



St Eugene College

Dare to grow in faith, hope and love

YEAR 10

2023

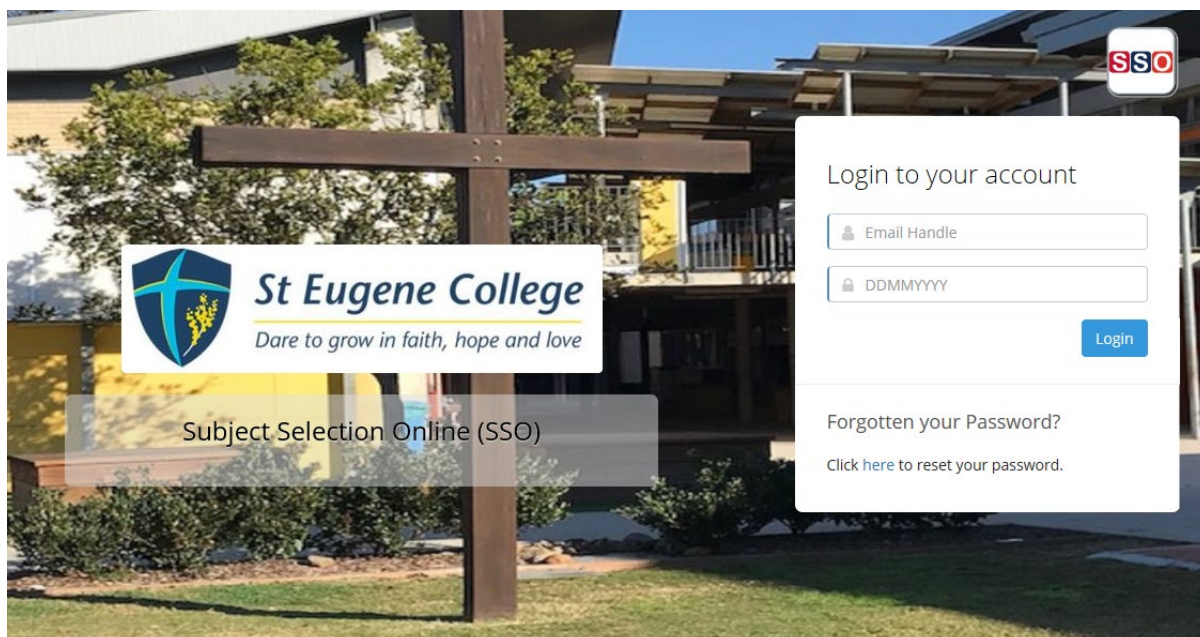
CURRICULUM HANDBOOK

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.



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

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

Step 1: Select three (3) 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 26th AUGUST 2022**

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: Thursday 18th August 2022

TIME: 9:00 PM

The online process will CLOSE:

