



Year 10 Curriculum Handbook 2018



College Mission Statement

Our vision is...

the formation of sacramental people in a Catholic school

Our mission, **inspired by Jesus**, is...

to seek, grow and serve

by

- developing **faith** so that we might better enter into the goodness of creation and the mysteries of life, death and resurrection;
- actively **learning** through high quality educational experiences;
- participating in **community** as members of the College family and as citizens of Queensland, Australia and the world.

This is reflected in our motto...

God's Servant First

which reminds all that every thought, word and deed should be informed by compassion and kindness, justice and peace, and love of God and one another.



Introduction to Year 10 at St Thomas More College

This booklet contains information about the subject offerings for Year 10 at St Thomas More College. Students study across a range of Key Learning Areas in both mandatory and elective subjects.

Year 10: Mandatory Subjects

All students will study the same mandatory subjects. These include: **Religious Education, English, Mathematics, Science, History, Geography and Physical Education.**

Year 10 Curriculum: Elective Subjects

Elective subjects are treated differently in that there is no requirement for students to study all options.

Subjects are based on student preferences, and, in the unlikely event that a subject does not have adequate numbers for a class, students affected will be notified by the College where, in consultation with parents, suitable adjustments will be made.

Subject Offerings Overview

Year 10, 2018	
Core Subjects	Religious Education, English # , Mathematics * , Science, History, Geography, Health and Physical Education.
Electives	Business Economics & Civics, Languages, Design & Technology, The Arts, Extension Science, Extension History, Certificate I Business

In Semester 2, 2018 Year 10 students will have the opportunity to study:

Preparation for English, Preparation of Essential English or English as an Additional Language.

*In Semester 2, students will have the opportunity to study Preparation for Mathematics Essentials, Mathematics General or Mathematics Methods.

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years.

Course Overview - Year 10

Unit Description	Key Skills
Unit 1: The Classic Novel	<p>Receptive modes (listening, reading and viewing) Evaluate how text structures can be used in innovative ways by different authors.</p> <p>Explain how the choice of language features, images and vocabulary contributes to the development of individual style.</p> <p>Develop and justify their own interpretations of texts. Evaluate other interpretations, analysing the evidence used to support them.</p> <p>Listen for ways features within texts can be manipulated to achieve particular effects.</p> <p>Productive modes (speaking, writing and creating) Show how the selection of language features can achieve precision and stylistic effect.</p> <p>Explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments.</p> <p>Develop their own style by experimenting with language features, stylistic devices, text structures and images.</p> <p>Students create a wide range of texts to articulate complex ideas. Make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments.</p> <p>Demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.</p>
Unit 2: Speaking Out	
Unit 3: Literary Analysis	
Unit 4: The Big Picture	
Assessment Overview	Students will create a range of imaginative, informative and persuasive types of texts including narratives, presentations, reports, discussions, literary analyses, transformations of texts and reviews.
Pathways to Senior Schooling	English English as an Additional Language Essential English



The Mathematics curriculum provides students with essential mathematical skills and knowledge in *number and algebra*, *measurement and geometry*, and *statistics and probability*. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Course Overview - Year 10

Unit Description

Key Skills

Unit 1: Number and Algebra

- Money and Financial Mathematics
- Patterns and Algebra

Recognise the connection between simple and compound interest.

Perform the four operations with simple algebraic fractions.

Unit 2: Number and Algebra Measurement and Geometry

- Patterns and Algebra
- Linear and Non-Linear Relationships
- Trigonometry

Apply index laws to numerical expressions with integer indices.

Expand binomial expressions and factorise monic quadratic expressions.

Unit 3: Measurement and Geometry

- Geometric Reasoning
- Using Units of Measurement
- Pythagoras

Solve problems involving linear equations and inequalities.

Find unknown values after substitution into formulas.

Make the connections between algebraic and graphical representations of relations.

Unit 4: Statistics and Probability

- Data Representation and Interpretation
- Chance

Recognise the relationships between parallel and perpendicular lines.

Solve simple quadratic equations and pairs of simultaneous equations.

Use trigonometry to calculate unknown angles in right-angled triangles.

Apply deductive reasoning to proofs and numerical exercises involving plane shapes.

Use triangle and angle properties to prove congruence and similarity.

Solve surface area and volume problems relating to composite solids.

Compare data sets by referring to the shapes of the various data displays.

Calculate quartiles and inter-quartile ranges.

Describe bivariate data where the independent variable is time.

