Visual Art	Business Studies Biology Chemistry Dance Design Digital Solutions Drama English and Literature Extension (Year 12 only) Fitness (Cert III) Furnishing Skills Geography Health: Basic Care (Cert III) Hospitality (Cert II) Industrial Technology Skills Japanese Legal Studies Modern History Music Music Extension (Year 12 only) Physical Education Physics Psychology Specialist Mathematics Visual Art

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## COURSE SELECTIONS FOR 2021

### YEAR 10 CORE SUBJECTS

Christian Studies

English

General Mathematics or Mathematical Methods

History

Personal Development

Science

### YEAR 10 ELECTIVE SUBJECTS

Students choose three (3) of these electives:

Business Studies

Dance

Design

Digital Solutions

Drama

Geography

Hospitality

Japanese

Literature

Manufacturing

Media Studies

Music

Physical Education

STEM: Engineering

Visual Art

## CHOOSING ELECTIVE SUBJECTS

The range of core subjects that students undertake ensures a balanced curriculum. The electives allow students to explore and develop more specialised skills in additional areas.

In making your decision, be sure to consider the following:

- Will my choice of subjects help me reach my post Year 10 and post Year 12 goals?
- Do my results so far suggest that I will succeed in the subjects chosen?
- Will the subjects contribute to the development of skills, knowledge and attitudes useful for my future goals?

The Queensland Curriculum and Assessment Authority (QCAA) has identified and defined a set of 21st century skills based on national and international research about the skills students will need to be successful in the future. Along with literacy and numeracy, these 21st century skills underpin the courses offered to Year 10 students. These 21st century skills will help prepare students by giving them the knowledge, skills and confidence they need to be equipped for the demands of higher education, work and life, and to participate effectively in the community and the economy in a complex and rapidly changing world.

### 21st century skills

Preparing students for a changing world



#### Young Queenslanders in the 21st century need to be

Innovators



Entrepreneurs



Lifelong learners



Responsible global citizens



[Click here](#) to learn more about the 21<sup>st</sup> century skills in the general senior syllabuses.

### PROCESS OF SELECTION AND ALLOCATION OF SUBJECTS TO LINES

Subject Preferences:

- Students will be asked to select an option for Mathematics plus four options for electives subjects to be studied in Year 10. At this stage, student choices are to provide an indication of student interest. These selections will then be considered when determining subject lines. The College will make every effort to accommodate the needs of students.

Students will identify their initial subject preferences via an online platform during their Rite Journey class on Friday 31<sup>st</sup> July.

### FINALISATION OF SUBJECT SELECTION

The final line structure will be distributed to students in Week 4 and final subject preferences will be uploaded by students during Week 5. A letter outlining the subject choices made by the student will be sent home for parental confirmation and approval.

## ASSISTANCE IN SUBJECT SELECTION

1. Information Evenings for parents and students will be held on Tuesday 28<sup>th</sup> July and Wednesday 29<sup>th</sup> July.
2. This Subject Selection Handbook should be read thoroughly.
3. Talk to your present teachers about your potential in the subject.
4. Students can request an interview with the College's Head of Career Development Mrs Wanda Hayes.
5. The following websites also offer careers information:

<https://www.pacificlutherancareers.com>

<https://myfuture.edu.au>

<http://www.gooduniversitiesguide.com.au>

## CHANGING A SUBJECT

This should not be necessary if subjects have been chosen appropriately. In the rare instance where it becomes necessary, all applications to change a subject should be initiated by the student, by application to the Head of Learning Senior College

If the Head of Learning Senior College and relevant subject teachers agree that the proposed change is worth pursuing, the student will be given a form, which will seek the approval and signature of:

- The Head of Department of the proposed subject;
- The Head of Department of the subject about to be terminated;
- Head of Career Development; and
- Parent / guardians.

It is important that students and parents carefully consider the recommendations made before signing the request for subject change.

When the consent of all parties has been obtained and the form is returned to the Head of Learning Senior College, written approval will be given to commence the new subject.

Changes, if not made within the first three weeks, can only be made at the end of a semester of study.

# Core Subjects

## CHRISTIAN STUDIES

### OVERVIEW

Christian Studies in Year 10 seeks to provide opportunities for all students to explore and grow in their knowledge and understanding of Christianity. It also fosters skills to aid students to be active participants in our school and the wider global community.

Students are encouraged to actively explore and question issues relating to human existence and the Christian answer to them.

Christian Studies provides many opportunities for students to practise skills which will be beneficial in all their subjects.