DATE: Thursday 25th August 2022

TIME: 9:00 PM

COLLEGE VISION AND MISSION

VISION

Enter to **LEARN**

Dare to **GROW**

Leave to **SERVE**

MISSION

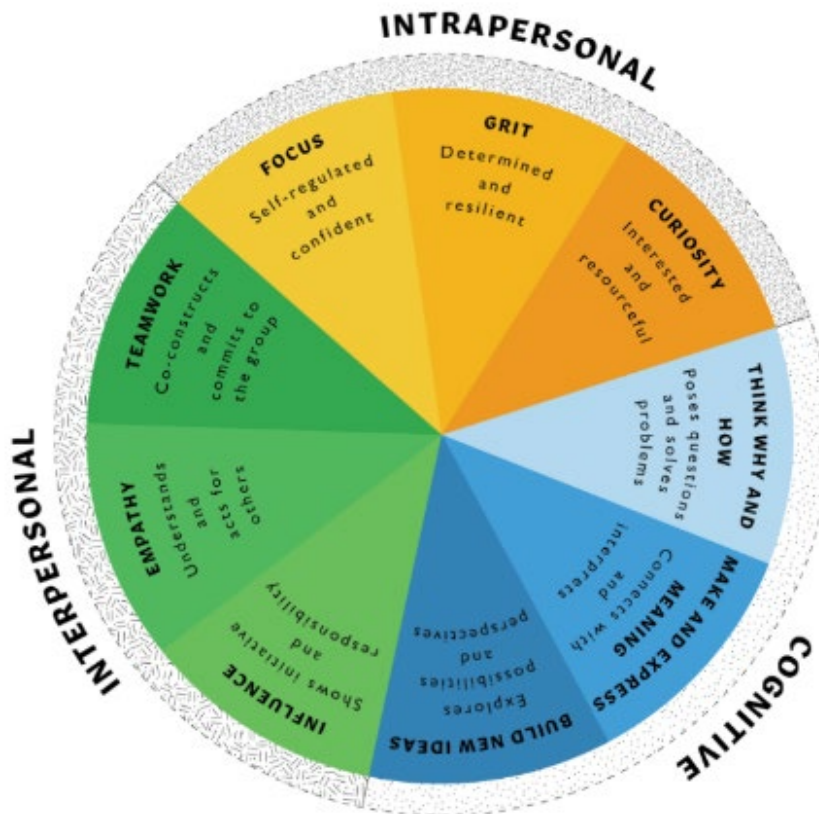
Each student is welcomed into our Prep to Year 12 family as they journey through an engaging environment of deep learning, authentic continuity of curriculum, Christian values and Oblate charism from early childhood to young adulthood.

Values

Dignity; Community; Excellence; Hope; Service



Learning and Teaching at St Eugene College



St Eugene College is committed to delivering a faith-filled curriculum that transforms schooling. The Learning Disposition Wheels provides our learners the essential skills, capabilities, and dispositions to be successful young people at school and in the wider community.

A St Eugene learner will be immersed in the worlds of creativity, communication, collaboration, and critical reflection that will provide real-life learning experiences and opportunities for authentic deep learning. A strong focus on student voice and agency is embedded in learning where students and staff are seen as co-creators of learning.

Learning and wellbeing are connected as one and supported by the practices of a positive climate for learning underpinned by restorative practices of collaboration and harmony.

COLLEGE SENIOR LEADERSHIP

PRINCIPAL

Louise Olley

E: lolley@bne.catholic.edu.au

P-12 HEAD OF CAMPUS

Mitch Ulacco

E: eulacco@bne.catholic.edu.au

ASSISTANT PRINCIPAL – SENIOR YEARS

Sara Wasson

E: scwasson@bne.catholic.edu.au

ASSISTANT PRINCIPAL – MIDDLE YEARS

Tim Clark

E: Tim.Clark@bne.catholic.edu.au

ASSISTANT PRINCIPAL – RELIGIOUS EDUCATION

Cameela-Louise Phipps

E: cphipps@bne.catholic.edu.au



PASTORAL/CURRICULUM AND PROGRAM LEADERS

Curriculum Leaders	Curriculum Area	Email address
Cameela-Louise Phipps	Religious Education	cphipps@bne.catholic.edu.au
Tegan Parry	English/Humanities	tsashby@bne.catholic.edu.au
Greg Millican	Mathematics/Science	gmillican@bne.catholic.edu.au
Nicky Harre	The Arts/College Culture	nicky.rose@bne.catholic.edu.au
Luke Holmes	HPE, Design (Food)	lholmes@bne.catholic.edu.au
Scott Letts	Technologies	sletts@bne.catholic.edu.au
Sharron Wood	Senior Years Learning Leader	sharron.wood@bne.catholic.edu.au
Colette Bennett	Middle Years Learning Leader	Colette.Bennett@bne.catholic.edu.au