	<p>Describe statistical relationships between two continuous variables.</p> <p>Evaluate statistical reports.</p> <p>List outcomes for multi-step chance experiments and assign probabilities for these experiments.</p>
Assessment Overview	Students will be assessed with written examinations and a problem solving modelling task.
Pathways to Senior Schooling	<p>Essential Mathematics</p> <p>General Mathematics</p> <p>Method Mathematics</p>

Curriculum Area | Extension Mathematics



The Mathematics curriculum provides students with essential mathematical skills and knowledge in *number and algebra*, *measurement and geometry*, and *statistics and probability*. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Course Overview - Year 10 Advanced Mathematics

Unit Description	Key Skills
Unit 1: Number and Algebra Measurement and Geometry Statistics and Probability <ul style="list-style-type: none"> ▪ Patterns and Algebra ▪ Linear Relationships ▪ Real Numbers ▪ Using Units of Measurement ▪ Data Representation and Interpretation 	Perform the four operations with simple algebraic fractions. Solve problems involving linear equations. Make the connections between algebraic and graphical representations of relations. Recognise the relationships between parallel and perpendicular lines.
Unit 2: Number and Algebra <ul style="list-style-type: none"> ▪ Patterns and Algebra ▪ Linear relationships 	Solve pairs of simultaneous equations. Define rational and irrational numbers and perform operations with surds and fractional indices.
Unit 3: Measurement and Geometry Number and Algebra <ul style="list-style-type: none"> ▪ Pythagoras and Trigonometry ▪ Real Numbers ▪ Non-Linear Relationships 	Solve problems involving surface area and volume of right pyramids, right cones, spheres and related composite solids. Calculate and interpret the mean and standard deviation of data and use these to compare data sets.
Unit 4: Number and Algebra Measurement and Geometry <ul style="list-style-type: none"> ▪ Patterns and Algebra ▪ Geometric Reasoning 	Expand binomial expressions and factorise monic and non-monic quadratic expressions and solve a wide range of quadratic equations derived from a variety of contexts. Describe, interpret and sketch parabolas and their transformations. Apply Pythagoras' Theorem and trigonometry to solving three-dimensional problems in right-angled triangles. Establish the sine, cosine and area rules for any triangle and solve related problems. Using the unit circle to define trigonometric functions, and graph them with and without the use of digital technologies. Solve simple trigonometric equations.

	<p>Use the definition of a logarithm to establish and apply the laws of logarithms.</p> <p>Solve simple exponential equations.</p> <p>Investigate the concept of a polynomial and apply the factor and remainder theorems to solve problems.</p> <p>Prove and apply angle and chord properties of circles.</p>
Assessment Overview	Students will be assessed with written examinations and a problem solving modelling task.
Pathways to Senior Schooling	Method Mathematics Specialist Mathematics

Key Curriculum Area | Science



The science inquiry skills and science as a human endeavour strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the achievement standard and also to the content of the science understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher.

Year 10

Unit Description	Key Skills
Unit 1: Physics (Electric circuit)	<p>Energy conservation in a system can be explained by describing energy transfers and transformations.</p> <p>The atomic structure and properties of elements are used to organise them in the Periodic table.</p> <p>Different types of reactions are used to produce a range of products and can occur at different rates.</p> <p>Transmission of heritable characteristics from one generation to the next involves DNA and genes.</p> <p>The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence.</p> <p>Advances in scientific understanding often rely on technological advances and are often linked to scientific discoveries.</p> <p>People use scientific knowledge to explain and predict, and advances in science can affect people's lives and the values and needs of society.</p> <p>Formulate questions and hypotheses that can be investigated scientifically.</p> <p>Plan, select and use appropriate laboratory experimentation to collect reliable data.</p> <p>Use digital technologies to collect and record data systematically and accurately.</p> <p>Analyse patterns and trends in data and identifying inconsistencies.</p> <p>Use knowledge of scientific concepts to draw conclusions that are consistent with evidence.</p> <p>Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations to improve the quality of data.</p> <p>Critically analyse the validity of information and evaluate the approaches used to solve problems.</p> <p>Communicate scientific ideas and information for a particular purpose using appropriate scientific language, conventions and representations.</p>
Unit 2: Chemistry (Periodic table)	
Unit 3: Biology (DNA / genes)	
Unit 4: Physics (Linear motion)	
Assessment Overview	<p>Research Investigation</p> <p>Student experiment</p> <p>Data Test</p> <p>Examination</p>
Pathways to Senior Schooling	<p>Biology, Chemistry, Physics, Engineering</p> <p>Certificate II Sampling and Measurement</p>



Curriculum Area | Humanities - Geography

There are two units of study in the Year 10 curriculum for Geography. The first unit, 'Environmental change and management', focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country and will investigate the causes and consequences of the change. They will use geographical concepts and methods to evaluate and select strategies to manage the change. The second unit, 'Geographies of human wellbeing', focuses on investigating global, national and local differences in human wellbeing between places. Different concepts and measures of human wellbeing will be examined and the causes of global differences in these measures between countries. Students will explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. Programs designed to reduce the gap between differences in wellbeing will be studied. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world.

