

YEAR 10 | 2022

SUBJECT SELECTION GUIDE



St Joseph's College

COOMERA

Courage to Love, Learn and Serve



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The St Joseph's Graduate

The staff and leadership of St Joseph's College understand we are a foundational influence in their lives in guiding young people in their educational journey. We have, with parents, the great honour and responsibility of challenging and shaping the character, spirit and intellect of our young people and their faith.

Our school will prepare the intellect of each child for the journey that awaits. However, our greater function is to ensure the foundational elements of faith and character are secure. In so doing we ensure a life that may be lived to the full as Christ intended. A belief anchored in our faith where each child's actions and decisions are founded in strength and integrity.

As such the St Joseph's graduate will:

- Be persistent in their thoughts and attitudes and have an ability to think flexibly being solution focused
- Show empathy and search for understanding of other people and act 'beyond themselves' through service and action within their communities
- Strive for accuracy, question the world around them and pose problems for solution to create a society of integrity and reflectiveness
- Think and work interdependently and understand that through cooperation and collaboration the best outcomes, and best practice, is ensured.
- Be encouraged to think and communicate with clarity and precision, gathering data from multiple sources through multiple mediums, ensuring responsibility, reliability and success in decision making and action.
- Always look to create, imagine and innovate in the world around them to shape their own path in the world.
- Endeavour to take time, manage their impulsivity and take risks that are responsible and beneficial to our communities now and in the future.
- Will always look to learn, and reflect on their learning, to ensure their continuous improvement, always thinking about the past to inform their future direction and new experiences.
- Enjoy life to its fullest, finding humour, responding with joy and experiencing the fullness of God's creation with awe.

CONTENTS

Introduction.....	4
How to Choose Elective Subjects.....	5
Learning Options Overview.....	6
Middle Years Curriculum.....	7
Subject Selection Process.....	7
Enquiries.....	8
Core Subjects Overview.....	9
 Elective Subjects.....	
Economics, Business & Legal Studies.....	11
History.....	12
Geography.....	12
Health and Physical Education.....	13
Chinese.....	14
Drama.....	15
Media & Film Studies.....	16
Music.....	17
Visual Arts.....	17
Digital Technologies.....	18
Design and Technologies.....	18
Design and Technologies (Engineering and Materials).....	19
Design and Technologies (Production Skills)	20
Design and Technologies (Food Specialisation).....	21
Design and Technologies -Introduction to Hospitality.....	21

INTRODUCTION

Our Year 9 students are at a very exciting part of their journey across their secondary schooling... nearly halfway! Next time we talk Subject Selection in Year 10, our students will be about to embark on Year 11 and 12; and finish what is called the *Compulsory Phase of Learning*.

At each juncture across their secondary years, where students have been able to make choices about their curriculum plan, they have been well guided by two key questions:

What am I good at?

What do I enjoy?

Research, and common sense, would support that where we enjoy something, we are more motivated and better engaged to enjoy success. It would make sense that these would then be areas where possible careers or areas of work would be well matched.

We are proud of the value our parents place on these processes being integrally involved in key conversations with St Joseph's College staff and their sons or daughters. Thank you for the investment you are placing in your child's future.

In designing a curriculum plan for Year 10, students will be asked to provide their preferences and using these will be allocated to a course of study. Students are required to demonstrate a commitment to these year long electives. As we move to Years 11 and 12, the new Senior Schooling will not support or benefit students who make changes to their course of study. For this reason, we will introduce our students to this expectation; making a commitment to their subjects as they progress in length from a term, to a semester, to a full year course and to a two-year Senior course.

This guide will assist students and parents in making an appropriate selection of elective subjects in the areas of Humanities, Languages, The Arts and Technologies for Year 10.

It is possible not all these course offerings will run, and this will be based on the demand and capacity of the College to offer the course.

We are excited to work with students and their parents across the next few years as we navigate pathways for each individual student at St Joseph's College.

