



# Year 10

## Subject Selection Handbook

### 2019-20

## PROPOSED SUBJECT OFFERINGS 2020

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

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**COURSE SELECTION FOR 2020****YEAR 10 CORE SUBJECTS**

English

Christian Studies

Pre-General Mathematics or Pre-Mathematical Methods

Science

History

Personal Development

**YEAR 10 ELECTIVE SUBJECTS**

Students choose three (3) of these electives:

Business Studies

Dance

Design

Digital Solutions

Drama

Geography

Health and Physical Education

Hospitality

Japanese

Literature

Manufacturing

Media Studies

Music

STEM: Engineering

Visual Art

## CHOOSING ELECTIVE SUBJECTS

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

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

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

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

### 21st century skills

Preparing students for a changing world



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

Innovators



Entrepreneurs



Lifelong learners



Responsible global citizens



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

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

Subject Preference Form:

- Students will be asked to select an option for Mathematics plus four options for electives subjects to be studied in Year 10. At this stage, student choices are to provide an indication of student interest. These selections will then be considered when determining subject lines. The College will make every effort to accommodate the needs of students.
- A Subject Preference Form will be distributed at the Year 10 Subject Selection Evening on Tuesday 30th July 2019. The Subject Preference Form is required to be returned by Monday 5<sup>th</sup> August 2019.

### FINALISATION OF SUBJECT SELECTION

The final line structure will be distributed to students on **Monday 12<sup>th</sup> August 2019**.

## ASSISTANCE IN SUBJECT SELECTION

1. An Information Evening for parents and students will be held on Tuesday 30<sup>th</sup> July 2019.
2. This Subject Selection Handbook should be read thoroughly.
3. Talk to your present subject teacher about your potential in the subject.
4. Students can request an interview with the College's Careers Counsellor, Mrs Wanda Hayes.
5. The following websites also offer careers information:

<https://www.pacificlutherancareers.com>

<https://myfuture.edu.au>

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

## CHANGING A SUBJECT

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

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

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

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

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

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

# Core Subjects

**OVERVIEW**

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

**COURSE DESCRIPTION**

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

Units of study:

- Unit 1 – Making Meanings in Media
- Unit 2 – Novel Study
- Unit 3 – The Poetry of Song
- Unit 4 – Short Stories
- Unit 5 – Shakespeare - From Words to Pictures

**ASSESSMENT**

Students will be required to complete oral and written assessment tasks.

There are six assessment tasks over the year of study. Two of these are written exams, two are oral presentations and the others are written assignments.

**WORKLOAD AND EXPECTATIONS**

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

# CHRISTIAN STUDIES

## OVERVIEW

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

Students are encouraged to actively explore and question issues relating to human existence in a multi-faith community and world.

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

## COURSE DESCRIPTION

### Term 1

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

### Term 2

Students explore textual, cultural and historical elements surrounding the life of Christ with a focus on the Gospel of Mark.

### Term 3

Students investigate several major religious traditions and compare and contrast them to each other.

### Term 4

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

## ASSESSMENT

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

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

## WORKLOAD AND EXPECTATIONS

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

# MATHEMATICS

## OVERVIEW

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

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

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

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

## COURSE DESCRIPTION

### Pre-General Mathematics

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

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

### Pre-Mathematical Methods

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

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

## ASSESSMENT

A variety of assessment instruments will be used including formal examinations, written tasks (investigations, mathematical modelling and reports) and practical tasks (constructing models and use of computer software as mathematical instruments).

## WORKLOAD AND EXPECTATIONS

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

# SCIENCE

## OVERVIEW

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

## COURSE DESCRIPTION

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

### Physics

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

### Chemistry

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

### Biology

Genetics, reproduction and evolution.

### Earth and Space Science

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

## ASSESSMENT

Assessment may include a variety of formats such as mini extended experimental investigations, practical tests, research assignments, field trip reports or formal examinations.

## WORKLOADS AND EXPECTATIONS

As well as homework and completing assignment pieces, students will also be required to undertake regular study each week. While in the laboratory, students will be expected to perform experiments in a safe manner as instructed by the teacher. Skills questions will be placed on Schoology and students are expected to complete these on a weekly basis to continue developing important science skills.

# HISTORY

## OVERVIEW

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

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

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

## COURSE DESCRIPTION

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

The first semester of the course emphasises Australia in its global context. In the second semester, students explore issues of armed conflict and resistance movements on an international scale.

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

The course content for History includes:

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

## ASSESSMENT

A variety of written and spoken assessment instruments will be used including examinations (extended essay responses) and assignments (source analysis investigation and self-identified medium, in consultation with teacher).

