



St Eugene College

Dare to grow in faith, hope and love

YEAR 10

2026

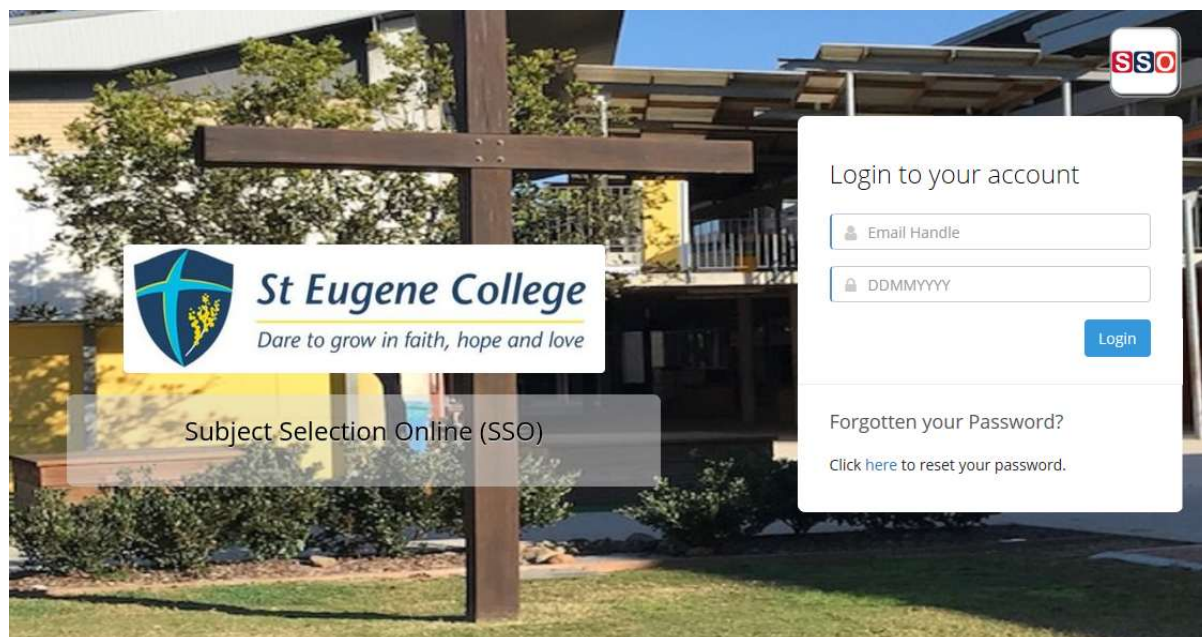
CURRICULUM HANDBOOK

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**

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: Monday September 1st TIME: 8:00pm

The online process will CLOSE:

DATE: Friday September 5th 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



COLLEGE SENIOR LEADERSHIP

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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
- Align with their intended pathways

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 engage 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.

SUBJECT SELECTION THROUGH THE PHASES OF LEARNING

Years 7 & 8

- **Broad Exposure:**
- Students experience a variety of core subjects and explore introductory elective subjects to understand different disciplines.
- **Discovery:**
- This phase is about discovering interests, strengths, and potential passions across diverse subject areas.

Years 9

- **Specialisation Begins:**
- Students gain more control and choose elective subjects, which are often more complex and abstract and set the foundation for senior subjects.
- **Self-Awareness:**
- This period involves developing a better understanding of personal likes, dislikes, skills, and abilities.
- **Pathway Awareness:**
- Students begin to consider future pathways, such as apprenticeships, traineeships, or further vocational training.

Years 10 - 12

- **Strategic Choices:**
- Subject selections become important for future career aspirations and opportunities.
- **Goal Alignment:**
- Students align their subject choices with their post-secondary goals, whether that's university or vocational pathways.

SENIOR PHASE LEARNING PATHWAY INFORMATION

From Year 10 students choose a pathways program from one of the following options:



Industry Recruit - for the Pathway to Industry

Prepare for a trade or industry career as an Industry Recruit in Year 10.

