



***St Eugene College***

*Dare to grow in faith, hope and love*

**YEAR 10**

**2021**

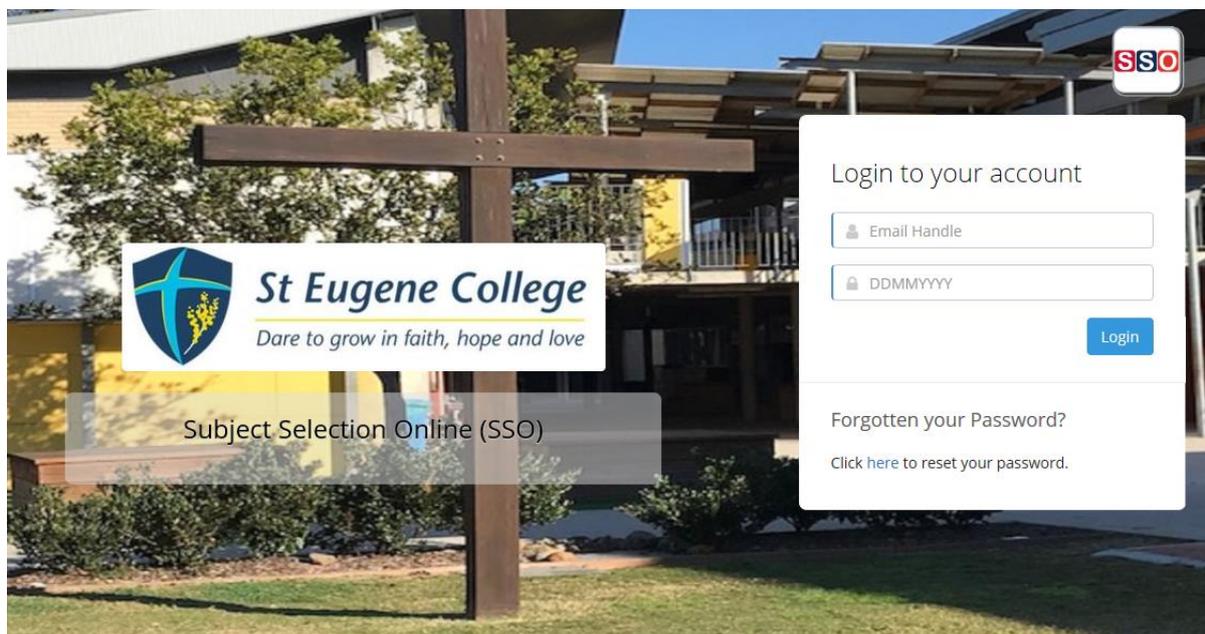
**CURRICULUM HANDBOOK**

*Where I Belong...*

Access to Subject Selection Online:

<https://client.subjectselectiononline.com.au/?school=dykqg>

This link will be sent to all Year 9 students via email.



User name: Email Handle, for example, Jsmith12. Do not include the entire email address

Password: Student Date of Birth (DDMMYYYY), for example, 09092020

Step 1: Select six (6) Electives and two (2) Reserve

Step 2: Print out Subject Selection and have parents/carers sign

Step 3: **RETURN SIGNED COPY TO STUDENT SERVICES BY FRIDAY 28 AUGUST 2020**

**NOTE:** *IF YOU DO NOT HAVE INTERNET ACCESS AT HOME, STUDENTS ARE ABLE TO COMPLETE THIS PROCESS AT SCHOOL AND PRINT TO TAKE HOME TO BE SIGNED.*

**The online process will OPEN:**

DATE: Tuesday 18 August 2020

TIME: 9:00 PM

**The online process will CLOSE:**

DATE: Wednesday 26 August 2020

TIME: 9:00 PM

# COLLEGE PRINCIPAL

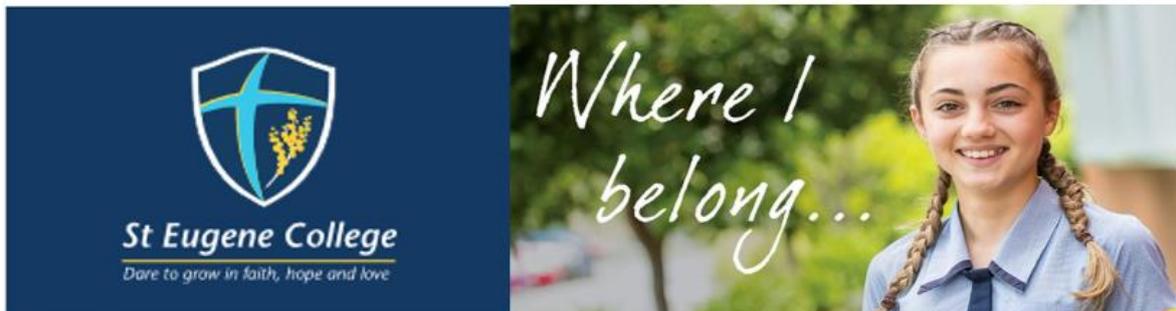
Welcome to the Senior Years of St Eugene College. The move to Year Ten marks a significant step in a young person's learning and development.

Our focus as a College in the Senior Years is on developing independence and interdependence while exploring pathways to success beyond school. We are determined to support Year 10 students to continue to build their understanding of their own strengths and interests as well as the changing nature of work and the world in which we live. We want their academic, social and extracurricular experiences to give them a sense of their place and role in the world. This really requires daring to grow in faith, hope and love.

