



LORETO COLLEGE

Coorparoo

Year 10 Subject Guide 2023

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General Information

The Year 10 curriculum offers students a core of subjects that the college considers to be essential learning in the compulsory years. Consolidation and development of a knowledge base in these core subjects occurs throughout Years 9 and 10.

In Year 10, students are also able to select from a variety of year-long elective subjects which allows each student to pursue areas that may relate to career pathways, interests, and abilities. Students must choose three year-long electives for Year 10. They may choose elective subjects that build on those studied in Year 9 or choose subjects from different fields.

Year 10 Subjects

Core Subjects – Compulsory for all Students

English or Literature*
Mathematics (Introduction to Mathematical Methods or Introduction to General Mathematics)
Religion
Science (Standard Science or Advanced Science)
History or Humanities**
Core Physical Education***
Personal Development

**English or Literature must be studied as a core subject in Year 10.*

***History or Humanities must be studied as a core subject in Year 10.*

****Students will be allocated two lessons per cycle for Core Physical Education which will focus on physical activity.*

Elective Subjects

- Creative Arts – Art / Drama / Music*
- Economics & Accounting
- Geography
- Health and Physical Education
- Languages – French* / German* / Japanese*
- Legal Studies and Business
- Mathematics – Introduction to Specialist Mathematics
- Science – Preparatory Chemistry & Physics
- Technologies: Digital & Design
- Technologies: Food & Textiles

Support subject:

- Learning Support (invitation only)

** This subject is an essential prerequisite for the study of comparable subjects in Years 10, 11 and 12.*

Selecting Elective Subjects

A student's choice of Year 10 subjects can influence job and career prospects, the availability of Senior courses, attitude to school life and personal well-being. It is important that considerable discussion takes place between parents and the student and, where necessary, with relevant subject teachers.

In choosing the most suitable subjects the following factors should be kept in mind:	
Achievement:	A student who has performed well in a subject in Years 7,8 and 9 would be likely to continue to do well in that subject.
Aptitude:	A student's natural abilities may be more suited to some subjects than to others.
Interests:	After exposure to a wide variety of subjects in Years 7,8 and 9 the student should have an idea of the subjects she enjoyed and found interesting.
Further studies:	The student should be mindful of necessary prerequisites or highly recommended subjects for the later progression to Years 10, 11 and 12 courses.

Assessment

At the end of Year 10 a report will be issued as on an 'A – E' level.

A – achieving an excellent standard of work

B – achieving a good standard of work

C – achieving a satisfactory standard of work

D – experiencing some difficulty with her work

E – experiencing very significant difficulty with her work

Levels of Achievement are awarded according to the students satisfying the criteria set down in the school's work programs. Results in Years 9 and 10 will be taken into consideration when subject selection for Years 11 and 12 occurs.

Changing Subjects

A well-considered and realistic choice of subjects should make a change of subject unnecessary. However, if after some time the student is finding the choice of subject inappropriate, she should approach the Deputy Principal - Curriculum to discuss the desirability and viability of a subject change.

Homework

Home studies should take approximately 2 to 2½ hours for Year 10 students, five or six times per week. The girls should not be allowed to work very late at night nor to spend a whole weekend studying. On the other hand, a family commitment to a regular study program is necessary and should eliminate panic before exams. Students should plan a regular amount of time for each subject *whether homework is set or not*, and maintain their revision, learning, reading, research, practice, summarising, exercises, etc. as appropriate for subjects.

Core Subjects

English

English or Literature must be studied as core subject.

Year Long Core Subject

Year 10 English seeks to develop a more complex study of the English language in a variety of modes and medium and focuses on a range of literary and non-literary texts. Students who study English in Year 10 will have the choice to study either English or Literature in Year 11 and 12. The study of English is aligned to the Australian Curriculum.

Objectives

English aims to ensure that students:

- Learn to listen to read, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.
- Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.
- Develop interest and skills inquiring into the aesthetic aspects of texts and develop an informed appreciation of literature.

