Contents

Introduction ........................................................................................................ 1
Mission Statement .............................................................................................. 2
Year 10 Curriculum Overview ........................................................................... 3

Explanation of the Senior Schooling System .............................................. 4
Senior Education Profile .................................................................................. 4
Vocational education and training (VET) ......................................................... 5
Australian Tertiary Admission Rank (ATAR) eligibility ................................. 5
English requirement ......................................................................................... 5

MSM Senior Schooling Subjects (Year 10) ................................................. 6

Choosing Subjects for Year 10 ..................................................................... 7

Subject progression from Years 7-12 ............................................................. 8

Highly Recommended for Senior Syllabuses .............................................. 10

Religious Education ....................................................................................... 13

English ............................................................................................................. 15

Mathematics .................................................................................................. 16

Science ............................................................................................................ 18

Humanities ...................................................................................................... 20

Health & Physical Education ......................................................................... 22
Core Physical Education .................................................................................. 22
Health & Physical Education - Elective .......................................................... 23

Languages – Elective ...................................................................................... 24
French and Japanese ......................................................................................... 24

Learning Essentials - Elective ....................................................................... 26

Technologies - Elective .................................................................................. 27
Business & Enterprise ...................................................................................... 27
Digital Solutions by Design ............................................................................. 29
Food & Fashion Technology .......................................................................... 31

The Arts - Elective ......................................................................................... 33
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>33</td>
</tr>
<tr>
<td>Dance</td>
<td>35</td>
</tr>
<tr>
<td>Drama</td>
<td>37</td>
</tr>
<tr>
<td>Music</td>
<td>39</td>
</tr>
</tbody>
</table>
Introduction

Mt St Michael's College is a Congregational College under the Stewardship of Mary Aikenhead Ministries.

The purpose of this guide is to support students and parents in Years 10, 11 and 12 subject selection. It includes a comprehensive list of all Australian Curriculum subjects that form the basis of our school's curriculum offerings.

Mt St Michael's College designs curriculum programs that provide a variety of opportunities for students while catering to our individual schools' contexts, resources, students' pathways and community expectations.
Mission Statement

Students educated at Mt St Michael's College will be nurtured in the tradition of the Sisters of Charity to be principled young women with a passion for life, a commitment to justice and the courage to live out the teachings of Jesus.

We do this by:

- aiming for personal excellence in spiritual, academic, social, cultural and sporting pursuits;
- providing a diverse and innovative curriculum and excellent facilities;
- encouraging critical thinking, co-operation, the development of self-esteem and the ability to manage change;
- valuing uniqueness and supportive relationships;
- providing experiences that teach empathy with those who struggle or suffer; and
- inspiring a personal commitment to Hope and Action.

We value:

- Faith and Love
- Justice
- Forgiveness
- Respect
- Compassion
- Leadership
- Self-Discipline
- Co-operation
- Courage
- Stewardship
Year 10 Curriculum Overview

The Year 10 Curriculum is designed to build a bridge for girls coming from the Middle Years of schooling to help them move as smoothly as possible into the different patterns of study required in Years 11 and 12. All Learning Areas offered in the curriculum are structured in a way to enable students to specialise in their general areas of interest and to explore new options.

Our philosophy for Year 10 is to provide students with Core units of work that follow the requirements of the Australian Curriculum in English, Mathematics, Science, History and Health & Physical Education. Students also study Religious Education. Positive Education and Careers preparation is also allocated time. Finally, students are given the opportunity to select from a variety of elective units.

The Year 10 Curriculum therefore provides a good breadth and depth of study providing a strong foundation for the new QCAA senior school syllabuses. This will prepare for greater independence and decision-making ahead. During this time students are engaging with a higher level of academic rigour, in a responsive and challenging curriculum.
Explanation of the Senior Schooling System

Senior Education Profile

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of senior studies. This profile may include a:

- statement of results
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

For more information about the SEP see: www.qcaa.qld.edu.au/senior/certificates-qualifications/sep.

Senior subjects

The QCAA develops four types of senior subject syllabuses — General, Applied, Senior External Examinations and Short Courses. Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the General course.

Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum.

General syllabuses

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work. General subjects include Extension subjects.

Applied syllabuses

Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.

Senior External Examination

The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA.

Underpinning factors

All senior syllabuses are underpinned by:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content.
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.
General syllabuses

In addition to literacy and numeracy, General syllabuses are underpinned by:

- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills.

Applied syllabuses

In addition to literacy and numeracy, Applied syllabuses are underpinned by:

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts.

- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom.

- core skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

Vocational education and training (VET)

At Mt St Michael’s College there are several opportunities available for students to access VET programs. Students may partake in the following options.

A course offered as a senior subject being delivered with the assistance (and under the auspices) of an external Registered Training Organisation, Binnacle Training, RTO Code: 31319

- A third party arrangement with an external provider who is a Registered Training Organisation (RTO). This can include TAFE at School offerings.

- School Based Traineeships and Apprenticeships (SBTs and SBAs) which are managed in conjunction with employers, RTOs and relevant Apprenticeship Support Network Providers (AASN).

Australian Tertiary Admission Rank (ATAR) eligibility

The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student’s:

- best five General subject results; or

- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

English requirement

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject.

Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of two subjects — English or Essential English.

While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student’s English result to be included in the calculation of their ATAR.
# MSM Senior Schooling Subjects (Year 10)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year 10 Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion</td>
<td>Religious Education</td>
</tr>
<tr>
<td>Science</td>
<td>Life Science</td>
</tr>
<tr>
<td></td>
<td>Physical Science</td>
</tr>
<tr>
<td></td>
<td>Foundational Science</td>
</tr>
<tr>
<td>Technologies</td>
<td>Business &amp; Enterprise</td>
</tr>
<tr>
<td></td>
<td>Digital Solutions by Design</td>
</tr>
<tr>
<td></td>
<td>Food &amp; Fashion Technology</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>English Fundamentals</td>
</tr>
<tr>
<td>Humanities</td>
<td>AC History / Preparatory Ancient History</td>
</tr>
<tr>
<td></td>
<td>AC History / Preparatory Geography</td>
</tr>
<tr>
<td>Languages</td>
<td>French</td>
</tr>
<tr>
<td></td>
<td>Japanese</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Preparatory Mathematical Methods</td>
</tr>
<tr>
<td></td>
<td>Preparatory General Mathematics</td>
</tr>
<tr>
<td></td>
<td>Mathematics Fundamentals</td>
</tr>
<tr>
<td>The Arts</td>
<td>Art</td>
</tr>
<tr>
<td></td>
<td>Dance</td>
</tr>
<tr>
<td></td>
<td>Drama</td>
</tr>
<tr>
<td></td>
<td>Music</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Core Physical Education</td>
</tr>
<tr>
<td></td>
<td>Health and Physical Education (Elective)</td>
</tr>
</tbody>
</table>

## Practical Subject Levies

Please be aware that Music, Dance, Drama, Food & Fashion Technology, Digital Solution by Design and Art all attract a subject levy.
Choosing Subjects for Year 10

In Year 10, students follow a course that includes compulsory subjects and elective subjects.