HOW TO CHOOSE ELECTIVE SUBJECTS

Choosing your elective subjects for Year 10 is an opportunity for you to explore and discover your own particular talents, skills and interests. When selecting your elective subjects, you should consider subjects you enjoy and will be successful in. It is also very important to keep in mind how choices may contribute to building a pathway into Years 11 and 12, and subsequently your future career goals and aspirations.

When choosing your elective subjects there are a few things you should consider:

- What are my personal interests and hobbies?
- What am I good at and will be successful in?
- What are my career goals and aspirations?

The subjects you choose may lead to new career pathways or interests e.g. Art may lead you to cultivate an interest in the Arts. You may become an Artist or enjoy it as a hobby. Even if you did not pursue a career in Art, it could help you to pursue a career in design e.g. Fabrics, Dressmaking and Graphic Art. Similar things might be said about other subject areas.

You are not being asked to make major career choices at this point. The way that the courses are structured at St Joseph's College ensure that most of the Year 11 and Year 12 subjects and subsequent career paths remain open to you even after you complete Year 10.

Steps in Choosing Subjects:

1. Think about the things you enjoy and value.
2. Talk to your parents and teachers.
3. With your parents, complete the **Subject Selection Online process**.

LEARNING OPTIONS OVERVIEW

Learning Area	Years 7-8 (Electives termly)	Year 9 (Electives by semester)	Year 10 (Electives full year course)
Religious Education	Religious Education	Religious Education	Religious Education A (Extension) Religious Education
English	English	English	English A (Extension) English
Mathematics	Mathematics	Mathematics	Maths A (Extension) Maths
Science	Science	Science	Science A (Extension) Science
Health and Physical Education	Health and Physical Education	Health and Physical Education	Health and Physical Education
Humanities and Social Sciences	History Geography Economics and Business Civics and Citizenship	History Geography Economics, Business & Legal Studies	History Geography Economics, Business & Legal Studies
Languages	Chinese	Chinese	Chinese
The Arts	Drama Media Music Visual Arts	Drama Media & Film Studies Music Visual Arts	Drama Media & Film Studies Music Visual Arts
Technologies	Digital Technologies Design and Technologies	Digital Technologies Design and Technologies Design and Technologies (Engineering and Materials) Design and Technologies (Food and Materials)	Digital Technologies Design and Technologies Design and Technologies (Engineering and Materials) Design and Technologies (Production Skills) Design and Technologies (Food Specialisation) Design and Technologies (Introduction to Hospitality)

MIDDLE YEARS SUBJECT CURRICULUM

The curriculum offered to Year 7, Year 8, Year 9 and Year 10 students at St Joseph's College seeks to provide all students with a quality and broad education. Traditionally as the years progress, students are given a greater scope to specialise, adapt course choices to their own talents and abilities, and to develop their plans for future careers and vocations.

CORE KEY LEARNING AREAS

In Year 10, **all** students are required to study the following CORE Key Learning Areas.

- Religion
- English
- Mathematics
- Science
- Health and Physical Education*
- History*

**HPE and History will be delivered over one semester only.*

ELECTIVE SUBJECTS

In Year 10, all students are required to study a set range of elective subjects from Humanities, Languages, Technologies and The Arts. In Year 10, students are asked to **choose three (3) electives** from the subjects listed below which they will study for a full year each.

- Economics, Business & Legal Studies
- History
- Geography
- Chinese
- Health & Physical Education
- Drama
- Media & Film Studies
- Music
- Visual Art
- Digital Technologies
- Design and Technologies (Design)
- Design and Technologies (Engineering and Materials)
- Design and Technologies (Production Skills)
- Design and Technologies (Food Specialisation)
- Design and Technologies (Introduction to Hospitality)

SUBJECT SELECTION PROCESS

1. Students complete the online survey indicating in order of preference, the subjects they wish to study in Year 10.
2. A 'line structure' will be developed that provides the widest range of elective combinations (within timetabling constraints).

3. 'Subject Selection' will have to be reconsidered for the few students (if any) whose preferences are not completely satisfied by the 'line structure'.

Note: Subject selections for new enrolments will be made according to the 'line structure' and are subject to class size constraints.

