



ST MARY'S
Catholic College

Junior Subject Handbook

Contents

Contents	2
Planning a Study Pathway	4
Unit Selection Procedures.....	5
Year 9.....	6
Core Subjects	7
Religion.....	7
English.....	8
Mathematics	8
Science	9
History	9
Health and Physical Education	10
Elective Subjects	11
Drama	11
Media Arts*	11
Music	12
Visual Arts	12
Italian.....	13
Digital Technologies.....	13
Design.....	14
Materials & Engineering Technology (ITD)	15
Food Technology	16
Textile Technology.....	17
Business.....	18
Civics	19
Geography	19

Year 10.....	19
Core Subjects	20
Religion.....	21
English	22
General English	22
Literature	22
Essential English	23
Mathematics.....	23
Science	25
History	26
Health and Physical Education	27
Elective Subjects	28
Drama	28
Music	28
Visual Art	29
Italian	29
Digital Technologies.....	30
Design.....	31
Materials & Engineering Technology (ITD)	32
Food Technology	33
Engineering Technologies (STEM)	34
Certificate I in Hospitality	35
Trade Engineering Studies	36
Trade Furnishing Studies	36
Economics, Business, Civics and Citizenship.....	37
Geography	37
Human Movement Studies	38

Overview

St Mary's Catholic College is guided by the Australian Curriculum. The Learning Areas of English, Mathematics, History, Science, HPE, Languages, Design & Technology, The Arts and Digital Technologies follow and adhere to the scope and sequence set out within the Australian Curriculum documents. The Curriculum System at SMCC in Years 9 & 10 is designed to enable all students to choose a program of study which will help them in their future careers, give them a balanced education and cater for their needs, interests, and abilities.

In Year 9 and 10, students at the College select from a wide variety of subject offerings which can lead to a multiplicity of possible study pathways. This handbook gives the information needed for planning a suitable pathway for each student.

It is hoped that the opportunity to select a variety of subjects will enable students to complete Years 9 & 10 successfully with a broad education and the subject base recommended for Years 11 & 12 subjects. Students are encouraged to seek guidance when choosing their subjects.



Planning a Study Pathway

When planning a study pathway, students and their parents should ensure that:

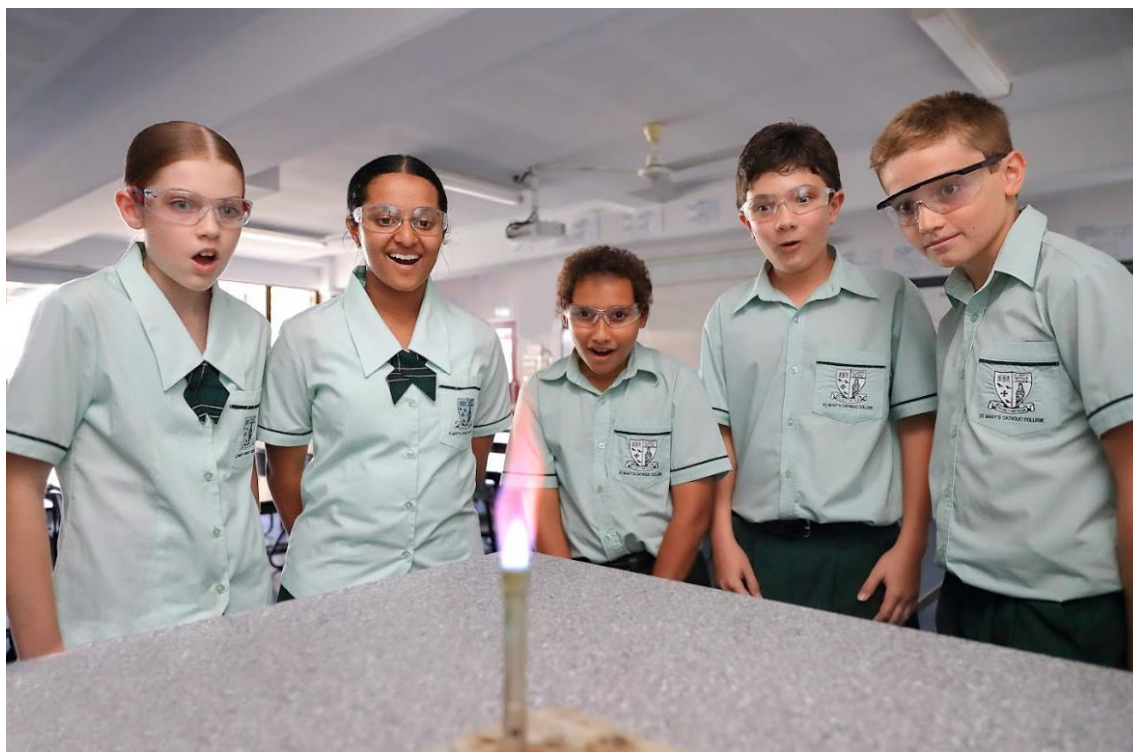
1. An educational balance is maintained.
2. Selections reflect the student's interest, abilities, and successes in previous subjects.
3. Recommendations for subjects and consideration of sequential subjects are taken into account (see Head of Department for clarification).
4. Core requirements are satisfied.
5. Choices are made to suit the individual, not their friends.

Unit Selection Procedures

The procedures outlined below are those by which Years 9 & 10 students are allocated to units of study.

Normal Procedure: In the June/July holidays the Junior Curriculum Handbook is posted on the school website and in both the student and parent portals. Students will complete preferences for subject selection during Term 3. ***It is very important*** that students choose wisely because their decisions guide the College in the timetable design; once decisions regarding classes have been made and a timetable has been created, restrictions come in to play.

Alterations: The units to which a student has been allocated may be altered early in a new semester because of the following: staffing constraints, classes may be too small to be viable, classes may be too large or some previously unforeseen problem with unit choices may be discovered. Where a student must be moved out of a unit these changes will be kept as insignificant as possible. It should be noted that whilst students and parents are given the freedom to choose units of work there will occasionally be classes which are too big or too small to run and some students must then necessarily be moved. No college can work miracles in this area!