Pastoral Leaders	Year Level of Responsibility	Email address
Tamara Collins	Year 7	tamara.collins@bne.catholic.edu.au
Damian Toombs	Year 8	dtoombs@bne.catholic.edu.au
Megan Wilson	Year 9	memawilson@bne.catholic.edu.au
Cassie McCosker	Year 10	Cassandra.McCosker@bne.catholic.edu.au
Tennille Rizzuto	Year 11	ttapper@bne.catholic.edu.au
Danielle Kelly	Year 12	danielle.kelly@bne.catholic.edu.au

Program Leader	Program Area	Email address
Murray Deale	Immersion Learning Coordinator	mdeale@bne.catholic.edu.au
Greg Hohns	Year 7-12 Sport Coordinator	ghohns@bne.catholic.edu.au

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 2023.

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.

VETiS (VET in School)

From Year 10 students have the opportunity to begin to undertake external VET courses as well as school-based apprenticeships and traineeships so it is important to understand how the funding for these courses works as well as how they will impact on students' timetables.

Vocational Education and Training in Schools (VETiS) is a program that enables students to gain nationally recognised qualifications while at school. Students learn skills and knowledge required for specific industries. VETiS can be undertaken in years 10, 11 and 12, and can count towards the Queensland Certificate of Education. VET can also be undertaken while a young person is still enrolled at school through a school-based apprenticeship or traineeship (SAT).

Students at St Eugene College have the opportunity to undertake a range of VET qualifications in their senior years, including TAFE at School courses, certificate courses offered through other external providers (for example the Trade Training College), certificate courses run as school-based subjects in Years 11 and 12 (such as Certificate III in Fitness and Certificate II & III in Health Support Services) as well as school-based apprenticeships and traineeships.

VET in school funding is a program funded by the VET investment budget that allows student to undertake **one** VET qualification at a certificate I or II level without having to pay fee for service (at no cost to the students). Students who wish to undertake more than one VET qualification or a VET qualification at a Certificate level III or higher will typically be required to **pay an additional cost** (fee for service) to undertake that course.

It is important that students **make informed decisions** about where to use their VET in School Funding as they can only utilise this for **one** VET course. If they use up their funding in Year 10 and then change their mind about future pathways which require a different VET course than this can become costly.

School-based apprenticeships and traineeships offer another option for students to undertake VET qualifications whilst at school. Typically these are User-Choice funded and therefore do not affect students VETiS funding. They are also very beneficial as students gain lots of hands on experience and are also paid a wage for the day that they spend at their place of employment.

In terms of the impact on students' timetables, any students who undertakes an external VET course during Years 10 – 12, will study one less elective subject and have a study line in place of that subject to either work on the course (for online courses) or catch-up lessons missed if they are required to attend their course/ traineeship on a particular school day.

WHAT DO YOU STUDY IN YEAR 10?

CORE SUBJECTS


































Religious Education
English
Mathematics
Health and Physical Education
Short Course in Careers Education