Choosing Electives

It is important to remember that you are an individual, and that your particular needs and requirements in subject selection will be quite different to those of another student.

This means it is **unwise** to either take or avoid a subject because:

- Your friends are, or are not, taking it;
- You supposedly like or dislike a teacher
- You think it is only for boys or only for girls (all subjects have equal value for males and females)

ENQUIRIES

Do not be afraid to consult the appropriate teachers, Curriculum Leaders, Pastoral Leaders or the College Leadership Team. Do not be afraid or too shy to seek their assistance, they are here to help you.

College Leadership Team:

Principal	Mr Simon Crothers
Head of Secondary	Ms Gabrielle Jansen
Assistant Principal – Curriculum	Mr David Grimes
Assistant Principal – Identity & Mission	Mr Danny McCormick

Curriculum Leaders:

English and Humanities	Ms Susan Ridley
STEM	Mr Simon de Souza
Program Leader Senior School Preparation	Mr Wes Guthrie
Program Leader Music Culture and the Arts	Mr Marshall Fenwick
Program Leader – Sport	Mr Dan Kenyon

Pastoral Leaders:

MacKillop & Ignatius	Mrs Tayla-Jay Topp
Unaipon & McCormack	Mr Mark Allen
Francis & Woods	Mr David Richardson

CORE SUBJECTS OVERVIEW

Religious Education

The subject of Religious Education looks at the place of religion, particularly Christianity, in human affairs and is designed to be suitable for all students, whatever their views on religion. In Year 10, Religious Education students learn about various ways in which humans understand the mystery of God or the “Other”, which is ultimately beyond human language, concepts and stories. Students will differentiate between the core beliefs and practices of the major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism. Students will use evidence from Hebrew and Christian Scriptures to differentiate between representations of God by various human authors in different historical, social and cultural contexts and evaluate their relevance for a modern Australian context. In addition to this our students will evaluate and draw conclusions about the ways in which the Church has responded to a range of emerging threats to human and environmental ecology. They will consider the significance of various sources, including Catholic Social Teachings and reasoned judgements of conscience. They will use these, as well as the teachings of Jesus, to create responses to contemporary moral questions.

Finally, our students will consider the various sources that nourish the spiritual life of believers. This includes the Eucharist, the Canticle of Creation and Peace Prayer of St Francis of Assisi, The Magnificat, contemplative and meditative prayer including Lectio of Nature. Students will also participate respectfully in a variety of communal prayer experiences which includes prayer practices for justice, peace, and the environment.

English

The Year 10 English curriculum, at St Joseph's College, is built around the three interrelated strands of language, literature and literacy. Together, these strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students will engage with literature for enjoyment, including various types of media texts, film, digital texts, fiction and non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving higher order reasoning and intertextual references. They will develop a critical understanding of the contemporary media and the differences between media texts. Themes and issues which are relevant in Australia will be studied, including oral narratives and texts from, and about, the experiences of Aboriginal and Torres Strait Island peoples and Asia, to 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, whilst also focusing on traditional elements of language and how they influence society today.

Within this course our students will create a range of imaginative, informative and persuasive texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews, which will be communicated in different formats, such as spoken, digitally and written. Through this process they will manipulate language features and images to engage their audience. The students will evaluate and integrate ideas from a variety of texts to form their own interpretations, analysing and explaining how language conventions are used to influence specific audiences. Making presentations, contributing actively to class discussion and questioning the reasons texts are created in the way they are, will be an integral part of this course. Through these discussions students will respectfully interact with classmates and teachers, in order to allow everyone within the group to flourish.

Maths

In the Year 10 Mathematics course, students will learn to recognise the connection between simple and compound interest in relevant real-world scenarios. They will use problem solving skills for linear equations and inequalities, making connections between algebraic and graphical representations. Within the measurement strand students will solve surface area and volume problems relating to composite solids, recognise the relationships between parallel and perpendicular lines and apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes and skewness of data displays and calculate quartile and inter-quartile ranges. Students will describe statistical relationships between two continuous variables and evaluate statistical reports. Within the algebra strand, students expand binomial expressions and factorise quadratic expressions, find unknown values after substitution into formulas and perform the four operations with simple algebraic fractions and simultaneous equations. Within the geometry strand students use triangle and angle properties to prove congruence and similarity use trigonometry to calculate unknown angles in right-angled triangles. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments.

