

handbook

Sear 10

SOUTHERN CROSS CATHOLIC COLLEGE

"let your light **the** before others, so that they may see your good works and give glory to your Father in heaven"

-Matthew 5:16





From the Principal	4
Year 10 Overview	5
Choosing Subjects	6
CORE SUBJECTS	
Religion & Ethics	11
Certificate II in Active Volunteering	12
English	14
Mathematics	16
Science	18
Humanities - History, Geography & Legal Studies	19
Health and Physical Education	22
ELECTIVE SUBJECTS	
Economics and Business	24
Digital Technologies	26
Design and Technologies: Engineering Principles	28
Design & Technologies: Food Specialisation	29
Design & Technologies: Industrial Technologies	30
Design & Technologies: Textiles	32
Physical Education: Extension	33
Japanese	34
Drama	35
Media Arts	37
Music	38
Visual Arts	39
CONTACT DETAILS	41



Dear Parents,

Southern Cross Catholic College is continuing its pursuit of academic excellence through focusing on preparing each student to meet the challenges of the future through developing their life-long learning skills. Whether it's for further study at a tertiary institution, an apprenticeship or entry into the workforce, the college, through its core and electives approach to curriculum design, aims to prepare our students for whatever field they wish to pursue.

Year 10 represents an important academic year in which students continue the journey to become successful, self-confident learners. The Year 10 Curriculum Handbook is a tool for finding out more about subject selection for 2024. Students are again, encouraged to discuss their options with teachers and parents to facilitate making suitable choices. It is important to choose wisely so that learning is relevant, stimulating and supportive of needs, interests and talents. It is equally important that students focus on a positive approach to learning in which the joy and value of work is appreciated and their hard work and persistence pays off.

The staff at Southern Cross Catholic College is committed to encouraging and supporting students to achieve high academic standards so that each individual develops into an active and informed citizen. We are dedicated to creating a culture that encourages, supports and develops our students through these transition years while building their sense of connectedness and responsibility within the community.

Our learning, careers and pastoral program enables teachers and support staff to work with students to set clear goals and plan and implement strategies that help them reach their potential and understand that striving daily to do their utmost, is essential to success.

Sincerely,

Greg Cameron College Principal





The academic program for Year 10 students at Southern Cross Catholic College (SCCC) will consist of seven compulsory subjects and any two electives which will be studied for a full year.

As students move through the school, their interests and attraction to certain subjects will become more evident. The curriculum in Year 10 at SCCC will allow them to undertake subjects in which they may choose to specialise in their senior years. The table below sets out the offerings for Year 10 students.

	CORE SUBJEC (Compulsory		
 English Mathematics Science Humanities (History & Geography) Health & Physical Education Religion & Ethics Certificate II in Active Volunteering 			
TECHNOLOGY ELECTIVES	ARTS ELECTIVES	HUMANITIES ELECTIVES	HPE ELECTIVES
 Digital Technologies Design and Technologies (Food Specialisation) Design and Technologies (Industrial Technologies) Design and Technologies (Textiles) Design and Technologies (Engineering Principles) 	DramaMedia ArtsMusicVisual Art	Economics and BusinessJapanese	 Physical Education: Extension

Each student will study any two electives for a full year.

The Elective Subjects that students undertake will be allocated by the use of preferences. While every effort is made to ensure that students can study subjects that are their first preference, this may not always be possible. Staffing constraints oblige the College to remove those courses which are not sufficiently supported by student selection. All affected students will be given the opportunity to reselect from the courses that are available

If students or parents have particular questions in relation to the information contained in this Curriculum Handbook or in the subject selection process they should contact Assistant Principal (Administration), Ms Megan Wuersching, or the relevant Curriculum Leader as listed at the back of this handbook.

CHOOSING YEAR 10 Subjects

There are many important decisions you have to make while at school. Some of the most important are concerned with the choice of subjects to take in year 10 and later the selection of subjects for Years 11 and 12. These are important decisions since they may affect your career path. Your course selections can also directly affect your success at school and how you feel about school.

Overall Plan

As an overall plan, it is suggested that you choose units:

- vou eniov
- in which you have already had some success
- which will develop skills, knowledge and attitudes useful throughout your life
- which will assist you in making career choices
- which spark your curiosity

This may sound difficult, but if you approach the task calmly, follow the guidelines provided and ask for help along the way, you should come up with a list of subjects which meet your needs.

GUIDELINES

Keep your options open

Many students in Year 9 have thought about their future, but are still uncertain about courses or careers they would like to follow after they have finished school.

It is wise, therefore, when looking at subject choice, to keep your options open. This means choosing a selection of subjects, which make it possible for you to continue thinking about your career path over the next year before making more definite choices as you approach the end of Year 10.





- Read the subject descriptions in this booklet
- Ask Curriculum Leaders and teachers of particular subjects
- Find out about the content (i.e. What topics are taught in the subject)
- How the subject is taught and assessed. For example: is there a heavy emphasis on research and assignments or are they practical subjects or is the emphasis on oral work?
- Research possible careers.
- Ask for help make an appointment to see Ms Wuersching or Ms Escriva, curriculum leader.

Remember that your choice of subject now may affect your choice later in Years 11 and 12. For example:

- It will not be possible in the future to take Mathematical Methods and Specialist Mathematics without a C in Optional Mathematics.
- Chemistry and Physics are supported by gaining a good result in Science and Optional Mathematics.
- Music and Japanese in the Senior years almost always require previous study.
- Subjects such as Economics and Business and Digital Technology may be taken up for the first time in Year 11, though it is useful (but not essential) to have taken equivalent subjects in Years 9 and 10.