Develop independent learning and organisation skills to be successful in your pathway to employment in trades and industry. Explore electives for your Senior pathway, including Vocational Education & Training (VET) experiences such as Trade Taster or an early start on a school-based traineeship or apprenticeship. Participate in work site visits to explore industry possibilities and seek work experience opportunities.



Senior Scholar - for the Pathway to University

Prepare for a pathway to university as a Scholar to build academic skills.

Explore electives for your Senior studies, such as extension subjects to prepare for the rigour of Senior subjects and the ATAR Pathway. Study skills coaching and pathway monitoring. Consider engaging in opportunities to build your QCE credits early. Engage in career exploration experiences and set goals for your learning and academic outcomes.



Flexi Future - for the Combined Pathway

Prepare for your pathway to industry, work or university by building skills.

Develop independent learning and organisation skills. Explore your interests through electives, including early start of a Vocational Education & Training (VET) qualification for further employability skills, and short courses for QCE credits. Explore the possibilities of a school-based traineeship or apprenticeship as well as alternative entry pathways to university.

* Student learning in Career Education, English and Religion will be tailored to their pathway selection.

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 2024.

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

Science

Careers and Pathways
Education (specialised
depending on pathway selected)

ELECTIVE SUBJECTS

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

Civics and Citizenship

Economics and Business

Geography

History

Media Arts

Music

Physical Education

Digital Technologies

Design Technologies - Design and Graphics

Design Technologies - Materials (Engineering)

Design Technologies - Food Specialisations

Design Technologies - Fashion

Visual Arts

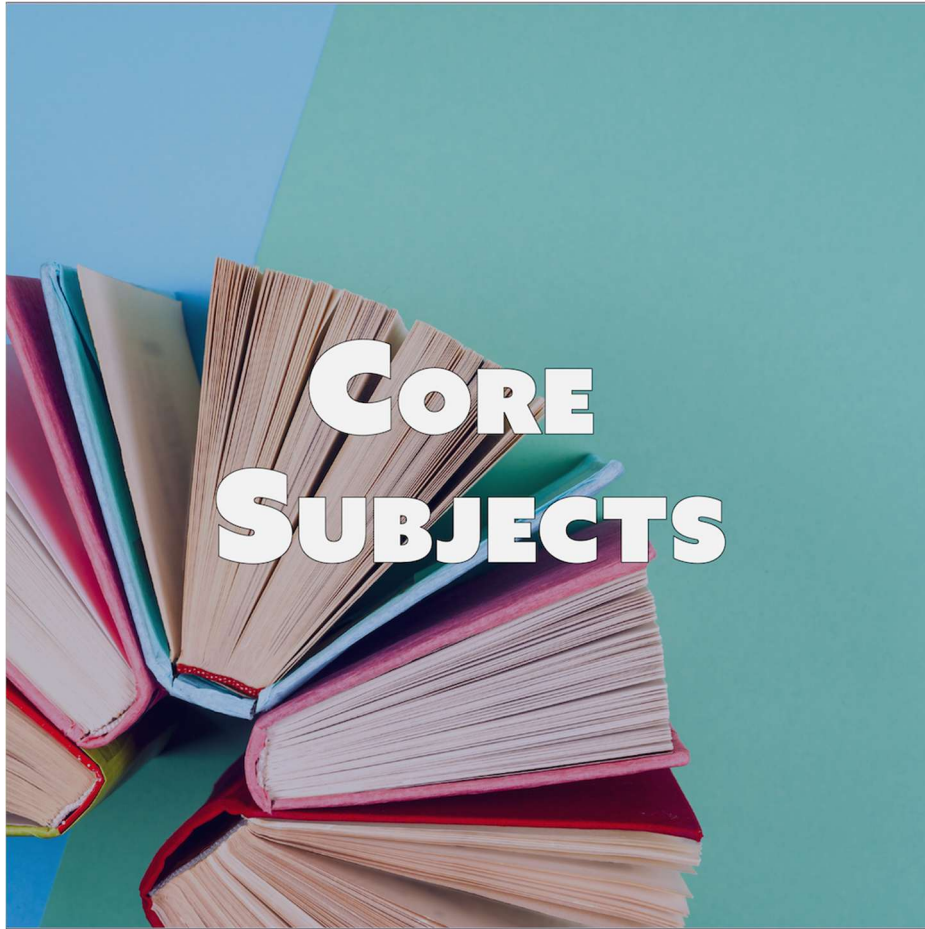
External Course (VET in School options)

