Access to Subject Selection Online is on the College website:  
http://www.steugene.qld.edu.au/

Click on the Subject Selection Online icon found on left hand side.

Step 1: General Introduction – PDF to Subject Handbook
Step 2: Select two (2) Electives and one (1) Reserve
Step 3: Print out Subject Selection and have parents/carers sign
Step 4: RETURN SIGNED COPY TO STUDENT SERVICES BY FRIDAY 1 SEPTEMBER 2017

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: Friday August 25 2017
TIME: 8:00 AM

The online process will CLOSE:
DATE: Friday September 1 2017
TIME: 5:00 PM
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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 in

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.
HOW CAN PARENTS/FAMILIES HELP?

Parents can assist by:

- Taking an interest in their child's progress
- Checking and assisting with study of topics for examination
- Checking and assisting with homework assignments
- Assisting with practical reports
- Checking and assisting with assignment based assessment

PARENT INITIATED CONTACT

As partners in your child’s education, we encourage you to make contact with relevant people at the College if you have any concerns or suggestions in relation to your child’s learning.

Suggested points for contact are:

- Subject Teachers
- Curriculum Leaders
- Student Support Services
- Pastoral Leaders
- P-12 Assistant Principal (Senior Years)
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 2018.

BIA (BUSINESS IMPROVEMENT AUSTRALIA)

Business Improvement Australia conducts a Career Pathways program which is designed to help individual students and their parents to explore their abilities and personalities to discover a career or study direction that best matches their natural capabilities and work preferences. This then helps them to make informed decisions about subjects, course selections, occupations and their future.

VET – Vocational Education and Training

Students will study a CORE subject called Work Education. As a result of this, students will be enrolled in:

- ICT10115 Certificate I in Information Digital Media and Technology
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- Senior First Aid
WHAT DO YOU STUDY IN YEAR 10?

CORE SUBJECTS
Students will study all year

• Religious Education
• English
• Mathematics
• History
• Health and Physical Education
• Science
• Work Education
• Personal Development

ELECTIVE SUBJECTS
Students select two plus one reserve.
They can study all year, or change at the end of Semester One if numbers permit

• Civics and Citizenship
• Certificate I Hospitality
• Dance
• Drama
• Economics and Business
• Geography
• Japanese
• Music
• Media Arts
• Technologies – Design and Technologies
• Technologies – Digital Technologies
• Visual Arts
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. As a core subject, two semesters of Religious Education must be completed.

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 contemplation (the simple 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.

In Semester Two, students have an opportunity to select either Introduction to Study of Religion (Authority subject) OR Introduction to Religion and Ethics (SAS subject) in preparation for Years 11 and 12.

HOW STUDENTS ARE ASSESSED

<table>
<thead>
<tr>
<th>Research assignments</th>
<th>feature article, editorial, persuasive or analytical essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses to stimulus material</td>
<td>document, artefact, statistics, media report, website etc</td>
</tr>
<tr>
<td>Creative presentations</td>
<td>PowerPoint, website, speech, interview, panel discussion</td>
</tr>
<tr>
<td>Exam (Study of Religion only)</td>
<td>short essay</td>
</tr>
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</table>

CORE SUBJECTS | St Eugene College Burpengary QLD
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.

HOW STUDENTS ARE ASSESSED

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

- Written texts or multi-modal texts – analytical expositions, narratives, feature articles
- Spoken or multi-modal texts – information and persuasive speeches, presentations, monologues, panel discussions, interviews

These assessment types may be conducted under the following conditions:

- Assignments
- Presentations
- Exams, including expositions.
MATHEMATICS

SEMESTER ONE
INTRODUCTION

In Semester One all students in Year 10 study core Mathematics. This continues with the requirements of the Australian Curriculum and allows students the opportunity to continue their study of the various branches of Mathematics.

TOPICS FOR STUDY

- Number & Algebra – patterns in binomial products, substitution into formulas
- Measurement & Geometry – 3D area, volume, trigonometry
- Linear & Non-Linear Relationships – linear equations, linear inequalities

SEMESTER TWO

Depending on a combination of results from Semester 1 and subject choices in Year 11 and 12, students will choose one of two mathematics subjects – Mathematics or Extension Mathematics.