Make a decision about a combination of subjects that suits you:

You have studied a wide range of subjects in Year 8 and 9, it is still important to find out as much as possible about the subjects offered. When investigating a subject to see if it is suitable for you, read the subject descriptions (ie. what topics are taught in the subject) and how the subject is taught and assessed).

Remember that your choice of units now may affect your subject choice later on in Years 11 and 12.

It is important to remember that you are an individual and that your particular needs and requirements in subject selection will be quite different from those of other students. This means that it is unwise to either take or avoid a subject because:

- Someone told you that you will like or dislike it
- Your friends are not taking it
- You like or dislike certain teachers

Be honest about your abilities and realistic with your career aims. There is little to be gained by continuing with or taking subjects that have proved to be difficult, even after you have put in your best effort.

Similarly, if your career aims require the study of certain subjects; do you have the ability and determination to put in the work to achieve the necessary level of results in those subjects?

Making Selections

Years 7, 8 and 9 provide all students with a general education and experiences in all Learning Areas. Year 10 is viewed as a year in which students begin the transition to Senior Schooling. Students at SCCC study fewer subjects in Year 10 than in earlier years as they begin to focus on the particular subjects they will continue to study in Years 11 and 12.





Recommended Subjects for entry into Year 11 Subjects

When making your choices, be aware that SCCC recommends prerequisites to Senior subjects. Prerequisites are applied to ensure students select courses in which they have the ability to be successful.

Note that students need to demonstrate at least a C standard in Year 10 English to undertake any General Subject in Year 11.

Prerequisite LIST

YEAR 11 SUBJECT	FACULTY	RECOMMENDED PREREQUISITES	GENERAL SUBJECT
Accounting	Humanities	C in Year 10 English, C in Year 10 Mathematics	✓
Biology	Science	B in Year 10 Mathematics, B in Year 10 Science	✓
Business	Humanities	C in Year 10 English	✓
Cert III Business	Business	No prerequisite	
Cert I Construction	Technology	No prerequisite	
Cert II Hospitality	Technology	No prerequisite	
Cert III Sport & Recreation	HPE	No prerequisite	
Chemistry	Science	C in Year 10 English, B in Year 10 Science, B in Year 10 Mathematics	✓
Design	Technology	C in Year 10 English, C in Year 10 Design (recommended, but not essential)	✓
Drama	Arts	C in Year 10 English, C in Year 10 Drama <u>or</u> acting/theatre experience	✓
English	English	C in Year 10 English	✓
Essential English	English	No prerequisite	
Furnishing Skills	Technology	No prerequisite	
Geography	Humanities	C in Year 10 English, C in Year 10 Humanities	✓
Industrial Technology Skills	Technology	No prerequisite	

Japanese	Languages	C in Year 10 Japanese	✓
Legal Studies	Humanities	C in Year 10 English and Humanities	✓
Literature	English	C in Year 10 English	✓
General Mathematics	Mathematics	C in Year 10 Mathematics	✓
Mathematical Methods	Mathematics	C in Year 10 English, B in Year 10 Optional Mathematics	✓
Specialist Mathematics	Mathematics	C in Year 10 English, C in Year 10 Optional Mathematics, must also choose Mathematical Methods	✓
Modern History	Humanities	C in Year 10 English and C in Year 10 Humanities	✓
Music	Arts	C in Year 10 English, C in Year 10 Music <u>or</u> proficiency in an instrument / voice	✓
Physical Education	HPE	C in Year 10 English, C in Year 10 HPE (however B standard is recommended)	✓
Physics	Science	C in Year 10 English, B in Year 10 Science, C in Year 10 Optional Mathematics, concurrent enrolment in Mathematical Methods is highly recommended	✓
Essential Mathematics	Mathematics	No prerequisite	
Religion & Ethics	Religion	No prerequisite	
Visual Art	Arts	C in Year 10 English, C in Year 10 Visual Art	✓

Please note: It may at times be necessary to change subject offerings depending on the availability of staff, student interest and timetabling possibilities. Where subject offerings are changed, students and parents will be consulted before finalising a child's subjects.

Students have their electives confirmed by email and parents notified via Compass.



Why Study RELIGION & ETHICS?

Religion and Ethics is a key element of the Catholic secondary schooling experience. A sense of purpose and personal integrity are essential for participative and contributing members of society.

Religion and Ethics helps students understand the **personal, relational and spiritual** perspectives of human experience. The course enables students to investigate and critically reflect on the role and function of religion and ethics in society. Students develop the ability to think critically and to communicate concepts and ideas relevant to their lives and the world in which they live.

What is studied in Religion and Ethics?

Religion and Ethics is an Applied subject that can contribute to the ATAR (one Applied subject can contribute). It is a four-unit course of study over Year 10 and 11. Semesters 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understandings and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four semesters as students develop greater independence as learners. Semesters 3 and 4 consolidate their learning.

A course of study for Religion and Ethics includes **three core perspectives** of human experience — personal, relational and spiritual integrated in a **maximum of four** semester long electives.

Assessment

Assessment is continuous and is designed to challenge students, allowing them opportunities to explore the issues they have addressed in class. Students will complete a range of spoken and written tasks.

* A school based Religion program will be offered in Year 12.