### COURSE DESCRIPTION

#### Term 1

Students consider the relationship of faith and reason in understanding the ways people build belief systems.

#### Term 2

Students explore historical authenticity of the Bible and perspectives on the identity of Christ through a focus on the Gospel of Mark.

#### Term 3

Students investigate the fundamental Lutheran theology of Law and Grace through narrative representations and biblical analysis.

#### Term 4

Students explore the Reformation with a particular focus on the life and times of Martin Luther.

### ASSESSMENT

Assessment includes analytical essays, multi-media presentations and research essays.

During each term, students are involved in a range of learning experiences which also form part of their ongoing assessment.

### WORKLOAD AND EXPECTATIONS

Christian Studies requires the same academic skills as other Humanities subjects in terms of the accumulation of knowledge and understanding of new concepts, the analysis and evaluation of what has been learnt and the effective communication of the information. Students have two lessons a week and complete one piece of assessment each term.



**OVERVIEW**

English provides a foundation for studies in General English and Essential English in Years 11 and 12. Students learn to critically analyse and evaluate a range of written, spoken and visual texts as well as create their own. The course aims to develop students' understanding of how texts are constructed, to deepen their understanding of language and its use and to broaden their ability to use language in increasingly more complex and challenging environments.

**COURSE DESCRIPTION**

The course is structured into units that develop from understandings and texts studied in previous years. There is a balance between spoken, visual and written texts, including media and literature as well as everyday texts.

Units of study:

- Unit 1 – Making Meanings in Media
- Unit 2 – Novel Study
- Unit 3 – The Poetry of Song
- Unit 4 – Investigating Shakespeare

**ASSESSMENT**

Students will be required to complete oral and written assessment tasks. There are four assessment tasks over the year of study. Two of these are written exams, one is an oral presentation and the other is a written assignment.

**WORKLOAD AND EXPECTATIONS**

Students will complete a variety of written and spoken activities. They will also be expected to read widely and to commit time to writing assignments and preparing for assessments. Students should become more independent in their work and develop skills in editing and proofreading.

# MATHEMATICS

## OVERVIEW

Year 10 Mathematics content is taught with the intent of developing thinking skills. These skills are readily transferable and can assist students in all subject areas.

Students entering Senior College will have the option of undertaking Mathematical Methods or General Mathematics. If students select Mathematical Methods, they will be able to study Mathematical Methods or General Mathematics in Years 11 and 12 and Specialist Mathematics as an elective. Those students that choose General Mathematics will undertake General Mathematics or Essential Mathematics in Years 11 and 12.

It is recommended that students in Year 9 who obtain a grade of C or less, choose General Mathematics in Year 10.

It is recommended that students in Year 9 who obtain a grade of A or B for Mathematics, choose Mathematical Methods in Year 10.

## COURSE DESCRIPTIONS

### General Mathematics

This course aims to equip students with the skills needed to make decisions that affect their everyday lives. This approach involves problem solving and real-life applications, working systematically and logically, and communicating with and about Mathematics.

The content of the course will focus on those outcomes which are recognised as essential skills to function competently in society. Outcomes necessary for successful completion of General Mathematics in Years 11 and 12 will also be addressed.

### Mathematical Methods

In this course, mathematical skills are developed that form the basis for further study in Mathematics. The modes of thinking developed in Mathematical Methods provide ways of modelling and problem-solving real-life situations to explore, describe and understand the world's social, biological and physical environment.

The content of the course will address outcomes that cover life skills and those that are considered vital for the study of Mathematical Methods and Specialist Mathematics in Years 11 and 12.

## ASSESSMENT

A variety of assessment instruments will be used including formal examinations and written tasks (investigations, mathematical modelling and reports).

## WORKLOAD AND EXPECTATIONS

Students are expected to acquire a considerable degree of proficiency in a variety of skills, such as estimation, use of technology, application of formulae, table reading and arithmetic calculation. Like any skills, these need to be practised and mastered, both during class time and through nightly home learning exercises.

# HISTORY

## OVERVIEW

History investigates the causes and effects of significant events so that students can develop understandings about why such events occurred, why they occurred when they did and what humanity learned from them. Students are involved in the process of historical investigation, where they actively encounter problems, seek out evidence and subject it to critical analysis and evaluation.

This course develops skills in research, analysis, synthesis and evaluation of information, encouraging students to be critical thinkers and rational decision makers.

This course paves the way for senior study in Modern History.

## COURSE DESCRIPTION

The course explores the transformation of the modern world during the 20<sup>th</sup> and 21<sup>st</sup> centuries, a time of political turmoil, global conflict and international cooperation.