Mathematics:
The focus of this Mathematical elective is to provide students with a preparation for both Essential and General Mathematics in Year 11 and 12 as well as continuing with the Year 10 Mathematics Syllabus.

TOPICS FOR STUDY

- Statistics and Probability – Chance experiments, conditional statements, scatterplots, bivariate data
- Geometric Reasoning – congruency and similarity, as it relates 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 Mathematical elective is to provide students with a preparation for both Mathematical Methods and Specialist Mathematics in Year 11 and 12 as well as continuing with the Year 10A Mathematics Syllabus.

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

- Term 3: Individual assignment and Exam
- Term 4: Closed Book Exam
HISTORY

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 Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia’s social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region and its global standing.

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.

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

<table>
<thead>
<tr>
<th>THE MODERN WORLD AND AUSTRALIA</th>
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<tbody>
<tr>
<td>World War II</td>
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</table>

One of the following depth study options

- Popular Culture
- The Environment Movement
- Or Migration Experiences

<table>
<thead>
<tr>
<th>HOW STUDENTS ARE ASSESSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written responses to historical evidence</td>
</tr>
<tr>
<td>Written research tasks based on historical inquiry</td>
</tr>
<tr>
<td>Multi-modal presentations such as debates, speeches, dramatic or video presentations</td>
</tr>
</tbody>
</table>

9 CORE SUBJECTS | St Eugene College Burpengary QLD
HEALTH EDUCATION AND PHYSICAL EDUCATION

INTRODUCTION

The year 10 Health and Physical Education curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventative health practices in the wider community. In practical lessons, students learn to apply specialised movement skills and complex movement strategies in different movement environments.

TOPICS FOR STUDY

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

- Volleyball
- Ultimate Disc
- Gaelic Football
- Netball

Integrated Theoretical Elements will include but are not limited to:

- Exercise Physiology
- Sport Psychology
- Healthy Relationships
- Training Programs
- Mental Health and Wellbeing
- Sociocultural Aspects of Physical Activity

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, Health Education and Certificate III in Sport and Recreation. 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 Observation

10 CORE SUBJECTS | St Eugene College Burpengary QLD
SCIENCE

INTRODUCTION

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

KEY IDEAS

In Year 10, students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Atomic theory is developed to understand relationships within the periodic table. Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

TOPICS FOR STUDY

HOW STUDENTS ARE ASSESSED

- Anecdotal evidence gained through individual oral and observed demonstration of student development
- Traditional exams
- Assignments
- Engagement in Extended Rich Tasks
- Use of scientific and experimental equipment and performing experiments
- Experimental Report Writing at the school level
WORK EDUCATION

INTRODUCTION

Career development and work education is about life, work and learning. Career development learning is underpinned by the critical role of work in our lives. The world of work is complex and constantly changing, and is shaped by many aspects of our culture, society and personal circumstances. This subject would be beneficial for students who wish to transition into the work force early or pursue a vocational education pathway.

STUDENTS ARE ENCOURAGED TO:

- Develop awareness of themselves and learning, work and life
- Learn how to locate and effectively use information
- Make responsible learning, work and life decisions to
- Understand the world of work and its relationship to the economy and society

TOPICS FOR STUDY

- Identify learning goals, needs and personal abilities by investigating career and personal development opportunities.
- Identify issues or problems to focus research and organise an investigation of career and personal development using an inquiry process.
- Locate, gather and select career and personal development information from reliable written, non written and multimodal sources.
- Organise information to identify high-interest areas, career goals, training, and educational needs.
- Analyse, synthesise and evaluate career and personal development information and relevant data to draw conclusions.
- Communicate decisions and conclusions about career and personal development opportunities in written and non written formats for different audiences (peers, employers).
- Participate in enterprise related to career and personal development using initiative, self-management, planning, organisational and teamwork skills.
- Reflect on investigations to develop a career and personal development audit and plan strategies for developing personal capabilities.

HOW STUDENTS ARE ASSESSED

<table>
<thead>
<tr>
<th>Practical</th>
<th>Written</th>
<th>Demonstration of Skills</th>
</tr>
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Completion of these qualifications will provide students with points towards their Queensland Certificate of Education. Some of the units will articulate to vocational qualifications undertaken in Year 11 and 12. First Aid will be provided by an external training provider and a charge will be involved.
CIVICS AND CITIZENSHIP

This subject is a good introduction to Legal Studies in Year 11 and 12.