VOCATIONAL EDUCATION

TRAINING



Registered Training Organisation 31195

07 4773 0900 I enquiries.rto@tsv.catholic.edu.au

Qualification Code and Title	CHC24015 Certificate II in Act	ive Volunteering
Registered Training Organisation and RTO Code	This qualification will be delivered at Southern Cross Catholic College on behalf of registered training organisation - Townsville Catholic Education - RTO: 31195. See https://bit.ly/3aQRfm7	
Subject Type	Vocational Education and Train	ning
Course Delivery Mode and	The training and assessment of	
Location	to-face and will take place at so	chool.
Course Length	1 year	
Why study the qualification?	This course builds on the basic generic skills required by volunteers in organisations and includes basic administration and communication strategies, working effectively with clients and colleagues, and engaging in safe work practices.	
Entry requirements and pre- requisites	There are no entry requirements or pre-requisites.	
Course Structure	Students must successfully con (core and elective units) listed qualification: Core Units CHCDIV001 Work with diverse people CHCVOL001 Be an effective volunteer HLTWHS001 Participate in workplace health and safety BSBCMM201 Communicate in the workplace	Elective Units BSBPEF202 Plan and apply time management HLTFSE001 Follow basic food safety practices FSKLRG009 Use strategies to respond to routine workplace problems
Learning and Assessment	Learning and assessment will include theory and practical activities. In particular, students will be assessed in the following ways: • Written tasks • Observations - practical skills • Projects and portfolios • Oral questioning • Volunteering in the workplace and log	
Work Placement	As part of the core unit <i>CHCVOLO01 Be an effective volunteer</i> , students are required to volunteer for a period of at least 20 hours at a not-for-profit organisation with a structured volunteer program. A log book will need to be completed. Some of the hours may include school-based volunteering, however there will also be an outside of school volunteering commitment of 5 hours that must be met in order to meet the requirements of the qualification.	
Materials and Equipment	Materials, equipment and resources required for completion of the qualification will be provided by the school.	

	Townsville Catholic Education will recognise AQF
Credit Transfer	Qualifications and Statements of Attainment issued by other
	Registered Training Organisations
	Completion of this qualification will allow students to use
Dathwaya	completed units towards a range of Certificate III
Pathways	qualifications in the areas of community services,
	business/administration, and/or human rights/justice sectors.
	Students and parents are not required to pay a fee to
Cost	complete this qualification.
	All learning resources are provided by the school at no
	additional cost to ordinary school fees.

Program Disclosure Statement (PDS)	This document must be read in conjunction with the TCE RTO Program Disclosure Statement (PDS). The PDS outlines the services and training products that the TCE RTO provides, as well as those carried out by the school. To access the aforementioned PDS, visit: https://bit.ly/39epC9C
---------------------------------------	---

The information contained in this document is correct at date of publication: 27/04/2022



In Year 10 English, students extend their understanding of how language works and learn to transfer understanding of language to different contexts. To achieve this, students develop understanding of the requirements of different types of texts. Students build on their ability to represent both personal and increasingly abstract ideas in a variety of ways.

Topics of Study

Documentary	Documentary has been a dominant genre in filmmaking from the invention of moving pictures. Film makers have long attempted to capture reality, but is it possible to really capture it? Through the clever manipulation of codes and conventions of film making, creators of documentaries are able to establish bias in their texts. And since the inception of the mockumentary, what can we trust and what is just a send-up?
Crime Fiction	Crime is a source of constant fascination. Works of crime fiction celebrate the courageous efforts of police, judges, lawyers and medical examiners. It is therefore no surprise that society revels in stories of these 'heroes' and the genre is so popular in print and on screen. Students will gain an appreciation of the crime fiction genre and develop original crime-based narratives.
Shakespeare's World – Romeo & Juliet	The work of William Shakespeare has stood the test of time and continues to be studied in classrooms around the world. Students will study different versions of the tragedy of Romeo and Juliet, including reading of the play script, and develop a persuasive response to literature which argues which version is more compelling for a modern audience. How do modern filmmakers make original texts more compelling for audiences? This unit examines the techniques employed to adapt written texts to film and have them resonate with audiences, young and old.
Representations of Disadvantage and Prejudice	How do literary works reflect the hardships and adversity faced in real life by the vulnerable and the marginalized? In this unit, students will explore texts which highlight the plight of members of minority groups, to better understand experiences of discrimination caused by racial, physical or intellectual difference.



Learning Experiences

- learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.
- students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.
- students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade

Assessment

Students create a range of imaginative, informative and persuasive texts including narratives, persuasive speeches, literary analyses and reviews.



Why Study MATHEMATICS?

Mathematics is an important part of an education. It allows us to better understand the world in which we live and to be able to successfully contribute to society. It provides important skills for day to day living. Mathematical concepts like number, space, measurement, geometry, chance and data are used by billions of people every day. Mathematical concepts are part of other courses of study including Science, Hospitality, Art, Graphics, Building and Design and Technologies. The study of Year 10 Mathematics is a prerequisite for the study of Essential Mathematics or General Mathematics in years 11 and 12.

Topics of Study

Number and Algebra	Money and financial mathematics Patterns and algebra Linear and non-linear relationships
Measurement and Geometry	Using units of measurement Geometric reasoning Pythagoras and trigonometry
Statistics and Probability	Chance Data representation and interpretation

Learning Experiences

Mathematics aims to ensure that students:

- have a knowledge of number facts
- learn skills and algorithms
- apply skills and algorithms to solve problems
- understand Mathematics in the world around us and solve real world problems

Assessment

Assessment consists of exams and PSMTs (Problem Solving and Modelling Tasks)

All students are taught and assessed against the Australian Curriculum. The Year 10 Optional content extends the Year 10 Mathematics curriculum.