A number of teachers and other professionals work as a collaborative team to plan for and meet the needs of Students in Year Ten. In our attempts to ensure that every young person succeeds we focus on the essential cognitive, interpersonal and intrapersonal dispositions that allow a young person to develop the essential skills of communication, critically reflection, collaboration and creativity.

It is an exciting year ahead with new learning, new relationships and new awakenings to be achieved.

Marisa Dann  
College Principal



# COLLEGE VISION AND MISSION

## VISION

Enter to **LEARN**

Dare to **GROW**

Leave to **SERVE**

## MISSION

Each student is welcomed into our Prep to Year 12 family as they journey through an engaging environment of deep learning, authentic continuity of curriculum, Christian values and Oblate charism from early childhood to young adulthood.

## Values

Dignity; Community; Excellence; Hope; Service



# COLLEGE SENIOR LEADERSHIP

PRINCIPAL

**Marisa Dann**

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P-12 HEAD OF CAMPUS

**Louise Olley**

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ASSISTANT PRINCIPAL – SENIOR YEARS

**Erin Wedge**

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ASSISTANT PRINCIPAL – MIDDLE YEARS

**Mitch Ulacco**

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ASSISTANT PRINCIPAL – RELIGIOUS EDUCATION

**Megan Kozak**

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## PASTORAL/CURRICULUM AND PROGRAM LEADERS

Curriculum Leaders	Curriculum Area	Email address
Megan Kozak	Religious Education 7-12	<a href="mailto:MKozak@bne.catholic.edu.au">MKozak@bne.catholic.edu.au</a>
Cameela Phipps	Study of Religion 11-12	<a href="mailto:cphipps@bne.catholic.edu.au">cphipps@bne.catholic.edu.au</a>
Tegan Parry	English/Humanities	<a href="mailto:tsashby@bne.catholic.edu.au">tsashby@bne.catholic.edu.au</a>
Greg Millican	Mathematics/Science	<a href="mailto:gmillican@bne.catholic.edu.au">gmillican@bne.catholic.edu.au</a>
Sharron Wood	The Arts/College Culture	<a href="mailto:sharron.wood@bne.catholic.edu.au">sharron.wood@bne.catholic.edu.au</a>
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Sara Wasson	Senior Years Learning Leader	<a href="mailto:scwasson@bne.catholic.edu.au">scwasson@bne.catholic.edu.au</a>
Fiona Hicks	Middle Years Learning Leader	<a href="mailto:fhicks@bne.catholic.edu.au">fhicks@bne.catholic.edu.au</a>

Pastoral Leaders	Year Level of Responsibility	Email address
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Cassie Jamieson	Year 10	<a href="mailto:Cassandra.Jamieson@bne.catholic.edu.au">Cassandra.Jamieson@bne.catholic.edu.au</a>
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Program Leader	Program Area	Email address
Murray Deale	Immersion Learning Coordinator	<a href="mailto:mdeale@bne.catholic.edu.au">mdeale@bne.catholic.edu.au</a>
Greg Hohns	Year 7-12 Sport Coordinator	<a href="mailto:ghohns@bne.catholic.edu.au">ghohns@bne.catholic.edu.au</a>

## INTRODUCTION

Year 10 marks the beginning of the Senior Phase of Learning. Year 10 is designed to prepare students for a more personalised learning pathway, leading to post school opportunities and options. Students have the opportunity to select electives as they progress towards Year 11 & 12 where there is full choice across the curriculum. In Year 10 students are encouraged to select electives that:

- Challenge them
- Interest them
- Help them learn more about themselves as learners

## SELECTING SUBJECTS

### DO CHOOSE SUBJECTS:

- that you are good at,
- that may be something you are interested in as a career,
- that you enjoy,
- that will help you develop skills, knowledge and attitudes useful in life, and
- that you are willing to work hard

### DO CHECK OUT SUBJECTS THAT YOU INTEND TO STUDY:

- read each outline carefully,
- talk to the teachers from each subject,
- talk to students who are studying or have recently studied this subject,
- attend and ask questions at the Subject Selection Evening,
- look at text books and materials used in this subject.

### DON'T CHOOSE SUBJECTS:

- that you have struggled with or disliked in the past,
- because you think they will be easy,
- because your friends are doing them,
- if you have not researched beyond the name of the subject,
  - eg. choosing ICT because you like computers,
- because someone tells you to do it because you're good at it (remember the **DOs!** It is your pathway NOT theirs!),
- based on the teacher you think will teach the subject.

## SENIOR PHASE LEARNING PATHWAY INFORMATION

### **SETPLAN – the Senior Education and Training Plan**

This is an individual plan worked through with students in Year 10 in preparation for pathways in Year 11 and 12. This process begins in Term 2 of 2020.

The SET planning process is a legal requirement of all schools. The process at St Eugene College allows teachers to work in partnerships with parents and students to ensure that our young people are set up for success when they enter Year 11.

As it is a legal requirement, it is expected that all parents engage with the SET planning process.

### **Choosing a career, now made easier**

With Discover My Career - powered by Harrison Career Navigation System (CNS)

Now with the help of the world's most technologically advanced career and self-exploration platform, individuals have their own personalised interactive online web page that provides predictive insight into career enjoyment and career success.