A study of Civics will introduce students to a range of ideas and give varied experiences. Students will be able to investigate some perceptions that underpin the functioning of Australian society and gain a knowledge and understanding of it. The knowledge and ideas gained in this study will encourage students to participate effectively in the world and enable them to be informed citizens.

The civics and citizenship content at this year level involves two strands: civics and citizenship knowledge and understanding, and civics and citizenship skills.

TOPICS FOR STUDY

- How the Australian Legal System operates
- Basic legal rights and responsibilities
- Discovering democracy
- Young people and the law

LEARNING EXPERIENCES

The learning experiences offered in this study are designed to develop knowledge, thinking skills, research skills, basic writing skills and oral communication skills. They will be developed using technology as a tool to enhance their learning and skills. Students will be required to undertake a variety of field work in this course, including visits to places such as Parliament House, Law Courts and Police Stations.

HOW STUDENTS ARE ASSESSED

Students will be assessed using a variety of methods depending on the topics involved. These could include:
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 numerous 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.

TOPICS FOR STUDY May include the following:

TERM 1
- **Dance Production** (Students explore and apply set, musical, sound, lighting, costume and make-up designs and decisions to a group Dance performance)

TERM 2
- **Popular Dance in Youth Culture** (Students explore Youth Culture and its Popular Dance styles, including Hip Hop and Commercial Jazz)

TERM 3
- **Contemporary Dance** (Students explore the expressive world of Contemporary Dance while learning the skills, movements and styles that are included in this globally popular genre)

TERM 4
- **Musical Theatre** (Students explore a variety of musicals and the exciting range of Dance styles that underpin them)

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 performances in written and oral presentations
DRAMA

INTRODUCTION
Drama develops an active and probing mind allowing students to become more aware of the world in which they live. When you use Drama to move into imaginary worlds, you can share experiences and take on attitudes and values of others. Only then can students develop the ability to view themselves, their peers, their actions and reactions, their world, their problems and their solutions, from a variety of perspectives. By blending intellectual and emotional experience, Drama provides a medium for exploration, social criticism, celebration and entertainment.

TOPICS FOR STUDY

TERM 1
- **Forum Theatre**
  - students explore how Drama can be used as a means of social action. The unit has a political/social issue-based focus.

TERM 2
- **Commedia dell’Arte**
  - a fun and energetic unit where students study Comedy and Comic techniques with an emphasis on working with masks.

TERM 3
- **Production Unit**
  - students explore the world of theatre production and produce a theatre performance for a live audience.

TERM 4
- **Cinematic Theatre**
  - students explore the nature of hybridity in Drama, culminating in a fusion of live performance and the magic of the big screen.

HOW STUDENTS ARE ASSESSED

Students are assessed in 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 world of Business encompasses many areas which impact on our everyday lives. As students become more active consumers and may have already started their working lives at this time, it is important for students to gain knowledge so that they are able to make informed decisions at this time.

Business Management uses a “hands on” approach where possible. It is a very interesting subject area, and something which will be useful in everyone’s life as they grow.

TOPICS FOR STUDY

Areas which will be covered throughout this course include:

- Business Skills
- Entrepreneurial Creativity
- Management Strategies
- Tourism
- Elective Units

The Elective Units studied throughout Semester Two will allow students to choose two Business areas to focus on. These may lead directly into the further study of Business Management in the senior years, or may be relevant to everyday lives in the future. Students get some input into the choice of elective topics which are made available, and may have the opportunity to choose electives such as planning and organising their own small business; operating a business enterprise; buying and selling shares, sales management or buying a property. There will also be the option for students to develop their own Business-related Unique Special Interest (BUSI) elective unit to focus on an area which they are keenly interested in or wish to study further in the future.

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 depending on the topics involved.