The course includes core units, as well as the opportunity for an independent, self-directed study.

The course content for History includes:

- Shaping Minds – the interwar years in Germany (1918 – 1939)
- World War II (1939 – 1945)
- Rights and Freedoms – civil rights movements in the United States of America and Australia (1954 – 1968)
- Independent Study Unit – 20<sup>th</sup> and 21<sup>st</sup> century history

## ASSESSMENT

A variety of written assessment instruments will be used including examinations (essay in response to historical sources and short responses to historical sources) and assignments (source analysis investigation and essay in response to research).

## WORKLOAD AND EXPECTATIONS

The study of History is inquiry-based, so students can expect to develop and refine their ability to plan and undertake two extended historical inquiry investigations and present their findings in different formats.

In History, students can expect to work independently and collaboratively to develop a deeper understanding of each unit.

As a core subject, students are required to include History in their at-home study plan.

## PERSONAL DEVELOPMENT

### OVERVIEW

The focus of the Personal Development program is directly related to the context in which the students come from and can therefore be very fluid. Students at Pacific Lutheran College are unique in their needs and their perceptions and the program reflects this.

An essential component of the program is promoting the growth and development of the individual, in relationships and as part of the College and wider communities.

The Personal Development program includes widening of knowledge, skills, values and attitudes that are necessary to understand, participate and be active member in a changing and increasingly complex global community. It includes aspects of life such as self-improvement; self-esteem building, recreation skills, personal fulfilment courses, vocational skills, life skills and health education.

### COURSE DESCRIPTION

The course learning in Year 10 will focus on:

- Study skills
- Growth mindset
- Character strengths
- Goal setting
- Resilience
- Stillness
- Career education and pathways
- Social intelligence
- Self-acceptance and awareness
- Emotional intelligence (EI)
- Stress management skills
- Social management and awareness (getting along)
- Introduction to leadership in senior phase – leading self, others and beyond the College community
- Making wise and healthy choices – substances and impact on body (Red Frogs Presentation)
- Driver education

### ASSESSMENT

There is no formal assessment or reporting in this subject.

## OVERVIEW

Science continues to have a strong emphasis on experimental design, with further development of the student's ability to work scientifically in the laboratory. Students will be encouraged to ask '*How? What? Where? and Why?*' throughout the course and develop skills necessary for the students to find out the answers for themselves. Students will also develop an understanding of scientific concepts and language and be exposed to activities and situations that enhance their problem-solving skills.

## COURSE DESCRIPTION

To assist students in deciding options for Year 11 and 12, the Year 10 Science course is designed to expose students to the three strands offered in Years 11 and 12 (Biology, Chemistry and Physics), in addition to the Earth and Space Science strand. Students will be enrolled in each strand for one term.

### Physics

Motion under gravity, motion on the horizontal plane, force, inertia, mass, weight and energy.

### Chemistry

Chemical reactions, using the Periodic table to understand patterns and trends, Nano technology, rates of reactions, stoichiometry and bonding.

### Biology

Genetics, reproduction and evolution.

### Earth and Space Science

The Earth and atmosphere, galaxies, star formation and death and the Big Bang.

## ASSESSMENT

Assessment may include a variety of formats including a data test, a research investigation, a student experiment and an end of year exam.

## WORKLOADS AND EXPECTATIONS

As well as home learning and completing assignment pieces, students will also be required to undertake regular study each week. While in the laboratory, students will be expected to perform experiments in a safe manner, as instructed by the teacher.

# Elective Subjects

**OVERVIEW**

The purpose of this course is to introduce students to the process of business and economic decision-making and how it affects themselves and others. It also serves as an introduction to (although it is not a prerequisite for) the senior subjects of Business Management and Legal Studies.

It is important for students to develop economics and business knowledge, understanding and skills so that they can effectively participate in economic and business activities now and into their adult lives. This will enable them to contribute to the development of prosperous, sustainable and equitable Australian and global economies and to secure their own financial wellbeing.

**COURSE DESCRIPTION**

The course introduces key economic indicators and explores how governments manage the economy to improve living standards. Students will learn about the significance of the Asia region to Australia's economy and investigate the opportunities for Australian businesses in this area.

Business management and decision making, financial record keeping and reporting, factors that influence consumer decisions and legal frameworks that businesses operate in will be considered. Students will apply these skills through an enterprise project that will benefit the College and/or local community. They will also investigate business case studies that address current issues and events.

**ASSESSMENT**

Assessment will involve written and non-written reports and presentations.