The **compulsory subjects** are:

**YEAR 10**

- Religious Education
- English or English Fundamentals
- AC History with an elective in Geography or Ancient History
- Preparatory Mathematical Methods or Preparatory General Mathematics or Mathematics Fundamentals
- Foundational Science or Life Science or Physical Science.
- Core PE

**Students in Year 10 study a total of eight (8) subjects**

- the six (6) compulsory subjects;
- two (2) elective subjects.
- Students are also involved in programs in Positive Education and Careers

While the compulsory plus elective subjects should provide a comprehensive education for each student, it is important to check the tables titled *Subject Progression* (pages 8-9) before making any final decisions.
### Subject progression from Years 7-12

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Years 11/12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Religious Education</strong></td>
<td>Religious Education</td>
<td>Religious Education</td>
<td>Religious Education</td>
<td>Religion and Ethics (A) Study of Religion (G)</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English (G) English &amp; Literature Extension (Yr 12 only) (G)</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Preparatory Mathematical Methods</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Life Science</td>
</tr>
<tr>
<td>Year 7</td>
<td>Year 8</td>
<td>Year 9</td>
<td>Year 10</td>
<td>Year 11/12</td>
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</tr>
<tr>
<td><strong>Humanities</strong></td>
<td>Humanities</td>
<td>Humanities</td>
<td>AC-History/Ancient History</td>
<td>Modern History (G) Ancient History(G)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>AC-History/Geography</td>
<td>Modern History (G) Geography(G)</td>
</tr>
<tr>
<td><strong>Technologies</strong></td>
<td>Business &amp; Enterprise</td>
<td>Business &amp; Enterprise</td>
<td>Accounting(G) Business (G) Certificate III in Business(A)</td>
<td></td>
</tr>
<tr>
<td>Digital Technology</td>
<td>Digital Technology</td>
<td>Digital Solutions by Design</td>
<td>Digital Solutions by Design</td>
<td>Information &amp; Communication Technology (ICT)(A)</td>
</tr>
<tr>
<td>Design Technology</td>
<td>Design Technology</td>
<td>Food &amp; Fashion Technology</td>
<td>Food &amp; Fashion Technology</td>
<td>Food &amp; Nutrition(G) Hospitality Practices (A) Fashion (A)</td>
</tr>
<tr>
<td><strong>Languages</strong></td>
<td>Japanese</td>
<td>Japanese</td>
<td>Japanese</td>
<td>Japanese</td>
</tr>
<tr>
<td>French</td>
<td>French</td>
<td>French</td>
<td>French</td>
<td>French</td>
</tr>
<tr>
<td><strong>Health &amp; Physical Education</strong></td>
<td>Health &amp; PE</td>
<td>Health &amp; PE</td>
<td>Health &amp; PE</td>
<td>Health &amp; PE</td>
</tr>
<tr>
<td><strong>The Arts</strong></td>
<td>Art</td>
<td>Art</td>
<td>Art</td>
<td>Art</td>
</tr>
<tr>
<td>Dance</td>
<td>Dance</td>
<td>Dance</td>
<td>Dance</td>
<td>Dance</td>
</tr>
<tr>
<td>Drama</td>
<td>Drama</td>
<td>Drama</td>
<td>Drama</td>
<td>Drama</td>
</tr>
<tr>
<td>Music</td>
<td>Music</td>
<td>Music</td>
<td>Music</td>
<td>Music</td>
</tr>
</tbody>
</table>
Highly Recommended for Senior Syllabuses

The following table outlines the **minimum** conditions that are normally required for students wishing to study particular senior syllabuses. Experience has shown that students without these minimum results have extreme difficulty in coping with the extensive demands of the senior subjects. While it is not explicitly stated in the table, students without a sound grasp of English will find the language demands of the senior subjects extremely difficult.

**In order to choose an ATAR course, students must currently be achieving a minimum C result in five (5) Year 10 subjects which must include English.**

If a student wishes to study a subject for which she does not have the specified result recommendations, she can apply for special permission from the Deputy Principal (Curriculum), in consultation with the Curriculum Middle Leader. It is most important to remember, however, that while administrative requirements may be waived, the academic demands of the subject remain. As a result, students will find that they need to put in extra effort if they hope to be successful in these subjects.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Highly Recommended (minimum result)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>English (C)</td>
</tr>
<tr>
<td>Ancient History</td>
<td>English (C)</td>
</tr>
<tr>
<td>Art</td>
<td>English (C)</td>
</tr>
<tr>
<td>Biology</td>
<td>Life or Physical Science (C+) &amp; English (C)</td>
</tr>
<tr>
<td>Business</td>
<td>English (C)</td>
</tr>
<tr>
<td>Certificate III in Business</td>
<td>English or Essential English (C)</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Physical Sciences (B-)</td>
</tr>
<tr>
<td></td>
<td>Preparatory Mathematical Methods (B-) or</td>
</tr>
<tr>
<td></td>
<td>Preparatory General Mathematics (B-)</td>
</tr>
<tr>
<td>Dance</td>
<td>English (C)</td>
</tr>
<tr>
<td>Visual Arts in Practice</td>
<td>English (C)</td>
</tr>
<tr>
<td>Drama</td>
<td>English (C)</td>
</tr>
<tr>
<td>English</td>
<td>English (C)</td>
</tr>
<tr>
<td>English Extension (Year 12 only)</td>
<td>Senior English (A)</td>
</tr>
<tr>
<td>French</td>
<td>French (C)</td>
</tr>
<tr>
<td>Geography</td>
<td>English (C) &amp; Preparatory General Mathematics (B)</td>
</tr>
<tr>
<td>Fashion</td>
<td></td>
</tr>
<tr>
<td>Food &amp; Nutrition</td>
<td>English (C)</td>
</tr>
<tr>
<td>Hospitality Practices</td>
<td></td>
</tr>
<tr>
<td>Digital Solutions</td>
<td>English (C)</td>
</tr>
<tr>
<td>Information &amp; Communication Technology (ICT)</td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td>Japanese (C)</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>Preparatory General Mathematics(C+)</td>
</tr>
<tr>
<td>Mathematical Methods</td>
<td>Recommended - Preparatory Mathematical Methods (B-)</td>
</tr>
</tbody>
</table>

MT ST MICHAEL’S COLLEGE  Senior Schooling Subject Guide Year 10 2020  May 2019  Page 10 of 41
<table>
<thead>
<tr>
<th>Subject</th>
<th>Highly Recommended (minimum result)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialist Mathematics</td>
<td>Preparatory Mathematics Methods (B)</td>
</tr>
<tr>
<td>Modern History</td>
<td>English (C)</td>
</tr>
<tr>
<td>Music</td>
<td>Prior Music Knowledge</td>
</tr>
<tr>
<td>Music Extension (Year 12 only)</td>
<td>Senior Music (C)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>English (C)</td>
</tr>
<tr>
<td>Physics</td>
<td>Physical Sciences (B-) and Preparatory Mathematical Methods (B-)</td>
</tr>
<tr>
<td>Essential Mathematics</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>Life or Physical Science (C+) &amp; English (C)</td>
</tr>
<tr>
<td>Religion and Ethics SAS</td>
<td></td>
</tr>
<tr>
<td>Study of Religion</td>
<td>English (C)</td>
</tr>
</tbody>
</table>
How Parents Can Help At Home

To make informed and realistic decisions about the future, students need to consider the range of possibilities on offer and the sustainability of these choices to personal abilities, beliefs and aspirations.

It is also important for students to recognise that success is the consequence of hard work, organisation, commitment and dedication. Be prepared for the inevitable failures and celebrate successes, regardless of how small they are. Accept that plans will not always work and when faced with difficulties a growth mindset is required to focus on the end goal. The student's journey is not one they can travel alone.

Parents can work in partnership with the college in many ways:

- Acknowledging and supporting your daughters in using their strengths.
- Accessing the Parent Portal to retrieve ongoing results in subject areas.
- Attending the Parent Academy sessions that offer guidance and assistance around the technology used by students in their subject areas.
- Contacting the Program Leader – Senior School for any questions regarding your daughter’s academic progress.
- Conferencing with subject teachers.
- Becoming familiar with College protocols as explained in the Student Diary.
- Using the language of the Habits of Mind and Positive Education to support your daughters in functioning well at school.
- Being interested in College life by reading the ‘Spirit’ and having conversations with your daughters about key events at the College.
- Attending Year Level Information evenings.
Why Study This Subject?