<table>
<thead>
<tr>
<th>These could include:</th>
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<tbody>
<tr>
<td>Examinations</td>
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<tr>
<td>Written Assignment Work</td>
</tr>
<tr>
<td>Oral Presentations</td>
</tr>
<tr>
<td>Computer-Generated Work</td>
</tr>
<tr>
<td>Field Reports</td>
</tr>
<tr>
<td>Simulated Business Ventures</td>
</tr>
</tbody>
</table>
GEOGRAPHY

INTRODUCTION

Geography uses an inquiry approach to assist students to make meaning of their world. It teaches them to respond to questions in a geographically distinctive way, plan an inquiry; collect, evaluate, analyse and interpret information; and suggest responses to what they have learned. They conduct fieldwork, map and interpret data and spatial distributions, and use spatial technologies. Students develop a wide range of general skills and capabilities, including information and communication technology skills, an appreciation of different perspectives, an understanding of ethical research principles, a capacity for teamwork and an ability to think critically and creatively. These skills can be applied in everyday life and at work.

TOPICS FOR STUDY

There are two units of study in the Year 10 curriculum for Geography: Environmental change and management and Geographies of human wellbeing.

Environmental change and management focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews - including those of Aboriginal and Torres Strait Islander Peoples - that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.

HOW STUDENTS ARE ASSESSED

- Local fieldwork activity and data presentation
- Field reports/Assignments – written, oral or multimedia
- Graphing and Mapping through practical exercises
- Exams including short responses, analysis and interpretation of tables, graphs, diagrams and maps
- Publication
- Surveys
- Essay writing
JAPANESE

INTRODUCTION

Pre-requisite for Year 10 Japanese: Students should have studied Japanese in Year 9.

The study of another language enables students to gain access to other peoples, ideas and ways of thinking. They become interested in and respectful of other cultures and in turn students appreciate different opinions and widen their perspective of the world.

TOPICS FOR STUDY

Students will continue to build the grammar and vocabulary they have acquired in Year 9 and study a variety of units which are specifically designed to give exposure to real life language activities and the ways in which cultural and social practices are reflected in language use. The topics are targeted towards areas of student lives which are relevant to their ages and abilities, and aim to provide them with knowledge that will be useful in their real world environment.

Topics studied throughout Year 10 include:

- Holiday Plans
- My Host Family
- Let’s Go Shopping
- My Town – Your Town

Students will continue to read and write in hiragana and will begin to learn the Japanese scripts - katakana and kanji.

HOW DO STUDENTS LEARN?

Students undertaking this course will learn within a real-life language environment. This may be at Japanese restaurants (visited through excursions and field trips), simulated Japanese environments (within the school environment) or through contact with Japanese schools via email and Skype. Year 10 Japanese will continue to integrate the use of iPads and LIFE this year. All resources used in classes will be available on the Japanese LIFE site. Opportunities also exist for students to interact with Japanese Exchange students at the College and participate in a language/cultural tour to Japan.

HOW ARE STUDENTS ASSESSED?

Students will be assessed in the four macro skills, reading, writing, speaking and listening, using a variety of methods including examinations, written assignment work and oral presentations.
MEDIA ARTS STUDIES

INTRODUCTION

Media Studies is designed as an introductory study to Senior Film, Television and New Media. They are introduced to equipment and given the opportunity to test their skills throughout the year.

Students studying Media gain skills in understanding and producing media texts and the ability to adapt their skills across different platforms. The program allows students to explore and develop their potential, increase confidence with the application of 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

1. Investigating Photography's Impact on Society Students explore current social issues in the media, including social, political and cultural values. They will develop an understanding of editing software and apply design skills to create their own photographic folio and media interview.

2. Film Trailers Students view a range of film trailers and understand the process of design and construction. They will develop their software skills with the transposition of genres for a film trailer.

3. Suspense Students explore how suspense and anticipation is created in films. They will apply their knowledge by designing and creating their own film sequence. The students design, plan and film their production, through this they will build on their editing and production skills. They will design a poster to advertise their film for distribution and pitch their idea to investors.

4. Film Study Students will view a range of films and evaluate their impact on viewers, they will respond to how the impact is measured and their overall success of the film.