Year 10 Geography

Unit Description	Key Skills
Unit 1: A Changing World - Geographies of Human Wellbeing	<p>Observing, questioning and planning</p> <ul style="list-style-type: none"> - develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts
Unit 2: Environmental Change and Management	<p>Collecting, recording, evaluating and representing</p> <ul style="list-style-type: none"> - evaluate sources for their reliability, bias and usefulness and select, collect, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources - represent multi-variable data in a range of appropriate forms, for example scatter plots, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies - represent spatial distribution of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate <p>Interpreting, analysing and concluding</p> <ul style="list-style-type: none"> - interpret and analyse multi-variable data and other geographical information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes - apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view - identify how geographical information systems (GIS) might be used to analyse geographical data and make predictions <p>Communicating</p> <ul style="list-style-type: none"> - present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose - use relevant geographical terminology, and digital technologies as

	<p>appropriate</p> <p>Reflecting and responding</p> <ul style="list-style-type: none"> - reflect on and evaluate findings of an inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations - explain the predicted outcomes and consequences of their proposal
Assessment Overview	<p>Short Response Exam</p> <p>Data Response Exam</p> <p>Multi-modal Research Presentation</p>
Pathways to Senior Schooling	<p>Geography, Economics, Social and Community Studies. Ancient History and Modern History</p>



Curriculum Area | Humanities - History

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 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. Students investigate wartime experiences through an in-depth study of World War II. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement. Students also study struggles for human rights, including how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context. The content in this course provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

Year 10 History

Unit Description	Key Skills
Unit 1: The World at War – World War II	<p>Chronology, terms and concepts Students will use chronological sequencing to demonstrate the relationship between events and developments in different periods and places, and use historical terms and concepts</p> <p>Historical questions and research Students will identify and select different kinds of questions about the past to inform historical inquiry; evaluate and enhance these questions; identify and locate relevant sources, using ICT and other methods</p> <p>Analysis and use of sources Students will identify the origin, purpose and context of primary and secondary sources; process and synthesise information from a range of sources for use as evidence in an historical argument; evaluate the reliability and usefulness of primary and secondary sources</p> <p>Perspectives and interpretations Students will identify and analyse the perspectives of people from the past; identify and analyse different historical interpretations (including their own)</p> <p>Explanation and communication Students will develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced; select and use a range of communication forms (oral, graphic, written) and digital technologies</p>
Unit 2: Rights and Freedoms	
Assessment Overview	<p>Knowledge Exam</p> <p>Short Response and Response to Stimulus Exam</p> <p>Research Assignment</p>
Pathways to Senior Schooling	<p>Ancient History, Modern History, Geography, Economics, and Social and Community Studies</p>



Curriculum Area | Health and Physical Education

CORE HPE

This course is based on health. Students learn to critically analyse and apply health and physical activity information to devise and implement plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

SENIOR PE PREP

This course is based on sports science. Students engage in physical activity learning contexts to investigate the biophysical, sociocultural and psychological bases of physical activity, and explore their applications to performance. Students in Physical Education learn experientially through a process of inquiry, initiated by questions that make connections between the subject matter and physical activity. .

N.B All students do CORE HPE in Semester 1. Students continue to do CORE HPE in Semester 2, or they can choose SENIOR PE PREP instead if they intend to do Senior PE the following year. This enables them to be adequately prepared for Senior PE.

Year 10

Unit Description	Key Skills
<p>CORE Unit 1: Healthy STMC/Group Fitness</p> <p><i>Students devise, implement and evaluate projects for HPE Week and participate in group fitness activities.</i></p>	<p>Students will incorporate the following skills in units of work:</p> <p><i>Recalling/Remembering</i></p> <p><i>Researching</i></p> <p><i>Investigating</i></p> <p><i>Analysing</i></p> <p><i>Creating/composing/devising</i></p> <p><i>Presenting projects</i></p> <p><i>Evaluating projects</i></p>
<p>CORE Unit 2: All you need is love/ Recreational Activities</p> <p><i>Students analyse a variety of perspectives regarding healthy relationships and participate in a variety of recreational activities.</i></p>	
<p>CORE Unit 3: Healthy Communities/Personal Fitness</p> <p><i>Students investigate the organisations that promote health in our community and participate in a personal fitness program in the gym.</i></p> <p>OR</p> <p>SENIOR PE PREP Unit 1:</p> <p><i>Students study topics including:</i> Motor Learning, Biomechanics, Sociology/Ethics, Sports Psychology</p>	
<p>CORE Unit 4: Healthy Futures/Wellness Program</p> <p><i>Students devise and present a wellness activity for the class to participate in that promotes physical, social, emotional, spiritual or intellectual health.</i></p>	