ELECTIVE SUBJECTS

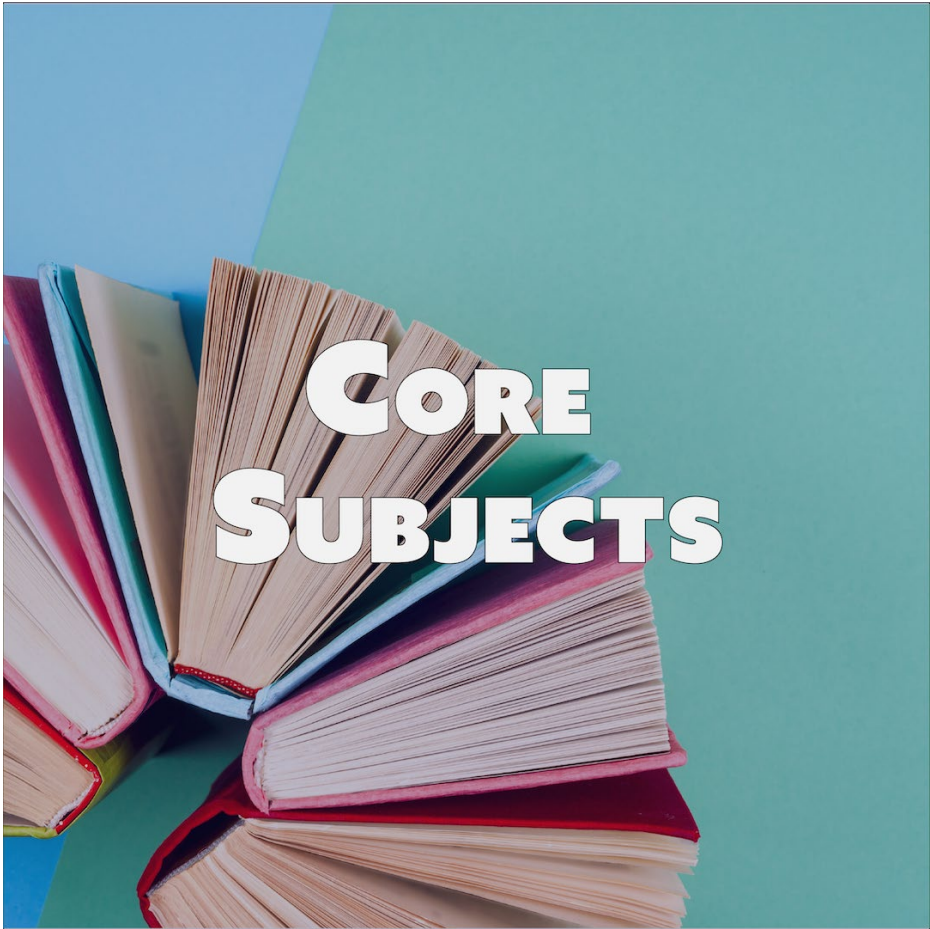
Students select **3 options** to study plus **2 reserves**.

Civics and Citizenship
Dance
Drama
Economics and Business
Geography
History
Media Arts
Music
Science
Technologies: Design Technology
Technologies: Digital Technology
Technologies: Industrial Technology
Technologies: Food Specialisation
Visual Arts
External Course (VET in School options)

Senior Years' Curriculum Map

Year 10 Subjects	Year 11 and 12 Subjects
Religion	Religion and Ethics 
	Study of Religion 
English	Essential English 
	General English 
Mathematics	Essential Mathematics 
	General Mathematics 
	Mathematical Methods 
	Specialist Mathematics (elective) 
Science	Biology 
	Chemistry 
	Physics 
History	Ancient History 
Geography	Geography 
Civics	Legal Studies 
Business	Business Studies 
	Business 
Health and Physical Education	Physical Education 
	Certificate III Fitness 
	Certificate III Health Support Services 
Design Technology - Design	Design 
Design Technology – Industrial Technology	Industrial Technology Skills 
	Furnishing Skills 
Design Technology (Food Specialisation)	Hospitality Practices 
Digital Technology	Information and Communication Technology 
Media Arts	Film, Television and New Media 
Dance	Dance in Practice 
	Dance 
Drama	Drama in Practice 
	Drama 
Music	Music in Practice 
	Music 
	Music Extension (Year 12 only) 
Visual Art	Visual Arts in Practice 

CORE SUBJECTS



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 Religion and Ethics 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

By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style.

They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.

Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images.

Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

TOPICS FOR STUDY

Semester One

- Novel Study – The Happiest Refugee
- Film study – The Boy in Striped Pyjamas
- Persuasive Speech

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 – persuasive spoken

Semester Two General English

- Examination – 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 subject 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 core aspects of 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 both the core and extension aspects of the Year 10 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

- Problem Solving and Modelling Tasks (Semester 2)
- Term / Topic tests (Diagnostic) (Term 1)
- End of Semester Exams

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 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

CAREER EDUCATION

INTRODUCTION

Career Education focuses on the development of knowledge, processes, skills, attributes and attitudes that will assist students to make informed decisions about their options to enable effective participation in their future study, working life and career. The units will encompass career development and career management strategies that help students plan for and shape their future, providing them with the essential knowledge, understanding and skills for participation in the rapidly changing world of work. The course helps students plan for and shape their future in the rapidly changing world of work and is part of the lifelong process of managing life, learning and work.