The proficiency strands of *understanding*, *fluency*, *problem-solving* and *reasoning* are an integral part of mathematics. These are embedded within the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. Students will be using language to build in the developmental aspects of the learning of mathematics of real-world problems.

Science

In the Year 10 course, students analyse how the periodic table organises elements and use it to make predictions about the properties of elements. Students will explore how chemical reactions are used to produce particular products and how different factors influence the rate of reactions both theoretically and experimentally. They explain the concept of energy conservation and represent energy transfer and transformation within systems. Students will apply relationships between force, mass and acceleration to predict changes in the motion of objects. They will describe and analyse interactions and cycles within and between Earth's spheres. Students will explore and evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth. They will begin to understand and explain the processes that underpin heredity and evolution and how this links with genetically modified organisms. Students analyse how the models and theories they use have developed over time and discuss the factors that prompted them to be updated with technological advancement.

Within the course students will complete numerous experiments where they will develop questions and hypotheses and independently design and improve appropriate methods of investigation, including field work and laboratory experimentation. They explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data. When analysing data, selecting evidence and developing and justifying conclusions, they identify alternative explanations for findings and explain any sources of uncertainty. Students evaluate the validity and reliability of claims made in secondary sources with

reference to currently held scientific views, the quality of the methodology and the evidence cited. They construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.

ELECTIVE SUBJECTS

Humanities:

10ECBUS	Economics, Business & Legal Studies
Course Description	<p>In year 10, the students at St Joseph's will have 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. Our students will explore the nature of externalities (cost- benefits) and why the government intervenes to ensure that prices reflect the depletion of resources or costs to society. Additionally, our students will examine the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce.</p> <p>At St Joseph's, our students will learn the content through contemporary issues, events and/or case studies, in particular, the example of the Covid-19 pandemic. In year 10, the unit programs will cover different contexts (personal, local, national, regional, global) and meet the needs of our students through authentic teaching practices that align with the Year 10 Australian Curriculum (ACARA).</p> <p>By the end of year 10, the students at St Joseph's will be able to comprehensively answer the following inquiry questions, which are:</p> <ul style="list-style-type: none"> • How is the performance of an economy measured? • Why do variations in economic performance in different economies exist? • What strategies do governments use to manage economic performance? • How do governments, businesses and individuals respond to changing economic conditions?
Assessment	<ul style="list-style-type: none"> • News bulletin broadcast • Debate with a written response • Business report • Exam
My Path	<p>Possible career opportunities include:</p> <p>Accounting, Advertising, Business Management, Banking, Financial Planning, Marketing, Human Resource, International Business, Business Law, Teacher, Entrepreneur.</p>

10HIS	History Elective
Course Description	<p>In Year 10 at St Joseph's College, students will study, in depth, the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. Students will investigate why 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.</p> <p>The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, that are appropriate to specific local contexts.</p>
Assessment	<ul style="list-style-type: none"> • Research Task • Oral Presentation • Extended written response • Exam - source analysis
My Path	<p>Possible career opportunities include:</p> <p>History teaches you vital, widely applicable skills such as interdisciplinary research, analysis, writing, and oral communication. These skills are relevant in a wide range of disciplines and can lead to diverse employment opportunities such as:</p> <ul style="list-style-type: none"> • Government positions in the Departments of Foreign Affairs, Immigration and Aboriginal Affairs • Education (including University Lecturing) • Journalism and Media • Tourism • Heritage Consultancy and Planning • Project Management • Museum curator/ education officer • Archivist • Academic researcher • Solicitor

10GEO	Geography
Course Description	<p>St Joseph's College students will study 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.</p>