<p>OR</p> <p>SENIOR PE PREP Unit 2:</p> <p><i>Students study topics including:</i> Energy Systems, Training Programs</p>	
<p>Assessment Overview</p>	<p>Report, Multimodal, Essay, Exam, Journal</p>
<p>Pathways to Senior Schooling</p>	<p>HPE CORE leads to Senior Health, Cert 3 in Fitness, Cert 3 in Sport & Recreation</p> <p>SENIOR PE PREP leads to Senior PE</p>



Electives



The Year 10 curriculum 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 examine the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce. This unit covers a variety of business and economics topics. It is an introduction into senior subjects, such as; Accounting, Business Management and Economics.

Year 10 Economics Business & Civics

Unit Description	Key Skills
Unit 1: Introduction to Accounting	Students explain why and how governments manage economic performance to improve living standards.
Unit 2: Marketing	They provide explanations for variations in economic performance and standards of living within and between economies.
Unit 3: Introduction to Economics and Globalisation	They analyse factors that influence major consumer and financial decisions and explain the short- and long-term effects of these decisions.
Unit 4: Civics and Citizenship	<p>They explain how businesses improve productivity and respond to changing economic conditions.</p> <p>Students evaluate the effect of workforce management on business performance.</p> <p>When researching, students develop questions and formulate hypotheses to frame an investigation of an economic or business issue or event.</p> <p>They gather and analyse reliable data and information from different sources to identify trends, explain relationships and make predictions.</p> <p>Students generate alternative responses to an issue taking into account multiple perspectives. They use cost-benefit analysis and appropriate criteria to propose and justify a course of action.</p> <p>They apply economics and business knowledge, skills and concepts to familiar, unfamiliar and complex hypothetical problems.</p> <p>Students develop and present evidence-based conclusions and reasoned arguments incorporating different points of view. They use appropriate texts and subject-specific language, conventions and concepts.</p> <p>They analyse the intended and unintended effects of economic and business decisions and the potential consequences of alternative actions.</p>
Assessment Overview	Students will be assessed in a variety of techniques, such as portfolios, assignments, written exams and short responses.
Pathways to Senior Schooling	Year 11 & 12 Accounting, Business Management and Economics.

Curriculum Area | Business – Certificate I in Business (BSB10115)

This entry-level qualification allows individuals across a variety of industry sectors to develop basic skills and knowledge to prepare for work. This Certificate is delivered through St Thomas More College which is the RTO No. 30494. Certificate courses are made up of Units of Competency. This course has different types of assessment and delivery methods. When your teacher has deemed you competent through demonstration of such tasks and you are competent in all units of competency within a qualification, you are then awarded the Certificate qualification.

As a Vocational Educational and Training (VET) student you will be working towards achieving competencies (listed in the table below) in your studies. You will be given a number of opportunities to demonstrate competencies, so it is important that you keep your own records of this as well.

Year 10	
Unit Description	Employability Skills
BSBWHS201: Contribute to health and safety of self and others	<p>Communication:</p> <ul style="list-style-type: none"> • gathering, conveying and receiving verbal and written information • listening and understanding workplace instructions <p>Teamwork</p> <ul style="list-style-type: none"> • working with colleagues and supervisors to produce workplace documents <p>Problem-solving</p> <ul style="list-style-type: none"> • resolving simple maintenance issues with office equipment • solving routine problems related to hazards in the workplace, while under direct supervision <p>Initiative and enterprise</p> <ul style="list-style-type: none"> • raising occupational health and safety issues with the occupational health and safety officer <p>Planning and organising</p> <ul style="list-style-type: none"> • planning own work schedule to ensure tasks are completed on time <p>Self-management</p> <ul style="list-style-type: none"> • behaving in ways that contribute to an effective and safe working environment • identifying own roles and responsibilities <p>Learning</p> <ul style="list-style-type: none"> • listening to ideas and opinions of other members of the team • following safety procedures <p>Technology</p> <ul style="list-style-type: none"> • operating a range of business equipment
BSBIND201: Work effectively in a business environment	
BSBWOR202: Organise and complete daily work activities	
BSBITU201: Produce simple word processed document	
BSBITU202: Create and use spreadsheets	
BSBITU302: Create electronic presentations	
Assessment Overview	Assessment may comprise a mixture of written assignments, short answer questions, multiple choice questions, verbal questions requiring an answer, practical demonstration, projects and structured work placement.
Pathways to Senior Schooling	Year 11 & 12 Cert III in Business



Key Curriculum Area | Extension Science

The science inquiry skills and science as a human endeavour strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the achievement standard and also to the content of the science understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher.