Structure

English is organised into three interrelated strands that supports students' growing understanding and use of English. Together the three strands focus on developing the students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing, and creating. The three strands are:

- Language: knowing about the English language
- Literature: understanding, appreciating, responding to, analysing, and creating literature
- Literacy: expanding the repertoire of English usage

The students in Years 10 will study texts such as: novels, short stories, works of non-fiction, drama, poetry, media texts, films, and documentaries.

Assessment

Assessment is continuous and undertaken in varying conditions and times throughout the course. The students' work is assessed using instrument-specific marking guides (ISMGs) with the following criterion:

- Knowledge application
- Organisation and development
- Textual features

The assessment tasks will engage in the following approaches:

- Imaginative
- Analytical
- Persuasive

Each student's folio of work will be matched against the Australian Curriculum Achievement Standards of the year level. This will form the basis of a student's level of achievement.

Course Outline

Semester theme: Reality Worlds and Fictional Worlds		Semester theme: Old Worlds and New Worlds	
Term 1: Aussies in the Reality World	Term 2: Aussies in the Fictional World	Term 3: Shakespeare's World	Term 4: Media World
Students will engage in episodes from a range of Australian non-fictional television series, to investigate the ways in which different Australian people and cultures are represented. They will explore how texts often rely on stereotypes and/or cultural assumptions to position audiences and develop their own perspectives. They will engage in conversations about texts by analysing the representations in one of the episodes in a blog suitable for an online publication.	Students will read <i>The Dry</i> by Jane Harper that explores relationships and making difficult choices, centred around a crime that needs to be solved. They will study the story, characters, and themes to identify narrative devices used to evoke emotional responses in readers, particularly crime fiction. They will begin to consider how fictional texts reflect human behaviour and that readers can use them to understand themselves and others. They will explore a gap or silence in the novel and create a narrative intervention.	Students will study a Shakespearean play, such as <i>Romeo and Juliet</i> , to engage in literary analysis and to develop their skills in understanding aesthetic features. They will investigate how language can be used in innovative ways and how Shakespeare created the characters and stories to explore the human condition. Students will respond to one of two unseen questions about the play in an analytical essay examination.	Students will engage with a range of texts and focus on the ways media texts (print, television, on-line newspaper news and opinion columns) in Australia report on important social issues. They will evaluate the ways in which the media contributes to public conversations about issues. They will then have the opportunity to contribute to the public conversation about important issues through a persuasive speech that includes complementary digital features.

Additional Information

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Literature

English or Literature must be studied as core subject.

Year Long Core Subject

Year 10 Literature seeks to develop a different study of the English language in a variety of modes and mediums but has a distinctly literature focus. Students who study Literature in Year 10 will have the choice to study either English or Literature in Year 11 and 12. This subject is aligned to the Australian Curriculum as indicated below.

Objectives

English aims to ensure that students:

- Learn to listen to read, write, create, and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.
- Appreciate, enjoy, and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade, and argue.
- Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.
- Develop interest and skills inquiring into the aesthetic aspects of texts and develop an informed appreciation of literature.

Structure

Literature (and English) is organised into three interrelated strands that supports students' growing understanding and use of English. Together the three strands focus on developing the students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing, and creating. The three strands are:

Language: knowing about the English language

- Literature: understanding, appreciating, responding to, analysing, and creating literature
- Literacy: expanding the repertoire of English usage

The students in Years 10 will study texts such as: novels, short stories, drama, poetry, and films. In addition, they will read widely and record impressions in writing journals, particularly in Term 2 and Term 4. They will read reviews and essays of noted literary authors in relation to the studied texts and incorporate these observations in their own writing.

Assessment

Assessment is continuous and undertaken in varying conditions and times throughout the course. Students' work is assessed using instrument-specific marking guides (ISMGs) with the following criterion:

- Knowledge application
- Organisation and development
- Textual features

The assessment tasks will engage in the following approaches:

- Imaginative
- Analytical

Each student's folio of work will be matched against the Australian Curriculum Achievement Standards of the year level. This will form the basis of a student's level of achievement.