HOW STUDENTS ARE ASSESSED

Students are assessed in the areas of Design, Production and Critique. Possible assessment items may include:

- Multimodal – photography folio
- Media Interview design and production
- Film Trailer transposition and creation
- Film design and creation
- Poster creation and film pitch
- Film study response to stimulus
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

TERM 1
- Music Production and Technology/Riffs, Ostinatos & Loops
- Composition & Performance (Live sound mixing)

TERM 2
- Music’s Greatest Hits
- Performance & Analysis (of an Era)

TERM 3
- Like a Version
- Project: Arrangement & Performance

TERM 4
- Jazz/Vocal Music
- Written Exam

HOW STUDENTS ARE ASSESSED

- Performing – the student sings and/or plays rehearsed material or improvises within a defined learning context
- Composing – the student demonstrates their ability to notate their own individual understanding within a defined learning context
- Musicology – aural or visual examinations, aural or rhythmic dictations, and oral presentations/written responses where the students show familiarity with the elements of music or reflect on an analysis of music within a defined learning context.

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.
TECHNOLOGY – DESIGN TECHNOLOGY

INTRODUCTION

Design Technologies enrich and impact on the lives of people and societies globally, playing an important role in transforming, restoring and sustaining societies and natural, managed, and constructed environments.

Design Technology contributes to the development of communication and problem solving skills required for a large number of educational and vocational aspirations. This program provides a solid foundation in a variety of careers such as;

- Advertising
- Animation
- Apprenticeships/traineeships
- All trade areas
- Architecture and drafting
- Costume and Fashion design
- Education
- Engineering
- Furniture Design
- Graphic design
- Industrial and Product design
- Interior design and decoration
- Landscape architecture
- Mechanical/electrical
- Web design

Students will develop skills in drawing and sketching, 3D modelling using a range of design software and produce prototypes using 3D printer technology and workshop. These skills assist in the development of communication and solving real world design problems.

TOPICS FOR STUDY

Using a design process students will investigate problems from a variety of contexts, while considering the human needs of individuals and communities, or in response to identified opportunities. Students will explore and analyse design factors to develop ideas and produce products through the practical application of manufacturing technologies and materials.

Some learning experiences that students may undertake are:

- Designing a product for a client
- Manufacturing solutions using a 3D printer or in the workshop
- Developing a business package for the needs of a local business
- Designing an architectural house for a client
- Use of real world computer aided design software; Autodesk and Adobe suite
- Manufacturing using a range of materials and industrial workshop skills
- Presentation drawings and sketches

HOW STUDENTS ARE ASSESSED

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

- Design Folios
- Class activities and discussions
- Practical Workshop 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.

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

Digital Technologies provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These are all necessary when using and developing information systems to make sense of complex ideas and relationships in all areas of learning. Digital Technologies helps students to be regional and global citizens capable of actively and ethically communicating and collaborating.

AREAS FOR STUDY

Digital Technologies more specifically aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

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

Students will undertake several units of work throughout Year 10. These will vary depending on student interests and prior knowledge / skills, but could incorporate the following areas:

- Hardware, Software and Data management
- Algorithm and Programming
- Software and Solution Evaluation
- Social Contexts and Legal Responsibilities
- Project Management

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 ART

INTRODUCTION

This subject is best suited to students who enjoy making artworks and want to express their own creative ideas through Visual Art. 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

TERM 1

• Mask making Unit
  • A historical, spiritual and cultural study of the role and use of masks throughout the ages.

TERM 2

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

TERM 3

• Fantasy Themed Unit using ceramics and Photoshop Art
  • Students create own focus for making

TERM 4

• Themed 2 D Unit
  • Students create own focus for making

HOW STUDENTS ARE ASSESSED

Making and Displaying Images and Objects – Development work in Visual Art 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.
CERTIFICATE II IN SKILLS FOR WORK AND VOCATIONAL PATHWAYS - FSK20113

<table>
<thead>
<tr>
<th>CORE UNITS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FSKDIG03</td>
<td>Use digital technology for routine workplace tasks</td>
</tr>
<tr>
<td>FSKLRG09</td>
<td>Use strategies to respond to routine workplace problems</td>
</tr>
<tr>
<td>FSKLRG11</td>
<td>Use routine strategies for work-related learning</td>
</tr>
<tr>
<td>FSKNUM14</td>
<td>Calculate with whole numbers and familiar fractions, decimals and percentages for work</td>
</tr>
<tr>
<td>FSKNUM15</td>
<td>Estimate, measure and calculate routine metric measurements for work</td>
</tr>
<tr>
<td>FSKOCM07</td>
<td>Interact effectively with others at work</td>
</tr>
<tr>
<td>FSKRDG10</td>
<td>Read and respond to routine workplace information</td>
</tr>
<tr>
<td>FSKWTG09</td>
<td>Write routine workplace texts</td>
</tr>
<tr>
<td>FSKNUM03</td>
<td>Use whole numbers and money up to one thousand for work</td>
</tr>
<tr>
<td>FSKNUM04</td>
<td>Locate, compare and use highly familiar measurements for work</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVE UNITS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FSKLRG07</td>
<td>Use strategies to identify job opportunities</td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
</tr>
<tr>
<td>HLTWHS001</td>
<td>Participate in workplace health and safety</td>
</tr>
<tr>
<td>BSBWOR202</td>
<td>Organise and complete daily work activities</td>
</tr>
</tbody>
</table>