**WORKLOAD AND EXPECTATIONS**

Students will work individually and collaboratively. They are expected to be independent learners and they will be assigned regular home learning tasks. These tasks will assist students in consolidating their understanding of content covered during class time and in completing assessment in a timely manner.

## DANCE

*\*\*Please note, Dance will only be offered in 2021 if there is sufficient interest.*

### OVERVIEW

Dance explores the potential of the body as an instrument of communication. Students will have opportunities to explore the interrelationship between practical and theoretical aspects of dance through a range of contexts, genres and styles. This includes historical, cultural and philosophical understandings. Dance will allow students to develop creativity, communication skills, complex thinking and reflective practices. Students will gain self-confidence, social skills and a heightened awareness of personal and physical wellbeing. The course will promote insights about the world and sensitivity to other cultures.

### COURSE DESCRIPTION

The course is designed to explore a range of units developed to improve technical skills and understanding in a range of dance styles and genres. Practical workshops will be used to teach the elements and components of dance. Students will be required to be supportive and sensitive to other students, be prepared for practical and theoretical lessons and willing to perform in front of others. The study of this subject increases the quality of personal and physical wellbeing and fosters social inclusion through focused experiences of valued collaborative practice.

### ASSESSMENT

Assessment in this subject is based on:

- Choreography – students use dance components and skills to explore and create danceworks in differing contexts to convey their intent.
- Performance – students communicate choreographic intent through learnt danceworks.
- Responding – research, analysis, interpretations, synthesis and evaluation of dance texts.

### WORKLOAD AND EXPECTATIONS

To fulfil course requirements, students will be expected to participate in practical, individual and group tasks as well as theoretical work. The organisation of rehearsals in class time and students' own time will be required within specific units.



**OVERVIEW**

Design 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 explore innovative ideas.

Students will use CAD and 3D printing to modify and meet a specific problem. This subject will benefit students interested in the fields of architecture, landscape architecture, interior design, industrial design (products), fashion design and visual communication (graphic design).

**COURSE DESCRIPTION**

The course is structured over two semesters.

Units of study:

- Unit 1 – Design fundamentals
- Unit 2 – Drafting, CAD, and 3D printing
- Units 3 and 4 – Design exploration

**ASSESSMENT**

Assessment may include a variety of formats such as design folios, exams, visual and verbal presentations.

**WORKLOAD AND EXPECTATIONS**

As well as home learning and completing assignment tasks, students will also be required to undertake folio work with study each week. While in the Design Studio and with practical exercises, students will be expected to perform in a safe work manner, as instructed by the teacher.

**OVERVIEW**

Digital Solutions provides students with opportunities to create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries. Australia's workforce and economy requires people who are able to collaborate, use creativity to be innovative and entrepreneurial and transform traditional approaches in exciting new ways.

By using the problem-based learning framework, students develop confidence in dealing with complexity, as well as a tolerance for ambiguity and persistence in working with difficult problems that may have many solutions. Students are able to communicate and work with others in order to achieve a common goal or solution. Students write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. Solutions are developed using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming. Some examples of digital solutions covered in the Year 10 program include instructions for a robotic system, an instructional game, a productivity application, products featuring interactive data, animations and websites.

Digital Solutions prepares students for a range of careers in a variety of digital contexts. It develops thinking skills that are relevant for digital and non-digital real-world challenges. It prepares them to be successful in a wide range of careers and provides them with skills to engage in and improve our society. Digital Solutions develops the 21<sup>st</sup> century skills of critical and creative thinking, communication, collaboration and teamwork, personal and social skills and information and communication technologies (ICT) skills that are critical to students' success in further education and life.

**PRE-REQUISITE**

Year 9 Information Technology

**COURSE DESCRIPTION**

The course is structured over two semesters.

Units of study:

- Unit 1 – Procedural Programming using JavaScript
- Unit 2 – Mechatronics
- Unit 3 – 3D Game Development
- Unit 4 – Web Development and Data Manipulation

**ASSESSMENT**

Assessment may include a variety of formats such as design folios, practical work and assignments.

**WORKLOAD AND EXPECTATIONS**

It is expected that students spend some of their own time to complete project tasks. This may be in the form of lunchtime sessions in the lab or work at home.

Units will provide a solid platform for developing computer skills relevant to further schooling and tertiary studies. A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

This subject provides foundations for Year 11 and 12 Digital Solutions.