The Harrison Career Navigation System doesn't just provide a career report, it also includes the following great features:

- Questionnaire that measures 175 characteristics like interests, work values, task & work environment preferences, and interpersonal preferences;
- Available in 40 languages;
- More than 1,000 + Australian careers ranked in order according to what they would like or dislike about specific careers;
- Careers sorted by education levels (Certificates, Diplomas, Traineeships, Apprenticeships, Bachelors, Masters, Doctorates); and
- Powerful reports related to greatest strengths or likely career development issues.

Based on Enjoyment Performance Methodology, Harrison's 25+ years of research proves that individuals who enjoy 75% or more of their career are 3 times more likely to succeed than those who enjoy less than 75% of their career.

Developed in conjunction with TAFE Queensland

The Australian version of Harrison's has been developed to support schools:

- to navigate their subject and career options for students
- by providing scientific insights into a student's career path and subject selection.

## WHAT DO YOU STUDY IN YEAR 10?

### Core Subjects:

Religious Education

English

Mathematics

Health and Physical Education

Science (at least ONE semester)

Certificate II in Skills for Work & Vocational Pathways

### SCIENCE ELECTIVE

Students are required to select at least **ONE** option of Science. Students may opt to select more than one option but no more than **FOUR** options across the elective year.

Science	Option A		
Living Science	Option A	and/or	Option B
Physical Science	Option A	and/or	Option B

## ELECTIVE SUBJECTS

Students select **6 options** to study plus **2** reserves.

Student must select at least **one option** of Science. Students can study one or both options for each subject.

Science: Option A

Living Science: Option A

Physical Science: Option A

Modern History Option A

Dance: Option A

Drama: Option A

Economics and Business: Option A

Music: Option A

Media Arts: Option A

Technologies: Design & Technologies: Option A

Technologies: Digital Technologies: Option A

Technologies: Food Specialisation: Option A

Visual Arts: Option A

Living Science: Option B

Physical Science: Option B

Ancient History Option A

Dance: Option B

Drama: Option B

Economics and Business: Option B

Music: Option B

Media Arts Option B

Technologies: Design & Technologies: Option B

Technologies: Digital Technologies: Option B

Technologies: Food Specialisation: Option B

Visual Arts: Option B

**Note: Option A or B does not refer to Semester 1 or 2. Option A or B can be run in either semester based on student selections.**



# RELIGIOUS EDUCATION

## INTRODUCTION

Religious Education aims to develop the students' religious literacy in the Catholic tradition, so that they may participate critically and reflectively in their faith communities and the wider society. In Year 10, Religious Education acknowledges that Australia is a pluralistic society with a great variety of religious traditions. It is organised into four strands: Scripture, Celebration and Prayer, Morality and Beliefs, which are developed into four units of work experienced throughout the year. The Religion Curriculum involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and are taught in an integrated way within the context of the Oblate spiritual tradition.

## TOPICS FOR STUDY

In Year 10, students learn about various ways in which humans have understanding of 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 (Christianity, Islam, Judaism, Hinduism and Buddhism) as reflected in their core beliefs and practices; the different representations of God in Old Testament and New Testament texts by various human authors in different historical, social and cultural contexts; Christian spiritual writings that search for the mystery of God in the midst of world events and the course of human history; and participation in personal and communal prayer that can lead believers to the awareness of the presence of God.

Students explore how the Church has responded to the range of unprecedented threats to both human ecology and environmental ecology facing Australian and the Modern World (c. 1918 to the present) from science, technology, materialism, consumerism and political ideologies. They develop critical understanding of the various sources that guide the Church's action in the world today, including the teaching of Jesus and the early Church; the principles of Catholic social teaching and the reasoned judgements of conscience, carefully formed and examined. They examine the Eucharist as the primary and indispensable source of nourishment for the spiritual life of believers, sent to carry on Jesus' mission in the world. They participate respectfully in a variety of personal and communal prayer experiences, including prayers for justice, peace and the environment. They continue to develop their understanding of prayer in the Christian tradition through an exploration of Centering Prayer and prayers for justice, peace and the environment, including the Prayer of St Francis, the Magnificat and the Prayer of St Teresa.

## HOW STUDENTS ARE ASSESSED

In Semester Two, students have an opportunity to select assessment tasks tailored to prepare them for either Study of Religion (General subject) OR Certificate III in Christian Ministry and Theology in Years 11 and 12.

### Semester One: Religion

- Examination – extended analytical response
- Investigation - multimodal response

### Semester Two: Study of Religion

- Investigation – inquiry response
- Examination – extended analytical response

### Semester Two: Religion

- Investigation – written response
- Project – product and spoken

# ENGLISH

## INTRODUCTION

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

## TOPICS FOR STUDY

In Year 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media, and the differences between media texts.

Students study literary texts that support and extend them as independent readers and are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics and images.

In Semester Two, students have an opportunity to select assessment tasks tailored to prepare them for either General English OR Essential English in Years 11 and 12.

## HOW STUDENTS ARE ASSESSED

Students create a range of imaginative, informative and persuasive types of texts

### Semester One English

- Examination – analytical written response
- Extended Response – imaginative written response

### Semester Two General English

- Extended Response – imaginative written response
- Examination – analytical written response

### Semester Two Essential English

- Extended Response – persuasive spoken multi-modal response
- Examination – Short Response

# MATHEMATICS

## INTRODUCTION

In Semester One, all students will study Year 10 Australian Curriculum Mathematics. This provides students the opportunity to continue their study of the various branches of Mathematics.