## WORKLOAD AND EXPECTATIONS

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

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

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

## PERSONAL DEVELOPMENT

### OVERVIEW

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

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

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

### COURSE DESCRIPTION

The course learning in Year 10 will focus on:

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

### ASSESSMENT

There is no formal assessment or reporting in this subject.

# Elective Subjects

## BUSINESS STUDIES

### OVERVIEW

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

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

### COURSE DESCRIPTION

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

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

### ASSESSMENT

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

### WORKLOAD AND EXPECTATIONS

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

# DANCE

*\*\*Please note, Dance will be offered in 2020 if there is sufficient interest*

## OVERVIEW

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

## COURSE DESCRIPTION

The course is designed to explore a range of units developed to improve technical skills and understanding in a range of dance styles and genres. Cultural dance practices will be addressed throughout the year.

Practical workshops will be used to teach the elements and components of dance. Students will be required to be supportive and sensitive to other students, be prepared for practical and theoretical lessons and willing to perform in front of others.

## ASSESSMENT

Assessment in this subject is based on:

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

## WORKLOAD AND EXPECTATIONS

To fulfil course requirements, students will be expected to participate in practical and written work. The organisation of rehearsals in students' own time will be required within specific units.

# DESIGN

## OVERVIEW

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit innovative ideas.

Students will use CAD and laser cutting to design, make and test products then use 3D printing to modify and meet a specific problem. It will benefit students interested in fields of architecture, landscape architecture, interior design, industrial design (products), fashion design and visual communication (graphic design).

## COURSE DESCRIPTION

The course is structured over two semesters.

Units of study:

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

## ASSESSMENT

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

## WORKLOAD AND EXPECTATIONS

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

## DIGITAL SOLUTIONS

### OVERVIEW

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

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

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

### PRE-REQUISITE

Year 9 Information Technology

### COURSE DESCRIPTION

The course is structured over two semesters.

Units of study:

- Unit 1 – Procedural Programming using JavaScript
- Unit 2 – Mechatronics
- Unit 3 – 3D Modelling
- Unit 4 – 3D Game Development
- Unit 5 – Web Development and Data Manipulation

### ASSESSMENT

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

## **WORKLOAD AND EXPECTATIONS**

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

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

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

# DRAMA

## OVERVIEW

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

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

## COURSE DESCRIPTION

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

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

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

## ASSESSMENT

Assessment in this subject is based on:

- Forming – Improvisational, group devised
- Presenting – Polished or scripted performance
- Responding – Written analytical essay

## WORKLOAD AND EXPECTATIONS

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

# GEOGRAPHY

## OVERVIEW

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

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

This course paves the way for senior study in Geography.

## COURSE OUTLINE

### Environmental Geography

Topics include but are not limited to:

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

### Human Geography

Topics include but are not limited to:

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

## ASSESSMENT

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

## WORKLOAD AND EXPECTATIONS

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

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

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

## HEALTH AND PHYSICAL EDUCATION

### OVERVIEW

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

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

### COURSE DESCRIPTION

Students will be involved in a variety of electronic, written and physical learning experiences that are focused on the study of the physical activities. This includes designing a personal training program, analysing video footage, learning how to improve performance and debating current sporting issues.

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

Term	Possible Practical	Written Component
1	Netball and Badminton	Energy and fitness for physical activity
2	Touch and Athletics	Training, exercise and physical performance
3	Volleyball and Football Codes	Skill acquisition - learning physical skills
4	Sprint Kayaking and Golf	Sports Coaching

### ASSESSMENT

Various assessment techniques are developed and used in Health and Physical Education including laboratory and research reports, multi-modal presentations, personal training programs, short tests and extended responses under exam conditions. Practical tasks are assessed according to individual and team performances in drills, small-sided games and in match or race conditions.

### WORKLOAD AND EXPECTATIONS

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

# HOSPITALITY

## OVERVIEW

Hospitality provides opportunities for students to:

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

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

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

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

## COURSE DESCRIPTION

The course is comprised of the following topics:

- Introduction to Hospitality and Nutrition
- International Food
- Café Culture

## ASSESSMENT

Written and practical assessment will include written tests, research reports and practical exams.