Year 10	
Unit Description	Key Skills
Unit 1: Biology (Cells and multicellular organisms)	<p>Students will develop cognitive processes, literacy, numeracy and 21st century skills when describing, explaining and applying understanding of scientific concepts, theories, models and systems to</p> <p>Through investigating phenomena, evaluating processes and drawing conclusions, student will communicate findings, arguments and conclusions of</p> <p>Energy conservation in a system can be explained by describing energy transfers and transformations. The atomic structure and properties of elements are used to organise them in the Periodic table. Different types of reactions are used to produce a range of products and can occur at different rates.</p> <p>Transmission of heritable characteristics from one generation to the next involves DNA and genes. The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence.</p> <p>Advances in scientific understanding often rely on technological advances and are often linked to scientific discoveries. People use scientific knowledge to explain and predict, and advances in science can affect people's lives and the values and needs of society.</p>
Unit 2: Psychology (The brain and its functions)	
Unit 3: Physics (Thermodynamics)	
Unit 4: Chemistry (Chemical reactions)	
Assessment Overview	Research Investigation Student experiment Data Test Examination
Pathways to Senior Schooling	Biology, Chemistry, Physics, Psychology, Health Education, Engineering



Key Curriculum Area | Extension History

This subject provides an opportunity for students to study both Ancient and Modern History and directly leads into these subjects in the senior years of schooling. Students will learn about a range of topics from Ancient Egypt and China to civil wars and revolutionary movements, such as the French Revolution. Students will learn values and attitudes essential to an appreciation of the past and the present, and will understand how ideas and beliefs have had an influence on history, in local, national and global contexts. The content and learning experiences of this subject will provide students with an opportunity to further develop historical knowledge, understanding and skills and be better prepared for informed and active citizenship in a changing world.

<h1 style="margin: 0;">Year 10 Extension History</h1>	
Unit Description	Key Skills
<p>Units 1 & 2: Ancient History - a range of topics will be studied, such as Ancient Egypt, Mesopotamia and Ancient China</p> <p>Units 3 & 4: Modern History – a range of topics will be studied, such as the Renaissance, the French, Russian or Chinese Revolution, the American and Spanish Civil Wars</p>	<p>Chronology, terms and concepts Students will use chronological sequencing to demonstrate the relationship between events and developments in different periods and places, and use historical terms and concepts</p> <p>Historical questions and research Students will identify and select different kinds of questions about the past to inform historical inquiry; evaluate and enhance these questions; identify and locate relevant sources, using ICT and other methods</p> <p>Analysis and use of sources Students will identify the origin, purpose and context of primary and secondary sources; process and synthesise information from a range of sources for use as evidence in an historical argument; evaluate the reliability and usefulness of primary and secondary sources</p> <p>Perspectives and interpretations Students will identify and analyse the perspectives of people from the past; identify and analyse different historical interpretations (including their own)</p> <p>Explanation and communication Students will develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced; select and use a range of communication forms (oral, graphic, written) and digital technologies</p>
<p>Assessment Overview</p>	<p>Short Response and Response to Stimulus Exams</p> <p>Research Assignments</p> <p>Knowledge Examinations</p>
<p>Pathways to Senior Schooling</p>	<p>Modern History Ancient History</p>



Curriculum Area | Food Technologies

Course Outline

This unit explores In Year 9 and 10 students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities. Increasingly, study has a global perspective, with opportunities to understand the complex interdependencies involved in the development of technologies and enterprises. Students use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.

Year 10	
Unit Description	Key Skills
Unit 1: Sustainable Solutions	Sustainable Solutions allows students to make links between food waste and food use to reduce produce and products that are being rejected by food suppliers (e.g. Supermarkets) and how, we can still use these foods to design and create nutritious meals. Students specifically focus on preferred futures, taking into account ethics; legal issues; social values; economic, environmental and social sustainability factors and using strategies such as life cycle thinking.
Unit 2: Cruising Cuisines	Cruising Cuisines focuses on the need to create design solutions within the Hospitality Industry. Students will use a range of skills to work both independently and collaboratively to create food that meets the need of the growing industry of food trucks and festivals. Through analysing the needs of individuals, families and communities' students will design, create and produce food that meets set success criteria developed by students.
Unit 3: Sensory Science	Sensory Science requires students to participate in a range of problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. Students will explore the food industry and understand how companies use specific techniques and known research to attract buyers and consumers. Students will be able to explain how sensory marketing is key to the successful marketing of food.
Unit 4: Indigenous Inventions	This unit explores Indigenous Culture to bring together the unique traditions, spiritual significance and flavours of cultures found in the Australian and