SENIOR YEARS' CURRICULUM MAP

Year 10 Subjects	Year 11 and 12 Subjects	
Religion	Religion and Ethics	
	Study of Religion	
English	Essential English	
	General English	
	Literature	
Mathematics	Essential Mathematics	
	General Mathematics	
	Mathematical Methods	
	Specialist Mathematics (elective)	
Science – ATAR Pathway	Biology	
	Chemistry	
	Physics	
Science – Practical and Applied	Science in Practice	
History	Ancient History	
Civics	Legal Studies	
Business	Business Studies	
	Business	
Sport and Recreation	Sport and Recreation	
Physical Education	Physical Education	
	Certificate III Health Support Services	
Design Technologies - Design and Graphics)	Design	
	Industrial Graphics Skills	
	Fashion	
Design Technologies – Materials (Engineering)	Industrial Technology Skills	
	Furnishing Skills	
Design Technology - Food Specialisation	Hospitality Practices	
Design Technology - Fashion	Design	
	Fashion	
Digital Technology	Information and Communication Technology	
	Digital Solutions (online through Fisher One)	
Media Arts	Film, Television and New Media	
Music	Music in Practice	

	Music & Music Extension (Year 12 only)	
Visual Art	Visual Arts in Practice	
	Visual Art	

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

- Investigation – multimodal response
- Project – multimodal and written response

Semester Two: Study of Religion

- Investigation – inquiry response
- Examination – extended analytical response

Semester Two: Religion

- Investigation – written response
- Project – product and spoken

ENGLISH

INTRODUCTION

The English curriculum is built around the 3 interrelated strands of *Language, Literature and Literacy*. In Year 10 students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts including film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multimodal texts. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of how texts, language, and visual and audio features are influenced by context.

TOPICS FOR STUDY

Semester One

- Film Study Unit – The Boy in Striped Pyjamas
- Persuasive Unit

Semester Two

- Creative Written Unit
- Nove/Play Study Unit

HOW STUDENTS ARE ASSESSED

Students create a range of imaginative, analytical and persuasive types of texts and complete assessment tasks tailored to prepare them for either General English, Literature OR Essential English in Year 11 and 12.

Semester One

- Extended response – persuasive written response
- Extended Response – persuasive spoken

Semester Two

- Examination – imaginative written response
- Examination – analytical written response or short response

MATHEMATICS

Semester 1

All students will study Year 10 ACARA Mathematics Curriculum v9.0 in Semester 1.

Topics for Study:

- Number – approximations and their application in measurement and calculations
- Algebra – exponent laws, algebraic and graphical displays of functions, growth and decay
- Measurement – surface area and volume, measurement errors, scaling and proportion
- Statistics – bivariate data analysis, including scatterplots and regression

Semester 2

Students will choose one of three options in Semester 2 – Core Mathematics, Extension Mathematics or Short Course in Numeracy. Students and parents will be guided in this choice by previous Mathematics advice from the teacher / Curriculum Leader and/or their anticipated subject choices for Mathematics in Senior Years.

Short Course in Numeracy

The course focuses on aspects of numeracy and is informed by the Australian Core Skills Framework (ACSF). The requirements for a grade of C in this Short Course mirror the numeracy requirements for ACSF Level 3.

In this course of study students will:

- learn a variety of strategies to develop and monitor their own learning
- identify and communicate mathematical information that is embedded in a range of texts and contexts from everyday life and work
- use mathematical processes and strategies to solve problems in a range of situations
- reflect on outcomes and the appropriateness of mathematical processes used.