	Students will also focus on investigating global, national and local differences in human wellbeing, examining the different concepts and measures of human wellbeing, and the causes of global differences in these measures, evaluating 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.
Assessment	<ul style="list-style-type: none"> • Research Task • Oral Presentation • Wellbeing assignment • Exam – responding to sources
My Path	Possible career opportunities include: <ul style="list-style-type: none"> • Community development • Environmental science • Coastal and marine analysis • Education • Hazard assessment and disaster management • International development and aid • Local and regional development • Natural resource management and agriculture • Planning (including urban, regional, environmental, social and transport planning) • Public policy • Real-estate and land development • Tourism

Health:

10HPE	HPE Elective
Course Description	<p>Health Studies and Physical Education is a subject which allows students to experience the Senior subjects of Physical Education and Health in an integrated format. In doing so, students are afforded the opportunity to learn about behavioural, cognitive and health promotion theories, whilst still learning about the human body and its physical application.</p> <p>It is a course of study designed to encourage students to:</p> <ul style="list-style-type: none"> • Analyse how personal, social, cultural, economic, technological and environmental factors shape understanding of and opportunities for health and physical activity locally, regionally and globally. • Develop and implement health promotions aimed at improving the physical and mental health of the school community. • Understand that movement and physical concepts are informed by the sciences, such as the biophysical (exercise physiology, biomechanics, motor learning) and the behavioural (psychology, health promotion)

	<p>which are applied, analysed and evaluated in both practical and classroom settings.</p> <ul style="list-style-type: none"> Analyse progress in physical performance settings in order to develop and implement strategies for further improvement. Develop movement competence and confidence in a range of physical activities in a variety of contexts and environments by building upon the important foundations of play and movement skills.
Assessment	<ul style="list-style-type: none"> Research Report Project – Folio Practical Assessment Extended Response / Examination
My Path	<p>Possible career opportunities include:</p> <ul style="list-style-type: none"> Health Care (nursing, medicine, allied health services) Education and Training (sports admin, teacher, physiotherapy, sport science) Sport, Fitness and Recreation (coaching, personal trainer, outdoor education)

Language:

10CHI	Chinese
Course Description	<p>Mandarin Chinese is the official language of China. It is the language spoken by a quarter of the population in the world. With a long history, rich culture, the growing of trade and business and the biggest consumer market, China has made a strong presence in world's stage today. To prepare our students with global vision and skills for their future, learning Chinese is a critical pathway for success. That is why there are at least two million students in the US, about sixty million students worldwide studying Chinese. The Year 10 Chinese is designed as the steppingstone to prepare students with strong interest in Chinese to consolidate, upgrade and extend their skills so that they are ready for Year 11 study. The Year 10 Chinese course will be delivered in four units across two semesters. At the end of the course, students will be able to understand, construct, and converse in written and spoken Mandarin in the following topics:</p> <ul style="list-style-type: none"> Travelling: Itinerary Hotel and Accommodation Place of interest School and social life
Assessment	<p>Integrated assessment on the four micro skills:</p> <ul style="list-style-type: none"> Reading Writing

	<ul style="list-style-type: none"> • Listening • Speaking
My Path	Possible career opportunities include: Learning Chinese opens a door to many future pathways for study, employment such as: Public relations, Translator/Interpreter, Travel & Tourism Industry, Teacher, Communications Officer, Management, Banking, Business, Trade, Customer Service, Law and Hospitality to name a few.

The Arts:

10DRA	Drama
Course Description	In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills. They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists. Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others. The objectives of the Drama course are to develop students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. The unique learning that takes place in Drama promotes a deeper and more empathetic understanding and appreciation of others and communities. Innovation and creative thinking are at the forefront of this subject, which contributes to equipping students with highly transferable skills that encourage them to imagine future perspectives and possibilities.
Assessment	<ul style="list-style-type: none"> • Devising and writing pieces of theatre • Presenting scripted and unscripted scenes • Responding to the performance of self and others
My Path	Possible career opportunities include: <u>Arts Administration and Management:</u> Arts administrator, booking agent, arts and cultural advisor, events and festivals producer <u>Communication:</u> Writer, arts editor, communication strategist <u>Creative Industries:</u> Professional performer, actor, director, producer, stage manager <u>Education:</u> Arts educator, professional drama company education programs