## TOPICS FOR STUDY

- Number and Algebra – patterns in binomial products, substitution into formulas
- Measurement and Geometry – 3D area, volume, trigonometry
- Linear and Non-Linear Relationships – linear equations, index notation
- Statistics and Probability – summary statistics, plots

In Semester Two, students will choose one of two mathematics subjects – Core Mathematics **or** Extension Mathematics. This choice will be determined by results in Semester One, discussion with their teacher / Curriculum Leader and/or their anticipated choices for Mathematics in Senior Years.

### **Core Mathematics:**

The focus of this Mathematics elective is to provide students with a preparation for Essential and **General Mathematics in Year 11 and 12 by focussing on the Year 10 Mathematics Syllabus.**

## TOPICS FOR STUDY

- Statistics and Probability – Chance experiments, conditional statements, scatterplots, bivariate data
- Geometric Reasoning – congruency and similarity, as they relate to navigation
- Financial Mathematics – compound interest and related financial mathematics
- Linear and non-linear relationships – linear simultaneous equations, graphical representations

### **Extension Mathematics:**

The focus of this Mathematics elective is to provide students with a preparation for both Mathematical Methods and Specialist Mathematics in Year 11 and 12 by focussing on the Year 10A Mathematics Syllabus. Students will be encouraged to purchase a Graphics Calculator (which is a requirement for Mathematical Methods / Specialist Mathematics in the Senior Years).

## TOPICS FOR STUDY

- Real numbers – rational and irrational numbers, logarithms and exponentials
- Linear and Non-linear relationships – parabolas, hyperbolas, circles etc
- Pythagoras and Trigonometric Relationships
- Data and Chance – bivariate data, measures of centre and spread, plots

## HOW STUDENTS ARE ASSESSED

- Problem Solving and Modelling Tasks
- Term / Topic tests (Diagnostic)
- End of Semester Exams (technology-active and technology-free in Extension Mathematics only)

# HEALTH AND PHYSICAL EDUCATION

## INTRODUCTION

The knowledge, understanding and skills taught through Health and Physical Education enable students to explore and enhance their own and others' health and physical activity in diverse and changing contexts. Development of physical, intellectual, social and emotional capacities is a key component of the P–10 Australian Curriculum: Health and Physical Education. It provides the foundations for learning and alignment to the Physical Education senior syllabus to build increasingly complex and developmental courses of study in the senior years. During theoretical lessons, students experience different roles that contribute to successful participation in physical activity and propose strategies to maximise performance. In practical lessons, students learn to apply specialised movement skills and complex movement strategies in authentic performance environments.

## TOPICS FOR STUDY

Practical elements to be covered in this course include (but may be subject to change)

- Volleyball
- Oztag
- Tennis
- Netball

Integrated Theoretical Elements will include but are not limited to:

- Exercise Physiology
- Sport Psychology
- Training Programs
- Sociology of Sport

Year 10 Health and Physical Education will allow students to develop the physical skills, knowledge and understanding in order to provide a foundation base for Year 11 and 12 Physical Education, Certificate III in Fitness and Certificate II in Community Health Services. Half of the course will involve participation in the practical elements of the course for at least 50% of the allocated lesson time.

## HOW STUDENTS ARE ASSESSED

All students electing Health and Physical Education will be assessed on both practical and theoretical elements of the course.

A variety of assessment methods will be used including:

- Written Examinations
- Research Assignments
- Multimodal Presentations
- Video Evidence
- Teacher Observations

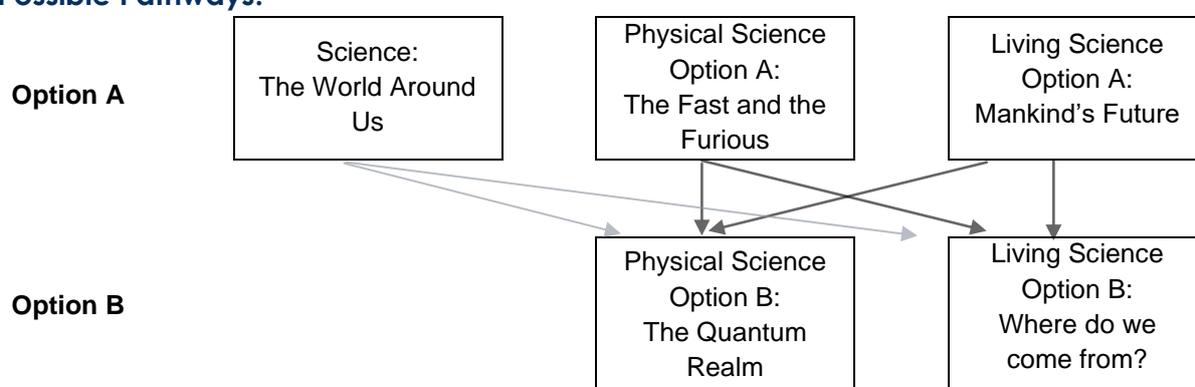
# SCIENCE

## INTRODUCTION

Science provides opportunities for students to develop an understanding of important concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. It provides an understanding of scientific inquiry methods, a foundation of knowledge across the disciplines of science, and develops an ability to communicate scientific understanding and use evidence to solve problems and make evidence-based decisions. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

**All students in Year 10 at St Eugene College must study at least one semester of Science.**

### Possible Pathways:



Student engagement and a continuing development of their curiosity about the world around them are the focus of the St Eugene College Science Program. Students should consider what they enjoy, what they are good at and what future path they might pursue when planning their Science Pathway.