Year 9

CORE SUBJECTS

(whole year)

RELIGION

MATHS

ENGLISH

SCIENCE

STUDENTS MAY CHOOSE 4 SEMESTERS OF ELECTIVES; THEY MAY BE MADE UP OF: 2 X FULL

YEAR SUBJECTS = 4 SEMESTERS OR

1 X FULL YEAR SUBJECT + 2 X SEMESTER SUBJECTS = 4 SEMESTERS OR

4 X SEMESTER SUBJECTS = 4 SEMESTERS

(1 Semester)

History

HPE

ELECTIVE SUBJECTS	FULL YEAR SUBJECTS = 2 SEMESTERS
If a student chooses to do a full year subject, they are committing to the subject for the whole year.	Drama
	Media Arts
	Music
	Visual Arts
	Italian
	Food Technology
	Materials & Engineering Technology (ITD)
	Textiles
	Design
	Digital Technology
ELECTIVE SUBJECTS	SEMESTER SUBJECTS = 1 SEMESTER
	Drama
	Media Arts
	Music
	Visual Arts
	Italian
	Food Technology
	Materials & Engineering Technology (ITD)
	Textiles
	Design
	Digital Technology
	Business
	Civics
	Geography

Core Subjects

Religion

Department	Religion	Contact	Ms Therese Coyle
Duration	Year	Prerequisites	N/A

Religious Education seeks to develop the religious literacy of students in light of the Catholic Christian tradition, so they might participate authentically and critically in contemporary culture. Students become religiously literate as they develop and interpret the knowledge, skills and dispositions to communicate confidently in and for faith contexts and wider society and to grow in their own spirituality.

Unit 1	Unit 2	Unit 3	Unit 4
Jesus and the Church he Influenced The Incarnation, Resurrection and Ascension of Jesus are foundational beliefs of Christianity. Each of these beliefs has significance for believers across all time.	God's Healing For All People Students will explore the common understanding of God in the Abrahamic faiths and develop an understanding of healing as it occurs in other religions and cultures.	On the Straight and Narrow Students will explore the experience of sin throughout human history and the presence of good and evil in an imperfect world.	Call to Act Justly Students develop their understanding of the Catholic Social Teaching concepts of Human Dignity and Rights and Responsibilities by considering these concepts in light of scientific and technological advancement.
ASSESSMENT Christian art analysis.	ASSESSMENT Essay	ASSESSMENT Oral presentation.	ASSESSMENT Exam

English

Department	English	Contact	Mrs Ashleigh Whitla
Duration	Year	Prerequisites	N/A

Year 9 English reinforces skills relating to communicating while continuing to develop the analytical and creative capabilities of students. Students are exposed to a range of texts which they analyse and evaluate to form their own interpretations and opinions. They also practise the manipulation of language features to create their own innovative texts.

Unit 1	Unit 2	Unit 3	Unit 4
SCIENCE FICTION NARRATIVE ASSIGNMENT Students view articles, narratives and other texts which contain futuristic themes. They review and use narrative conventions.	AUSTRALIAN IDENTITY Students engage with and analyse a range of texts which construct different representations of Australian identity.	REALITY TELEVISION Students view a range of reality television shows to analyse the techniques which are used. They develop their own informed opinions on the topic.	NOVEL STUDY Students study a novel with a theme of courage and survival. They analyse characters, concepts and language features from this novel.
ASSESSMENT Science fiction narrative in exam conditions.	ASSESSMENT Editorial analysing the common representations of Australians and Australian culture.	ASSESSMENT Persuasive speech about the elements of reality television shows.	ASSESSMENT Analytical essay in exam conditions to analyse the characters in a novel.

Mathematics

Department	Mathematics	Contact	Mr Chris Oxford
Duration	Year	Prerequisites	N/A

Learning mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in number and algebra, measurement and geometry, and statistics and probability.

Unit 1	Unit 2	Unit 3	Unit 4
TOPICS Pythagoras' Theorem, trigonometry Financial maths	TOPICS Algebra Measurement	TOPICS Data Linear relationships	TOPICS Non-linear relationships Geometric reasoning
ASSESSMENT Exam Assignment	ASSESSMENT Exam	ASSESSMENT Exam Assignment	ASSESSMENT Exam

Science

Department	Science	Contact	Mrs Kate Chapman
Duration	Year	Prerequisites	N/A

Science continues to cover the four strands of Biology, Chemistry, Physics and Earth Science studied in Years 7 & 8. The units listed below may be covered in any order.

Unit 1	Unit 2	Unit 3	Unit 4
Biology * Homeostasis * Ecology	Chemistry * Atomic structure * Acids & Bases * Nuclear Chemistry	Physics * Electricity & Circuits * Optics	Earth Science * Plate Tectonics * Earthquakes
ASSESSMENT Exam	ASSESSMENT Student Experiment Exam	ASSESSMENT Exam	ASSESSMENT Research Investigation Exam

History

Department	Humanities	Contact	Mrs Janet Ross
Duration	Semester	Prerequisites	N/A

Year 9 History provides a study of the making of the modern world from 1750 - 1918. It was a time of industrialisation and rapid change in the ways people lived, worked and thought. The course provides students with the opportunity to develop historical understanding of key events and their impacts.

Unit 1	Unit 2	Unit 3
INDUSTRIAL REVOLUTION Students investigate how life changed during the Industrial Revolution including the causes and effects of change, technological innovations and the experiences of people.	MAKING A NATION Students investigate the early history of Australia from colonisation to Federation including settlement, contact with First Australians and key events and people.	WORLD WAR I Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history.
EXAMINATION Short answer items and response to sources testing knowledge and skills.		MUSEUM EXHIBIT Design a museum exhibit (floorplan or virtual) and guide script [300 - 500 words] which informs visitors about a significant event or person from 1750 - 1918.

Health and Physical Education

Department	HPE	Contact	Mr James Hanlon
Duration	Semester	Prerequisites	N/A

By the end of Year 9, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances.

Unit 1	Unit 2
Understanding movement integrated with swimming	Identities: Relationships, behaviours and communication strategies
ASSESSMENT Project - folio + Practical performance	ASSESSMENT Investigation – report



Drama

Department	The Arts	Contact	Mr Daniel Krause
Duration	Year	Prerequisites	N/A

In Year 9 Drama students will explore the techniques of writing scripts in the style of comedy. They will apply the performing skills associated with the theatrical style of melodrama. Students will develop devising and performance techniques through the creation of their melodramatic play script. In the second part of the year, students will study physical theatre. They will explore expressive skills through the application of voice and movement and respond to a stimulus. Students will also explore the form and conventions of collage drama, examining a range of social and cultural perspectives.

Unit 1	Unit 2	Unit 3	Unit 4
COMEDY	MELODRAMA	PHYSICAL THEATRE	COLLAGE DRAMA
ASSESSMENT Comedy Sketch (scriptwriting) Analytical Essay	ASSESSMENT Melodrama Performance And Response to stimulus	ASSESSMENT Performance & Response to stimulus	ASSESSMENT Devised Collage Drama Performance

Media Arts

Department	The Arts	Contact	Mr Daniel Krause
Duration	Year	Prerequisites	N/A

Year 9 Media Arts focuses on traditional and emerging media. The course covers the areas of social media, music videos, marketing campaigns and genre. Students will create and respond to a variety of media types from film, television, and radio to print and social media.