10MEDA	Media and Film Studies
Course Description	<p>Media Arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Media Arts connects audiences, purposes and ideas, exploring concepts and viewpoints through the creative use of materials and technologies. Like all art forms, Media Arts has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.</p> <p>Media Arts enables students to create and communicate representations of diverse worlds and investigate the impact and influence of media artworks on those worlds, individually and collaboratively. As an art form evolving in the twenty-first century, Media Arts enables students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices.</p> <p>Students learn to be critically aware of ways that various media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and of themselves. They learn to interpret, analyse and develop media practices through their Media Arts making experiences. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.</p>
Assessment	<p>Students are assessed in two different strands:</p> <ul style="list-style-type: none"> • Making — includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore media practices and make a short genre film and a music video that communicates ideas and intentions. • Responding — includes exploring, responding to, analysing and interpreting film and media texts.
My Path	<p>21st Century Skills</p> <p>The processes and practices of Media & Film Studies, such as project-based learning and creative problem-solving, develop transferable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity.</p> <p>Possible career opportunities include:</p> <p>A course of study in Media & Film Studies can establish a basis for further education and employment in the fields of advertising and marketing, publishing, web design, television and filmmaking, animation and gaming, photography, curating, 3D and mobile application design, concept art and digital illustration. It can also establish a basis for self-employment and self-driven career opportunities.</p>

10MUS	Music
Course Description	<p>This Year 10 Music course will allow students to build on their previous knowledge and understanding of how music is formed and interpreted, by further including how music can be improvised and arranged to suit various styles of music.</p> <p>This will be achieved by both the practical based assessments of performance and composition and include a music theory-based assessment with musicology. It will analyse and evaluate how music both incorporates and manipulates the elements of music, with a focus on texture, dynamics and expression, to help further explore and develop 'personal style' in composition and performance as students move towards senior music.</p> <p>During the year, students will study both contemporary and traditional styles of music and musicians from a cultural, social and historical perspective, including Australian music and music by Aboriginal and Torres Strait Islander artists.</p> <p>In the practical elements, students will incorporate their theory knowledge to assist in planning and recording a composition, using music technologies and notation. They will rehearse to refine a variety of performance techniques and expressive skills through repertoire, with an increase in technical and interpretative difficulty. While in the theory element, students will evaluate a range of music and compositions, exploring different points of view, audience perception and an artistic interpretation, as well as how the elements of music have been expressed and performed.</p> <p>Recommendations: It is highly recommended that students are either playing or learning an instrument for this course.</p>
Assessment	<ul style="list-style-type: none"> • Performance – Perform a piece of music - 1.5 to 2 minutes • Composition - Compose a piece of music – 12 to 16 bars (1 to 1.5 mins.) • Musicology – Music theory-based assessment
My Path	<p>Possible career opportunities include:</p> <p>Musician: Professional touring and recording artist.</p> <p>Creative Industries: Gaming music and music-based technologies</p> <p>Music Industry: Sound Engineer, Music Producer</p> <p>Communication: Music copyist, music editor, sound archivist</p> <p>Education: Music/Arts educator, instrumental teacher, music studio teacher, choral teacher</p>

10VARTS	Visual Arts
Course Description	<p>In Year 10, Visual Arts students will continue to build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes, and viewpoints. In this subject there will be opportunities for students to identify influences of other artists on their own artworks and analyse a range of visual artworks from contemporary and past times to explore differing viewpoints for students to enrich their visual art making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and</p>