	Asia-Pacific regions. Students will investigate how sustainable food production can be viewed throughout Indigenous culture and how ensuring ethical treatment of the people creating the cuisine is required throughout the world.
Assessment Overview	Assessment will comprise of design portfolios, written exams, research assessment and practical demonstration and examination.
Pathways to Senior Schooling	Pathways to Senior Schooling Year 11 & 12 - This course can lead in Certificate II in Hospitality, Health Education and Physical Education

Curriculum Area | Languages

Chinese

This one-year course involves studying the Chinese language on the topic of weather and seasons, food and drinks, hobbies, and how to look for a job in the Chinese speaking communities. All skills developed in the past years are reviewed and enhanced including character writing, various tones in speaking and listening, and appropriate communication in diverse cultural contexts. Further aspects of the Chinese cultures are examined. This course also focuses on further development to be prepared for the studying of the senior Chinese subject.



Year 10

Unit Description	Key Skills
Unit 1: Weather & Seasons	<p>Socialising Exchange and elaborate on suggestions and opinions in both spoken and written interactions.</p> <p>Informing Analyse, compare and present different perspectives on topics of interest; identifying the different ways emotions, intentions and ideas are expressed.</p> <p>Creating Engage with a range of imaginative texts and respond by expressing options, explaining themes, discussing characters and considering language use and cultural meanings.</p> <p>Translating Translate a range of Chinese texts and identify how some concepts can be readily translated between Chinese and English but some do not.</p> <p>Language variation and change Understand the dynamic nature of the Chinese language and how changes over time are influenced by local and global contexts and cultures.</p> <p>The role of language culture Analyse the ways in which the language choices reflect cultural practices and values and how the language is used to express familiarity and distance between participants in interactions.</p>
Unit 2: Food & Drinks	
Unit 3: Hobbies	
Unit 4: Looking for a Job	
Assessment Overview	All the four micro-skills (reading, writing, speaking & listening) will be assessed in various types of assessments in each semester, including short-response exams, writing assignments, role-play tasks and multimodal presentations. The assessments focus on the two main aspects of students' language skills – understanding and communicating.
Pathways to Senior Schooling	Chinese

Curriculum Area | Technologies

Design & Technology

Course Outline - In year 10, students will undertake the design process to create several products. Some products designed and made in previous years were furniture based design projects, Co2/ F1 dragsters and Built Environment prototypes with plans. Although with changes in technology and human needs these projects may change to suit the needs of the 21st century. This unit focuses on further developing and understanding of the design process, use of technologies, hand skills and an understanding of safety used within this subject area.

Year 10

Unit Description	Key Skills
Unit 1: Furniture & Graphical Design	<p>Students learn that the design, development and use of technologies are influenced by and can play a role in enriching and transforming societies and our natural, managed, constructed and digital environments. Design and Technologies actively engages students in producing quality designed solutions to identified problems or opportunities across a range of technologies contexts. Design and Technologies develops students' knowledge and confidence to analyse critically and respond creatively to the challenges of a highly technological and complex future. They learn to design, produce and evaluate innovative technological designed solutions. Through the practical application of technologies, students develop manual dexterity and coordination through hands-on activities.</p> <p>On conclusion of the course students should be able to:</p> <ul style="list-style-type: none"> • Describe design problems • Use drawing and prototyping skills • Analyse designs and design information • Investigate needs, wants or opportunities • Devise ideas in response to design problems • Synthesise ideas to propose design concepts • Evaluate ideas and concepts • Make decision and communicate that to an audience
Unit 2: Co2/ F1 Dragsters & Production Graphics	
Unit 3: Co2/ F1 Dragsters & Production Graphics	
Unit 4: Built Environment & Prototyping	
Assessment Overview	Design Process Folios, Research Reports, Practical Products & Exams
Pathways to Senior Schooling	Design, Engineering, Building and Construction Skills, Cert II in Electro Technology

Digital Technologies

Course Outline - Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately 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

Year 10

Unit Description	Key Skills
Unit 1:	<p>Collecting, managing and analysing data Develop techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, considering privacy and security requirements</p> <p>Analyse and visualise data to create information and address complex problems, and model processes, entities and their relationships using structured data</p> <p>Creating digital solutions by:</p> <p>Investigating and Defining Define and decompose real-world problems precisely, considering functional and non-functional requirements and including interviewing stakeholders to identify needs</p> <p>Generating and Designing Design the user experience of a digital system by evaluating alternative designs against criteria including functionality, accessibility, usability, and aesthetics Design algorithms represented diagrammatically and in structured English and validate algorithms and programs through tracing and test cases</p> <p>Producing and Implementing Implement modular programs, applying selected algorithms and data structures including using an object-oriented programming language</p> <p>Evaluating Evaluate critically how student solutions and existing information systems and policies, take account of future risks and sustainability and provide opportunities for innovation and enterprise</p> <p>Collaborating and Managing Create interactive solutions for sharing ideas and information online, considering safety, social contexts and legal responsibilities Plan and manage projects using an iterative and collaborative approach, identifying risks and considering safety and sustainability</p>
Unit 2:	
Unit 3:	
Unit 4:	
Assessment Overview	Through a range of problem solving projects, students will be assessed on their Knowledge and Understanding as well as their Processes and Production Skills .
Pathways to Senior Schooling	Digital Solutions, Information and Communication Technology