Unit 1	Unit 2	Unit 3	Unit 4
SOCIAL MEDIA	MUSIC VIDEO	MARKETING CAMPAIGN	GENRE
ASSESSMENT Multimodal presentation (live or recorded) based on a given social media issue	ASSESSMENT Create a music video production Exam – short answer response to a given music video stimulus	ASSESSMENT Devise and create a marketing campaign (print, radio, television) based on given product/s	ASSESSMENT Devise and create a genre sequence production

Music

Department	The Arts	Contact	Mr Daniel Krause
Duration	Year	Prerequisites	N/A

In Year 9 Music students chose their instrument to perform and compose on. Students will explore musical elements, compositional devices and technologies that produce electronic dance music. In term 2, students will focus on a range of repertoire and styles of popular Australian music. In the second part of the year, students will be introduced to a range of styles and genres from music of the Stage and Screen. This will be followed by a unit based on Rock music. Students will be given the opportunity to study a second instrument and perform a Rock group performance.

Unit 1	Unit 2	Unit 3	Unit 4
EDM feat ME!	AUSSIE ICONS	SOUNDTRACKS Games & Movies	SCHOOL OF ROCK
ASSESSMENT EDM Composition (Electronic Dance Music) Drum Performance Theory Exam	ASSESSMENT Musicology Response Guitar Performance Theory Exam	ASSESSMENT Performance (Student choice) Composition (Compose music for a scene)	ASSESSMENT Theory Exam Rock Composition Performance

Visual Arts

Department	The Arts	Contact	Mr Daniel Krause
Duration	Year	Prerequisites	N/A

Year 9 Visual Art focuses on introducing fundamental skills across a broad range of expressive and technical media including, drawing, photography, painting, printmaking, sculpture and digital media. Students will develop their ability to depict subjects in representational, symbolic and expressive styles. They will respond to the artworks and practices of artists across cultures, times and contexts. Students will create and display imaginative sculptural works, relief prints, digital artworks and work in mixed media, as well as researching the work of Australian and International artists.

Unit 1	Unit 2	Unit 3	Unit 4
Objectify ME!!	Art it OUT!!	Who are You: Am I?	Here - in the NOW!!
ASSESSMENT Making tasks (drawing, collage, and sculpture) Extended written responses assignment or exam	ASSESSMENT Making tasks (ceramics and screen printing) Extended written response - exam or assignment	ASSESSMENT Making tasks (photography, photoshop, procreate, and mixed media) Extended written response - exam or assignment	ASSESSMENT Making tasks (printmaking and time-based/ installation, interactive forms) Extended written response - exam or assignment

Italian

Department	Languages	Contact	Mrs Sarina Kearney
Duration	Year (4 units) or Semester (2 units)	Prerequisites	N/A

In Year 9 Italian students will continue to expand and enrich the language learnt throughout Year 7 and Year 8 to develop their proficiency in communicative contexts. They will learn to use the language to exchange information on popular topics of interest such as taking on the role of a waiter serving clients in a restaurant scenario. Students participate in task-based activities which are fun, engaging and rewarding. Learning is enhanced through the use of applications such as Kahoot, Quizlet and Quizziz. Italian is a relatively easy language to learn as it has many connections with English, sharing many Latin-based words and using the same Roman alphabet. Come on a journey with us and discover Italy and its culture!

Unit 1	Unit 2	Unit 3	Unit 4
MY RESTAURANT RULES	SCHOOL LIFE	WHAT'S HOT, WHAT'S NOT	MANGA IN ITALIAN
ASSESSMENT Interactive Restaurant Scenario	ASSESSMENT Blog Post Spoken Response	ASSESSMENT Fashion Parade Presentation Short Response	ASSESSMENT Create a manga series

Digital Technologies

Department	Technology	Contact	Ms Leesa O'Brien
Duration	Year (4 units) or Semester (2 units)	Prerequisites	N/A

Year 9 Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

Term 1	Term 2	Term 3	Term 4
NATIONAL COMPUTER SCIENCE SCHOOL CHALLENGE Students are introduced to Python programming and develop algorithms to produce solutions to given tasks.	SCHOOLS CYBER SECURITY CHALLENGE Students explore information privacy and security, web applications, network security and Internet etiquette.	GRAPHIC DESIGN Students develop a two-dimensional sprite / avatar using industry standard graphic design software.	2D GAME DEVELOPMENT Students use a combination of drag and drop and Game Maker Language to generate a single platform game.
ASSESSMENT Project & Journal	ASSESSMENT Exam & Journal	ASSESSMENT Project & Journal	ASSESSMENT Project & Journal

Design

Department	Technology	Contact	Ms Leesa O'Brien
Duration	Semester	Prerequisites	N/A

Year 9 Design actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative designed products and environments.

Term 1	Term 2	Term 3	Term 4
PRODUCT DESIGN Students utilise the design process to develop concept drawings for various products. A focus is placed on developing effective pencil sketching techniques.	PRODUCT DESIGN Students continue their exploration of product design. A focus is placed on developing computer aided drafting skills [Sketchup].	ENVIRONMENT DESIGN Students utilise the design process to respond to a range of identified needs in the context of architectural graphics -built environments. A focus is placed on developing effective pencil sketching techniques.	ENVIRONMENT DESIGN Students continue their exploration of architectural graphics -built environments. A focus is placed on developing computer aided drafting skills [AutoCad Revit].
ASSESSMENT Utensil Design	ASSESSMENT Multi-use Furniture Design Folio	ASSESSMENT Cubby House Design Challenge	ASSESSMENT Outdoor learning environment

Materials & Engineering Technology (formerly ITD)

Department	Technology	Contact	Ms Leesa O'Brien
Duration	Semester	Prerequisites	N/A

Year 9 MET actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative designed products.

Unit 1	Unit 2	Unit 3	Unit 4
DESIGN TECHNOLOGY Students utilise the design process to develop and construct a project for example: <ul style="list-style-type: none"> • CO2 dragster Students use various woodworking techniques and apply engineering principles to design and create a car suitable to race locally and or nationally as well as enter into local DATTA awards program.	TIMBER TECHNOLOGY Students understand the concept of meeting a client brief and needs by designing and creating: <ul style="list-style-type: none"> • a timber grazing board for a particular client. Students combine various equipment and materials eg: timber resin and technologies including laser cutting to develop a product.	METALWORKS The study of Industrial Technology - Metal provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings. Using the design process concepts students design, create and produce products including: <ul style="list-style-type: none"> • Can cooler / drink cooler • Copper/ aluminium • Laser and etch 	DESIGNING & TEXTILES Students understand the design processes and principles of good whilst understanding and working with a variety of materials and equipment. The focus will be working with a recycle, repurpose, reuse approach and denim. Students apply the design process to design and create a suitable product for example: <ul style="list-style-type: none"> • Handbag or manbag (High skills in textiles is not required).
ASSESSMENT Project Folio	ASSESSMENT Project Folio	ASSESSMENT Project Folio	ASSESSMENT Project Folio

Food Technology

Department	Technology	Contact	Ms Leesa O'Brien
Duration	Year (4 units) or Semester (2 units)	Prerequisites	N/A

In Year 9, Food Technology students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions that address identified needs or opportunities of relevance to individuals and communities. Students work independently and collaboratively to develop creative solutions.