The Religious Education Department offers the following subjects for students in Year 10:

- Religious Education

Religious Education at Mt St Michael's College aims to provide opportunities that:

- nurture students’ spiritual and moral capacities
- heighten students’ awareness of the mystery that permeates all life
- help students grow in their knowledge and understanding of God
- help students develop their moral sensitivities and sense of responsibility
- help students develop self-worth and affirm the worth of others
- help students communicate about religious matters
- help students understand the role religion plays in human affairs and achievements
- help students understand and appreciate the Catholic religious heritage and the religious heritage of others
- provide students with opportunities to engage in practical projects designed to promote and support a just society.

(A Statement on Religious Education for Catholic schools – pp. 9-11)

Assessment

Students are required to complete assessment in Religious Education which is designed to appropriately prepare them for their subject choices in Year 11 & 12.

<table>
<thead>
<tr>
<th>Religious Education</th>
<th>Overview</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spirituality – Nourished by the Spirit</td>
<td>This unit explores the core of Christianity – how God’s love has been revealed over time and the significance of the Eucharist. Students will demonstrate an understanding of what it means to respond to the challenge of the Eucharist in our everyday lives.</td>
<td>Examination</td>
</tr>
<tr>
<td>Responding to change in the 20th century.</td>
<td>This unit invites students to explore the changes in Church in the 20th and 21st centuries. It looks at how the Church has responded to a range of emerging threats to human ecology and environmental ecology from c. 1918 to the present, focusing on the experiences of the Jewish people during the Holocaust and Indigenous Australians. Key Church documents and other spiritual writings will be examined and analysed critically, leading students to an awareness of the many sources that shape its response to and action in the modern world.</td>
<td>Examination</td>
</tr>
<tr>
<td>Christian Morality</td>
<td>This unit reflects on Church teaching, the life of Jesus, prayer and the advice of those around us as sources of conscience formation. Students will look beyond personal moral decision making to investigate the principles of Catholic social teaching which provide clear criteria for judgement and action, with a focus on emerging</td>
<td>Investigation - Brochure</td>
</tr>
</tbody>
</table>
moral questions about economic structures and development.

| The Mystery of God | Students will investigate beliefs and sacred texts from world religions and investigate ways in which various ritual and spiritual practices reflect different understandings of God or “the other.” | Investigation - Essay |

**How Are Students Assessed?**

Students will complete 4 assessment tasks over the year, including examinations and research investigations ensuring that they have the opportunity to develop the skills needed for either Religion and Ethics or Study of Religion in Years 11 & 12.

Each assessment piece will be used for formal assessment and reporting purposes, as with all other areas of the College curriculum.

**Other Activities**

Outside regular Religious Education classes, opportunities of spiritual growth are provided by means of daily prayer, masses, liturgies and participation in retreat experiences. Students are also encouraged to become involved in Community Service through the Missions of St Vincent, the Environment Group, the Social Justice Council and Interact groups.
English

Why Study This Subject?

The English course is designed to provide a wide range of written and spoken tasks covering a variety of genres. The English course promotes the linguistic maturity of students by developing their capacity to use language appropriately and effectively in a variety of contexts. By reinforcing acquired skills and facilitating cognitive growth through exposure to more sophisticated material and tasks, the program assists students to make an effective transition to senior English studies.

The English Department offers the following subjects for students in Year 10.

- English (prepares students for both English and English and Literature Extension)
- English Fundamentals (prepares students for Essential English)

Assessment

English:

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Youth Identity in Visual Texts:</strong> perspectives on youth identity in traditional and digital texts.</td>
<td><strong>Reading the Classics:</strong> close reading of a Shakespearean play.</td>
</tr>
<tr>
<td><strong>Persuasive spoken response</strong></td>
<td><strong>Imaginative written response</strong></td>
</tr>
<tr>
<td><strong>Life writing:</strong> the representation of human experience in non-fiction texts.</td>
<td><strong>Stories that Change Us:</strong> close study of a literary novel that explores social and moral themes.</td>
</tr>
<tr>
<td><strong>Imaginative written response</strong></td>
<td><strong>Analytical written response</strong></td>
</tr>
</tbody>
</table>

English Fundamentals:

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Novel study:</strong> close reading of a popular fiction text</td>
<td><strong>Novel Study:</strong> close reading of a popular text</td>
</tr>
<tr>
<td><strong>Persuasive spoken response</strong></td>
<td><strong>Imaginative written response</strong></td>
</tr>
<tr>
<td><strong>Film study:</strong> analysis of a feature film</td>
<td><strong>Media Study:</strong> close analysis of digital texts</td>
</tr>
<tr>
<td><strong>Analytical written response</strong></td>
<td><strong>Short response exam</strong></td>
</tr>
</tbody>
</table>

How Do Students Learn?

Students learn by working with language and texts in ways that cater for the diverse range of learning styles, interests and abilities of senior students. They may include:

- individual, small group and whole class activities such as workshops, conferencing, debates, discussions
- reading a range of texts
- analysing and producing texts
- listening to guest speakers and experts.
Mathematics

Why Study This Subject?

Mathematics is the basis of numeracy and the thinking skills which are extended upon in the content strands and then assessed using criteria generated from the proficiency strands of Understanding, Fluency, Problem Solving and Reasoning. These lay the foundation for the learning and assessment areas in the Senior Mathematics Program; Recalling, Comprehending, Communicating, Evaluating, Justifying and Solving.

What Will Students Study?

Students will choose a Mathematics dependent on their demonstrated ability in Year 9 Mathematics to make a choice as to which level of Mathematics to pursue in Year 10. The options are:

- Preparatory Mathematical Methods which prepares students for any choice of Mathematics in the senior school. This course aligns with the Year 10A Mathematics course prescribed by the Australian Curriculum.
- Preparatory General Mathematics which prepares students for General Mathematics or Essential Mathematics in Senior. This course aligns with the Year 10 Mathematics course prescribed by the Australian Curriculum.
- Mathematics Fundamentals prepares students for Senior Essential Mathematics.

Assessment

Year 10 students will study a program similar to the following units –

<table>
<thead>
<tr>
<th>Unit Number</th>
<th>Unit Outline</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students complete a series of challenges involving number and algebra, including factorising linear expressions, simplifying algebraic expressions, including use of index laws and algebraic fractions, expanding binomial products, solving quadratic equations. Students’ understanding of Pythagoras’ theorem and three dimensional objects is extended into real life applications. Students’ understanding of Cartesian geometry, linear relations and the application of the distributive law and solve problems involving linear equations, including those derived from formulas is developed as is the understanding of trigonometry is then extended to real life settings with the use of bearing and angles of elevation and depression and establishing the sine, cosine and area rules. • 10 Prep Methods students factorise and solve monic and non-monic quadratic expressions, applying the unit circle to define trigonometric functions and graphs and solving simple trigonometric equations.</td>
<td>Test</td>
</tr>
<tr>
<td>2</td>
<td>In this unit students explore more detailed analysis of statistical variation, including the use of data displays to make informed decisions. They extend the connection between algebraic and graphical representations of linear and non-linear situations.</td>
<td>Problem Solving &amp; Modelling Task</td>
</tr>
</tbody>
</table>
Financial mathematics is also investigated by connecting the compound interest formula to repeated applications of simple interest, using algebraic and graphical techniques. Students extend on probability and statistics by looking at conditional statements in real life and abstract situations. Students then apply logical reasoning, including the use of congruence and similarity and angle properties, to proofs and plane shapes.