#### Note:

- Students who are considering a Physics, Chemistry and Biology path should consider doing one semester from each strand
- Students who are considering a Physics and/or Chemistry path should consider doing both units in that stream.
- Students who are considering only a Biology path should consider doing both units in that stream.
- After studying “The World Around Us” in Semester One, students can choose “The Quantum Realm” or “Where do we come from?” in Semester Two.
- Each unit is designed to be “stand-alone”– all units will assume knowledge of the Year 9 Australian Curriculum Science Syllabus.

## Unit Outlines:

<b>Science: Option A</b> <b>The World Around Use</b>	Strands:	Biology, Chemistry, Physics, Earth Science
	Offered:	Semester 1 <b>or</b> Semester 2
	Topics:	<ul style="list-style-type: none"> <li>• Human Evolution – where did we come from and where are we going?</li> <li>• Motion and Forces – how do we protect ourselves in a vehicle?</li> <li>• Global Systems – how can we keep our planet working?</li> </ul>
	Assessment:	<ul style="list-style-type: none"> <li>• Multi-modal Presentation</li> <li>• Experiment Report</li> <li>• Feature Article for a Science Magazine/Blog/Website</li> </ul>
	Recommended To:	Students who are interested in Science. Students yet to decide if they wish to study science in the Senior Years
<b>Living Science Option A</b> <b>Mankind's Future</b>	Strands:	Biology (and an introduction to Psychology)
	Offered:	Semester 1 and/or Semester 2
	Topics:	<ul style="list-style-type: none"> <li>• Genetics</li> <li>• Cellular Evolution</li> <li>• The Brain</li> </ul>
	Assessment:	<ul style="list-style-type: none"> <li>• Data Test</li> <li>• Student Experiment</li> <li>• End of Semester Exam</li> </ul>
	Recommended For:	Students who are interested in studying Biology in the Senior Years Students who have an interest in a career in Science, Medicine, Education
<b>Physical Science Option A</b> <b>The Fast and The Furious</b>	Strands:	Physics, Chemistry
	Offered:	Semester 1 and/or Semester 2
	Topics:	<ul style="list-style-type: none"> <li>• Forces and Motion</li> <li>• Rates of Reaction</li> <li>• Electric Circuits and an introduction to Electronics</li> </ul>
	Assessment:	<ul style="list-style-type: none"> <li>• Data Test</li> <li>• Student Experiment</li> <li>• End of Semester Exam</li> </ul>
	Recommended For:	Students who are interested in studying Physics and/or Chemistry in the Senior Years Students who are considering a career in Science, Engineering, Medicine, Education
<b>Living Science Option B</b> <b>Where to from here?</b>	Strands:	Biology (and an introduction to Psychology)
	Offered:	Semester 1 and/or Semester 2
	Topics:	<ul style="list-style-type: none"> <li>• Evolution of Species</li> <li>• Building Blocks of Life - Cells</li> <li>• Psychology as a Science</li> </ul>
	Assessment:	<ul style="list-style-type: none"> <li>• Data Test</li> <li>• Research Investigation</li> <li>• End of Semester Exam</li> </ul>
	Recommended For:	Students who are interested in studying Biology in the Senior Years Students who have an interest in a career in Science, Medicine, Education
<b>Physical Science Option B</b> <b>The Quantum Realm</b>	Strands:	Chemistry, Physics
	Offered:	Semester 1 and/or Semester 2
	Topics:	<ul style="list-style-type: none"> <li>• Energy and Energy Transformations</li> <li>• The Nucleus – Past, Present and Future</li> <li>• Organising the Elements</li> </ul>
	Assessment:	<ul style="list-style-type: none"> <li>• Data Test</li> <li>• Research Investigation</li> <li>• End of Semester Exam</li> </ul>
	Recommended To:	Students who are interested in studying Physics and/or Chemistry in the Senior Years Students who are considering a career in Science, Engineering, Medicine, Education

## Certificate II in Skills for Work & Vocational Pathways (FSK20113)

### INTRODUCTION

Certificate II in Skills for Work and Vocational Pathways is designed to improve student reading, writing, numeracy and oral communication skills. This course will allow students to enhance further their foundation and employability skills to enter the workforce and/or vocational training pathways. QCAA will accept the completion of this course as evidence that literacy and numeracy standards have been met and contribute four points to the Queensland Certificate of Education.

### TOPICS FOR STUDY

#### *Core Units*

FSKDIG03 Use digital technology for routine workplace tasks
FSKLRG09 Use strategies to respond to routine workplace problems
FSKLRG11 Use routine strategies for work-related learning
FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM15 Estimate, measure and calculate routine metric measurements for work
FSKOCM07 Interact effectively with others at work
FSKRDG10 Read and respond to routine workplace information
FSKWTG09 Write routine workplace texts

#### *Elective Units*

BSBWHS201 Contribute to health and safety of self and others
FSKRDG01 Recognise highly familiar workplace signs and symbol
FSKOCM03 Participate in simple spoken interactions at work
BSBCMM201 Communicate in the workplace
FSKLRG01 Prepare to participate in a learning environment
FSKLRG07 Use strategies to identify job opportunities

### HOW STUDENTS ARE ASSESSED

Assessment will take place through observations, short responses and portfolio of documents.