Why Study OPTIONAL MATHEMATICS?

The study of Year 10 Optional Mathematics is a prerequisite for the study of Mathematical Methods and Specialist Mathematics in Years 11 and 12.

Topics of Study

In Year 12 Optional Mathematics, students build on the foundation of the Year 12 Australian Curriculum with the addition of real numbers.

Assessment

Assessment consists of exams and PSMTs (Problem Solving Maths Tasks).



Science provides a way of answering questions about the biological, physical and technological world. The knowledge it produces is a basis for action in our personal, social and economic lives. Science is a collaborative and creative human endeavour that is used to make sense of our world through exploring, investigating, making predictions and solving problems. Science aims to understand a large number of observations. Science knowledge is revised and refined as new evidence arises.

Topics of Study

Biological Sciences	Students explain the role of meiosis and mitosis and the function of chromosomes, DNA and genes in inheritance. They use the theory of evolution by natural selection to explain past and present diversity and analyse the scientific evidence supporting the theory.
Chemical Sciences	Students explain how the structure and properties of atoms relate to the organization of the elements in the periodic table. They identify patterns in synthesis, decomposition and displacement reactions and investigate the factors that affect reaction rates.
Physical Sciences	Students investigate Newton's laws of motion and quantitatively analyse the relationship between force, mass and acceleration of objects.
Earth and Space Sciences	Students describe theories of the origin and evolution of the universe and analyse the supporting evidence for the theories. They model flow of energy between the geosphere, biosphere, hydrosphere and atmosphere.

Learning Experiences

Science aims to ensure that students:

- understand the use of science and how science influences society by responding to social and ethical issues of science and scientific research
- pose questions, plan, conduct and critique investigations
- collect, analyse and interpret information
- communicate findings

Assessment

Assessment will include exams, practical reports and research assignments



Year 10 students study a rotation of compulsory Humanities subjects/units (each uniter is a term):

- Two History Units
- One Geography Unit
- One Legal Studies Unit

HISTORY

Rotation Unit 1: Overview of the modern world and Australia/World War II (1393-1945)

Assessment: Research Task

Rotation Unit 2: Rights and Freedoms (1945-Present) and Migration Experiences (The Globalising World)

Assessment: Examination and Multimodal Examination

GEOGRAPHY

Rotation Unit: Environmental change and management

Assessment: Research Report

LEGAL STUDIES

Rotation Unit: The Australian Legal System

Assessment: Examination

Why Study HISTORY?

History focuses upon a broad range of events and trends from ancient to contemporary times. Taking part in such a course allows students to make sense of the world in which they live. It also assists them to develop the knowledge, skills and values needed by active participants in society. In History, students are confronted with problems—of justice and injustice, of oppression, of discrimination, of conflict—and with a range of human responses to these problems. Studying history assists students to clarify their attitudes to such issues, both as they existed in the past and as they are found in the world today.

Learning Experiences

History aims to ensure that students develop:

- A knowledge of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.
- historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

- These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.
- an understanding of the transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing.

Why Study GEOGRAPHY?

Geography is more than a subject – it's a field. The unique nature of this discipline enhances a student's ability to perform in mathematics, science and humanities. Of great relevance, the geographical sciences seek to help students make sense of the world around them and become confident participants in a world where humanity is facing many challenges. Studying Geography means that students are prepared for several career paths, including but not limited to: international relations; the defence forces; investigative journalism; humanitarian affairs; community welfare and development; public health; environmental and marine sciences; the mining industry; engineering; environmental law; studies of the built environment and urban planning; disaster response and management fields; outdoor education; and travel and tourism industries.



Learning Experiences

Geography aims to ensure that students develop:

- <u>explain</u> how interactions between geographical processes at different scales change the characteristics of places
- <u>identify, analyse and explain</u> significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences
- <u>predict</u> changes in the characteristics of places and environments over time, across space and at different scales and explain the predicted consequences of change
- <u>evaluate</u> alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, economic, political and social criteria and draw a reasoned conclusion.

Why Study LEGAL STUDIES?

Legal Studies focuses on the interaction between society and the discipline of law. Students build a deep understanding of Australia's federal system of government and the liberal democratic values that underpin it is essential in enabling students to become active and informed citizens who participate in and sustain Australia's democracy. Legal Studies offers the opportunity to develop a range of skills and explore many aspects of human life. It gives the student a chance to sharpen their minds, strengthen their understanding and deepen experiences across the full range of humanities and social sciences.

Learning Experiences

- A lifelong sense of belonging to and engagement with civic life as an active and informed citizen in the context of Australia as a secular democratic nation with a dynamic, multicultural, multi-faith society and a Christian heritage
- <u>Knowledge</u>, <u>understanding</u> and appreciation of the values, principles, institutions and practices of Australia's system of democratic government and law, and the role of the citizen in Australian government and society
- Skills, including questioning and research; analysis, synthesis and interpretation: problem-solving and decision-making; communication and reflection, to investigate contemporary civics and citizenship issues and foster responsible participation in Australia's democracy
- The capacities and dispositions to participate in the civic life of their nation at a local, regional and global level and as individuals in a globalized world.



Health & Physical Education

Why Study HEALTH & PHYSICAL EDUCATION?

Health and Physical Education teaches students how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. The Health and Physical Education learning area has strong foundations in scientific fields such as physiology, nutrition, biomechanics and psychology which inform what we understand about healthy, safe and active choices.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts and acquire an understanding of the science behind how the body moves. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport both in Australian society and globally. Movement is a powerful medium for learning, through which students can acquire, practice and refine personal, behavioural, social and cognitive skills.