10 Prep Methods students extend algebraic concepts through fractional indices, applying the laws of logarithms solving simple exponential equations and exploring polynomials. They also use the factor and remainder theorems in solving quadratic functions and apply proofs and reasoning to circles.

**Mathematics Fundamentals:**

<table>
<thead>
<tr>
<th>Unit Number</th>
<th>Unit Outline</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>This unit lays the foundation of topics such as Number (including fractions and decimals), Time (including Time Zones), Measurement focusing on Perimeter, Area and Volume with practical applications and Ratio, Rate and Proportion in a real world context.</td>
<td>Test</td>
</tr>
<tr>
<td>2</td>
<td>This unit further explores the real life applications of percentages which involve Wages, Salary, Commission, Budgets and Tax. Students then investigate a variety of Statistical Measures and Probability in various contexts and the concepts of Geometry of Lines and Angles and Simple Algebraic Processes.</td>
<td>Problem Solving &amp; Modelling Task and Test</td>
</tr>
<tr>
<td>3</td>
<td>Students investigate Directions and Bearings with a focus on practical applications including Pythagoras and Trigonometric Ratios. The subject concludes with a summary of Fundamental Numeracy Skills needed for the Essential Maths course in Year 11.</td>
<td>Problem Solving &amp; Modelling Task and Test</td>
</tr>
</tbody>
</table>

• End of Year Exam on Unit 1&2
**Science**

**Why Study This Subject?**

Science is the study of natural phenomena. It is a human activity that involves the understanding, communication, knowledge and exploration of the world in which we live. Science has three interrelated dimensions: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. Together, the three dimensions of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through an inquiry process.

Science can lead students into future employment in fields such as Medical, Environmental, Engineering, Industrial, Biosecurity, Health, Forensics and Food Technology.

**What Will Students Study?**

Mt St Michael’s will be offering three Year 10 Science courses in 2020, and each student will need to select one of these. All three courses will adhere to the Australian Curriculum – Science framework produced by Australian Curriculum, Assessment and Reporting Authority (ACARA) and developed by the Queensland Curriculum and Assessment Authority (QCAA). However, the breadth and depth of each course will be adapted to align with specific Science subjects in the Senior Curriculum.

- The Physical Science course will have a greater focus on the skills and understanding required for the new Chemistry and Physics General subjects with an appropriate focus on the new Biology and Psychology General subjects.
- The Life Science course will have a greater focus on the skills and understanding required for the new Biology and Psychology General Subjects.
- The Foundational Science course will cover the Australian Curriculum – Science; however, the breadth and depth will be selected for students who are unlikely to continue with a Senior Science subject in Year 11 or 12.

Physical Sciences and Life Sciences will be studied by the majority of Year 10 students. These courses will provide an appropriate challenge and cover the requirements of the Australian Science Curriculum. These courses will encourage students to foster an independent style of learning, while incorporating specific skills and content that align with their respective Senior Syllabuses.

Foundational Science will study the core concepts from the Australian Science Curriculum and will provide an appropriate challenge for a broad range of student abilities. This course will contain teacher-directed work and some independent learning where appropriate. The emphasis in this course will be on the acquisition of knowledge as the basis for the development of inquiry skills. Students who have struggled with the level of ability required in Science in Year 9 will be recommended to undertake Foundational Science in Year 10.
Physical Sciences

<table>
<thead>
<tr>
<th>Semester</th>
<th>Units</th>
</tr>
</thead>
</table>
| 1        | • Chemical Sciences – The Periodic Table and Reaction Rates  
          | • Biological Sciences – Genetics and Evolution |
| 2        | • Physical Sciences – Forces, Motion and Energy  
          | • Psychology – Biological, Cognitive and Social Perspectives |

Life Sciences

<table>
<thead>
<tr>
<th>Semester</th>
<th>Units</th>
</tr>
</thead>
</table>
| 1        | • Physical Sciences – Forces, Motion and Energy  
          | • Biological Sciences – Genetics and Evolution |
| 2        | • Psychology – Biological, Cognitive and Social Perspectives  
          | • Chemical Sciences – Forensic Analysis |

Foundational Sciences

<table>
<thead>
<tr>
<th>Semester</th>
<th>Units</th>
</tr>
</thead>
</table>
| 1        | • Biological Sciences – Genetics  
          | • Physical Sciences – Motion, Energy and Technological Advances |
| 2        | • Earth & Space Sciences – Climate Change  
          | • Chemical Sciences – Chemical Reactions and Products used in Society |

**How Do Students Learn?**

Science education involves students and teachers working together to construct new understandings and compare students' current ideas with those of the scientific community. Students are advised to become more independent learners over the course of the year. In this subject, students will be encouraged to move from their own life experiences and learned knowledge into exploring more difficult and applied concepts. There will be a significant proportion of the courses devoted to practical work and data analysis. They will learn to critically evaluate data and evidence to draw conclusions and communicate their understanding.

**How Are Students Assessed?**

Assessment in Year 10 Science courses will practice students in assessment strategies and skills used in the new Senior Science Syllabuses. A variety of assessment tools will be used in order to provide formative and summative assessments including:

- Supervised assessments (Examinations, including Data Tests);
- Experimental investigations (Scientific Reports) and
- Research Tasks.
**Why Study This Subject?**

Humanities explore the way people interact with each other and their environments. It draws from a number of traditional subject areas including history, geography, economics, politics, sociology, anthropology, law, psychology and ethics. Students critically examine challenging historical and contemporary issues and then are asked to create optimistic future visions based on their analysis.

**Year 10**

Democratic process, social justice, ecological and economic sustainability and peace are the key values of Humanities. These values are explored as students investigate, create, participate, communicate and reflect on the issues and ideas emerging from their learning.

**What Will Students Study?**

During Year 10 all students will study a Humanities course. There are two pathways to choose from. The program for the two pathways is similar to the following units:

**Pathways:**

Pathway 1:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Units</th>
</tr>
</thead>
</table>
| 1        | AC – Geography  
|          | • Environmental Change and Management  
|          | • Geographies of Human Wellbeing. |
| 2        | AC – History – The Modern World and Australia  
|          | • World War II (1939 – 45)  
|          | • Rights and Freedoms (1945 – Present) |

OR:

Pathway 2:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Units</th>
</tr>
</thead>
</table>
| 1        | AC – History – The Modern World and Australia  
|          | • World War II (1939 – 45)  
|          | • Rights and Freedoms (1945 – Present) |
| 2        | History – Investigating the Past  
|          | • Life in the Ancient World – Slavery in ancient Rome  
|          | • Women in the past – Comparing the life of Women in Sparta and Athens. |
**How Do Students Learn?**

The rapid proliferation of knowledge no longer lends itself to a narrow focus of learning only content. Today it is critical to educate students in the basic skills of the Humanities including the ability to:

- research thoroughly and effectively;
- analyse critically and detect bias and assess reliability of sources;
- empathise with the values and customs of different cultures;
- draw conclusions based on solid evidence;
- perceive cause and effect relationships; and
- present material in a logically developed and coherent way.

**How Are Students Assessed?**

Assessment in Humanities will share assessment strategies and skills used in the new Senior Humanities Syllabuses. A variety of assessment tools will be used to provide both formative and summative judgements:

- Investigations – research;
- Short response to stimulus;
- Extended written response to source material;
- Field work; and
- Interpretative responses to given data.
CORE PHYSICAL EDUCATION

WHY STUDY THIS SUBJECT?