Term 1	Term 2	Term 3	Term 4
BACK TO BASICS Students build on nutritional knowledge and skills in the kitchen environment.	FOOD TRENDS This unit incorporates the latest developments and trends in the food industry whilst improving skills.	AUSSIE BITES The focus is on the development of Australia's contemporary, multicultural cooking scene.	CELEBRATIONS Design, presentation, collaboration and organisational skills are developed and utilised to cater for an event.
ASSESSMENT Exam	ASSESSMENT Project Folio	ASSESSMENT Project Folio or Exam	ASSESSMENT Project Folio & Event



Textile Technology

Department	Technology	Contact	Ms Leesa O'Brien
Duration	Year (4 units) or Semester (2 units)	Prerequisites	N/A

Textile Technology provides students with the opportunity to develop knowledge and understanding of textiles and use production skills along with design thinking to produce solutions that address identified needs or opportunities of relevance to individuals and communities.

Term 1	Term 2	Term 3	Term 4
TEXTILES TECHNOLOGY Students explore fabric characteristics and understand material choices and implications regarding sustainability in the textile industry. An introduction to the key skills required to work with, join and combine different materials (fabrics) and techniques to produce a quality product. Understanding sustainable choices in materials is crucial in the developing world. Students utilise this unit to develop skills required to take them through the year program.	TEXTILES TECHNOLOGY Develop skills and techniques required to design and create a quality product in the textiles and design environment. Students will apply previous skills to create an end product. Projects can include: <ul style="list-style-type: none"> Peter Alexander inspired Lounge wear Lorna Jane inspired Sweats 	TEXTILES CONNECTIONS Textiles teams with connections to culture. Students work through design processes and understand where culture and fabric combine. Projects and techniques can include: <ul style="list-style-type: none"> Tie dying techniques. Shibori Stencil 	DESIGNING and TEXTILES Students understand the design processes and principles of good design whilst understanding and working with a variety of materials and equipment. The focus will be working with a recycle, repurpose, reuse approach and denim. Students apply the design process to design and create a suitable product for example: <ul style="list-style-type: none"> Handbag or manbag (High skills in textiles is not required).
ASSESSMENT Project Folio or Exam	ASSESSMENT Project Folio	ASSESSMENT Project Folio or Exam	ASSESSMENT Project Folio

Business

Department	Humanities	Contact	Mrs Janet Ross
Duration	Semester	Prerequisites	N/A

Business gives students the opportunity to further develop their understanding of business concepts, the responsibilities of participants in the workplace and strategies for managing financial risks and rewards.

Unit 1	Unit 2	Unit 3
FINANCIAL PLANNING Students investigate why and how people manage financial risks and rewards by exploring types of investment, determining good and bad debt and identifying ways to protect their assets.	BUSINESS BASICS Students will explore basic business concepts while examining the nature of innovation and how businesses seek to create a competitive advantage.	THE WORLD OF WORK Students will examine the changing roles and responsibilities of participants in the Australian and global workplace.
ASSESSMENT STATEMENT OF ADVICE TASK Students conduct an inquiry to propose a course of action [400 - 500 word written statement] for a client to manage their finances.	ASSESSMENT PRODUCT PITCH MULTIMODAL Students will present a 'Shark Tank' style pitch [2 - 3 minutes] on their individual business idea.	ASSESSMENT EXAMINATION Short response and response to stimulus question testing knowledge and skills.

Civics

Department	Humanities	Contact	Mrs Janet Ross
Duration	Semester	Prerequisites	N/A

Students examine the ways political parties, media and individuals influence government and decision making processes. They investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. Students also examine what makes a good citizen.

Unit 1	Unit 2	Unit 3
INFLUENCES ON DEMOCRACY Students examine the role of political parties in forming government and how the media influences the political choices of citizens.	AUSTRALIAN JUDICIAL SYSTEM Students will investigate the key features of Australia's court system and how courts apply and interpret law to make judgements.	THE COMMON GOOD Students explore the idea of common good, the different groups which exist in our society and what makes a good citizen.
ASSESSMENT COLLECTION TASK Students complete 2 - 3 tasks designed to assess their understanding of key features of Australia's political system.	ASSESSMENT EXAMINATION Short response and extended response questions testing knowledge and skills of the judicial system. [60 - 90 min]	ASSESSMENT AUSTRALIAN OF THE YEAR PRESENTATION Students will present their nomination for one of the categories in the Australian of the Year Awards [3 - 4 minutes]

Geography

Department	Humanities	Contact	Mrs Janet Ross
Duration	Semester	Prerequisites	N/A

Students investigate the role of the biotic environment and its role in food and fibre production. They explore how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways.

Unit 1	Unit 2
BIOMES AND FOOD SECURITY Students examine the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of and constraints on expanding food production in the future.	GEOGRAPHIES OF INTERCONNECTION Students explore the interconnections between people and places through the products, transport, technologies and tourism and how these connections help to make and change places and their environments.
ASSESSMENT EXAMINATION Short response and extended response questions testing knowledge and skills of biomes. [60 - 90 min]	ASSESSMENT INQUIRY REPORT Students investigate issues around decisions to limit tourist access to sacred sites in Australia. Findings will be presented in a written report [600 - 800 words]

Year 10

CORE SUBJECTS

(whole year)

RELIGION

MATHS

ENGLISH

SCIENCE

(1 Semester)

History

HPE

ELECTIVE SUBJECTS	FULL YEAR
<p>Students will be required to choose 2 x electives for a full year and 2 reserves.</p> <p>Please choose subjects in order of priority as this is the order that the timetabling program will use to allocate positions in a class.</p> <p>Ensure you choose reserves that you are prepared to do as some subjects may not run; it will depend on class sizes and resources available.</p>	Visual Arts
	Drama
	Music
	Italian
	Digital Technology
	Trade Engineering Studies
	Trade Furnishing Studies
	Materials & Engineering Technology (ITD)
	Design
	Food Technology
	Engineering Technologies (STEM) - invitational
	Certificate I in Hospitality
	Human Movement Studies (PE)
	Economics, Business, Civics & Citizenship
	Geography

Core Subjects

Religion

Department	Religion	Contact	Ms Therese Coyle
Duration	Year	Prerequisites	N/A

In the Year 10 Religion program, students learn about various ways in which humans understand the mystery of God or the 'Other', which is ultimately beyond human language, concepts and stories. These include the human experience of the created world; the valuable insights of the major world religions and their core beliefs, representations of God, their scripture and religious practices. Students explore Church teachings and action in response to environmental and social issues and continue to develop their understanding of varied forms of prayer and practice in the Christian tradition.