**OVERVIEW**

Drama allows students to develop skills and knowledge of theatre performance and production. Students will discover that drama is a vehicle for understanding, in which they can gain knowledge about their world, their society and their culture. Drama will allow them to understand each other better, especially how they communicate and relate to others, one to one and in groups. Finally, students can use Drama to help them to understand themselves better, learning how to motivate and discipline themselves, to problem-solve and to take responsibility for their own achievements. All of these opportunities make Drama a valuable subject for students who wish to be successful, self-motivated and high-level communicators.

While some previous experience in performing is desirable, the most important qualities students require are the ability to be highly organised, work well, support all others in the class and be willing to speak and perform in front of others. A commitment to excellence in both written and practical work will allow students to achieve highly in this subject.

**COURSE DESCRIPTION**

The course provides a range of units designed to broaden students' understanding of key historical theatrical developments and their respective styles of performance, such as:

- Improvisational Technique
- Commedia Dell' Arte
- Realism and the Stanislavski System
- Collage Drama

Workshops are used to teach the Dramatic Elements (Situations, Roles Relationships, Dramatic Tension, Mood, Focus, Symbol – to make Dramatic Meaning). These elements, as well as skills of performance, styles and their conventions, text and context form the Dramatic Languages and are essential to an actor's understanding of the craft.

**ASSESSMENT**

Assessment in this subject is based on:

- Making – polished or scripted performance, improvisational, group devised performance
- Responding – written analytical essay

**WORKLOAD AND EXPECTATIONS**

The workload is a mixture of practical and written work. Students are expected to keep a workbook and to complete set home learning. A drama uniform is essential for Senior Drama and is used in all double periods as well as for assessment tasks.

**OVERVIEW**

Geography develops important skills that will equip students for life, employment and future study. In the study of Geography, students develop an understanding about why things vary from place to place on the earth's surface and what this means for humans. Geographers examine issues on a local, national and international level, asking questions about the issue, its impact and the types of responses that could be made.

Geography develops students' ability to analyse, synthesise, evaluate and make decisions. This elective also allows students to investigate real-world problems by conducting fieldwork at a local and regional scale.

This course paves the way for senior study in Geography.

**COURSE OUTLINE****Environmental Geography**

Topics include but are not limited to:

- Human impact on sustainability.
- Indigenous approaches to custodial responsibility and environmental management.
- Comparative study of different environment types in Australia and abroad including land (forests, deserts, grasslands, farmland), inland water, coast, marine and urban.

**Human Geography**

Topics include but are not limited to:

- Mapping of human wellbeing and development.
- Issues affecting developing places and their impact on human wellbeing.
- The role of international and national responses to improving human wellbeing.

**ASSESSMENT**

Assessment items include fieldwork reports, practical and data responses as well as extended responses.

**WORKLOAD AND EXPECTATIONS**

Students will develop skills in the following areas: field research; computing, mapping and graphic skills and photo interpretation; interview techniques, decision-making, research skills; and essay and report writing.

Field excursions and practical work are vital in the application of skills and knowledge and form an important component of this course.

Students should expect to include Geography in their home study plans.

## HOSPITALITY

### OVERVIEW

Hospitality provides opportunities for students to:

- Explore a range of fields including nutrition, food preparation, food products and hospitality skills.
- Investigate food and hospitality related topics.
- Become personally responsible for workplace health and safety.
- Promote teamwork.
- Develop basic food preparation skills.
- Make nutritional choices.
- Manage resources to achieve goals in practical settings.
- Think critically and creatively to design and create solutions for home and workplace situations.

The Hospitality course will give students the opportunity to explore and prepare themselves for the Certificate II course during Years 11 and 12. In Australia, the hospitality industry is a major contributor to employment opportunities and the course has been structured around a skill set and knowledge base for students to gain direct employment.

The main focus of the course is event management and will give students a clear indication of the expectations of the Year 11 and 12 Certificate II in Hospitality. Students will select multiple Hospitality events to plan and implement, which has food production as its core focus. Students will be introduced to 'Back of House' where they will have the opportunity to prepare and present a range of foods for the event. Students will study kitchen concepts such as food preparation and storage techniques, the role of food in personal health, as well as developing research and decision-making skills effective for functioning in a modern society.

Additionally, students will be introduced to 'Front of House' where they will practise all aspects of beverage production and food and beverage service related to their event. They will prepare a range of hot and cold non-alcoholic beverages. Students will study how to work with colleagues and customers, use set procedures to serve food and beverages and learn how to deal with customer complaints, manage bookings and special requests.

### COURSE DESCRIPTION

The course is comprised of the following topics:

- Turning food from basic to brilliant.
- Our world on a plate – Bon Appetite.
- Café culture.
- Food print and solutions for our preferred future.