The aim of Core Physical Education is to engage students in physical activity giving them the opportunity to be active, participate and co-operate with their peers and experience the benefits of physical activity. In our current society, obesity is increasing therefore regular moderate to vigorous physical activity is vital in staying physically fit and healthy. Physical activity patterns which are developed in adolescence may influence lifelong activity patterns and choices and for this reason all students participate in Core Physical Education. Students are encouraged to be part of the decision making process in choosing some of the physical activities in which they participate. Physical activities include traditional and non-traditional activities to provide opportunities for students to try a range of activities as well as fitness activities to increase the students’ fitness level. The course is structured so that not all classes may choose the same activity to complete in class. Emphasis is on skill development and participation rather than on excellence in any given activity. Assessment is based around the students’ participation and commitment in class as well as their ability to learn and apply new skills.

WHAT WILL STUDENTS STUDY?

The following list is a guide of the physical activities that may be completed in Year 10:

- Pilates
- Synchronised swimming
- Minor games
- Cardio tennis
- Volleyball
- Netball
- Basketball
- Touch Football
- Gymnastics
- Team Handball
- Water Polo
- Fitness
- Speedminton
- Table tennis
- Cricket
- Australian Rules Football

HOW DO STUDENTS LEARN?

All of the timetabled time involves students engaging in physical activity.
Health & Physical Education - Elective

Why Study This Subject?
Health and Physical Education is uniquely positioned to provide opportunities for the education of students to adopt lifelong healthy, active living. The knowledge, understanding and skills taught through Health and Physical Education provide a foundation for students to enhance their own and others’ health and wellbeing in varied and changing contexts.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to confidently and competently participate in a range of physical activities. Movement is a powerful medium for learning through which students can acquire and practise a range of personal, interpersonal, behavioural, social and cognitive skills. Students gain expertise in movement skills, physical activities and physical fitness concepts as a foundation for lifelong physical activity participation and an appreciation of the significance of physical activity and sport in Australian society and globally.

What Will Students Study?
The Health and Physical Education Course in Year 10 consists of the following basic components:

<table>
<thead>
<tr>
<th>Practical</th>
<th>Theoretical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competitive Swimming</td>
<td>Training Programs</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>Contemporary Sociological Issues in Sport</td>
</tr>
<tr>
<td>Oz Tag</td>
<td>Tactical Awareness</td>
</tr>
<tr>
<td>Badminton</td>
<td>Biomechanics</td>
</tr>
</tbody>
</table>

How Do Students Learn?
The course includes both theoretical and practical aspects. Approximately 50% of the time is devoted to practical work. Students will be involved in a variety of written, oral and physical learning experiences. In Year 10, the focus is directed towards learning about, through and in physical activity; a taste and introduction to Senior Physical Education.

- This subject is not recommended for students with on-going chronic injuries or illness, as participation in practical work contributes to at least 50% of the course. Full participation in all physical activities is required.

How Are Students Assessed?
Assessment items are in the form of formal exams, research assignments, project folios and physical performances. This course provides a solid foundation for the Senior Physical Education Course.

Future Pathways
The Elective HPE (Years 9-10) and Senior HPE (Years 11-12) courses will not only serve as a springboard into Health and Physical Education related careers such as a Physical Education Teacher, Primary School Teacher, Physiotherapist, Health Instructor, Recreation Co-ordinator, Personal Trainer, Sports Official, Coach, Exercise Physiologist, Sports Psychologist and Sports Manager, they will also aid in creating a healthy, active and socially desirable lifestyle for the participant.
Languages – Elective
French and Japanese

WHY STUDY LANGUAGES?

Competence in a language is essential for young Australians who wish to take their proper place in a world where globalization is a reality of life. Mt St Michael’s College acknowledges this by offering students a choice of two languages, one Asian and one European. They are two separate subjects and students may choose one or both as part of their electives.

The main objective in learning Japanese or French is communication in the language. Throughout the course, students gradually increase their communicative ability across four skills of Listening, Speaking, Reading and Writing. For Japanese, students will be expected to use the three scripts of Hiragana, Katakana and an increasing number of Kanji. By the end of Year 10, students should be able to understand and use Japanese or French in a variety of everyday situations.

WHAT WILL STUDENTS STUDY?

FRENCH

<table>
<thead>
<tr>
<th>Semester</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>o Home and Daily Routine</td>
</tr>
<tr>
<td></td>
<td>o Leisure and Travel</td>
</tr>
<tr>
<td>2</td>
<td>o Health and Relationships</td>
</tr>
<tr>
<td></td>
<td>o Story-Telling</td>
</tr>
</tbody>
</table>

JAPANESE

<table>
<thead>
<tr>
<th>Semester</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>o Eating and Shopping</td>
</tr>
<tr>
<td></td>
<td>o Leisure and Neighbourhood</td>
</tr>
<tr>
<td>2</td>
<td>o Travel and Transport</td>
</tr>
<tr>
<td></td>
<td>o Part Time Work and Careers</td>
</tr>
</tbody>
</table>

HOW DO STUDENTS LEARN?

The course materials used are up-to-date and interesting and are supplemented by audio-visual resources and software. Other activities in the classroom include role-plays, songs, stories, emails and online digital resources, conversations, games, puzzles, cooking and food sampling. Students are encouraged to experience the language ‘outside’ the classroom by participation in language competitions, cultural festivities and excursions.
HOW ARE STUDENTS ASSESSED?

Students will be assessed in each of the four skills during the semester. There are no assignments required for assessment but regular homework and revision are essential. Active participation in class is also vital. Language learning expands one’s world view and develops cross-cultural understanding, teaches and encourages respect for other people and can provide a competitive edge in career choices due to its balance of both content and skill.

The three most sought after skills employers seek in today's marketplace are:

- Communication – students develop skills to clarify and articulate their thoughts and idea as well as enhance listening skills
- Problem-solving/analysis
- Ability to work as a member of a team.

Language learning requires intellectual discipline and systematic study habits. Because the learners need to reorganise their thinking to accommodate the structure of the other language, they develop cognitive flexibility and problem solving ability.

FUTURE PATHWAYS

Continuous and consecutive study of Japanese or French in Year 10 will also provide an essential prerequisite for further study in Years 11 and 12. At present, some universities in Queensland are offering up to a maximum of two Adjustment Factors for students who successfully complete senior Japanese and French towards entry to their respective university courses.

If a student entering Year 10 wishes to choose a language without prior study in Year 8 & 9, she would seek permission from the Curriculum Leader - Languages, to discuss the preparation required before the start of Year 10.
Learning Essentials - Elective

**WHY STUDY THIS SUBJECT?**

Learning Essentials is an elective subject offered through an invitation to selected students who need further assistance to develop their independent learning skills in order to keep up with the demands of secondary schooling. This academic support program offers students additional assistance with subjects being studied at school by staff who work closely with the student's own subject teachers. It is also designed to assist students in completing their coursework and assessment pieces for their core classes. This support is given during timetabled lessons in a small group environment with the support of specialist staff.

**HOW DO STUDENTS LEARN?**

- Through systematic and explicit instruction and revision.
- Via a framework that provides a measure of independence but at the same time assists the learner to complete core class assessment pieces.
- By providing appropriate strategies to address individual learning requirements.
- Through appropriately differentiated tasks that allow students to show what they know and can do using their strengths.
- By receiving regular feedback on work with the re-teaching of skills, if necessary.
Business & Enterprise

**WHY STUDY THIS SUBJECT?**

Business activity affects the daily lives of all Australians as they work, spend, save, invest, travel and play. It influences jobs, incomes and opportunities for personal enterprise. Business refers to enterprising endeavours undertaken to meet human needs and wants.

Business education is important, so students can:

- gain a degree of independence in accumulating and managing finances;
- make informed decisions about goods and services by evaluating choices using criteria; and
- understand their legal rights and responsibilities as citizens.