TOPICS FOR STUDY

My Current Skills and Attributes

In this topic, students begin to develop the self-knowledge, contemporary work skills and resilience necessary to thrive in the 21st century. They come to understand the skills and processes needed to adapt to multiple transitions in work and life, and use opportunities to transfer their developing knowledge, understanding and skills to a range of work-related and career contexts and activities.

The topic also aims to improve students' learning skills so that they become independent, lifelong learners. Students also come to understand that learning is a purposeful activity undertaken to achieve objectives that they value. It is an active process of gaining knowledge and understanding and developing the skills that draw on their prior knowledge and experiences.

My Options for the Future

In this topic, students consider their future directions. They explore job and/or career options that incorporate their interests and skills and set personal goals as they prepare to make successful transitions to work, career and further education and/or training. Based on their developing self-knowledge and aligning the learning requirements of potential careers with current subject choices, students implement the initial stages of career plans.

HOW STUDENTS ARE ASSESSED

Students will complete the following assessments:

- spoken/signed presentation — workplace interview or survey
- extended written response — career investigation
- student learning journal

ELECTIVE SUBJECTS



CIVICS AND CITIZENSHIP

INTRODUCTION

The study of Civics & Citizenship in Year 10 develops students' understanding of Australia's system of government through comparison with another system of government in the Asian region. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained.

TOPICS FOR STUDY

- Systems of government and threats to democracy
- Citizens, 'the Law' and reform processes
- Creating and maintaining a cohesive society

HOW STUDENTS ARE ASSESSED

Students will be assessed using a variety of methods including:

- Argumentative essay
- Inquiry report
- Persuasive speech
- Debate
- Examination

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.

POSSIBLE TOPICS FOR STUDY

Exploring The Pioneers of Contemporary Dance and the wide variety of styles in the Contemporary genre, Bangarra and the style of Contemporary/ Aboriginal Fusion, Dance to create social comment on topical issues, live performances of classwork, exposure to guest choreographers in desired styles, enhancement of group choreography skills, learning and fine-tuning of general Dance and creative techniques, processes and skills.

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 10 program 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 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.

HOW STUDENTS ARE ASSESSED

Making artworks - Presenting - performance of student-devised or scripted drama AND Forming - improvisation, playbuilding, script writing, writing in role.

Responding to artworks - analysis and evaluation of recorded or live theatre, reflective journal entries and written exams.

ECONOMICS AND BUSINESS

INTRODUCTION

The study of Economics and Business in Year 10 gives students the opportunity to further develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. The ways governments manage economic performance to improve living standards is explored, along with the reasons why economic performance and living standards differ within and between economies. Students explore the nature of externalities and why the government intervenes to ensure that prices reflect the depletion of resources or costs to society. Students examine the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce.

TOPICS FOR STUDY

- Organisation, Communication and Work teams
- Improving Business Productivity
- Fundamentals of Business
- Creation of Business Ideas

HOW STUDENTS ARE ASSESSED

Students will be assessed using a variety of methods:

- Extended response exams
- Short response exams
- Feasibility study
- Multimodal presentation
- Anecdotal evidence

GEOGRAPHY

INTRODUCTION

Geography uses an inquiry approach to assist students to make meaning of their world. Through the study of Geography in Year 10, students explain how interactions between geographical processes at different scales change the characteristics of places. Students identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences. They predict changes in the characteristics of places and environments over time, across space and at different scales and explain the predicted consequences of change. They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, economic, political and social criteria and draw a reasoned conclusion.