Unit 1	Unit 2	Unit 3	Unit 4
Mystery of God Students explore the mystery of God and consider different interpretations of God within society.	World Religions Students undertake a study of a range of different religions and consider the key beliefs, symbols, rituals and practices of each and analyse similarities and differences to Christianity. Religions include: Islam, Judaism, Hinduism, Buddhism	Rise to the Challenge Students analyse the ways in which the Church has responded to a range of social and environmental issues. They explain the significance of various sources that guide the Church's action in the world. They develop and justify their own response to a contemporary moral question using evidence to support their response.	How do rituals and sacraments nourish our lives? Students explore the spiritual life of believers, including the Eucharist and role of individual and communal prayer and how these elements support them in the good times, bad times and assist them in supporting others.
ASSESSMENT Art Analysis on the Mystery of God	ASSESSMENT Research and analysis of a world religion and its different expressions. Students consider differences and similarities to Christianity.	ASSESSMENT Analytical research essay on a contemporary issue in society, using moral arguments and church teachings to support a position.	ASSESSMENT Oral presentation demonstrating how ritual, prayer and sacraments supports the faith life of the individual and the Church community.

English:

General English

Department	English	Contact	Mrs Ashleigh Whitla
Duration	Year	Prerequisites	N/A

Students continue to develop and justify their own interpretations of texts by practising skills relating to analysis and evaluation. They engage with more complex texts and language choices to strengthen their own use of textual features.

Unit 1	Unit 2	Unit 3	Unit 4
YOUTH CULTURE Students study texts relating to youth culture to examine the negative representations which are communicated through the media.	CLASSIC NOVEL STUDY Students engage with a classic novel and study its context, characters, and themes.	SOCIAL MEDIA Students explore the different types of social media and their impacts. They consider their own perspectives on these topics.	ROMEO AND JULIET Students complete a close study of Romeo and Juliet to analyse the actions and attitudes of characters, as well as Shakespeare's language features.
ASSESSMENT Persuasive speech about the representations of youth in the media.	ASSESSMENT Narrative in exam conditions which explores a gap or silence from the novel studied.	ASSESSMENT Feature article which analyses the effects that social media has on society today.	ASSESSMENT Analytical essay in exam conditions to analyse a character in the play.

Literature

Department	English	Contact	Mrs Ashleigh Whitla
Duration	Year	Prerequisites	N/A

Students complete a range of analytical and creative tasks. Through this course, they develop their ability to both write critically and imaginatively in response to texts. They engage with a range of literary titles, including prose, plays, poetry and film.

Unit 1	Unit 2	Unit 3	Unit 4
YOUTH CULTURE Students study texts relating to youth culture to examine the negative representations which are communicated through the media.	CLASSIC NOVEL STUDY Students engage with a classic novel and study its context, characters, and themes.	SOCIAL MEDIA Students explore the different types of social media and their impacts. They consider the perspectives of others on these topics.	ROMEO AND JULIET Students complete a close study of Romeo and Juliet to analyse the actions and attitudes of characters, as well as Shakespeare's language features.

ASSESSMENT Imaginative monologue which explores a gap or silence from the film studied.	ASSESSMENT Narrative, set in a different context to the original novel, which communicates a perspective about a theme from the text.	ASSESSMENT Analytical essay in exam conditions to analyse a critic's perspective on social media.	ASSESSMENT Analytical essay in exam conditions to analyse a character in the play.
---	---	---	--

Essential English

Department	English	Contact	Ms Ashleigh Dale
Duration	Year	Prerequisites	N/A

Students focus on the essential elements of communication: developing and justifying their own opinions, using creative writing skills and responding to texts which affect their daily lives. Responses in assessment tasks still require a certain depth of analysis, but fewer texts are studied.

Unit 1	Unit 2	Unit 3	Unit 4
YOUTH CULTURE Students study texts relating to youth culture to examine the negative representations which are communicated through the media.	CLASSIC NOVEL STUDY Students engage with a classic novel and study its context, characters and themes.	SOCIAL MEDIA Students explore the different types of social media and their impacts. They consider their own perspective on these topics.	ROMEO AND JULIET Students complete a close study of Romeo and Juliet to analyse the actions and attitudes of characters, as well as Shakespeare's language features.
ASSESSMENT Persuasive speech about the representations of youth in the media.	ASSESSMENT Narrative which explores a gap or silence from the novel studied.	ASSESSMENT Informative speech which analyses the effects that social media has on society today.	ASSESSMENT Short response in exam conditions to analyse a character in the play.

Mathematics

Advanced Mathematics

Department	Mathematics	Contact	Mr Chris Oxford
Duration	Year	Prerequisites	B or better in year 9 mathematics
Senior Pathway	Math Methods and Specialist Maths. Students need to be finishing the course with a B or better to have success in Years 11 and 12.		

This course is designed to prepare students for the senior maths subjects Mathematical Methods and Specialist Maths. It contains content from the 10 and 10A Australian Curriculum. Students who elect to take this course must have confidence in algebraic concepts and have a strong work ethic.

Unit 1	Unit 2	Unit 3	Unit 4
TOPICS Algebra Measurement	TOPICS Linear relationships Trigonometry	TOPICS Probability Non-linear relationships	TOPICS Polynomials Surds and Index Laws
ASSESSMENT Exam Assignment	ASSESSMENT Exam	ASSESSMENT Exam Assignment	ASSESSMENT Exam

General Mathematics

Department	Mathematics	Contact	Mr Chris Oxford
Duration	Year	Prerequisites	N/A
Senior Pathway	General Maths or Essential Maths - students need to be finishing the course with a C+ or better to have success in Year 11/12 General Maths.		

This course is designed to prepare students for the senior maths subject General Mathematics. It contains content from the 10 Australian Curriculum and other topics aligned with Year 11/12 General Maths. Students will need a strong work ethic to achieve their potential.

Unit 1	Unit 2	Unit 3	Unit 4
TOPICS Finance Statistics	TOPICS Trigonometry Measurement	TOPICS Earth Geometry Scale and similar triangles	TOPICS Linear Functions Statistics
ASSESSMENT Exam Assignment	ASSESSMENT Exam	ASSESSMENT Exam Assignment	ASSESSMENT Exam

Science

Department	Science	Contact	Mrs Kate Chapman
Duration	Year	Prerequisites	N/A
Senior Pathway	<p><u>Chemistry and Physics:</u> Must achieve at least a B in relevant extension units (Semester 2). Must also achieve B in General Maths or C in Advanced Maths.</p> <p><u>Biology/Earth and Environmental Science:</u> Must achieve at least a B in relevant extension units (Semester 2). Must also achieve a C+ in English and Maths.</p>		

Semester One continues to cover all four strands of Science through shorter units. This allows students to specialise in Semester Two in preparation for senior Science.