	<p>consider international artworks. Students will manipulate materials, techniques and processes to develop and refine their knowledge and skills to represent ideas and subject matter in their artworks.</p> <p>Topics Covered:</p> <ul style="list-style-type: none"> - Art as Lens - Art as Code - Art as Knowledge - Art as Alternate
Assessment	<ul style="list-style-type: none"> - Creative work - Research Report - Project – Folio - Extended Response / Examination
My Path	<p>Possible career opportunities include:</p> <p>Practising Artist, Design Professional, Curator, Exhibition Design and Management, Art Critic, Arts Marketing, Advertising, Film -production Industry, Education, Graphic Art, Game Design.</p>

Technologies:

10DIGTEC	Digital Technologies
	<p>The Digital Technologies subject focuses on further developing understanding and skills in computational thinking such as precisely describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.</p> <p>In Unit 1, Students explore how data can be secured through access controls, virus checking, and encryption. As part of Unit 2, they use tools to organise data and make sense of complex data to identify patterns and trends. In Unit 3, students will undertake a project to explore programming and designing a digital solution to suit an identified need or solve a problem. Unit 4 will involve them choosing and issue that matters to them and, in collaborative teams, create a media plan, campaign and associated content.</p>
Assessment	<p>Research Project- Cyber Crime and Security</p> <p>Presentation – Data Management</p> <p>Design Project – Robotics & Wearable Electronics</p> <p>Presentation – New Media Campaign</p>
My Path	<p>Possible career opportunities include:</p> <p>Electronics Engineer, Software Engineer, Data Analytics, Bioinformatics, Web Designer, Web Security, Game Designer, Multimedia Developer, Social Media and PR Manager, Digital Artist, Finance Solutions, Operations Manager and Marketing.</p>

10DT	Design
Course Description	The Design subject focuses on the application of design thinking to envisage creative products, services and environments in response to

	<p>human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit innovative ideas.</p> <p>Students will be introduced to design in practice through the experience of applying a design process. They will learn about and experience designing in the context of commercial design, considering the role of the client and the influence of economic, social and cultural issues. They will use a collaborative design approach. Students will learn about and experience designing in the context of human-centred design. They will use designing with empathy as an approach as they design for the needs and wants of an identified person or group. Finally, they will learn about and experience designing in the context of sustainable design. They will use a redesigning approach to design for an opportunity.</p>
Assessment	<ul style="list-style-type: none"> • Design Projects – Folios • Examinations – Design Challenges
My Path	Possible career opportunities include: Engineering, graphic design, industrial design, engineering trades, manufacturing industries, architecture, interior design.

10DTENG	Engineering
Course Description	<p>The problem-solving process in Engineering involves the practical application of science, technology, engineering and mathematics (STEM) knowledge to develop sustainable products, processes and services. Engineers use their technical and social knowledge to solve problems in ways that meet the needs of today's individuals, communities, businesses and environments, without compromising the potential needs of future generations. Students who study Engineering develop technical knowledge and problem-solving skills that enable them to respond to and manage ongoing technological and societal change.</p> <p>Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions.</p>

	Students will be introduced into engineering fundamentals and their impact on society. They will investigate emerging technologies, needs, processes and materials. Students will apply problem solving process in engineering addressing civil structures and the environment, materials and forces. They will also investigate machines and mechanisms in society.
Assessment	<ul style="list-style-type: none"> • Research Report • Projects – Folios • Extended Response / Examination
My Path	Possible career opportunities include: Engineering, industrial design, engineering trades, manufacturing industries, architecture, interior design

10DTMAT	Production Skills
Course Description	<p>The Production Skills subject focuses on the underpinning industry practices and production processes required to manufacture products in a building and construction industry. It provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.</p> <p>The subject includes two core topics — 'Industry practices' and 'Construction processes'. Students explore the knowledge, understanding and skills of the core topics through selected industry-based electives in response to local needs, available resources and teacher expertise.</p> <p>Through both individual and collaborative learning experiences, students learn to meet customer expectations of quality at a specific price and time. The majority of learning is done through construction tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.</p> <p>By doing construction tasks, students develop transferable skills relevant to a range of industry-based electives and future employment opportunities. They understand industry practices, interpret specifications, including information and drawings, safely demonstrate fundamental construction skills and apply skills and procedures with hand/power tools and equipment, communicate using oral, written and graphical modes, organise, calculate and plan construction processes and evaluate the structures they create using predefined specifications.</p>
Assessment	<ul style="list-style-type: none"> • Projects – Folios • Practical Assessment
My Path	Possible career opportunities include: construction and engineering trades, manufacturing industries, interior design, landscaper.