TOPICS FOR STUDY

There are two units of study in the Year 10 curriculum for Geography:

Environmental change and management

In this unit students focus 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 world views – 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

In this unit students focus 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

Students will be assessed using a variety of methods including:

- Spoken Multimodal Presentations
- Short Response Examinations – Response to Stimulus
- Examinations
- Independent Field Reports

HISTORY

INTRODUCTION

History in Year 10 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.

By the end of Year 10, students explain how interactions between geographical processes at different scales change the characteristics of places. Students identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences. They predict changes in the characteristics of places and environments over time, across space and at different scales and explain the predicted consequences of change. They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, economic, political and social criteria and draw a reasoned conclusion.

TOPICS FOR STUDY

Overview of the Modern World

- Rights and Freedoms
- The Globalising World

Overview of the Ancient World (Paleolithic to the Medieval Period)

- Ancient Religions
- Ancient Weapons and Warfare
- Ancient Economies

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 – FILM, TELEVISION AND NEW MEDIA

INTRODUCTION

The study of media, prepares students for their journey through senior schooling. They will be required to communicate, be creative, collaborate and critically analyse, using transformative learning as their vehicle. They will explore, play with, interrogate and interact with a range of media forms and be able to make decisions about how they are assessed craft their own learning pathway through media arts.

TOPICS FOR STUDY

Auteur Theory Directors as storytellers	The Marvel Phenomenon	Media Manipulation	Cut and Paste – Dissecting Editing
--	----------------------------------	-------------------------------	---

HOW STUDENTS ARE ASSESSED

Students are assessed through the five key concepts: technologies, languages, audience, institutions and representations. The course prepares students for senior Film, Television and New Media by providing opportunities to explore learning and assessment experiences which mirror those offered in the senior phase.

Possible assessment may include (but are not limited to):

- Critical analysis of an auteur
- Ted Talk
- Post Production portfolio
- Short film production
- Screenplay, storyboard or shooting script
- Treatment, synopsis and character outlines
- Extended written analytical exam

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.

The subject Music focuses on students making music and the ability to think and express themselves in sound. Through immersion in repertoire from a variety of cultural and historical contexts, students learn to create, present and respond to music.

Music builds self-discipline, confidence, creativity, teamwork, coordination, literacy and numeracy skills. The program uses a practical, hands on approach and explores technology and how to use a DAW (digital audio work station). Students do not need to already be able to play an instrument or read music to be successful in this course.

Study of music in Year 10 will prepare students for studies in The Arts within senior, including industry-based studies and external courses.

TOPICS FOR STUDY

Music from the Stage to Screen – an exploration from Musicals to Opera to Media to Video Games to Film

The Music Industry – Song writing, live performance stagecraft (sound and stage) and career pathways

Music's Greatest Hits – From Bach to Bowie and beyond!

Aussie Hits – Exploring the contemporary fusion of our Indigenous Peoples and the music of today

HOW STUDENTS ARE ASSESSED

- Original compositions
- Arrangements/Remixes
- Individual/Group Performances
- Responding to live Performance (theatre visits)

SCIENCE

INTRODUCTION

Science provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, science's contribution to culture and society and its application 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 in Year 10 Science 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 wish, in science-related careers.

TOPICS FOR STUDY

The four main topics for study in Year 10 Science include:

Biological Sciences – inheritance and genetics; theories of evolution and diversity

Chemical Sciences – atomic structure and properties; chemical reactions

Physical Sciences – conservation of energy and transformations; motion of objects

Earth and Space Sciences – the origin of the universe; global systems and cycles

HOW STUDENTS ARE ASSESSED

The Year 10 Science course at St Eugene College is designed to prepare students for further study in Physics, Chemistry and/or Biology in the senior years, through engaging lessons and experiments. We strongly encourage any students considering any of these three subjects in senior to study science in year 10. However, students who are not going to study any sciences in senior, but are interested in science, are encouraged to enrol in this subject as well.

Assessment will mirror the styles of assessment students have experienced in middle years science and will meet in senior years:

- Research Investigation
- Student Experiment Report
- Examinations, including data tests.