Topics of Study

Theory	Practical
Sports Nutrition	Volleyball
Community Health & Fitness	Community Fitness
Equity	Touch Gridiron
Challenges of Being a Teen	Netball

Learning Experiences

HPE aims to ensure that students:

- Learn to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations.
- Learn to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits.
- 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.
- Apply more specialised movement skills and complex movement strategies and concepts in different movement environments.
- Evaluate and refine their own and others' movement skills and performances to a variety of sporting situations.
- Explore movement concepts and strategies to evaluate and refine their own and others' movement performances.
- Analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures.

Assessment

Students will be assessed in both the physical and theoretical aspects of the course in both their understanding of the course content and their demonstration and application of practical skills appropriate for the particular units of work.





Geonomics and Business

Why Study ECONOMICS AND BUSINESS?

Economics and Business units are designed to equip students with essential financial literacy skills and are an introduction to the world of business. Students are exposed to the language of business and to activities designed to equip them for their futures as entrepreneurs, consumers and workers.

The study of economics and business develops the knowledge, understanding and skills that will inform students about the economy and encourage them to participate in and contribute to it. The curriculum examines those aspects of economics and business that underpin decision-making at personal, local, national, regional and global levels.

Topics of Study

Key questions: How is the performance of an economy measured? Why do variations in economic performance in different economies exist? What strategies do governments use to manage the economy? Making economic performance and standard In this unit, students will explain economic performance indicators and relate their understanding to Australia's of living performance, explain the ways that governments manage the economy to improve economic performance and living standards, explain reasons for links that exist between economic performance and living standard, the variations that exist within and between economies, and the possible causes. Key question: • How do governments, businesses and individuals respond to changing economic conditions? Improving business In this unit, students will analyse the factors that influence productivity major consumer and financial decisions and the short- and long-term consequences of these decisions; and explain the ways businesses organise themselves to improve productivity, including the ways they manage their workforce and how they respond to changing economic conditions.

Learning Experiences

Economics and Business aims to develop students':

- enterprising behaviours and capabilities that can be transferable into life, work and business opportunities and will contribute to the development and prosperity of individuals and society
- understanding of the ways society allocates limited resources to satisfy needs and wants, and how they participate in the economy as consumers, workers and producers
- understanding of the work and business environments within the Australian economy and its interactions and relationships with the global economy, in particular the Asia region
- reasoning and interpretation skills to apply economics and business concepts to make informed decisions
- understanding of economics and business decision-making and its role in creating a prosperous, sustainable and equitable economy for all Australians
- understandings that will enable them to actively and ethically participate in the local, national, regional and global economy as economically, financially and business-literate citizens

Assessment

Students will complete research tasks, multimodal presentations and knowledge tests.



Digital Technologies

Why Study DIGITAL TECHNOLOGIES?

Digital Technologies provides students with practical opportunities to design and to be developers of digital solutions and knowledge. The subject will allow 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.

Digital Technologies provides students with challenges that foster 21st-century skills vital for future employment, such as creativity, curiosity, collaboration, persistence, innovation and adaptability/flexibility.

Topics of Study

Websites	Students will explore how computer networks transmit messages between devices utilising transfer protocols. They will use HTML/CSS and Javascript to design and develop websites capable of presenting and navigating images, video and other information.
Data	Students will investigate digital systems and explore key threats to network security, such as viruses, malware, DDoS attacks and phishing scams. They will explore what data is, how it is used and ways of storing and managing information.
Programming	Students will use algorithmic thinking to find ways to solve complex problems with simple solutions. They will explore a range of programming languages, including Python and SQL, which are used by tech and science giants such as Facebook, Google and NASA.
Gaming	Students will design and develop a series of projects that utilise design thinking principles in order to make interactive input-driven games Unity. They will explore ways to use Unity to create 2D and 3D games.

Learning Experiences

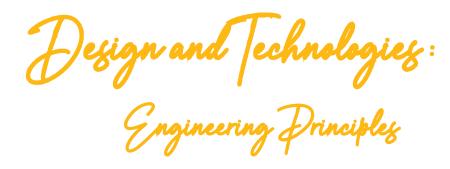
Digital Technologies aims to ensure that students individually and collaboratively:

- design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs
- use computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and implementation to create digital solutions
- confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings
- apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences



Assessment

Assessment is designed to challenge students. Students will complete a range of digital projects, investigations and examinations over the course of the year. This will include developing data-driven websites, investigating cybersecurity and creating gaming devices capable of meeting user demands and improving the user experience.



Why Study DESIGN & TECHNOLOGIES - ENGINEERING PRINCIPLES?

In Design and Technologies students engage in a design process. They generate, develop and evaluate ideas and design, produce (make) and evaluate products, services and environments in a range of technologies contexts in home, community and global settings. Students take action and make ethical decisions about technologies, considering legal, economic, environmental and social implications. They learn about the process of design as well as different technologies contexts. They realise (make) solutions by working technologically using technologies processes and production involving their hands, tools, equipment and digital technologies, using natural and fabricated materials.

Topics of Study

Built Environment Design	Investigate the building industries to design, draw and evaluate articles associated with the building industry.
Human Centred Design	Investigate through observations and interviews with key stakeholders to design, create and evaluate products, services and environments.
Engineering Principles	Investigate through research to design, draw and create a CO2 Dragster car.
Graphic Design	Investigate businesses to redesign, create and evaluate new packaging.