Curriculum Area | The Arts



Dance

In Year 10 Dance, students develop their understanding of how the Elements of Dance and Choreographic Devices can be used to create interest in a variety choreography. They work on their performance and choreographic skills, and spend time analysing and evaluating different dance works. Students engage with a range of styles and work both independently and collaboratively.

Year 10

Unit Description	Key Skills
Unit 1: Rebels of Dance	<p>Students will analyse the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in the dances made, performed and viewed.</p> <p>They will evaluate the impact of dance from different cultures, places and times on Australian dance.</p> <p>They will choreograph and rehearse dances with communication of choreographic intent through the manipulation and combination of the elements of dance, choreographic devices, form and production elements.</p> <p>Students will perform dances that demonstrate use of technical and expressive skills appropriate to the genre and style.</p>
Unit 2: Musical Theatre – The Golden Age	
Unit 3: Socio-political Contemporary Dance	
Unit 4: Iconic Dance Heroes	
Assessment Overview	<p>Students will be assessed through performances, choreographic pieces and analytical written work responding to dance works viewed.</p>
Pathways to Senior Schooling	Dance

Drama

This unit traces the origins of tragedy and comedy back to the very first theatre created in Ancient Greece. Students will journey from here, through the Renaissance and Medieval years, exploring theatre types such as the ancient Italian comedy of Commedia dell'Arte as well as the tragedies and comedies of Shakespeare. It also offers students an understanding of the current trends and practices within the theatre in Australia. This will include experimenting with a number of contemporary acting and writing styles as well as engaging with contemporary stories from Indigenous Australians. Students will work in ensembles to create highly physical and engaging performance work and will study the essentials of acting; training voice and body.

Year 10	
Unit Description	Key Skills
Unit 1: History of Performance	<p>Students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view.</p> <p>They use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints. Students develop and sustain different roles and characters for given circumstances and intentions.</p> <p>They perform devised and scripted drama in different forms, styles and performance spaces.</p> <p>They collaborate with others to plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting to engage audiences.</p> <p>They refine performance and expressive skills in voice and movement to convey dramatic action.</p>
Unit 2: History of Performance	
Unit 3: Contemporary Australian Theatre	
Unit 4: Contemporary Australian Theatre	
Assessment Overview	Students will be assessed through a range of methods, including performances, forming activities and analytical written work responding to a range of dramatic works.
Pathways to Senior Schooling	Drama

Media Arts

Students live in a technological world where information and communication technologies are integral to everyday situations. They communicate with others in an ethical, safe and responsible manner. Media involves constructing meaning, considering specific audiences and specific purposes by manipulating media languages and technologies to shape representations.

Year 10	
Unit Description	Key Skills
Unit 1: Cinematography as a craft	<p>Students analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute.</p> <p>They evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning.</p> <p>They evaluate how social, institutional and ethical issues influence the making and use of media artworks.</p> <p>Students produce representations that communicate alternative points of view in media artworks for different community and institutional contexts. They manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style.</p> <p>They collaboratively apply design, production and distribution processes.</p>
Unit 2: Storytelling	
Unit 3: Popular Media in a Global World	
Unit 4: Represent – an insight into race representation	
Assessment Overview	<p>Students work both independently and collaboratively to create a variety of media productions. They also engage in analytical, written work that may consist of essays, short response questions, evaluations and reflections.</p>
Pathways to Senior Schooling	Media Arts in Practice/ Certificate III in Media

Music

This course will look at the history of music, focussing on Blues, Jazz and Musical Theatre among many others and will allow students to explore the introduction and history of recorded sound, digital technology and other technological advances within the music industry. This course emphasises the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity and imagination through the three assessable dimensions of performance, composition and musicology.

Year 10	
Unit Description	Key Skills
Unit 1: New Ideas	Students analyse different scores and performances aurally and visually. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions. Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They interpret and perform music with technical control, expression and stylistic understanding. They use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style and notation to compose, document and share their music.
Unit 2: New Ideas	
Unit 3: Jazz me Blues	
Unit 4: Jazz me Blues	
Assessment Overview	Students will engage in a range of performance, composition and musicology tasks.
Pathways to Senior Schooling	Music/ Music Extension

Visual Art

The arts are universal forms of symbolic creation, expression and social exchange. Through the language of Visual Art, people from diverse cultures make sense of and share meaning about our world. Creativity plays a vital role in the wellbeing and advancement of all societies. From our earliest years, we communicate using complex symbol systems — gestural, verbal, visual and aural. Students will engage in experimental work throughout this unit using sculpture and paint to create a portfolio of work.