**WHAT WILL STUDENTS STUDY?**

Students studying Business and Enterprise will develop effective decision-making skills related to consumer behaviour and the management and evaluation of personal financial matters, resulting in improved economic, consumer and financial literacy.

The College has created a course of study that is based on the Australian Curriculum for Economics and Business which is designed to deliver two related strands of study – Knowledge and Understanding, and Business Skills.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>o <strong>Economics &amp; International Business</strong> - this unit considers basic economic concepts, including scarcity, importing and exporting, and costs and benefits of economic growth.&lt;br&gt;o <strong>Business Venture</strong> - this practical unit gives students the opportunity to run a small business. Previous ventures included branded water bottles, fitness towels, tote bags and Mother's Day Stall.&lt;br&gt;o <strong>Show Me the Money</strong> - this unit looks at the role of finance in a small business. Students will employ accounting principles to record transactions and prepare simple financial reports for a small retail business. This unit prepares students to use MYOB.</td>
</tr>
<tr>
<td>2</td>
<td>o <strong>A Reality Check</strong> - this unit focuses upon information relevant to being independent. Topics include renting, insurance, taxation and investing.&lt;br&gt;o <strong>The Future of Work</strong> - this unit provides students with knowledge of Australia’s Industrial Relations Law and the world of work. Topics included contemporary work issues and an introduction to payroll.</td>
</tr>
</tbody>
</table>
**How Do Students Learn?**

This program covers a wide range of business and enterprise topics to allow students the opportunity to develop their skills as enterprising individuals in the rapidly changing world of business. The course is based around meeting students’ needs by developing:

- interpersonal and business skills important for all students through participation in real business ventures.
- strong financial literacy understandings.
- a foundation of content and skills as background to the senior business subjects offered at the College: Accounting, Business and Certificate III in Business.
- specific literacy and numeracy skills for business and economic contexts.
- further developing analysis and evaluation skills, sourcing and using information, communication and technology skills.

**How Are Students Assessed?**

Assessment in Business and Enterprise will share assessment strategies and skills used in the new Senior Business Syllabus. A variety of assessment tools will be used to provide formative and summative assessments including:

- Extended written responses;
- Response to stimulus exams – including Business and Accounting topics;
- Venture Project; and
- Reality Check Project.

**Future Pathways**

The study of Business and Enterprise provides opportunities for students to pursue entrepreneurial pathways and a wide range of careers in the public, private and not-for-profit sectors. A course of study in Business and Enterprise can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.
# Digital Solutions by Design

## Why Study This Subject?
Digital Solutions by Design (DSD) is a practical discipline that helps prepare students to meet the frequent and rapid change in the area of information technology, and to be responsive to emerging technologies and trends. DSD involves the use of technologies that allow people to manipulate and share information in its various forms (text, graphics, sound and video), and the range of technological devices that perform these functions.

STEM (Science Technology Engineering Mathematics) curriculum provides the structural basis, engagement in this course will also enable students to develop skills appropriate for the Senior Digital Solutions course. Throughout the year students will study and develop their knowledge and skills across a range of units which may include the following:

## What Will Students Study?

<table>
<thead>
<tr>
<th>Semester</th>
<th>Units</th>
</tr>
</thead>
</table>
| 1        | - Web App Design - Students learn to design, code and develop a functional mobile application using HTML and CSS programming language software. The design of the application is driven towards highlighting the function or services of a local charity or industry group.  
- Robotics using Drones - Students learn to program robots using script-based programming language software. Students are given various challenging problems to solve using structured programming techniques; enabling students to respond to a design problem, devising ideas and concepts as solutions. Some of the skills learnt are:-  
  o Elementary programming  
  o Problem solving techniques |
| 2        | - Internet of Things - Students learn the design and interactivity required to create a Smart House, and Industrial Greenhouse. Prototypes are developed for dashboards and automating processes. Students will be afforded opportunities to develop research-driven prototypes that utilize the Internet of Things. Some of the skills learnt are listed below: -  
  o Web design with HTML & CSS  
  o Interactive apps  
  o Data and graphical analysis  
- Design & Engineer a Solution - Students learn the design and interactivity required to design & engineer a solution to a problem. Prototypes are developed for dashboards and automating processes. Students will be afforded opportunities to develop research-driven prototypes that utilize the skills previously learnt during the year.  
- Digital Communication - throughout the year students also learn effective digital communication and presentation techniques. Some of the skills learnt are listed below: -  
  o Drawing and prototype skills  
  o Multimedia  
  o Animation  
  o Virtual World Modelling |
**How Do Students Learn?**

The project-based nature of the course encourages students to engage in a wide variety of practical learning experiences. These might include:

- Designing, implementing, testing, evaluating and writing documentation for simple computer programs
- Participating in class discussions, role-plays, dilemmas and scenarios
- Designing, developing and evaluating software or hardware to meet client requirements
- Designing, developing and evaluating games and other multimedia products
- Undertaking case studies to solve real IT problems
- Implementing modular programs, applying selected algorithms and data structures including using an object-oriented programming language
- Critically evaluate how well-developed solutions and existing information systems and policies, take account of future risks and sustainability and provide opportunities for innovation and enterprise
- Plan and manage projects using an iterative and collaborative approach, identifying risks and considering safety and sustainability

**How are Students Assessed?**

**Assessment Techniques**

The assessment program will include a variety of assessment techniques that are integrated with the learning experiences.

- short and/or extended responses
- research assignments
- projects and practical exercises
- multimodal presentations such as seminar presentations.

**Subject Levy**

This subject utilises web based interactive learning opportunities developed in conjunction with Carnegie Mellon University Robotics Academy (CMRA). This will enable students to continue their work beyond the classroom. This course also allows students to utilise virtual worlds in which to test their designs.

**Future Pathways**

This subject allows students to develop a good level of computer skills to cope with most Senior subjects. It is particularly advantageous if students are contemplating studying Digital Solutions (General), Design (General) (possible 2021 start) or Information & Communication Technology (Applied).
Food & Fashion Technology

**Year 10**

Food & Fashion Technology is the modern application of Food & Nutrition and Textiles. It focuses on creativity and decision making.

**Why Study This Subject?**

Students will develop knowledge and confidence to analyse and creatively respond to design challenges in both food and fashion. These skills can play a promising role in enriching and transforming societies and our natural, managed and constructed environments. Through the practical application of a variety of contexts students will develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative products.

The content disciplinary bases from which studies in Design Technology draws are dependent on the context, but may include food science, nutrition, food technology, sustainability, health, textiles, interior design, fashion, clothing, and consumerism.

The study of Food and Fashion Technology articulates into the study of Food and Nutrition (General Subject), Fashion (Applied) and Hospitality Practices (Applied) in Years 11 and 12.

**What Will Students Study?**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Food Studies</strong></td>
</tr>
<tr>
<td></td>
<td>• Multicultural Food Fusion - The ‘science’ of international foods</td>
</tr>
<tr>
<td></td>
<td>• The Science of Cakes – Healthy Cakes Design</td>
</tr>
<tr>
<td>2</td>
<td><strong>Fashion Studies</strong></td>
</tr>
<tr>
<td></td>
<td>• Cut Up Couture – sustainable fashion</td>
</tr>
</tbody>
</table>

**How Do Students Learn?**

Students will learn though the application of design thinking to a range of practical experiential activities and design challenges. They will manage projects independently and collaboratively from conception to realisation. Students will be motivated through a variety of experiences that are transferable to a healthy and confident individual, constructive leisure activities, community contribution and future employment.