Learning Experiences

Design and Technologies - Engineering Principles aims to ensure that students:

- Study the Design Process to prepare students for the study of Senior Design.
- Are able to communicate effectively through collaboration with peers and key stakeholders.
- Communication skills verbally and written.

Assessment

Assessments are continuous throughout the Semester. Students will develop folios of work in relation to four different tasks. Each portfolio will allow students to design a product, service and/or environment using the design process to achieve a purposeful solution based on stakeholders needs and wants.

Design and Technologies: Food Specialization

Why Study DESIGN & TECHNOLOGIES - FOOD SPECIALISATION?

The study of Design and Technologies (Food Specialisation) provides students with a broad knowledge and understanding of food properties, processing, preparation, hygiene and safe work practices in the production of food. Students specifically focus on preferred futures, taking into account ethics; legal issues; social values; economic, environmental and social sustainability factors and using the strategies such as life cycle thinking.

Students apply their knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities. They develop detailed project management plans incorporating elements such as sequenced time, cost and action plans to manage a range of design tasks safely. Students use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.

Topics of Study

Term 1	Emerging Products and Services: Meal Kits
Term 2	The Restaurant Industry
Term 3	Planning for Special Dietary Requirements
Term 4	The Sustainable Food Systems

Learning Experiences

- Develop an understanding of the importance of hygiene and safe work practices
- Understand the functional properties of food
- Research and demonstrate knowledge of current food trends
- Plan for special dietary requirements
- Develop confidence and proficiency in practical interactions with food
- Explain concepts and ideas
- Plan, implement, justify and evaluate designed products

Assessment

Each term students will be assessed on knowledge and understanding, along with process and production skills. Students will complete design folios and exams.



Why Study DESIGN & TECHNOLOGIES – MATERIALS and TECHNOLOGIES SPECIALISATION?

Design and Technologies (Materials and Technologies Specialisation) will introduce student to process and procedures associated with the many trades on offer in today's society. It will allow the students to improve their hand skill and understanding of woodwork whilst giving them an insight into the requirements of becoming a tradesperson. Whilst dealing with specific hand tools associated with industry, students will become familiar with the correct use of and safe handling of many tools. Industry expectations and safety requirements are some of our main expectations whilst completing the Design and Technologies (Materials and Technologies Specialisation) course of study.

Topics of Study

Practical Exercises	Skills
Coffee Table (timber construction)	Reading plans Marking out techniques Using hand tools to construct Joints Coping saw techniques Introduction to Mortis and Tennon joint Use Mitre saw accurately Gluing and clamping rectangle structure Finishing techniques
Desk Organiser (timber construction)	Plan procedure Marking out Dovetail construction techniques Design back panel Fitting draw to carcass Finishing techniques
Three Piece Puzzle (timber construction)	Marking Out Follow instructions Precision cutting Accurate finishing

Learning Experiences

Design and Technologies - Materials and Technologies Specialisation aims to ensure that students:

- Are able to work in a safe and secure environment
- Can communicate their intentions and follow instructions
- Understand and display the safe and correct use of hand tools
- Develop an appreciation for the production of quality products
- Strive to complete tasks to the best of their ability
- Develop skills and a mindset to prepare them for Trade quality work.

Assessment

Assessment is ongoing throughout the Semester. Students will complete two projects and will be assessed on the safe use of hand tools, correct use of workshop equipment, following a plan in detail, handling of materials, quality of workmanship, final product presentation.



Design and Technologies: Textiles Why Study DESIGN & TECHNOLOGIES - TEXTILES?

Design and Technologies (Textiles) will introduce students to processes and procedures associated with the textiles industry. It will allow the students to improve their sewing skills and understanding of the design thinking process whilst teaching them about different types of fibres and their uses. Industry expectations and safety requirements are some of our main expectations whilst completing the Design and Technologies (Textiles) course of study.

Topics of Study

Practical Exercises	Skills
Patchwork / wall art	Students investigate different patchwork techniques to design a wall art or patch work item.
Costume Design	Students will investigate costume design and the process and skills required to design and create costumes for a theatre production. They will have the opportunity to work with clients (actor and director) to produce a costume suitable for stage.
Recycled clothing	Students will investigate upcycling and repurposing clothing or other textile items to create a new product.
Functional apron (kitchen, sewing or woodworking)	Students will investigate different functions of an apron and fabrics best suited for different purposes. They will work with a client to create an apron with a functional purpose.

Learning Experiences

Design and Technologies (Textiles) aims to ensure that students:

- are able to work in a safe and secure environment
- can communicate their intentions and follow instructions
- understand and display the safe and correct use of sewing machines and various other textiles equipment
- develop an appreciation for the production of quality products

Assessment

Assessment is ongoing throughout each semester. Students will complete four projects and will be assessed on their design and production process, this will include a patchwork/wall art, costume design, recycled clothing and functional apron.



Why Study PHYSICAL EDUCATION: EXTENSION?

Physical Education Extension has been designed as a pre-senior subject that will prepare students for the transition into Senior Physical Education and Senior Health. This subject will complement the theory component of Year 10 HPE and involve limited practical work. It will examine how sport fits into our society, the relationship between sport and the media as well as controversial topics such as sporting stereotypes and gender equity. Skill Acquisition, Sports Psychology, Tactical Awareness in sport as well as Energy Systems will also be part of the content covered during the year. An investigation of Alcohol through the implementation of an action strategy is covered. This aims to examine how providing access to health opportunities can assist individuals in making positive choices in relation to their health and wellbeing.