Numeracy is a Short Course suited to students who are interested in pathways beyond school that lead to vocational education and/or work, or need support to be successful in Essential Mathematics. A course of study in Numeracy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Core Mathematics

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

Topics of Study

- Algebra – linear simultaneous equations; graphical representations; inequalities (including linear programming)
- Measurement – logarithmic scales; practical problems involving trigonometry and Pythagoras' theorem
- Space – congruency and similarity, as they relate to navigation; networks
- Probability – Chance experiments; conditional statements

Extension Mathematics:

The focus of this Mathematics course is to provide students preparation for both Mathematical Methods and Specialist Mathematics in Year 11 and 12 by focussing on both the core and optional aspects of the Year 10 ACARA Mathematics Curriculum v9.0.

Topics for Study:

- Measurement – rational and irrational numbers, including surds, logarithms and exponentials, trigonometric ratios in context, trigonometric functions
- Space – congruency; proofs of geometric theorems, including circle theorems
- Algebra – linear and quadratic functions, simultaneous equations
- Probability – conditional statements, simulations of complex chance experiments

How students are assessed

Core and Extension Mathematics (S1 & S2)	Short Course in Numeracy (S2)
• Achievement Standard Quizzes • Problem Solving and Modelling Task • Unit and Term exams	• Extended response (oral mathematical presentation) • Examination – short response • Student Learning Journal

SCIENCE

Next year, we're offering **two engaging options** for Year 10 Science of which you will need to choose one:

Option 1: Science ATAR Pathway

- Designed for students considering senior sciences (Biology, Chemistry, Physics).
- Focus on scientific investigations, data analysis, and research skills.
- Great preparation for ATAR pathways.

Option 2: Practical & Applied Science

- Hands-on projects, real-world science, and community involvement.
- Opportunities to participate in science fairs, competitions, and citizen science.
- May include links to VET pathways and Science in Practice in Year 11.

We Want Your Input!

Help shape the course! A survey will be circulated to all year 9 students, so fill out the survey to tell us what excites you about science and how you'd like to learn.

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
- Purpose of Representative Government and parliamentary speeches

HOW STUDENTS ARE ASSESSED

Students will be assessed using a variety of methods including:

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

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

The Year 10 curriculum involves the study of 2 sub-strands.

Environmental change and management – focuses on the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views that influence how people perceive and respond to these challenges. Students have the opportunity to examine the causes and consequences of a change within the context of a specific environment and the strategies to manage the change.

It is suggested that the study of this topic draws on studies from within Australia, and other countries.

Geographies of human wellbeing – focuses on global, national and local differences in human wellbeing between places, the different measures of human wellbeing, and the causes of global differences in measurements between countries. Students consider the spatial differences in wellbeing within and between countries, and programs designed to reduce the gap between differences in wellbeing.

HOW STUDENTS ARE ASSESSED

Students will be assessed using a variety of methods:

- Extended response exams
- Short response exams
- Field report
- Multimodal presentation
- Anecdotal evidence

HISTORY

INTRODUCTION

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 20th century became a critical period in Australia's social, political, economic, cultural, environmental 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, and the demands for rights and recognition by First Nations Australians.

Students also have the opportunity to learn about Ancient cultures with an emphasis on developing their skills of historical inquiry.

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.

POSSIBLE TOPICS FOR STUDY (students will collaboratively decide what skills, knowledge and understanding they would like to build)

Auteur Theory: Directors as storytellers	Documenting Real Life	Media Manipulation	Cut and Paste – Dissecting Editing
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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
- 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 reflect on 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 workstation).

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.