# *Electives!*

# DANCE

## INTRODUCTION

Dance offers a unique opportunity for Year 10 students to participate in an exciting and energetic creative art-form, while increasing their self-confidence and physical fitness.

Dance allows the student to explore various cultures and learn techniques from a wide variety of styles and forms of Dance, through the dimensions of *Choreography*, *Performance* and *Appreciation* of dance.

The program is designed to allow growth in students' personal and collaborative creative expression, while increasing self-esteem and confidence through the medium of Dance. It is a course that invites students to express their wonderings and opinions about the world in which we live, and enjoy the synergy of working with others to learn and produce dance works in response to this. The program allows students space and time to harness and re-centre their energy, and reset and re-energise themselves each time they leave the studio. Students will also have access to outside performances and instructors to ensure exposure to a variety of experiences.

## TOPICS FOR STUDY

### Code: Dance Option A

**CONTEMPORARY DANCE IN PRODUCTION** - Students explore and apply set, musical, sound, lighting, costume and make-up designs and decisions to a group Contemporary performance, and to their own self-choreographed Contemporary works. They play integral roles in the actual orchestration of the live production of their work in a live audience forum at the College. Students compile a creative logbook that records all progressions and components of their artistic journey from initial idea, to final performance!

### Code: Dance Option B

**INDIGENOUS DANCE & DANCE AROUND THE WORLD** – Students study a variety of cultural Dance origins and trends from around the world, followed by in-depth investigative projects into Indigenous Australian Dance. Australia's own world renowned Contemporary company, Bangarra, will be a major focus and inspiration, including a trip to view their work live. Students will be invited to explore the sacred, inspiring and life-giving spiritual relationship between our Earth, Universe, ancestors, our inner selves and movement.

## HOW ARE STUDENTS ASSESSED

**Choreography** - creating and sequencing dance (devised individually and in pairs or groups) which may be a combination of improvised and prepared material

**Performance** - presenting dance to an audience in sequences (individually, in pairs or as a group) which may be an adapted repertoire, a technique class, or a teacher and/or student choreographed sequence

**Appreciation** - critiquing and analysing live or video dance work or performances in written and oral presentations

# DRAMA

## INTRODUCTION

Drama is crucial in developing the highly desirable and employable skills of creativity, critical thinking, collaboration and communication. It is acknowledged that education in the 21st century needs to have creativity as a core skill. Drama is the perfect academic discipline which allows students to explore and develop their creative energy. Students will also develop skills that will help them in other subject areas by developing the ability to communicate their ideas to individuals and groups, oral presentations, job interview skills, debating, leadership roles and working as part of a team.

The study of Drama at St Eugene College caters for a wide range of student abilities through the provision of a multiplicity of practical and theoretical learning approaches. Drama constitutes and challenges the wide range of beliefs, values and meanings held and applied in societies.

There are many benefits to studying Drama which include:

- Improved self-confidence
- Improved self-esteem
- Fostering creative thinking
- Improved communication skills
- Learning how to work collaboratively
- A broader understanding of the world in which we live
- Respect for diverse viewpoints
- Critical thinking, analytical and evaluation skills

## TOPICS FOR STUDY

The Year 9 Drama program at incorporates a range of learning experiences through many dramatic forms and styles. Students have the opportunity to experience the art of performance as well as contributing to the behind the scenes operations including, costumes, set, props, sound, lighting, and filming. Each semester is a practice-led project which aligns to the new senior syllabus.

### Code: Drama Option A

**Documentary and Collage Theatre** - This style of theatre is used to empower and give a voice to the disadvantaged in our communities. Students will devise a collage drama which will be performed in front of a live audience.

### Code: Drama Option B

**Performance of a scripted play** - The students will take on a couple of roles both on stage and behind the scenes to produce a full class production of a scripted play. Collaboratively the class will be responsible for all aspects of the production which will be performed in front of a live audience.

## HOW STUDENTS ARE ASSESSED

Students are assessed the three dimensions:

**Forming** - Assesses their ability to create drama and shape meanings using the Elements of Drama

**Presenting** – Assesses their performance and acting skills

**Responding** - Students evaluate and critically reflect on dramatic works

# ECONOMICS AND BUSINESS

## INTRODUCTION

Students may choose to study Business Management throughout both semesters in Year 10, or alternatively may choose it in either of Semester One or Semester Two only.

The study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through studying Business, students are challenged academically and exposed to authentic and real-life case studies. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future.

## TOPICS FOR STUDY

### Code: Economics and Business Option A

**Organisation, Communication and Work Teams** Students will investigate real issues faced in the workplace and explore ways of developing organisational and interpersonal skills to improve communication and productivity in the workplace.

**Improving Business Productivity (Marketing)** Students will conduct field work to investigate the Marketing strategies used by businesses. They will propose a new marketing strategy and evaluate its feasibility based on the business situation, market and consumer needs.

### Code: Economics and Business Option B

**Fundamentals of Business** Students will be introduced to the fundamentals of business development through three themes: business goals and strategies, environmental factors and leaderships and management. Students will explore real-life case studies to develop their comprehension and analysis of the fundamentals of business.

**Creation of Business Ideas** Students will be introduced to the processes behind the creation of ideas. Students will explore innovation and entrepreneurial motivations. They will generate their own ideas and investigate the viability based on the business environment and consumer needs.

In Semester Two, students have an opportunity to select assessment tasks tailored to prepare them for either General Business OR Applied Business in Years 11 and 12. Where possible, students will also undertake field work to help get real life experience in these areas.