Topics of Study

Sports Psychology / Motor Learning

Alcohol

Energy Systems / Fitness Components

Ethics and Integrity in Sport

Learning Experiences

Physical Education Extension aims to ensure that students:

- Learn to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits.
- Create personal programs that will enhance their or others performance in a particular sport.
- Analyse how a range of factors can influence an individual's participation in physical activity.
- Evaluate action strategies in society and create your own action strategy to assist others health and wellbeing.
- Understand how Institutional and Structural factors can shape their own and others participation in physical activity and sport.
- Are prepared for the senior phase of Physical Education and or Senior Health.

Assessment

Students will complete one assessment piece each Term, which will assess their 'Understanding' of the content, covered each Term. Assessment styles will vary from exams, reports and multimodal presentations.



Japanese is the official language of Japan, Australia's northern neighbour in the Asia region. It is also widely used by communities of speakers in Hawaii, Peru and Brazil, and learnt as an additional language by large numbers of students in the Republic of Korea, China, Indonesia and Australia.

At this level, students bring to their learning existing knowledge of Japanese language and culture and a range of learning strategies. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. They require continued guidance and mentoring but work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences. They are considering future pathways and options, including the possible role of Japanese in these.

Learners interact with peers, the teacher and other Japanese speakers in immediate and local contexts, and with wider communities and cultural resources via virtual and online environments. They may access additional cultural experiences through events such as school exchanges, interschool events or cultural performances.

Topics of Study

Competing	Describing sporting events and contests. Accomodation options.
Good food and friends	Selecting food to suit when visiting different friends.
Catching up	Sharing news about family and friends. Casual speech.
Travelling	Challenges faced when travelling.

Learning Experiences

Japanese aims to ensure that students:

- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- Appreciate, enjoy and use the Japanese language to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, and persuade.
- Understand cultural contexts, nuances and customs associated with communicating with Japanese people.

Assessment

Assessment is continuous and is designed to challenge students and reinforce concepts. Students will complete a range of listening, speaking, reading and writing tasks. Assessment tasks will include in-class tests and assignments. Tasks will provide authentic opportunities for students to demonstrate their communicative abilities in Japanese.



Drama is the expression and exploration of personal, cultural and social worlds through roles and situations that engage, entertain and challenge. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

Students develop:

- confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama
- knowledge and understanding in controlling, applying and analysing the elements, skills, processes, forms, styles and techniques of drama to engage audiences and create meaning
- a sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences

Topics of Study

Realism - Play Text	Students will investigate teen issues and how teen culture impacts meaning within a script. They will understand conventions of Realism and Australian Theatre, taking part in a mini-production.
Collage Drama Voices of the Past	Students explore and expand on knowledge and skills in utilising the Elements of Drama. They continue to develop knowledge and skills through dramatic role playing, improvising, process drama, interpreting scripts, creating, rehearsing, directing and responding to drama as an audience.
Short Film Collaborative Arts Project	Working with artists in Year 10 Art, Media and Music, students will devise, film and produce a short film.
Monologues	Students explore various types of Monologues, constructing their own mini monologue and a pop star performance.

Learning Experiences

Learning in Drama is focused on four areas:

- 1. Exploring and responding to drama works, performances, practices and contexts from a range of cultures, times and places
- 2. Developing practices and skills by building and extending creative practices for creating and performing drama using the elements of drama
- 3. Creating and making drama in improvised, devised and scripted forms
- 4. Presenting and performing drama in informal and/or formal settings.



Assessment

- 1. Portfolio
- 2. Production
- 3. Short Film
- 4. Monologue Performance



Media Arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. As an art form evolving in the twenty-first century, Media Arts enables students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices. Students learn to be critically aware of ways that the media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world themselves. They learn to interpret, analyse and develop media practices through their media arts making experiences. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.

Topics of Study

Trailers The Art of the Sell	The units in Year 10 explore how Media Arts conventions and genres are manipulated to construct new and alternative points of view through representation and communication of social and cultural values and beliefs. Learning opportunities allow development of independent approaches and responses while experimenting with representation of subject and communication of point of view throughout the unit.
Understanding Sound Creating a Children's Audiobook	
Short Film Collaborative Arts Project	Working with artists in year 10 art, media and music, students will devise, film and produce a short film.

Learning Experiences

Learning Media is based on four areas:

- Exploring and responding to ways in which media arts works from across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning, and the relationships the works create between makers, audiences and/or institutions; for example, through analysis
- 2. Developing practices and skills:
 - building and extending creative practices for producing media arts.
 - building and extending critical practices by taking opportunities to reflect, evaluate or respond to media works.
- **3. Presenting/screening/distributing** media arts works they have produced to audiences, in informal and/or formal settings
- **4. Creating (producing)** media arts works using production processes in forms such as print, screen/moving image, audio and/or hybrid/trans-disciplinary forms.

Assessment

1. Multi-modal trailer analysis 2. Movie Trailer 3. Short Film 4. Audiobook



Why Study MUSIC?

Research shows that studying Music is great for your brain! Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in Music allow students to manipulate, express and share music as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students, and develops skills which are transferable into all areas of their life.

Topics of Study

Australian Contemporary Music	Students explore how Australian musicians use their craft to connect to culture and tell a story through performance.
20 th Century Craziness	Students explore the eccentric genres of Minimalism, Modernism and Expressionism.
Music for Film and Television	Students use music technology to compose and perform a soundtrack for a film trailer, video reel, game cutscene, or iOS App startup screen.
Short film Collaborative Arts Project	Working with artists in year 10 art, media and music, students will devise, film and produce a short film.