Semester 1

Term 1	Term 2
Physics/Earth Science <ul style="list-style-type: none"> • Newton's Laws • Stars & the Big Bang Theory 	Biology/Chemistry <ul style="list-style-type: none"> • Evolution • Periodic Table
ASSESSMENT Student Experiment End of Semester Exam	ASSESSMENT Research Investigation End of Semester Exam

Semester 2 – Students wishing to do science in year 11 & 12 will have the option to specialise in any two of the four senior subjects offered. Those who do NOT wish to do senior Science will continue with the general science courses.

General Science - Students must do both units - no specialist options available.

Term 3	Term 4
Physics/Earth Science <ul style="list-style-type: none"> • Global Spheres • Renewable Energy 	Biology/Chemistry <ul style="list-style-type: none"> • Reaction Rates • Genetics
ASSESSMENT Research Investigation End of Semester Exam	ASSESSMENT Student Experiment End of Semester Exam

OR

Choose any **TWO** of the specialist subjects below:

TERM A/B			
SPECIALIST PHYSICS Newton's Laws of Motion	SPECIALIST CHEMISTRY Reaction Rates Chemical reactions and equations Moles	SPECIALIST BIOLOGY Genetics	SPECIALIST EARTH & ENVIRONMENTAL SCIENCE Global Spheres Human Impact Renewable Energy
ASSESSMENT Research Investigation End of Semester Exam	ASSESSMENT Student Experiment Data Test End of Semester Exam	ASSESSMENT Research Investigation End of Semester Exam	ASSESSMENT Student Experiment End of Semester Exam

History

Department	Humanities	Contact	Mrs Janet Ross
Duration	Semester	Prerequisites	N/A
Senior Pathway	Ancient History, Modern History		

Students examine the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development through significant events such as World War II and the struggle for rights and freedoms.

Unit 1	Unit 2
WORLD WAR II Students investigate wartime experiences including the causes, events, outcome and broader impact of the conflict as an episode in world history focusing on the nature of Australia's involvement.	RIGHTS AND FREEDOMS Students examine the struggle for human rights including how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context. They also explore developments in pop culture as a result of these significant events.
ASSESSMENT INVESTIGATION - HISTORICAL ESSAY Students research one experience of Australians during World War II, writing an essay [800 - 1000 words] and including references to 4 - 6 sources.	ASSESSMENT EXAMINATION [100 minutes] Short response and response to sources questions testing knowledge and skills.

Health and Physical Education

Department	HPE	Contact	Mr James Hanlon
Duration	Semester	Prerequisites	N/A
Senior Pathway	Health, Physical Education, Sport and Recreation, and Certificate III Fitness		

By the end of Year 10, students critically analyse contextual factors that influence decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

Unit 1	Unit 2	Unit 3
Mental Health: Making healthy and safe choices	Learning Through Movement integrated with Basketball	Leadership and Teamwork integrated with Orienteering
ASSESSMENT Investigation - Report	ASSESSMENT Project – folio + Practical performance	ASSESSMENT Project - folio + Practical performance

Elective Subjects

Drama

Department	The Arts	Contact	Mr Daniel Krause
Duration	Year	Prerequisites	N/A

In Year 10 Drama, students will devise, rehearse, and present duologues using the conventions of Realism. They will also explore Elizabethan Theatre with a focus on William Shakespeare's play, A Midsummer Night's Dream. In the second part of the year, they will investigate the style and conventions of documentary drama and devise a dramatic response to an environmental issue. Students will also explore the conventions of Commedia Dell'Arte. They will perform a polished sequence in this style and respond to a stimulus.

Unit 1	Unit 2	Unit 3	Unit 4
REALISM	ELIZABETHAN THEATRE	DOCUMENTARY DRAMA	COMMEDIA DELL'ARTE
ASSESSMENT Realism Performance (Acting)	ASSESSMENT Analytical Essay Dramatic Concept	ASSESSMENT Student Devised Performance & Response to Stimulus	ASSESSMENT Presentation Improvised Performance

Music

Department	The Arts	Contact	Mr Daniel Krause
Duration	Year	Prerequisites	N/A

In Year 10 Music, students chose their own instrument for all performances and composition. Students will explore the fundamental aspects of music elements across a range of music styles. In term 2 students will be introduced to a variety of popular, folk, and Arts music love songs while investigating music's ability to communicate complex human emotions. In the second semester, students will investigate aspects of music history and literature, analysis and interpretation of different styles and genres. In term 4 students will investigate storytelling music through the exploration of repertoire.

Unit 1	Unit 2	Unit 3	Unit 4
THE BUILDING BLOCKS OF MUSIC	LOVE! OR NOT SO MUCH.....	THE HISTORY OF MUSIC	STORY TELLERS
ASSESSMENT Composition Theory Exam	ASSESSMENT Performance Written Response Theory Exam	ASSESSMENT Written Exam Theory Exam	ASSESSMENT Composition Exam

Visual Art

Department	The Arts	Contact	Mr Daniel Krause
Duration	Year	Prerequisites	N/A

In Year 10 Art, students will work with creating art based on social commentary and imagination using media including sculpture from recycled found objects, digital technologies, printmaking, photography, and painting. Students will consolidate their ability to depict subjects in representational, symbolic and expressive styles. Students will study selected artists' bodies of work. Written responses and analysis of relevant artworks will be undertaken.

Unit 1	Unit 2	Unit 3	Unit 4
LIFE EVENTS and SOCIAL ISSUES	REALITY and ILLUSION	THE FIGURE	EYE SEE NOW
ASSESSMENT Making tasks (construction and mixed media) Extended written response - exam or assignment	ASSESSMENT Making tasks (digital media and painting) Extended written response - exam or assignment	ASSESSMENT Making tasks (drawing and sculptural ceramics) Extended written response - exam or assignment	ASSESSMENT Making tasks (Photography, digital media) Extended written response - exam or assignment

Italian

Department	Languages	Contact	Mrs Sarina Kearney
Duration	Year	Prerequisites	At least 2 units of Year 9 Italian
Senior Pathway	Italian (General Subject)		

In Year 10 students extend their language skills, using more complex language in a wider range of realistic, communicative contexts. Classes are dynamic and fun, with hands-on card and online games enhancing the learning and proficiency of the language. Any student wishing to enrol in this course should ideally have completed at least two units in Year 9 Italian with a minimum C result. By continuing Italian studies to Year 12 students will be able to participate in exchange programs and access ATAR bonus points. Learning Italian will facilitate the learning of other Romance languages (Spanish, French, Portuguese and Romanian). Gain valuable communication skills to enable you to interact in a global world!