10DTFS1	Design and Technologies (Food Specialisation)
Course Description	<p>Food and Nutrition involves the study of food and its relation to health. It provides students with a broad knowledge and understanding of the impact of food on society, of food properties, preparation and processing, and the interrelationship of nutrition and health. This understanding enables students to design, manage and implement solutions, in a safe and hygienic manner, for specific purposes with regard to food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.</p> <p>Students demonstrate practical skills in preparing and presenting food that enable them to select and use appropriate ingredients, methods and equipment. They select, use and apply appropriate terminology, resources and a broad range of media to accurately communicate ideas, understanding and skills to a variety of audiences. Students apply skills and gain confidence in managing, realising and evaluating solutions for specific food purposes.</p> <p>Topics covered may include:</p> <ul style="list-style-type: none"> • Food in Australia • Food Equity • Food Product Development • Food Selection and Health • Food Service and Catering • Food for Specific Needs • Food for Special Occasions • Food Trends. <p>Food Specialisation leads into the Senior General Subject, Food and Nutrition.</p>
Assessment	<p>Assessment in Food and Nutrition will include a variety of assessment techniques, including:</p> <ul style="list-style-type: none"> • Project-Folio • Extended Response-Examination
My Path	<p>Possible career opportunities include:</p> <p>The study of Food Technology can lead to future certificate courses, through TAFE, in Hospitality. Employment pathways include:</p> <ul style="list-style-type: none"> • Hospitality and Services Industry including Chef, Food Critic and Food Taster • Science including Consumer Scientist and Environmental Health Officer • Allied Health including Dietician, Nurse, Fitness Trainer and Health worker • Food Product Development • Technological Industry

10DTFS2	Design and Technologies - Introduction to Hospitality
Course Description	<p>The Hospitality Industry has become increasingly important economically in the Australian society and is the largest employer here on the Gold Coast. It specialises in delivering products and services to customers, and it</p>

	<p>consists of different sectors, including Food and Beverage, Accommodation, Clubs and Gaming.</p> <p>The industry is dynamic and uses skills that are transferrable across sectors and geographic borders. Introduction to Hospitality enables students to develop knowledge, understanding and skills of the Hospitality Industry and to consider furthering their skills by undertaking a Certificate in Hospitality during Years 11 and 12.</p> <p>Students will learn a wide selection of practical skills including:</p> <ul style="list-style-type: none"> • Espresso Based Beverages • Café Style Food • Cold Café Beverages and Mocktails. <p>Learning experiences will include:</p> <ul style="list-style-type: none"> - exploring the role of ingredients and the importance of accuracy and measurement in baking -observing and practising the essential skills and techniques of baking to prepare food products for a range of occasions and industry settings -developing skills in managing resources for the completion of food products -investigating and exploring trends in industry for café foods -exploring and practising trends and techniques in presentation and plating. <p>The majority of timetabled time involves students engaging in practical activity. Students will learn how to operate safely in a kitchen work environment along with preparing and serving food and beverages to customers.</p> <p>This elective serves as an introduction to the hospitality career pathway and may prepare many students for part time jobs in this industry. Although not a pre-requisite, this subject is a useful basis for study in the subject Hospitality in Years 11 and 12.</p>
Assessment	<p>Assessment in this subject will cover a range of techniques with emphasis on both practical and theoretical tasks. Tasks will offer a variety of ways and conditions for students to demonstrate evidence of knowledge and skills within the Hospitality environment.</p>
My Path	<p>Possible career opportunities:</p> <p>Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses including:</p> <ul style="list-style-type: none"> • Bar Attendant • Cafe Attendant • Catering Assistant • Food and Beverage Attendant • Front Office Assistant • Porter • Room Attendant