**How Are Students Assessed?**

The following assessment techniques will be used:

- Creating Designed Solutions (incorporating practical skills, design projects and folios)
- Written Examinations (multiple choice, short response items and /or problem solving)

Throughout the year, the following assessable elements will be used:

- Knowledge and Understanding
- Processes and Production Skills
**Future Pathways**

**Food Science & Food Technology** (Food Scientist, Food Technologist, Food Journalist, Food Stylist, Food Photography, Home Economist, Market Researcher)

**Health** (Dietetics, Nutrition, Environmental Health Officer, Health Promotion, Nurse, Project Work, Occupational Therapist)

**Hospitality** (Events Coordinator, Chef, Pastry Chef, Hotel Manager)

**Business** (Hospitality Management)

**Design** (Industrial Designer, Fashion Designer, Architect, Textile Designer, Interior Designer)
The Arts - Elective

Art

**Why Study This Subject?**

Art enables the growth of cultural and visual literacy, empowering students to develop creative problem solving competencies within a creative and nurturing environment. Throughout Year 10, students will use theoretical knowledge, contextual understandings, and visual conventions to both create and respond to artworks.

The skills, processes, and ways of thinking and working that are embedded within Art are essential for the 21st century learner. These competencies and processes include: Collaboration, communication, social and emotional intelligence, cultural and contextual empathy, analysis and evaluation, critical and creative problem solving, and creating. The ability to problem solve and create original and purposeful content extends beyond Art making, enabling meaningful future contributions to the labour-force and higher-education.

**What Will Students Study?**

<table>
<thead>
<tr>
<th>Concept</th>
<th>Focus</th>
<th>Suggested Media/Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beyond Reality</strong></td>
<td>1. Place</td>
<td>1. Within this unit the students will explore photography, digital drawing and animation.</td>
</tr>
<tr>
<td></td>
<td>2. Transformation</td>
<td>2. <em>Transformations</em> is a ceramic unit, wherein students develop hand building competencies.</td>
</tr>
<tr>
<td></td>
<td>3. The figure within a Context</td>
<td>3. The final unit is a two-dimensional painting task.</td>
</tr>
</tbody>
</table>

**How Do Students Learn?**

In both *Making* and *Responding*, students learn that meanings can be generated from different viewpoints and that these shift according to different world encounters. As students make, investigate or critique artworks as artists and audiences, they may ask and answer questions to interrogate the artists’ meanings and the audiences’ interpretations. Meanings and interpretations are informed by contexts of societies, cultures and histories, and an understanding of visual arts practices.

The complexity and sophistication of such questions will change across the course from year 7 to Year 10. In the later years, students will consider the interests and concerns of artists and audiences regarding time, place, philosophies and ideologies.

Through *Making* and *Responding*, students develop knowledge, skills and understanding of their art making by becoming increasingly proficient processes, and ways of perceiving worlds. As they progress in Art, students develop perceptual skills in particular observation and the ability to notice, and learn to respond and view critically. Students develop the conceptual capacity to develop a thought or an idea and represent it visually. They identify and analyse meaning in artworks from diverse contexts. They develop communication skills as they intentionally plan, design and make artworks for various audiences. As they progress through the bands, students develop technical proficiency and expertise with materials and techniques and become skilful practitioners.

Excursions and field trips are an essential learning experience in the Art subjects. All students are also expected to visit selected exhibitions and related art displays in their own time as an important element of independent study.
**How Are Students Assessed?**

**Making** in Art involves students making representations of their ideas and intended meanings in different forms. Students select the visual effects they want to create through problem-solving and making decisions. They develop knowledge, understanding and skills as they learn and apply techniques and processes using materials to achieve their intentions in two-dimensional (2D), three-dimensional (3D) and four-dimensional (4D) forms.

**Responding** in Art involves students responding to their own artworks and being audience members as they view, manipulate, reflect, analyse, enjoy, appreciate and evaluate their own and others’ visual artworks.

Both **Making** and **Responding** involve developing practical and critical understanding of how the artist uses an artwork to engage audiences and communicate meaning.

**Subject Levy**

Art currently attracts a levy per term to cover the cost of materials and equipment.

All Year 10 students will be required to obtain an essential personal kit for this subject which is included in the booklist. This engenders personal responsibility with materials and facilitates homework tasks and preparation tasks.
**Dance**

**WHY STUDY THIS SUBJECT?**

Dance provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. Students explore dance through practical and analytical activities where they learn to analyse, evaluate, problem solve, collaborate and be risk takers, developing their creative thinking. The study of Dance challenges students to use their body and mind to communicate ideas, developing important, lifelong skills in the process.

Learning in Dance involves students exploring elements, skills and processes through the integrated practices of choreography, performance and responding. Dance students develop knowledge, understanding and skills about dance in their own and others’ cultures. They learn to manipulate choreographic devices and form to create and perform their own and others’ dance works, communicating meaning to diverse audiences. They investigate a variety of genres of dance and develop their technical and expressive skills for performance.

In responding to their own and professional dance works, students develop their critical thinking skills along with their skills in writing extended analytical essays. Through this process, students practise the skills of critical reflection, research, analysis, synthesis and evaluation.

Through collaboration in the classroom, dance students develop tolerance and respect for diverse opinions as well as the ability to negotiate in teams, contribute to the creation and communication of ideas, lead their peers, manage time and organise projects.

Dance challenges students to work to their potential physically, emotionally and intellectually, preparing them for University and other post-schooling pathways. Dance prepares students for future possibilities, with highly transferrable skills and the capacity for flexible thinking and doing.

**WHAT WILL STUDENTS STUDY?**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>o <em>Dance and Emotions</em> - exploration of Musical Theatre and Contemporary Dance</td>
</tr>
<tr>
<td>2</td>
<td>o <em>Dance and Productions</em> - development of skills for Dance for Film and investigation of dancers and choreographers who have shaped the direction of current dance trends</td>
</tr>
</tbody>
</table>

**HOW ARE STUDENTS ASSESSED?**

**Making** in Dance involves improvising, choreographing, exploring, selecting, creating and structuring movement to communicate their intentions, comparing and contrasting, refining, interpreting, practising, rehearsing and performing.

**Responding** in Dance involves students appreciating their own and others’ dance works by viewing, describing, reflecting, analysing, appreciating and evaluating.

**Both Making and Responding** involve students learning choreographic, performance and appreciating processes to engage with the elements of dance and to use safe dance practices. With an understanding of the body’s capabilities applied to their own body, they develop kinaesthetic intelligence, critical thinking and awareness of how the body moves in dance. With increasing experience of making and responding, students develop analytical skills and aesthetic understanding. They engage with different types of dance and examine dance from diverse viewpoints to build their knowledge and understanding. Dance skills, techniques and
processes are developed through their engagement with dance practices that use the body and movement as
the materials of dance with, in later bands, the addition of production components.

**Assessment** is often group based but individually assessed. Each student is measured against task specific
individual criteria, which allow the teachers to make objective decisions about the work demonstrated at the
time of assessment. All assessment is managed in school time and preparation time for presenting activities
is catered for, so that 'outside of school rehearsal' should occur only before a major production if students
work to capacity in class.

**Subject Levy**
This subject has a performance excursion levy.

**Future Pathways**
Dance provides 21st century skills required in tertiary study and a wide range of careers including:

<table>
<thead>
<tr>
<th>Arts Journalism</th>
<th>Secondary Arts Teaching</th>
<th>Arts Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physiotherapy</td>
<td>Event Management</td>
<td>Dance Therapy</td>
</tr>
<tr>
<td>Dancing</td>
<td>Studio Dance Teaching</td>
<td>Law</td>
</tr>
<tr>
<td>Choreography</td>
<td>Lighting Technician</td>
<td>Acting</td>
</tr>
<tr>
<td>Costume Designing</td>
<td>Stage Design</td>
<td>Science and technology</td>
</tr>
<tr>
<td>Tourism And Recreation</td>
<td>Early Childhood /Primary</td>
<td>Arts Education Officer</td>
</tr>
<tr>
<td>Advertising</td>
<td>Teaching</td>
<td>Management</td>
</tr>
<tr>
<td>Public Relations</td>
<td>Media</td>
<td>Politics</td>
</tr>
</tbody>
</table>
Drama

**Why Study This Subject?**

Drama enables students to imagine and participate in an exploration of their world, individually and collaboratively. Students actively use movement, voice and language to take on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the elements, skills and conventions of drama and emerging and existing technologies available to them.