Learning Experiences

Learning in Music is focused on four areas:

- 1. **exploring and responding** to music and music practices and contexts from a range of cultures, times and places.
- 2. developing practices and skills by
 - building and extending creative practices for listening, performance, and composition in music genres and/or styles of interest
 - building and extending critical practices by taking opportunities to reflect, evaluate or respond to their own work and/or the work of others
- **3. presenting** performances to audiences
- 4. composing in varying forms and genres.

Assessment

Semester 1: Performance, Written response, Composition folio

Semester 2: Film Music slide-show presentation, Short Film soundtrack, Performance

Vigual Arts?

The Visual Arts course in Year 10 provides students with the opportunity to develop their inherent imagination, creative problem solving and arts making skills. Art develops strategies, skills and a sense of accomplishment that will benefit all areas of life. Students are required to approach tasks from different perspectives, think "outside the box" and foster creative problem solving strategies. Through learning from mistakes and receiving constructive feedback students develop resilience. Creating art is challenging and enjoyable, students learn perseverance, accountability and the importance of maintaining focus and dedication to a task.

Visual Art is not a prerequisite but it is an advantage for students wishing to study art in Years 11 and 12.

Topics of Study

Cross Currents	In this unit, students consider the inquiry question: How do artists manipulate media and techniques to communicate contemporary issues? Students research and compare the work of Australian artists, Margaret Preston and Brian Robinson. They respond to topics including popular culture, art as code, symbolism and appropriation through the exploration of printmaking.
Urban Landscapes	In this unit, students consider the inquiry question: How do artists manipulate materials, visual language and expression to communicate contemporary issues? Students will consider the representation of contemporary urban spaces by artists and create their own acrylic landscape on skateboard decks.
Art History Clay Vessels	In this unit, students consider the inquiry question: How do artists manipulate materials, visual language and expression to communicate contemporary issues? Students will explore and respond to contemporary and historical artists to create their own art history vessel using clay handbuilding and glazing techniques.
Vanitas Still Life and Symbolism Painting	In this unit, students consider the inquiry question: How do artists use metaphor or symbolism to visually communicate about their concerns or issues? Students will examine still life representations by artists including Claes, Quilty, Hirst, Robinson and Campbell and create their own Vanitas Still Life oil painting.

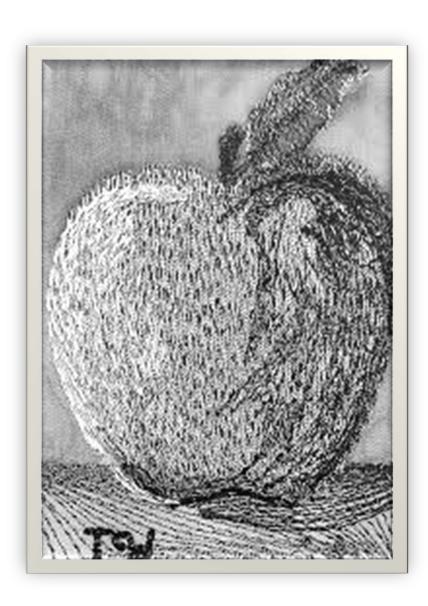
Learning Experiences

Learning in Visual Arts is focused on four areas:

- 1. Exploring and responding to artworks and visual arts practices from across cultures, times, places and/or other contexts
- 2. Developing practices and skills by
 - building and extending creative practices and skills for visual arts practice, developing ideas and intentions, creating representations, and developing skills and techniques in specific visual arts processes
 - building and extending critical practices by taking opportunities to reflect, evaluate or respond to their own work and the work of others
- 3. Creating artworks to communicate ideas, perspectives and meaning in 2D, 3D and/or 4D (time-based forms) and/or multi-disciplinary forms
- **4. Presenting artworks and practices** to audiences; for example, curating exhibits of their work, as individual artists or by working collaboratively.

Assessment

- 1. Folio of lino prints
- 2. Urban landscape in acrylics
- 3. Clay vessel
- 4. Still life oil painting





College Principal	Mr Greg Cameron anndle@sctsv.catholic.edu.au
Secondary Deputy Principal Mission and Culture	Mrs Mardi Grubba mgrubba1@sctsv.catholic.edu.au
Assistant Principal Learning and Teaching	Mr Paul Allan pallan2@sctsv.catholic.edu.au
Assistant Principal Administration	Ms Megan Wuersching mwuersching1@sctsv.catholic.edu.au
Assistant Principal Religious Education	Mrs Annette Poulsen apoulsen@sctsv.catholic.edu.au
Curriculum Leaders	
English	Mr Andrew Snee asnee1@sctsv.catholic.edu.au
Mathematics	Ms Belinda Benson bbenson1@sctsv.catholic.edu.au
Science	Mr Hamilton Wright Hwright1@sctsv.catholic.edu.au
Humanities & Japanese	Mrs Angela Marano amarano3@sctsv.catholic.edu.au
Health & Physical Education	Ms Jane Schefe jschefe@sctsv.catholic.edu.au
The Arts	Mrs Genevieve Hunt ghunt@sctsv.catholic.edu.au
Technologies	Mrs Veronica Horn vhorn@sctsv.catholic.edu.au
Careers Advisor	Ms Therese Escriva tescriva@sctsv.catholic.edu.au
Careers Officer	Mrs Paula Bulat pbulat@sctsv.catholic.edu.au