Course outline

Semester theme: It's not real, but it's a mirror		Semester theme: Finding your authentic self	
Term 1: Responses to what I see	Term 2: Responses to what I read	Term 3: Shakespeare & me	Term 4: Austen & me
Students will develop an understanding about the value of texts in teaching us about the world around us. They will learn about the history of dystopian and science fiction and how it has contributed to literature. They will learn ways to understand how this genre explores the human condition and learn about themselves in the process. They will also further develop skills in literary analysis. Their text focus will be on <i>Gattaca</i> and how the film explores the human condition through the creation of a futuristic dystopian world. They will then develop their analytical skills through an essay exam.	Students will explore a range of science fiction and dystopian texts to examine how these texts are unreal worlds that offer a mirror to the real world. They will examine the narrative techniques used to create these worlds and look for ways they connect to reality. They will look at the genre of science fiction/dystopian and look at what connects these texts in terms of style, characters, setting, times, and places. They will experiment with their imaginative voice by creating their own science fiction short story that provides a mirror to the real world.	Students will be introduced to the concept of intertextuality through a study of Shakespeare's <i>Twelfth Night</i> and the modern adaptation <i>She's the Man</i> . They will analyse the story, themes, and characters from the play and examine the ways in which these elements can be found in the film. They will explore how both texts investigate the idea of finding your authentic self through the themes of gender, identity, and acquiring self-knowledge. They will engage in literary analysis in analytical essay examination and respond to an unseen question.	Students will continue their exploration of authenticity in texts through a novel study. They will read <i>Longbourn</i> by Jo Baker, a transformation of Austen's <i>Pride and Prejudice</i> , and examine the ways in which this text allows readers to critically engage with Austen's original text to look for gaps and silences. Through this, students will investigate the characters who need to find their authentic self and reflect on the cost of characters who are not their authentic self; the cost to them and to others. They will continue to experiment with their imaginative voice through a creative multimodal oral.

Additional Information

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The Australian Curriculum for Mathematics will be implemented, providing students with essential mathematical skills and knowledge in the content strands of **Number and Algebra**, **Measurement and Geometry**, and **Statistics and Probability**. The curriculum provides students with carefully paced, in-depth study of critical skills and concepts. It aims to encourage students to become self-motivated and confident learners of mathematics. The proficiency strands within the curriculum are Understanding, Fluency, Problem Solving, and Reasoning. Content will be assessed according to Australian Curriculum standard elaborations that categorise student achievement with the student's ability to engage with simple routine through to complex familiar and unfamiliar content.

Objectives

In this course, students will develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability.

Structure

In Year 10, students are able to choose between studying:

- **Introduction to Mathematical Methods**
- **Introduction to General Mathematics**

Both levels will cover the Content descriptors of the Year 10 Australian curriculum; however, the Introduction to Mathematical Methods will also cover aspects of the 10A curriculum to prepare students for study of Mathematical Methods in Years 11 and 12.

Introduction to Mathematical Methods

Term 1	Term 2	Term 3	Term 4
Linear Relations Indices and Surds	Trigonometry Probability & Statistics Logs	Measurement Quadratic Equations Parabolas	Parabolas and other graphs Logs & Polynomials

Introduction to General Mathematics

Term 1	Term 2	Term 3	Term 4
Linear Relations Indices and Surds	Trigonometry Probability & Statistics Logs	Measurement Quadratic Equations Parabolas	Shape and Measurement

Assessment

Each semester will consist of:

- Mid-semester test
- End semester exam (covering content from the entire semester)

There will also be one Problem Solving and Modelling Task lasting four weeks in Term 2 or 3.

Recommendations

If you:

- have a passing grade in Year 9 Extension or a B in Core Mathematics, you should select Introduction to Mathematical Methods for Year 10
- have a non-passing grade in Year 9 Extension or Core Mathematics, you should select Introduction to General Mathematics
- are currently in Year 9 Foundation Mathematics, you should select Introduction to General Mathematics for Year 10
- fail to achieve passing grades in Introduction to Mathematical Methods in Year 10 you will be offered the option to change to Introduction to General Maths at the end of Semester 1.