### ASSESSMENT

Written and practical assessment will include design tasks, research reports and practical exams.

### WORKLOAD AND EXPECTATIONS

Students are expected to work as a team in the kitchen and develop their skills through individual and group work. Catering for College activities and running small food ventures will be the main focus of practical lessons.

## JAPANESE

### OVERVIEW

Year 10 Japanese provides students with a solid foundation in essential language skills required to communicate confidently and effectively at a senior level. Students who study Year 10 Japanese will be equipped with core language skills that can be used for employment and travel. Some employment opportunities lie in the fields of international business, interpreting and translating, teaching and politics and many more. Proficiency in a second language will open doors to career opportunities in the local, national and international arena.

With our biennial sister school visits and strong connection with Seishin Gakuen, students have ample opportunities to interact authentically in Japanese at the College. This ensures student learning is realistic, purposeful and fulfilling. Year 10 Japanese is a pre-requisite for studying Japanese in Years 11 and 12.

Students who choose to study Year 10 Japanese and achieve a 'High Standard' or above, will have the opportunity to apply for the Outbound Japanese Exchange Program. The successful applicants (two in total) will complete their Term 4 studies abroad in Japan at Seishin Gakuen.

### COURSE DESCRIPTION

The Year 10 Japanese course covers topics such as travel and community life, which aims to broaden students' everyday vocabulary and understanding of core grammatical structures that will be expanded upon in Years 11 and 12. By the end of Year 10, students will be able to confidently and accurately compose and comprehend detailed texts with a solid understanding of how to decode and encode hiragana, katakana and kanji.

### ASSESSMENT

There are no assignments in Senior Japanese. Students will be assessed through spoken and written exams each term and will be required to analyse texts in both English and Japanese and create extended passages of writing in the target language. Assessment tasks will also require students to exchange information and ideas in Japanese, with the ability of examining impromptu language relating to unseen tasks.

### WORKLOAD AND EXPECTATIONS

To enter Year 10 Japanese, students should have a sound knowledge of the writing scripts hiragana, katakana and basic kanji. By the end of the Year 10 course, students will have knowledge of a wider range of kanji. In addition to language skills studied through the four macro-skills, Year 10 Japanese will also provide a window into the Japanese culture to help students deepen their intercultural understanding. Students will be expected to revise their language across the four macro-skills on a regular basis at home to continue extending their proficiency.

## OVERVIEW

Literature focuses on the creation and study of literary texts. Students will develop skills to become independent, creative thinkers who appreciate the aesthetic use of language. They will also analyse perspectives and evidence and challenge ideas and interpretations through the analysis and creation of various literary texts.

Students will engage critically and creatively with a variety of texts, considering the ways:

- Language and genre choices shape perspectives and achieve particular effects.
- Ideas and attitudes are represented in texts and the impact on readers.
- Meanings in texts are shaped by purpose, cultural contexts and social situations.
- Texts position readers, viewers and listeners.

## COURSE DESCRIPTION

Each semester students will study a range of texts including poetry, novels and plays. The units include creative writing and text analysis as core activities. Resources will come from the English canon of literature as well as contemporary texts.

### Term 1 – What is Literature?

An overview of literature as part of culture. Consideration of the many different forms and ways in which ideas have been communicated, including an introduction to a range of genres.

### Term 2 – Time and Tide

A study of texts and how writers use aesthetic features to achieve effects, in particular, the use of literary devices and figurative language to transcend the literal meaning. Students will examine the ways informed reading influences the interpretation of literary texts.

### Term 3 – Pulp and Pop Fiction

Trash or treasure – students will consider the rise in fiction that accentuates popular culture. Texts for investigation include recent series as well as graphic novels.

### Term 4 – Journeys

An introduction to the history of literature and specific periods such as Romantic, Victorian and Post-Colonial.

## ASSESSMENT

There will be two pieces of assessment each semester. One will be imaginative / creative and the other an analytical response to texts.

## WORKLOAD AND EXPECTATIONS

Students will be expected to read widely and maintain a reading journal as part of the course. Although class time will be provided to assist with assessment preparation, significant home time will also be required.



**OVERVIEW**

Manufacturing focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities. This subject provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

The subject includes two core topics: Industry Practices and Production Processes. Industry Practices are used by manufacturing enterprises to manage the manufacturing of products from raw materials. Production Processes combine the production skills and procedures required to create products. The understanding of properties of materials, appropriate tool selection and joinery techniques will also be covered in the course. Students explore the knowledge, understanding and skills of the core topics through selected industry-based units in response to local needs, available resources and teacher expertise.