## HOW STUDENTS ARE ASSESSED

Students will be assessed using a variety of methods:

- Extended response exams
- Short response exams
- Feasibility study (Dreamworld)
- Multimodal presentation
- Anecdotal evidence

# HISTORY

## INTRODUCTION

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations and communicate effectively.

The content provides opportunities to develop historical understanding through key concepts, including **evidence, continuity and change, cause and effect, perspectives, empathy, significance** and **contestability**. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

## TOPICS FOR STUDY

### Code: Modern History Option A

From a range of depth studies, the following will be taught at St Eugene College.

The Modern World and Australia

- Rights and Freedoms

An in-depth study

- Globalising World

### Code: Ancient History Option A

From a range of depth studies, the following will be taught at St Eugene College.

- Digging up the past

An in-depth study:

- Weapons and Warfare

## HOW STUDENTS ARE ASSESSED

Written responses to historical evidence

Written research tasks and projects based on historical inquiry

Examinations in response to historical evidence

Anecdotal evidence

# MEDIA ARTS

## INTRODUCTION

Media Arts is designed as an introductory study to senior Film, Television and New Media. Introduction to new equipment and opportunities to test skills and create productions. Studying Media increases skills in understanding and producing media texts and the ability to adapt skills across different platforms. Allowing students to explore and develop their potential, increase confidence with digital programs and a better understanding of technology. In this subject, students will have a chance to gain knowledge in: interpersonal skills working individually and in production groups. They will develop the ability to use multimedia to communicate through the correct use of language and technology of media. They will understand and implement the processes of media production and apply analysis and critical thinking skills.

## TOPICS FOR STUDY

### Code: Media Arts Option A

**HIGH SCHOOL FILM AND CHANGING REPRESENTATIONS:** Students are introduced to the world of High School film and television and will learn how to analyse social, political and cultural contexts across a range of texts as they have evolved since the 1960's. Students will explore new media forms of production and distribution and apply their understanding of high school representations.

### Code: Media Arts Option B

**MEDIA MANIPULATION:** Students will experiment with using Photoshop and Premiere pro to manipulate images.

**EDITING FOR MEANING:** Students will explore the world of music video and use skills developed during the previous unit to design and produce a music video. They will learn how to analyse editing techniques in a range of media texts.

## HOW STUDENTS ARE ASSESSED

Students are assessed through the five key concepts; technologies, languages, audience, institutions and representations. The course mirrors the year 11 and 12 structure by combining assessment into 2 areas: Making and Responding.

Possible assessment may include:

- Extended written analysis of a high school film
- Design and Production of a trailer for a digital high school series
- Folio of images and sequences using Photoshop and Premiere Pro
- Design and Production of a music video
- Extended written analytical exam focusing on editing to create meaning

# MUSIC

## INTRODUCTION

Music has become an intricate part of everyone's lives and in our digital age, music has become even more accessible. It is a source of interaction: One can talk about it, listen to it, criticise or praise it, perform it, dance to it and feel it.

Through the study of music, students will develop a deepened understanding and use of music concepts and languages, practices, technologies and techniques. Through their musical practice they will develop a distinctive personal voice and engage in music making in varying contexts.

The study of Music is highly enjoyable and interactive as it involves singing, playing instruments, listening, moving and improvising by manipulating musical elements to express musical ideas through sound for specific audiences and purposes. Studying Music encourages the development of creativity, self-motivation as well as advancing their aural, visual and kinaesthetic abilities.

***Study of music in Year 10 will prepare students for studies in The Arts within senior, including industry-based studies. Music tutoring is available weekly.***

## TOPICS FOR STUDY

### **Code: Music Option A**

#### **Travelling Through Time: The Voice – Narratives**

This unit will explore the history of Music from the Baroque era through to contemporary music of today. Students will explore how the voice has been used in music to tell stories – from Gregorian Chant through to the acapella stylings of Pentatonix. Students study composition as well as basic performance skills.

### **Code: Music Option B**

#### **Call My Agent! Sound Production and Media**

This unit will develop students' appreciation of music. Students will explore the music industry and the technical aspects of recording, producing and mixing. Students study performance skills as well as arranging skills. Students will learn the basics of live sound mixing and perform in our End of Year Music Concert.

## HOW STUDENTS ARE ASSESSED

- **Composition Project:** Combining our making and responding strands together to produce an integrated piece of work.
- **Performance Projects:** Combining our making and responding strands together to produce an integrated piece of work.

## GENERAL RECOMMENDATIONS

Students who have a background in music will be at an advantage; however, the program is designed to be continuous and inclusive of all ability levels. The music program strives to develop the students' love and appreciation for music on multiple levels.

# TECHNOLOGIES – FOOD SPECIALISATION

## INTRODUCTION

Students will continue to develop their Technologies – Food Specialisation skills through exploration of the Investigation, Design, Production & Evaluation aspects of the Technology Model.

## TOPICS FOR STUDY

### **Code: Technologies – Food Specialisation Option A**

**Focus** - Cookery methods, menu design, hygiene and food preparation, cooking and food presentation.

**Introduction to Hospitality** explores the fundamentals of food preparation and catering for others. Students will investigate planning and preparation of food for larger groups, use of catering equipment, menu creation, food presentation, as well as popular television cookery shows, career opportunities and training courses available in the hospitality industry. Food hygiene and food safety will be continued from previous units. Whilst examining the effects technology has on our food, students will investigate, design, create and evaluate their food creations for catering functions.