NOTES:

- Class structures are formed based on student selections. A move to Introduction to General Mathematics from Introduction to Mathematical Methods may not be possible until the end of semester.
- Once study has commenced in General Mathematics there is no possibility of movement to Mathematical Methods

Additional Information

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At the heart of the Year 10 Religion Program lie the units of work written to complement the Religious Education Guidelines of the Archdiocese of Brisbane and prepare students for the senior schooling. The approach to this subject is a learning-based one; students are formally assessed on their ability to: describe, demonstrate understanding, differentiate, analyse perspectives, consider and organise information, evaluate and draw conclusions, and create responses that communicate meaning to suit a purpose.

Structure

Students complete four units over two semesters.

Term 1	Term 2	Term 3	Term 4
<p>Religions of the World</p> <p>Students get to know the major religions of the world and their significant beliefs and practices. Through an inquiry process, they explore sacred texts, spaces, times, places, events, people and symbols across the world religions, building a core body of knowledge necessary for success in Senior Religion subjects.</p>	<p>The Australian Scene</p> <p>Students describe ways in which the Australian Catholic Church has adapted to changing circumstances from 1918 to the present and explain the contributions made by the Church to Australian culture and nationhood. They explore how the mystery of God can be named and understood through the experience of the created world and core beliefs and practices of the major world religions (Christianity, Islam, Judaism, Hinduism and Buddhism) and how these reflect the human understanding of God or the 'Other'.</p>	<p>Responding to the Signs of the Times</p> <p>Students explore how the Church has responded to the range of unprecedented threats to both human ecology and environmental ecology facing Australian and the modern world. They develop and justify their own response to a contemporary moral question.</p>	<p>Sacred Stories</p> <p>Students investigate how stories capture and preserve experiences and ideals, learning about the ways family stories, community stories, national, cultural and religious stories shape and inspire people and reinforce common beliefs.</p> <p>They further explore Old and New Testament texts in different historical, social and cultural contexts.</p>

Assessment

- Extended Response to Stimulus
- Project
- Investigation
- Examination

Additional Information

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Science is a crucial cultural endeavour which has shaped our way of thinking as well as forming an impressive body of knowledge. It teaches us to search for explanations and to try to express our understanding of our world and the worlds beyond. The study of Science will enable students to become critical thinkers who are able to see the relevance of Science in their everyday lives. The Year 10 Science Program is designed to prepare students to study the Senior Science subjects offered at Loreto in Years 11 and 12 – Biology, Chemistry, Physics and Psychology by having three courses: *Standard Science*, *Advanced Science* and *Preparatory Chemistry and Physics*.

Students have a choice of 1 of the following 3 options for studying Science in Year 10:

1. Enrol in *Year 10 Standard Science* only
2. Enrol in *Year 10 Advanced Science* only
3. Enrol in both *Year 10 Advanced Science* and *Year 10 Preparatory Chemistry and Physics*.
If a student chooses this option, one of the 3 elective lines available will need to be used.

Note: students cannot enrol in both *Advanced Science* and *Standard Science*.

Objectives

Science has three interrelated strands which are covered across all units: *Science Understanding*, *Science as a Human Endeavour* and *Science Inquiry Skills*.

The *Science Understanding* strand comprises four sub-strands:

- Biological Sciences.
- Chemical Sciences.
- Earth and Space Sciences.
- Physical Sciences.

There are two sub-strands of *Science as a Human Endeavour*. These are:

- Nature and Development of Science.
- Use and Influence of Science.

There are five sub-strands of *Science Inquiry Skills*. These are:

- Questioning and predicting.
- Planning and conducting.
- Processing and analysing data and information.
- Evaluating.
- Communicating.

Structure

The term units for *Year 10 Standard Science* and *Year 10 Advanced Science* are below. The differences and similarities between these courses are outlined further on in this document.

Term 1	Term 2	Term 3	Term 4
Reactions Chemical Sciences	The Code of Life Biology	How the Universe Works Physical Sciences Earth and Space Science	Broader Horizons The Scientific Method Data literacy and numeracy Senior Sciences Prep

The term units for *Year 10 Preparatory Chemistry and Physics* are described below:

Term 1	Term 2	Term 3	Term 4
Physics Prep A Thermal Physics and calorimetry Electrical circuits	Chemistry Prep A Stoichiometry and molarity Thermochemistry	Chemistry Prep B Periodic trends Aufbau/Hunds/Pauli principles Bonding and Lewis structures	Physics Prep B Mechanics, energy and work Vectors Waves and light Nuclear Physics

Assessment

Assessment across the 3 science subjects includes Examinations, Experimental Investigations and Research Investigations.