Unit 1	Unit 2	Unit 3	Unit 4
FRIENDSHIPS	MUSIC AND MILESTONES	FUN, FOOD AND FESTIVALS	TRAVEL
ASSESSMENT Spoken Performance Written Response	ASSESSMENT Spoken Presentation and Response	ASSESSMENT Spoken Interaction Short Response	ASSESSMENT Combination Response

Digital Technologies

Department	Technology	Contact	Ms Leesa O'Brien
Duration	Year	Prerequisites	N/A
Senior Pathway	Design (General subject) Digital Solutions (General subject) Information and Communication Technologies (Applied subject)		

Year 10 Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

Term 1	Term 2	Term 3	Term 4
HTML AND CSS Students create a website using the HTML and CSS programming languages	ANIMATION Students design and program an animation using the Adobe Animate software.	ROBOTICS The Arduino Fundamentals unit is designed to introduce students to the exciting world of microcontrollers and physical computing using the Arduino platform. Throughout this unit, students will gain a solid foundation in programming, electronics, and creative problem-solving as they embark on hands-on projects and explore the limitless possibilities of Arduino.	SPREADSHEET AND DATABASES Students are introduced to Database Management Systems using Microsoft Access.
ASSESSMENT Project & Journal	ASSESSMENT Project & Journal	ASSESSMENT Project Folio & Journal	ASSESSMENT Exam

Design

Department	Technology	Contact	Ms Leesa O'Brien
Duration	Year	Prerequisites	N/A
Senior Pathway	Design (General subject) Engineering (General subject)		

Year 10 Design actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative designed products, services and environments.

Term 1	Term 2	Term 3	Term 4
PRODUCT DESIGN Students utilise the design process to design and evaluate a child's camera. A focus is placed on developing effective pencil sketching techniques.	SERVICE DESIGN Students utilise the design process to explore, design and evaluate a health related service. A focus is placed on using a vector-based user experience design tool for web and mobile app development [Adobe XD].	ENVIRONMENT DESIGN Students utilise the design process to explore, design and evaluate an environment in the form of a sustainable tiny house. Students become proficient in expressing design solutions in the form of pencil sketching and computer aided drafting (Autodesk Revit).	
ASSESSMENT Child's Sports Camera Design Folio	ASSESSMENT Health Web or Mobile App Design Folio	ASSESSMENT Sustainable Tiny House Design Folio	

Materials & Engineering Technology (formerly ITD)

Department	Technology	Contact	Ms Leesa O'Brien
Duration	Year	Prerequisites	N/A
Senior Pathway	Design (General subject) Engineering (General subject)		

Year 10 MET actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop a sense of pride, satisfaction, and enjoyment from their ability to develop innovative designed products.

Term 1	Term 2	Term 3	Term 4
TIMBER DESIGN Students utilise the design process to develop a: <ul style="list-style-type: none"> • Timber clock • Bluetooth Speaker • or Jewellery Box 	SHEET METAL DESIGN Students utilise the design process to design, develop and construct a items such as: <ul style="list-style-type: none"> • Custom metal stubby holder Students also engage with multiple technologies including circuit machine and laser etching.	ENGINEERED DESIGN Students utilise the design process and engineering principles to develop and construct a mechanical Cam Toy or children's toy using various woodworking techniques and multiple technologies including: <ul style="list-style-type: none"> • 3D print • laser 	TIMBER DESIGN – Open sustainability project Recycle, repurpose, reuse. Students demonstrate knowledge, skills and processes to design and create an upcycled item
ASSESSMENT Project Folio	ASSESSMENT Project Folio	ASSESSMENT Project Folio or Exam	ASSESSMENT Project Folio & Product



Food Technology

Department	Technology	Contact	Ms Leesa O'Brien
Duration	Year	Prerequisites	N/A
Senior Pathway	Food and Nutrition (General subject) Certificate II in Hospitality (VET) Certificate III in Hospitality (VET)		

In Year 10 Food Technology students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions that address identified needs or opportunities of relevance to individuals and communities. Students work independently and collaboratively to develop creative solutions.

Term 1	Term 2	Term 3	Term 4
SUSTAINING THE BODY Students develop nutritional knowledge and make connections between cooking processes and the health issues facing Australians. Core focus is key nutrients and food groups. Students know the importance of having access to and eating a variety of foods, and a sound understanding of nutrition principles.	SCIENCE BEHIND IT ALL The scientific principles behind food production processes are explored.	SUSTAINABLE TABLE Students develop an understanding of contemporary technology-related food issues, preferred futures, such as the supply and consumption of food that reflects ethical and sustainable practices; and skills in food preparation when making food decisions to support health and sustainable eating.	INTRODUCTION TO CATERING and HOSPITALITY Students make informed food selection and preparation choices. Methods of cookery Practical focus and skill development of techniques and methods. <ul style="list-style-type: none"> • Chef challenge • Restaurant • McCormicks Flavour forecast challenge
ASSESSMENT Exam	ASSESSMENT Project Folio & Product	ASSESSMENT Design Challenge – McCormicks Flavour Forecast challenge	ASSESSMENT Design Journal Practical Project
<i>If you are considering studying Senior Food and Nutrition, it is recommended these units are completed.</i>			

INVITATIONAL OPPORTUNITY

Engineering Technologies (STEM)

Department	Technology	Contact	Mr Grant Peppler
Duration	Year	Prerequisites	An A or B in Year 9 Science and Mathematics
Senior Pathway	Mathematical Methods, Chemistry, Biology, Physics, Engineering, Design, Digital Solutions		

In this STEM-based program students will be given the opportunity to strengthen their understanding of the connection between Science, Technology, Engineering and Mathematics through problem-based learning. Students will work collaboratively with their peers and industry representatives to solve a variety of authentic open-ended problems with a focus on developing creative and critical thinking skills.

Term 1	Term 2	Term 3	Term 4
VERTICAL GARDEN Students will design and construct a vertical garden. They will research the optimal growing conditions of various plant types, design an appropriate structure, determine the quantity of materials needed and construct the vertical garden. Students will then develop an automated watering/feeding system to ensure all plants thrive.	ENERGY SUSTAINABILITY AND ELECTRONICS Students will investigate various sustainability options and learn how to create basic electrical circuits. They will then design and construct a prototyped solution for sustainable housing energy.	DRINKABLE WATER FOR ALL Students will research the minimum requirements for safe drinking water before designing and constructing a portable water filtration device. Students will then evaluate the effectiveness of their device and develop a marketing campaign.	SOLVING PROBLEMS IN OUR COMMUNITY Students will be given the opportunity to identify a need in their community and develop an innovative and creative solution.
ASSESSMENT Portfolio	ASSESSMENT Portfolio	ASSESSMENT Portfolio	ASSESSMENT Portfolio

SIT10222 Certificate I in Hospitality

Qualification description

This qualification reflects the role of individuals who participate in a range of routine and predictable hospitality work activities.