POSSIBLE TOPICS FOR STUDY

<u>Music from the Stage to Screen</u> an exploration from Musicals to Opera to Media to Video Games to Film	<u>The Music Industry</u> Song writing, live performance stagecraft (sound and stage) and career pathways
<u>Music's Greatest Hits</u> From Bach to Bowie and beyond!	<u>Aussie Hits</u> Exploring the contemporary fusion of our First Nations Peoples and the music of today

Semester two will be a student guided topic based upon the interests of the class.
Previous topics have included: Heavy Metal Fusion and Movie Music

HOW STUDENTS ARE ASSESSED

- Original compositions
- Arrangements/Remixes
- Individual/Group Performances
- Reflecting on Performance (annual QPAC musical theatre visits)

PHYSICAL EDUCATION

INTRODUCTION

Students in physical education evaluate their participation and performance in a range of authentic physical activities. Students will be involved in the practical performance of these activities as well as in studying various theoretical concepts associated with them. Physical Education aligns closely with the Movement and Physical activity strand of the Australian Curriculum and is a subject which combines both physical and academic skills. A high level of interest, willingness to participate in practical activities and an ability to complete written tasks is required for this subject. This course is advised if you plan to study Physical Education in Years 11 and 12.

TOPICS FOR STUDY

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

- Volleyball
- Oztag
- Netball

Integrated Theoretical Elements will include but are not limited to:

- Functional Anatomy
- Sport Psychology
- Energy Systems
- Fitness Components
- Fitness Programming

Year 10 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. Possible career pathways related to this subject include Exercise Science, Human Movement, Health and Physical Education teaching, Sports Journalism and Physiotherapy. 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 Physical Education will be assessed on both practical and theoretical elements of the course.

A variety of assessment methods will be used including:

- Folio Tasks
- Written Examinations
- Research Reports
- Video Evidence

SPORT AND RECREATION

INTRODUCTION

Sport and recreation are deeply embedded in Australian culture, offering both social and competitive opportunities that enhance wellbeing and form a major part of people's leisure time. These activities also contribute to a growing industry, creating employment linked to major events like the Commonwealth and Olympic Games. The Sport & Recreation subject helps students build interpersonal, vocational, and physical skills through active participation, planning, and reflection. Students learn to appreciate the value of sport and recreation in their own lives and communities, fostering lifelong engagement and personal development.

TOPICS FOR STUDY

In year 10, the topics for study will come from the following unit options:

Unit Option A – Event Management

Unit Option B – Optimising Performance

Unit Option C – Athlete development and wellbeing

Unit Option D - Emerging trends in sport, fitness and recreation

In Year 10 Sport and Recreation, students will build essential physical skills, knowledge, and understanding that lay the groundwork for senior studies in Years 11 and 12. The subject prepares students for a range of career pathways in the fields of fitness, outdoor recreation and education, sports administration and sport performance. A significant portion of the course is dedicated to hands-on practical activities, ensuring students actively engage with the physical components of the curriculum.

HOW STUDENTS ARE ASSESSED

Over the course of study, students will complete a variety of assessment methods incorporating written, spoken and visual modes.

These will include:

- Project Folios
- Performance Tasks

DIGITAL TECHNOLOGIES

INTRODUCTION

Step confidently into the future with Digital Technologies—a subject at the cutting edge of innovation, creativity, and real-world impact. In today's rapidly evolving digital landscape, mastering these skills is more than advantageous; it's essential. You'll discover how information systems, automation, and digital solutions are transforming the world, and learn how to harness these tools ethically and powerfully for the benefit of society, the economy, and the environment. Digital Technologies doesn't just prepare you for the jobs of tomorrow—it empowers you to shape them.

TOPIC FOR STUDY

Smart and Autonomous Systems

Imagine programming robots to solve authentic, complex challenges and designing intelligent systems that can think for themselves! In this subject, you'll get hands-on with real-world data, using industry-leading programming languages to build and innovate. Delve into the fascinating world of autonomous devices—like drones and smart sensors—and explore how cutting-edge technology is revolutionising industries from medicine to entertainment. You'll even have the chance to develop enterprise solutions to real-life problems, giving you a head start in the digital economy.