### **Code: Technologies – Food Specialisation Option B**

**Focus:** This subject option explores how the food we eat impacts on dietary practices in our society. Students will investigate environmental farming practices and earth-friendly food to ensure sustainability for our society which is viable and bearable. Organic farming and fair-trade profits will also be explored throughout this subject.

**Lifestyle Diet Planning** explores the many effects that lifestyle has on society's dietary practices. Issues such as childhood obesity, diabetes and food allergies requiring specialist diets will be discussed. Practical recipes and ideas will be investigated, designed, created and evaluated in response to these issues.

## HOW STUDENTS ARE ASSESSED

- Food Preparation Factories
- Practical cooking tasks
- Folio tasks
- Restaurants
- Design Brief response
- Catering for specific function
- Theory Exam
- Work Booklets

# TECHNOLOGIES – DESIGN TECHNOLOGIES

## INTRODUCTION

Design Technology is a project-driven subject that engages students in solving real world design problems. The course provides a holistic approach as students strengthen and extend the concepts, skills and processes developed in previous years. Within this course, students will be able to select their individual learning pathway to develop their interest and skills as they prepare for senior subject offerings in the Design and Technologies field.

## TOPICS FOR STUDY

### Code: Technologies – Design Technologies Option A

**Creating a Better World** - How can we design and make a better future? Students will work collaboratively as they use design thinking to create practical solutions for a real-world problem. Through using research, problem-solving and the design process, students will provide solutions for the problem using a range of construction technologies such as laser cutting, 3D printing and other workshop tools and equipment.

**Industrial Technologies** - This is an industrial approach whereby students will manufacture a project using various construction and manufacturing technologies associated with general woodworking. Students will need to identify the steps involved in planning and managing the production of solutions within a given time frame.

### Code: Technologies – Design Technologies Option B

**Design** - Students will work collaboratively as they use design thinking to create practical solutions to design problems. Problem-solving and analytical skills are developed to successfully complete the design task using a range of fabricating and construction technologies such as vacuum forming processes and other workshop tools and equipment.

**Industrial Technologies** - This is an industrial approach whereby students will manufacture a project using various construction and manufacturing technologies associated with general metalworking. Students will need to identify the steps involved in planning and managing the production of solutions within a given time frame.

## HOW STUDENTS ARE ASSESSED

Over the course of study, students will complete a variety of:

- Design Folios
- Class activities and discussions
- Practical physical or schematic projects and prototypes

# TECHNOLOGIES - DIGITAL TECHNOLOGIES

## INTRODUCTION

In a world that is increasingly digitised and automated, it is critical to the wellbeing and sustainability of the economy, the environment and society, that the benefits of information systems are exploited ethically. This requires deep knowledge and understanding of digital systems (a component of an information system) and how to manage risks. Ubiquitous digital systems such as mobile and desktop devices and networks are transforming learning, recreational activities, home life and work. Digital systems support new ways of collaborating and communicating and require new skills such as computational and systems thinking. These technologies are an essential problem-solving toolset in our knowledge-based society.

## TOPIC FOR STUDY

### **Code: Technologies – Digital Technologies Option A**

**Creative Media:** Students will explore creative applications of digital technologies. They will explore the fundamental camera techniques used in photography and cinematography. Students will use industry standard software to critically create media for an audience.

### **Code: Technologies – Digital Technologies Option B**

**Autonomous Systems:** Students acquire, store and validate real-world flight drone flight data using a general-purpose programming language. They will design and implement modular programs for autonomous drone flight. Students will also develop autonomous systems for increasingly complex robots. Students consider the opportunities for enterprise by developing solutions for real problems, such as search and rescue missions, firefighting applications or navigation.

## HOW STUDENTS ARE ASSESSED

Assessment is undertaken through a variety of tasks, including written and digital projects, exams and portfolio work. At the end of each Semester, students should be able to compile a digital record of their completed tasks throughout the year which becomes a valuable resource for future studies.

# VISUAL ARTS

## INTRODUCTION

This subject is best suited to students who enjoy making artworks and want to express their own creative ideas through Visual Arts. Students will make and appraise two-dimensional and three-dimensional forms and learn art techniques and processes across a range of media areas including drawing, design, painting, printmaking, sculpture, ceramics, fibre arts, photographic art and electronic imaging, using various surfaces, wet and dry media, found and made objects. Students will explore multiple contexts including personal, public and community contexts in display, and cultural, social, spiritual, historical, political and economic contexts in making and appraising objects.

## TOPICS FOR STUDY

### **Code: Visual Arts Option A**

#### **Portraits & Photography**

A historical, spiritual and cultural study of portraits through the 20th and 21st Century.

#### **Street Art & Screen Printing**

A study of the nature and culture of street art, focussing on some social comment.

### **Code: Visual Arts Option B**

#### **Pop Art**

Master Chef food sculpture

#### **Themed 2D Unit**

Students create own focus for making

## HOW STUDENTS ARE ASSESSED

**Making and Displaying Images and Objects** – Development work in Visual Arts Diary, 2D and 3D tasks using a variety of media and consideration of function and purpose.

**Appraising Tasks** – Comparative and analytical essays, critiques of artists and their art work, reflective and responding tasks, exams.



***St Eugene College***

*Dare to grow in faith, hope and love*

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