**COURSE DESCRIPTION**

The course is structured into set units over two semesters.

Units of study:

- Unit 1 – Introduction and safety.
- Unit 2 – Working cooperatively in furnishing and cabinet-making workplaces.
- Unit 3 – Produce a quality product in the furnishing industry.
- Unit 4 – Furnishing industry production processes.

**ASSESSMENT**

Students will be required to complete written and practical assessment tasks. There are numerous assessment tasks over the one year of study.

**WORKLOAD AND EXPECTATIONS**

Students will be expected to provide a safe working environment at all times for themselves and fellow students within the workshop setting. Home study is encouraged to complete the accompanying portfolio work that centres on the set project.

**OVERVIEW**

Media Studies explores how social and cultural values and alternative points of view are portrayed in media texts. Students evaluate how genre, media conventions and technical and symbolic elements are manipulated to make representations and meaning. They produce representations that communicate alternative points of view for different community and institutional contexts. Media Studies in Year 10 has an emphasis on developing creative talents, IT competencies and organisational skills that can be transferred to students' working and recreational lives.

This subject caters to all learning styles and progresses developmentally towards the senior subject Film, Television and New Media. Media Studies develops a student's ability to:

- Be self-directed and self-assured.
- Communicate ideas and information.
- Use and explore technology.
- Be innovative and entrepreneurial.
- Entertain and produce different media products for particular audiences.
- Follow design briefs.
- Problem-solve.

**COURSE DESCRIPTION**

Year 10 Media Studies involves students making and responding to media forms, independently and in small groups. They explore media as an art form and analyse the way in which mass communications construct meaning.

**Topic 1 – Constructing Representations**

Students will examine the different media codes and conventions, target audiences, languages and media technologies used to produce media texts, with a focus on tourism and travel genres.

**Topic 2 – Media Institutions in Australia**

A consideration of mass media and social media and their impacts on society.

**Topic 3 – Music Makes the World Go Around**

Students will create a music video from preproduction to final product. This will include an individual design task and a group production.

**ASSESSMENT**

Assessment will include:

- Responding – investigating, analysing, deconstructing or comparing media contexts.
- Making tasks – preproduction tasks using industry preproduction formats to design storyboards, three column scripts, treatments or screenplays for media products.
- Production – filming and editing media productions.

**RESOURCES REQUIRED**

All students are required to have headphones and access to a laptop for editing purposes. Students will require a SD card and a 32GB USB.

## MUSIC

### OVERVIEW

Music offers students an opportunity to further develop their musical appreciation and literacy. It acts primarily as a foundation unit for the senior syllabus and extends students' skills accordingly. Further, Music seeks to extend students' familiarity with technology applications used within the industry. Students who receive a C or higher in Year 9 are good candidates for this course. No prior instrumental skill is required but it is an advantage. A willingness to learn an instrument is recommended.

### COURSE DESCRIPTION

The course consists of units of works that are based around recognised eras and skills in music. This could include:

- Rock and Roll.
- Planning and Running Regular Concerts.
- Performance.
- Composition.
- Recorded Sound and Music Technologies.

### ASSESSMENT

Students will be assessed under the three senior criteria of Musicology, Composing and Performance. Musicology will consist of listening and visual examples, studied and unstudied pieces, using the musical elements and higher order thinking skills via the core curriculum elements.

### WORKLOAD AND EXPECTATIONS

Students are expected to spend time on their Music assessment and instrument development both at school and at home. Music is an academic area of study and students should spend a similar amount of time on it as they do on their other senior subjects. There is class time provided for each assessment piece, however, commitment to study and instrument practise is required in the student's own time.

## PHYSICAL EDUCATION

### OVERVIEW

Physical Education in the Senior School context, involves the study of physical activity and engages students as intellectual performers, learning in, about and through physical activity.

Students learn how body and movement concepts are relevant to their engagement and performance in physical activity. They participate in a range of activities to develop movement sequences and movement strategies. Through participation in physical activities, students gather data to analyse, synthesise and devise strategies to optimise personal performance.

Year 10 Physical Education is an important preparation, in both the theory and practical, for Year 11 and 12 Physical Education.

### COURSE DESCRIPTION

Students will be involved in a variety of electronic, written and physical learning experiences that are focused on the study of the physical activities. This includes learning about anatomy, tactical awareness, energy systems, fitness components and training programs. They will be required to design a personal training program, analyse video footage, measure physical fitness, learn how to improve tactical and physical performance and debate current sporting issues.