Creative Media

Unleash your creative potential by mastering the tools used by professionals in photography, film, and digital design. With access to industry-standard hardware and the full Adobe media suite, you'll become a digital storyteller—editing, producing, and sharing dazzling visual content that captivates audiences. Whether you dream of directing movies, crafting viral content, or simply want to express yourself in new ways, Creative Media offers endless opportunities to shine.

Start your journey in Digital Technologies and become the architect of tomorrow's world.

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.

PATHWAYS TO SENIOR SUBJECTS

- Information, Communication and Technology (ICT)
- Digital Solutions

DESIGN TECHNOLOGIES – MATERIALS (ENGINEERING)

INTRODUCTION

Design Technologies – Materials (Engineering) is your gateway to the exciting world of senior technologies and the trade industry. This subject is perfect for students eager to dive into the hands-on experience of furnishing and industrial technology practices. Through dynamic workshop projects, you'll not only learn but also showcase your understanding and skills.

TOPICS FOR STUDY

Safe Work Practices: Safety first! You'll master safe work practices and understand how they align with real-world WHS standards. This knowledge is crucial for any future career in the trade industry.

Industrial Practices: Get ready to roll up your sleeves and create! You'll manufacture a project using a mix of materials like plastics, wood, and metal. This is your chance to plan, manage, and bring a product to life within a set timeframe.

Engineering Practices: Dive into the world of metalworking. You'll design and produce a project, learning the ins and outs of planning and managing production. This is where your engineering skills will truly shine.

Furnishing Practices: Transform raw materials into beautiful furnishings. You'll undertake a project that involves planning, managing, and creating a finished product. This is your opportunity to showcase your craftsmanship and attention to detail.

This subject is designed to equip you with the essential skills and knowledge needed for a successful career in the trade industry.

HOW STUDENTS ARE ASSESSED

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

- Practical projects
- Logbook

PATHWAYS TO SENIOR SUBJECTS

- Furnishing Skills
- Industrial Technology Skills (Building and Construction, Engineering)

IMPORTANT NOTE: As part of our WHS leather enclosed shoes are compulsory for this elective. We do highly recommend students purchase and wear safety footwear.

DESIGN TECHNOLOGIES - DESIGN & GRAPHICS

INTRODUCTION

Unlock your creativity and shape the future with Design Technologies – Design & Graphics! This dynamic subject immerses you in real-world challenges, from creating solutions that improve lives to mastering cutting-edge skills in Computer Aided Drawing (CAD), laser cutting, and 3D printing. Guided by the Senior Design 'double diamond' process, you'll transform bold ideas into practical innovations through teamwork, empathy, and design thinking. Whether you aspire to be an architect, engineer, or digital creator, this course is your launchpad to senior pathways and endless possibilities—don't just imagine change, design it!

TOPICS FOR STUDY

Creating a Better World: Imagine being the architect of positive change. In this dynamic topic, students become real-world innovators, tackling genuine problems that matter. Working in teams, they harness cutting-edge tools like laser cutting and 3D printing, bringing exciting ideas to life. Through hands-on projects and design thinking, students don't just talk about the future—they build it.

Built Environment (Architecture and Interior Design): Step into the shoes of an architect and transform blank spaces into inspiring environments! Students master professional CADD drafting skills, learning how to turn client dreams into captivating designs that meet regulations and real needs. This topic opens doors to a world where creativity shapes the spaces we live, work, and play in.

Designing with Empathy: Unleash the power of compassion in design. Here, students go beyond technical solutions, immersing themselves in the stories and challenges of real people. By understanding diverse experiences—like mobility barriers or sensory needs—students create groundbreaking products, spaces, or digital tools that foster dignity, inclusion, and independence. This topic proves that design is not just about objects; it's about making lives better, one innovation at a time.