ASSESSMENT

<table>
<thead>
<tr>
<th>These criteria are:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Observations</td>
<td>Short Responses</td>
</tr>
<tr>
<td>Portfolio of Documents</td>
<td></td>
</tr>
</tbody>
</table>

Note: Students who do not complete the full course may still be eligible for a Certificate I Access to Vocational Pathways (FSK10113)

St Eugene College has applied for the qualification to be added to its scope of registration as an RTO and it will only be delivered once registration has been processed by the Queensland Curriculum and Assessment Authority
**CERTIFICATE I IN INFORMATION DIGITAL MEDIA AND TECHNOLOGY - ICT10115**

### CORE UNITS

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICTICT101</td>
<td>Operate a personal computer</td>
</tr>
<tr>
<td>ICTICT102</td>
<td>Operate word-processing applications</td>
</tr>
<tr>
<td>ICTICT103</td>
<td>Use, communicate and search securely on the internet</td>
</tr>
<tr>
<td>ICTICT104</td>
<td>Use digital devices</td>
</tr>
</tbody>
</table>

### ELECTIVE UNITS

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
</tr>
<tr>
<td>BSBSUS201</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
</tbody>
</table>

### ASSESSMENT

These criteria are:

- Practical Projects
- Portfolio of Documents

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YEAR 10 CERTIFICATE I HOSPITALITY COURSE

This course offers students the opportunity to complete 6 units of nationally accredited Hospitality training, worth 2 QCE points upon qualification.

The units covered are:

<table>
<thead>
<tr>
<th>CORE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>STIXCCS001</td>
<td>Provide customer information and assistance</td>
</tr>
<tr>
<td>SITXWHS001</td>
<td>Participate in safe work practices</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHIND001</td>
<td>Use hygienic practices for the hospitality service</td>
</tr>
<tr>
<td>SITHCCC002</td>
<td>Prepare and present simple dishes</td>
</tr>
<tr>
<td>SITHCCC003</td>
<td>Prepare and present sandwiches</td>
</tr>
</tbody>
</table>

ASSESSMENT

Assessment will be in the form of teacher observations, direct questioning, journals and written work and completion of a safety induction checklist.

All practical components of the course are completed in a fully equipped industrial kitchen with training from a formally qualified Chef.

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Please see table below for the costing of individual elective subjects for 2018.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>2018 Levy</th>
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<tbody>
<tr>
<td>Certificate I Hospitality - SIT10216</td>
<td>$200</td>
</tr>
<tr>
<td>Civics and Citizenship</td>
<td>$60</td>
</tr>
<tr>
<td>Dance</td>
<td>$70</td>
</tr>
<tr>
<td>Drama</td>
<td>$70</td>
</tr>
<tr>
<td>Economics and Business</td>
<td>$85</td>
</tr>
<tr>
<td>Geography</td>
<td>$50</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>$60</td>
</tr>
<tr>
<td>History</td>
<td>$50</td>
</tr>
<tr>
<td>Japanese</td>
<td>$70</td>
</tr>
<tr>
<td>Music</td>
<td>$80</td>
</tr>
<tr>
<td>Science</td>
<td>$80</td>
</tr>
<tr>
<td>Technologies - Design and Technologies</td>
<td>$80</td>
</tr>
<tr>
<td>Technologies – Digital Technologies</td>
<td>$50</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>$80</td>
</tr>
<tr>
<td>Work Education</td>
<td>$70</td>
</tr>
</tbody>
</table>
Dare to grow in faith, hope and love

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