## WORKLOAD AND EXPECTATIONS

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

# JAPANESE

## OVERVIEW

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

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

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

## COURSE DESCRIPTION

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

## ASSESSMENT

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

## WORKLOAD AND EXPECTATIONS

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

# LITERATURE

## OVERVIEW

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

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

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

## COURSE DESCRIPTION

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

### Term 1 – What is literature?

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

### Term 2 – Time and Tide

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

### Term 3 – Pulp and Pop Fiction

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

### Term 4 – Journeys

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

## ASSESSMENT

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

## WORKLOAD AND EXPECTATIONS

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

# MANUFACTURING

## OVERVIEW

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

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

## COURSE DESCRIPTION

The course is structured into set units over two semesters.

Units of study:

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

## ASSESSMENT

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

## WORKLOAD AND EXPECTATIONS

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

## MEDIA STUDIES

### OVERVIEW

Media Studies explores how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute. They evaluate how genre, media conventions and technical and symbolic elements are manipulated to make representations and meaning. They evaluate how social, institutional and ethical issues influence the making and use of media artworks. Students produce representations that communicate alternative points of view in media artworks for different community and institutional contexts. They manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style. They collaboratively apply design, production and distribution processes.

Media Studies in Year 10 has an emphasis on developing creative talents, IT competencies and organisational skills that can be transferred to students working and recreational lives.

Media Studies develops a young person's ability to:

- Be self-directed and self-assured through discussion
- Use and explore technology
- Communicate ideas and information
- Be innovative and entrepreneurial
- Entertain and produce different media products for particular audiences
- Problem solve
- Follow design briefs
- Be sensitive to individual differences
- Cooperate with others
- Be organised and meet deadlines

### COURSE DESCRIPTION

Year 10 Media Studies involves students making and responding to media forms, independently and in small groups. They explore media as an art form and analyse the way in which mass communications constructs meaning. Students refine and extend their understanding of technologies (DSLR camera and video editing tools), story structure, character, settings, points of view and genre conventions. They make productions, design their ideas and critique media works and traditions.

There is a focus on the ethical, safe and proper use of media forms and the course builds an awareness about the betterment of media practices in the digital age. Students analyse the way in which audiences make meaning and how they interact with and share media artworks. As they make and respond to media artworks, students explore meaning and interpretation, forms, elements and social, cultural and historical influences of media arts. They evaluate the social and ethical implications of media arts and they extend their knowledge of camera, lighting, sound and video editing tools.

This subject caters to all learning styles and progresses developmentally towards the senior subject Film, Television and New Media.

**ASSESSMENT**

Assessment will include:

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

**RESOURCES REQUIRED**

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

# MUSIC

## OVERVIEW

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

## COURSE DESCRIPTION

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

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

## ASSESSMENT

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

## WORKLOAD AND EXPECTATIONS

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

## STEM: ENGINEERING

### OVERVIEW

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

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

### COURSE DESCRIPTION

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

Units of study:

- Unit 1 – Industry and society
- Unit 2 – Engineering materials
- Unit 3 – Engineering mechanics
- Unit 4 – Control systems

### ASSESSMENT

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

### WORKLOAD AND EXPECTATIONS

As well as homework and completing assignment tasks, students will also be required to undertake regular study each week. Students will work individually and collaboratively. They are expected to be independent learners and they will be assigned regular homework tasks.

## VISUAL ART

### OVERVIEW

In Visual Art, students interpret, respond and communicate their experiences by giving visual form and structure to their thoughts, opinions, ideas, beliefs, knowledge, insights and perspective. The student learns to be visually literate. This enhances the students' capacities to think, create and question. They undertake a design foundation course in their initial entry into the course. This guides their decision making for their remaining tasks.

### COURSE DESCRIPTION

Year 10 Visual Art offers a breadth of extended experiences that enrich the individual student. There is a strong emphasis on design studies embedded into each task. Students investigate a number of themes that reflect current social, political and environmental issues in the world around them. Students use traditional techniques and processes such as drawing, painting, printmaking and sculpture and gain an awareness and appreciation of new contemporary media and technologies, such as digital photography, animation, performance art, installations, film and sound. They make and appraise art works, incorporating the inquiry elements of researching, developing, resolving and reflecting.

### ASSESSMENT

There are both practical and theoretical components that comprise a 'body of work'. There is an exam or written assignment in Year 10. The theory component of the course is 'related theory' and links to the body of work being produced. It is a significant advantage to have completed Year 10 Visual Art in preparation for Year 11 and 12 Visual Art providing them with a base knowledge of design to enable them to connect and grow from later.

### WORKLOAD AND EXPECTATIONS

Students will fulfil course requirements if they effectively utilise every lesson of practical work. This ensures they do not overload themselves unrealistically at home to meet due dates. In regard to theory work, every effort is made to ensure students produce research work to the best of their ability through drafting and tuition sessions.

### ADDITIONAL INFORMATION

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