HOW STUDENTS ARE ASSESSED

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

- Design Folios
- Class activities and discussions
- Design challenges

PATHWAYS TO SENIOR SUBJECTS

- Design
- Industrial Graphics Skills
- Fashion

DESIGN TECHNOLOGIES - FOOD SPECIALISATIONS

INTRODUCTION

Are you ready to ignite your creativity and step into a world where food meets innovation? Food Specialisations is more than just another school subject—it's your launchpad into one of Australia's most vibrant industries. Here, you'll master the essentials of food preparation, catering, menu creation, and the art of food presentation, all while exploring career opportunities in design and hospitality. Dive into hands-on experiences as you work both independently and in teams, transforming everyday ingredients into extraordinary creations, learning industry-standard techniques, and building vital skills in food safety and hygiene.

This course doesn't just teach you to cook—it empowers you to become a visionary, a leader, and a creator. Whether you dream of being a chef, an event planner, an entrepreneur, or a designer, Food Specialisations will give you the practical experience and industry insight to turn your passion for food into a future filled with endless possibilities. Join us and unlock the creative, dynamic career pathways that await you in the exciting world of food and hospitality!

TOPICS FOR STUDY

Methods of Cookery: Discover the secrets behind sensational dishes as you master a spectrum of cooking techniques, from sizzling sauté to decadent baking. We'll equip you with the skills, confidence, and hygiene know-how to excel in any kitchen—all while fostering teamwork and independence in an energetic, hands-on environment.

Café: Ever dreamed of running your own café or working in a bustling hospitality venue? Now's your chance. You'll design mouthwatering menus, and serve with flair using commercial equipment. Experience the rush of hospitality and learn what it takes to thrive in customer-focused roles, making connections that last a lifetime.

Multiculturalism in Australia: Take a culinary journey around the globe without leaving the classroom. Explore world cuisines, create inspired multicultural dishes, and discover how food brings people and cultures together. This unit is more than cooking—it's about stories, traditions, and the art of connection.

Celebration Time: Food is at the heart of every celebration. In this unit, you'll design festive menus, cater for special occasions, and master the art of presentation. Become the creative force behind memorable events, learning the skills that make every gathering unforgettable.

HOW STUDENTS ARE ASSESSED

- Practical and Folio tasks
- Catering for specific function
- Theory Exam

PATHWAYS TO SENIOR SUBJECTS

- Hospitality Practices

IMPORTANT NOTE: As part of our WHS leather enclosed shoes are compulsory for this elective.

DESIGN TECHNOLOGIES - FASHION

INTRODUCTION

Design Technologies – Fashion immerses students in the world of apparel, textiles, and creative expression. The program challenges students to tackle real-world design problems by conceptualising and constructing garments or accessories, exploring the Senior Design ‘double diamond’ process to investigate design opportunities and develop innovative solutions. Throughout the course, students gain valuable skills in fashion illustration, pattern making, and tools, while building an understanding of trends, materials, and sustainable practices. This subject also serves as an introduction to the Applied Fashion and General Design courses available in Years 11 and 12, providing a strong foundation for further study in the fashion industry.

TOPICS FOR STUDY

Sustainable Fashion Foundations

Students explore the impact of fashion on the environment and society, examining eco-friendly textiles, ethical production methods, and the principles of slow fashion. Through hands-on projects, learners create upcycled garments or accessories, analysing the lifecycle of materials and considering ways to reduce waste within the industry.

Fashion Forward – Designing for the Future

This unit investigates cutting-edge trends and emerging technologies shaping tomorrow’s apparel—from smart fabrics and wearable tech to digital patternmaking and 3D printing. Students research how global shifts, innovation, and cultural influences drive the evolution of fashion, then propose futuristic concepts that respond to changing consumer needs and environmental challenges.

The Art of Costume Design

This unit invites students to explore the world of costume design for theatre, film, and performance. Learners study character analysis, script interpretation, and the creative process behind designing costumes that help tell a story. Through practical projects, students design and construct costumes for specific characters or productions, considering how material choices, historical context, and visual storytelling influence the final creations.

HOW STUDENTS ARE ASSESSED

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

- Design Folios
- Projects

PATHWAYS TO SENIOR SUBJECTS

- Design
- Fashion

IMPORTANT NOTE: As part of our WHS leather enclosed shoes are compulsory for this elective.

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

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