They work under close supervision and are given clear directions to complete tasks.

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.

The skills in this qualification must be applied in accordance with Commonwealth and State/Territory legislation, Australian Standards and industry Codes of Practice.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Refer to training.gov.au for specific information about the qualification.

Entry requirements

There are no entry requirements for this qualification. Students must create a USI number and provide to VED Administration.

Duration and location

This is a one year course delivered in Year 10 on site at the Green Leaf Cafe, St Mary's Catholic College.

Uniform

Black pants (not tights), closed in black shoes. **Polo provided**. Further PPE supplied (apron and cap/hair net).

Course units

To attain a SIT10222 Certificate I in Hospitality, 6 units of competency must be achieved:

Unit code	Title
BSBTWK201	Work effectively with others CORE
SITXCCS009	Provide customer information and assistance CORE
SITXWHS005	Participate in safe work practices CORE
SITHCCC101	Use food preparation equipment ELECTIVE
SITXFSA101	Use hygienic practices for food safety ELECTIVE
SITXCOM101	Source and present information ELECTIVE

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete this qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 6 units of competency will be awarded a Qualification and a Record of Results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- work-based learning
- guided learning
- online training.

Support Services

Reasonable adjustments can be made to assessment tools. Please discuss with the TTC Director.

Assessment

Assessment is competency based and completed in a simulated commercial kitchen environment.

Units of competency are clustered and assessed in this way to replicate what occurs in a commercial kitchen as closely as possible.

Assessment techniques include:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

Work placement

Work Placement is NOT a requirement of this course.

Disclaimer

Subject to numbers and qualified trainer.

Trade Engineering Studies (Trade Training Course)

Department	Vocational Education and Training (VET)	Contact	Mr Justin Brennan
Duration	One year	Prerequisites	N/A

In Engineering Studies students will gain the core skills required for Engineering and this may lead to Certificate II in Engineering Pathways in Years 11 & 12. This subject covers general workshop safety and some of the core skills related to working in the Engineering and Fabrication industry.

Unit 1	Unit 2	Unit 3	Unit 4
Engineering Workshop Skills and Safety	Sheet Metal Toolbox development	Welding Skills Acquisition	Metal Art Project
ASSESSMENT Project & folio	ASSESSMENT Project & folio	ASSESSMENT Project & folio	ASSESSMENT Project & folio

Trade Furnishing Studies (Trade Training Course)

Department	Vocational Education and Training (VET)	Contact	Mr Justin Brennan
Duration	One year	Prerequisites	N/A

In Furnishing Studies students will gain the core skills required for Furnishing and this may lead to Certificate II in Furniture Making Pathways in Years 11 & 12. This subject covers general workshop safety and some of the core skills related to working in the Cabinetmaking and Furnishing industry.

Unit 1	Unit 2	Unit 3	Unit 4
Timber carry-all	Folding beach chair	Folding camp table	Timber design project
ASSESSMENT Project & folio	ASSESSMENT Project & folio	ASSESSMENT Project & folio	ASSESSMENT Project & folio

Economics, Business, Civics and Citizenship

Department	Humanities	Contact	Mrs Janet Ross
Duration	Year	Prerequisites	N/A
Recommended for Senior Subjects		Accounting, Business, Legal Studies	

Students extend their understanding of and skills in the 3 key curriculum areas of Legal, Business and Accounting. They study key concepts and start to develop the different skills required in Senior. They examine the upper level of the court system, investigate the adaptability to change of real businesses, explore how financial data is recorded by businesses and compare different systems of government.

Unit 1	Unit 2	Unit 3	Unit 4
LAWS AND RIGHTS Students study the purpose and work of the High Court. They also examine Australia's responsibility to international laws.	MARKET CHANGE Students examine the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce.	FINANCE Students explore the world of business finance with an introduction to accounting principles and practices. They also examine the impact of choices on personal finances.	DEMOCRACY Students develop an understanding of Australia's system of government through comparison with another system of government in the Asian region.
ASSESSMENT EXAMINATION Short response and response to seen sources questions testing knowledge and skills. [90 minutes]	ASSESSMENT ANALYTICAL REPORT Students research a current business and analyse their response to changes in today's market. [600 - 800 words]	ASSESSMENT EXAMINATION Short written and practical accounting questions testing knowledge and skills. [100 minutes]	ASSESSMENT MULTIMODAL Students research a country's system of government and create an infographic with a presentation. [2-3 pages; 2-4 mins]

Geography

Department	Humanities	Contact	Mrs Janet Ross
Duration	Year	Prerequisites	N/A
Recommended for Senior Subject		Geography	

Students will explore the concept of environmental change and management focusing on investigating environmental geography through an in-depth study of a specific environment. They will examine geographies of human wellbeing focusing on investigating global, national and local differences in human wellbeing between places.

Unit 1	Unit 2	Unit 3	Unit 4
ENVIRONMENTAL CHANGE AND MANAGEMENT Students examine the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews.	GEOGRAPHICAL TOURISM Students explore the balance between environmental preservation and tourism.	GEOGRAPHIES OF HUMAN WELLBEING Students examine the different concepts and measures of human wellbeing, and the causes of differences in these measures between countries.	GLOBAL ISSUES IN GEOGRAPHY Students investigate current global geographical issues
ASSESSMENT FIELD STUDY - REPORT Students investigate sustainable living in Cairns [600 - 800 words]	ASSESSMENT PRESENTATION Students investigate an eco-tourism venture. [600 - 800 words]	ASSESSMENT EXAMINATION Short written, practical and extended response questions testing knowledge and skills. [100 minutes]	ASSESSMENT INVESTIGATION - WRITTEN REPORT Students research and analyse a current global issue in a written report. [600 - 800 words]

Human Movement Studies

Department	HPE	Contact	Mr James Hanlon
Duration	Year	Prerequisites	N/A
Senior Pathway	Health, Physical Education, Sport and Recreation, and Certificate III Fitness		

The knowledge, understanding and skills taught through Human Movement Studies (HMS) enable students to explore and enhance their own and others' health and physical activity in diverse and changing contexts. Development of the physical, intellectual, social and emotional capacities necessary in the course is a key component of providing a foundation for learning towards the Physical Education senior syllabus. The HMS syllabus is developmental and becomes increasingly complex across the four units. Students develop an understanding of the fundamental concepts and principles underpinning their learning of movement sequences and how they can enhance movement across the physical activities.

Unit 1	Unit 2	Unit 3	Unit 4
Functional Anatomy integrated with swimming	Biomechanics integrated with volleyball	Energy, fitness and training integrated with touch football	Motor Learning integrated with badminton
ASSESSMENT Project folio & Performance	ASSESSMENT Project folio & Performance	ASSESSMENT Examination & Investigation report	ASSESSMENT Project folio & Performance