Students learn to move, speak and communicate meaning to a variety of audiences. They create with confidence, both collaboratively and individually, taking risks in a safe environment. In making and staging drama, they learn how to be focused and resourceful in solving problems to realise their performance work. The practical group work develops personal and social skills of communication.

Students learn to think critically, analysing and evaluating live theatre to ascertain how meaning is made for an audience by interpreting the intention of the playwright, director and actor. The practical Making work and written Responding work support one another so that the students are better able to apply their understanding. They are constantly kinaesthetically ‘doing’ drama, reinforcing how meaning is made, making analysis more accessible.

**What Will Students Study?**

<table>
<thead>
<tr>
<th>Term</th>
<th>Units</th>
</tr>
</thead>
</table>
| 1    | Inject-a-Text  
Focus: Australian Realism/Improvisation/Scripted Text |
| 2    | Devised Drama |
| 3    | Focus: Student devised Drama/Theatre for young people/performance in public |
| 4    | Directing  
Focus: Working with scripted text in the role of a Director |

**How Are Students Assessed?**

Making in Drama involves improvising, devising, playing, acting, directing, comparing and contrasting, refining, interpreting, scripting, practising, rehearsing, presenting and performing. Students use movement and voice with language to explore roles, characters, relationships, situations and ideas. They learn to shape and structure drama including use of contrast, juxtaposition, dramatic symbol, cause and effect, and linear and episodic narrative forms. Drama specifically teaches students how to communicate in the oral form.

Responding in Drama involves students being audience members and viewing, enjoying, reflecting, analysing, appreciating and evaluating their own drama works and the works of others.

Assessment is often group based but individually assessed. Each student is measured against task specific individual criteria, which allow the teachers to make objective decisions about the work demonstrated at the time of assessment. All assessment is managed in school time. Preparation time for presenting activities occurs during school time, so that ‘outside of school rehearsal’ should occur only before a major production if students work to capacity in class.
**Subject Levy**

This subject has a levy, used for various extras such as performance excursions, visiting artists and workshops, accompaniment, and equipment hire.

**Future Pathways**

Drama comes highly recommended to any student wishing to undertake further study, or gain employment, in the Arts, Media, Communication and Entertainment industries. This subject also provides excellent skills required in a wide range of careers including law, education, marketing, advertising, public relations, management, politics, retail, hospitality and tourism. Furthermore, any student considering working in a field that involves speaking publically, group presentations or round-table conferencing should also consider Drama as a senior subject choice.
Music

**WHY STUDY THIS SUBJECT?**

Music is a powerful educative tool that contributes to the broader cognitive and aesthetic

**Critical Thinking and Communication** – Music learning expands multiple intelligences and helps students transfer study, cognitive and communication skills from subject to subject in any syllabus. Learning rhythm, phrasing, and the control of pitch greatly enhances language, pronunciation, grammar, and vocabulary skills. Musical symbols, structure, and rhythmic training utilise fractions, ratios, and proportions, which are all important in mathematical study.

Music is good for your brain: Understanding music is a complex task which increases problem finding/solving, logic and thinking skills like analysis, evaluation and the linkage/organisation of ideas. Music training has been linked to spatial-temporal reasoning skills, that is the ability to read a map, put puzzles together, form mental images, transform/visualise things in space that unfold over time, and recognize relationships between objects. Playing music optimises brain development, boosts creative thinking and assists motor development.

**ICT Skills and Creative Thinking** – Music uses a range of software environments to compose and record music ideas: a range of music notation software programs, MIDI editing, and multitrack digital audio programs are used in conjunction with images and video to produce creative musical compositions in a range of styles and genres.

**Personal/Social Skills and Teamwork/Collaboration** - Music is good for your emotional and social well-being: Group music making activities help promote cooperation, social harmony and teach students discipline while working together toward a common goal. Music often helps students channel unexpressed and/or negative emotions in a positive way.

**WHAT WILL STUDENTS STUDY?**

The Middle School Music course is designed to accommodate a wide range of student abilities, while allowing for students with special talents and extra training to take the initiative and progress at their own level. Middle School Music may be run as a composite 9/10 class and therefore the four units cycle over a two-year period.

<table>
<thead>
<tr>
<th>Units</th>
<th>Term</th>
<th>YEAR A</th>
<th>YEAR B</th>
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</thead>
<tbody>
<tr>
<td>Year</td>
<td>1</td>
<td>African Roots of Rock</td>
<td>Film Music</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Focus: rhythm and pitch skills, syncopation and pentatony</td>
<td>Focus: understanding the musical language of film</td>
</tr>
<tr>
<td>9 &amp; 10</td>
<td>2</td>
<td>Blues and Jazz</td>
<td>Soundtracks</td>
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<tr>
<td></td>
<td></td>
<td>Focus: singing the blues, improvisation</td>
<td>Focus: writing your own film soundtrack</td>
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<td></td>
<td>3</td>
<td>Be a Rock Star</td>
<td>Little Broadway</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Focus: group rock band performance project</td>
<td>Focus: music theatre performance project; writing your own Broadway song</td>
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<tr>
<td></td>
<td>4</td>
<td>Rock, Pop and Rap</td>
<td>Songs from Musicals</td>
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<tr>
<td></td>
<td></td>
<td>Focus: composing your own rock song</td>
<td>Focus: role of music in musical theatre</td>
</tr>
</tbody>
</table>
**How are Students Assessed?**

Making in Music involves improvising, creating, composing, rehearsing and performing. Students use vocal and instrumental skills individually, and in small and large groups. They sing and play a variety of musical styles. They use music software to create and record or notate their own musical soundscapes.

Responding in Music involves students being audience members and listening to, enjoying, reflecting, analysing, appreciating and evaluating their own and others’ music works.

Assessment in Performing may be solo or small group based but individually assessed. Composing is assessed through individual assignment based tasks. Time is given within class time for performing and composing assessment to be prepared, refined and completed. Responding tasks will be assessed through in-class exams to prepare students for senior Music assessment requirements.

Each student is measured against task specific individual criteria, which allow the teachers to make objective decisions about the work demonstrated at the time of assessment.

**Subject Levy**

This subject has a levy, used for various extras such as performance excursions, visiting artists and workshops, accompaniment, and equipment hire.

**Future Pathways**

Pre-requisites: Middle School Music is usually a pre-requisite for further study in the Authority subject Music in Years 11 and 12, and Year 12 Extension Music. Participation in private music and theory lessons and extra-curricular musical activities (such as those offered by the MSM Co-Curricular Music Program and outside community groups) may not be sufficient preparation for Senior Music; however, they do provide valuable background knowledge and musicianship and are a highly recommended part of a well-rounded musical education.

Increased lifelong enjoyment and participation in community music making activities is typically a beneficial outcome of gaining music skills and knowledge during time at school.

Career pathways from studying music could include: Music Education, Music Librarianship, Music Therapy and Performing Arts Medicine, Music Recording and Technology, Radio/TV/Internet, Instrumental and Vocal Performance or Conducting, TV/Advertising/Film Composing, Music Business and Sales, Music Publishing and Editing, Music Journalism/Criticism and Instrument Making and Repair.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).