Year 10	
Unit Description	Key Skills
Unit 1: Sculpture	<p>Students evaluate how representations communicate artistic intentions in artworks they make and view.</p> <p>They evaluate artworks and displays from different cultures, times and places.</p> <p>They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas.</p> <p>They identify influences of other artists on their own artworks.</p> <p>Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.</p>
Unit 2: Sculpture	
Unit 3: Drawing/ Painting	
Unit 4: Drawing/ Painting	
Assessment Overview	Students will complete experimental folios and make and respond to artworks.
Pathways to Senior Schooling	Visual Arts in Practice/ Visual Art



Year 10, 2018 - Elective choices at a glance

<p>Economics Business & Civics</p>	<p>The Year 10 curriculum 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 examine the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce. This unit covers a variety of business and economics topics. It is an introduction into senior subjects, such as; Accounting, Business Management and Economics.</p>
<p>Certificate I in Business (BSB10115)</p>	<p>This entry-level qualification allows individuals across a variety of industry sectors to develop basic skills and knowledge to prepare for work. This Certificate is delivered through St Thomas More College which is the RTO No. 30494. Certificate courses are made up of Units of Competency. This course has different types of assessment and delivery methods. When your teacher has deemed you competent through demonstration of such tasks and you are competent in all units of competency within a qualification, you are then awarded the Certificate qualification.</p>
<p>Dance</p>	<p>Students will experience genres of dance such as Contemporary, Broadway, Jazz and Hip Hop. They will learn about how dance can be used to not only effectively engage audiences, but to convey meaning about important issues. They will develop their choreographic skills and learn to choreograph to achieve a specific intent, perform with genre-specific techniques and engage in analytical tasks responding to a range of dance works.</p>
<p>Drama</p>	<p>Students will study a range of theatre styles including Greek Theatre, Commedia Dell'Arte, Realism, Theatre for Young People and Physical Theatre. They will experiment with a number of contemporary acting and writing styles as well as engaging with stories from Indigenous Australians.</p>
<p>Media Arts</p>	<p>Students will learn how media functions in a global world and how people are represented across various platforms. They will learn the value of storytelling and how to use this to effectively engage audiences. They will develop their skills in the key elements of filmmaking including cinematography, mise-en-scène, editing and sound design.</p>
<p>Music</p>	<p>Students will incorporate and integrate the use of ICT's and music technology into stage/live music. The coursework will look at the introduction and history of recorded sound, digital technology and other technological advances within the music industry. Students will deconstruct the musical elements composers have employed in films and musicals and will develop an understanding of a diverse range of styles.</p>

Visual Art	Students will produce sculptural works using a variety of materials. They will explore the work of artists and will use a variety of drawing and painting techniques and produce an experimental portfolio.
Digital Technologies	Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately 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.
Design & Technology	In year 10, students will undertake the design process to create several products. Some products designed and made in previous years were furniture based design projects, Co2/ F1 dragsters and Built Environment prototypes with plans. Although with changes in technology and human needs these projects may change to suit the needs of the 21 st century. This unit focuses on further developing and understanding of the design process, use of technologies, hand skills and an understanding of safety used within this subject area.
Chinese	This one-year course involves studying the Chinese language on the topic of weather and seasons, food and drinks, hobbies, and how to look for a job in the Chinese speaking communities. All skills developed in the past years are reviewed and enhanced including character writing, various tones in speaking and listening, and appropriate communication in diverse cultural contexts. Further aspects of the Chinese cultures are examined. This course also focuses on further development to be prepared for the studying of the senior Chinese subject.
Extension Science	The science inquiry skills and science as a human endeavour strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the achievement standard and also to the content of the science understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher.
Extension History	This subject provides an opportunity for students to study both Ancient and Modern History and directly leads into these subjects in the senior years of schooling. Students will learn about a range of topics from Ancient Egypt and China to civil wars and revolutionary movements, such as the French Revolution. Students will learn values and attitudes essential to an appreciation of the past and the present, and will understand how ideas and beliefs have had an influence on history, in local, national and global contexts. The content and learning experiences of this subject will provide students with an opportunity to further develop historical knowledge, understanding and skills and be better prepared for informed and active citizenship in a changing world.
Food Technologies	This unit explores In Year 9 and 10 students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities. Increasingly, study has a global perspective, with opportunities to understand the complex interdependencies involved in the development of technologies and enterprises. Students use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.