Students will participate in three practicals and one theory lesson each week.

Possible Physical Activities		Subject Matter	Possible Assessment
Aesthetic	Sport Aerobics	Anatomy	Practical folios, reports (lab, multimodal and investigation) class tests.
Invasion	AFL, Basketball, Futsal, Netball, Soccer, Touch or Water Polo	Tactical Awareness	
Net and Court	Badminton, Tennis, Table Tennis or Volleyball	Energy Systems	
Performance	Duathlon, Surfing, Swimming or Track and Field	Training Programs	
Striking and Fielding	Golf, Cricket or Softball	-	

### ASSESSMENT

Six physical activities are chosen from five different categories. Various assessment techniques are developed and used including laboratory and research reports, multi-modal presentations, personal training programs, short tests and extended responses under class test conditions. Practical tasks are assessed according to individual and team performances in drills, small-sided games and in match or race conditions.

### WORKLOAD AND EXPECTATIONS

Students will be expected to participate in all sporting activities to the best of their ability in full sports uniform. Students will be expected to complete approximately 30 minutes of home learning per week. Students are also encouraged to participate in relevant after school college sports.

## STEM: ENGINEERING

### OVERVIEW

STEM: Engineering provides an opportunity for students to gain an understanding of the underlying principles of engineering in its broadest sense. It is concerned with the theoretical concepts and practical applications related to technology, industry and society, engineering materials, engineering mechanics and control systems. Integrated throughout is the understanding of mechanisms and how they work and the development of technical communication skills applicable to engineering. The course draws upon the fundamental principles of science, mathematics and technology to reinforce conceptual ideas through practical workshop and activities.

Integral to the study of STEM: Engineering is an understanding of the engineering design process – the creative, iterative process used by engineers to help develop products and to devise systems, components or processes that meet human needs. Students are required to undertake a variety of engineering design challenges which include activities such as testing materials, formulating problems and analysing engineering solutions, modelling solutions and prototyping. These activities provide a framework by which theoretical principles can be investigated and tested.

### COURSE DESCRIPTION

The course is structured into four broad units over two semesters.

Units of study:

- Unit 1 – Physical forces.
- Unit 2 – Engineering for those less able.
- Unit 3 – Solar and light.
- Unit 4 – Control systems and/or construction engineering.

### ASSESSMENT

Assessment may include a variety of formats such as portfolios, investigations, practical work, testing and reports or formal examinations.

### WORKLOAD AND EXPECTATIONS

As well as home learning and completing assignment tasks, students will also be required to undertake regular study each week. Students will work individually and collaboratively. They are expected to be independent learners and they will be assigned regular home learning tasks. It is recommended that students wishing to study STEM: Engineering have at least a B grade in Science and Mathematics.

**OVERVIEW**

In Visual Art, students interpret, respond and communicate their experiences by giving visual form and structure to their thoughts, opinions, ideas, beliefs, knowledge, insights and perspective. Students learn to be visually literate. This enhances students' capacities to think, create and question.

**COURSE DESCRIPTION**

Year 10 Visual Art offers a breadth of extended experiences that enrich the individual student. There is a strong emphasis on design studies embedded into each task. Students may investigate a number of themes that reflect current personal, social, contemporary and formal contexts. Students use traditional and contemporary media and technologies, such as digital photography, animation, performance art, installation, film and sound, drawing, printmaking, painting. They make and appraise art works, incorporating the inquiry elements of researching, developing, resolving and reflecting.

**ASSESSMENT**

There are both practical and theoretical components that comprise a 'body of work'. It is a significant advantage to have completed Year 10 Visual Art in preparation for Year 11 and 12 Visual Art.

**WORKLOAD AND EXPECTATIONS**

Students will fulfil course requirements if they effectively utilise every lesson for their practical work. In regard to theory work, every effort is made to ensure students produce research work to the best of their ability through drafting and tuition sessions.

**ADDITIONAL INFORMATION**

The study of Visual Art does not only help those who are applying for Art-related courses. The skills of problem-solving and thinking, with the flexibility to negotiate and consider a variety of solutions and processes, are essential in our society today, both personally and professionally. Art, as a subject, teaches students how to research, develop and resolve their ideas. They participate in research by reacting to a variety of stimuli, develop solutions to problems and resolve individual ideas by communicating in visual, written and spoken forms. This is invaluable preparation for many vocations including: architecture, retail display, town planning, arts administration, fashion design, film and television, web design, teaching, engineering, marketing, advertising, interior design and industrial design.