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. 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

Smart and Autonomous Systems

Students acquire, store and validate real-world data from autonomous systems using a general-purpose programming language. They will design and implement modular programs using inputs and outputs. Students will also develop autonomous systems for increasingly complex robotic systems. Students consider the opportunities for enterprise by developing solutions for real world problems.

Creative Media

Students will explore creative applications of digital technologies. They will investigate and apply production skills to manipulate photographic and cinematographic hardware. Using industry-standard software, including the Adobe media suite, students will edit still and motion images to create a production for an audience.

HOW STUDENTS ARE ASSESSED

Assessment is undertaken through a variety of tasks, including digital projects 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.

DESIGN TECHNOLOGIES – INDUSTRIAL TECHNOLOGIES

INTRODUCTION

Design Technologies - Industrial Technologies offers students an introduction to the concepts, skills and processes required in the senior technologies subjects and trade industry. Students will gain experience in furnishing and engineering (metal) practices. Students will communicate their understanding through workshop projects and logbooks.

TOPICS FOR STUDY

Safe work practices – Students will continually complete and identify safe work practices, exploring how these align to WHS in the real world.

Industrial practices – Students will manufacture a project using technologies associated with mixed medium (plastics, wood, metal). Students will need to identify the steps involved in planning and managing the production of product within a given time frame.

Engineering practices – Students will manufacture a project using technologies associated with metalworking. Students will need to identify the steps involved in planning and managing the production of product within a given time frame.

Furnishing practices – Students will manufacture a project using technologies associated with furnishing. Students will need to identify the steps involved in planning and managing the production of product within a given time frame.

HOW STUDENTS ARE ASSESSED

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

- Practical projects
- Logbook
- Exam

DESIGN TECHNOLOGIES – DESIGN

INTRODUCTION

Design Technologies – Design engages students in solving real world design problems through projects and challenges. The subject requires students to solve these problems using the Senior Design ‘double diamond’ process allowing students to explore the design situations then developing solutions. Within this course, students will be able to develop skills in Computer Aided Drawing (CAD) and will provide an introduction to the Senior Design and Technologies courses offered in years 11 and 12.

TOPICS FOR STUDY

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 real-world problems. Through using research, problem-solving and the design process, students will provide solutions for the problem using a range of CADD and construction technologies such as laser cutting, 3D printing.

Built Environment (Architecture) – students are introduced to architectural design and CADD drafting. They develop skills of how to design a structure considering a client’s needs and wants, considering building regulations.

Design as Identity – What does successful designs look like? How might we support and promote an icon/company for their needs and wants? Students consider business, graphic design and media design to promote a client’s needs and wants.

HOW STUDENTS ARE ASSESSED

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

- Design Folios
- Class activities and discussions
- Design challenges

DESIGN 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. Students will use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identify needs or opportunities. They will work independently and collaboratively using a range of technologies including graphical representation techniques to communicate ideas and production plans, including identification of steps involved in planning and production of designed solutions.

During this course students will explore the fundamentals of food preparation and catering for others. They will investigate planning and preparation of food for larger groups, use of catering equipment, menu creation, food presentation and research 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.

TOPICS FOR STUDY

During this course students will complete the following units of work which will include both theoretical and practical elements:

Term 1	Term 2	Term 3	Term 4
Basic Cookery Methods	Café	Food for Thought	Celebration Time

HOW STUDENTS ARE ASSESSED

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

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

Pastel drawing and sculpture (Steam Punk).
Printmaking (Social Comment)
Photoshop and Portraits (Cubism)
Ceramics (Conceptual Art)
Own Choice of Media.

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 artwork, reflective and responding tasks, exams.



St Eugene College

Dare to grow in faith, hope and love

138 Station Rd BURPENGARY QLD 4505 P: (07) 3491 4600

E: pburpengary@bne.catholic.edu.au W: www.steugene.qld.edu.au