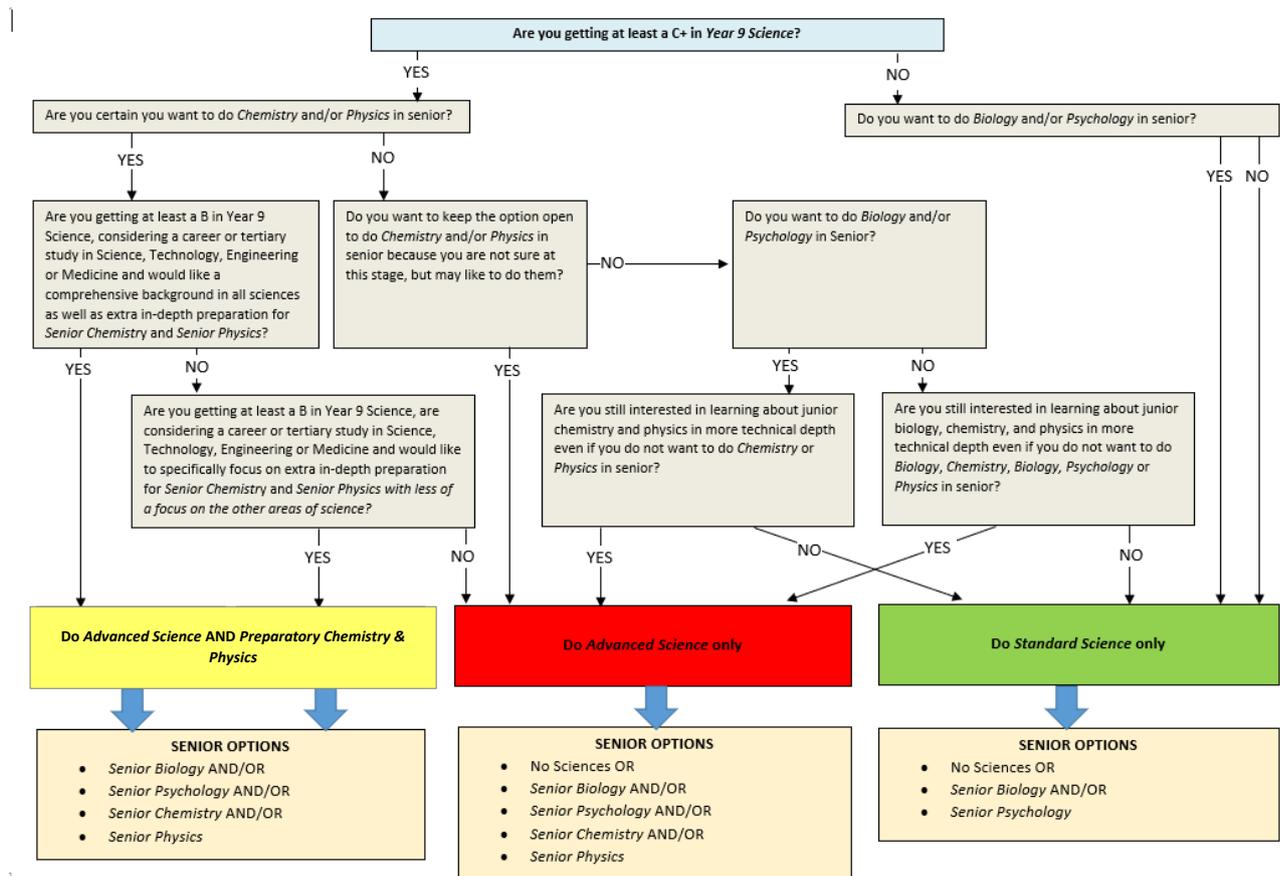
Matching Student Needs to their Year 10 Science Studies

Students should choose which course(s) to enter according to their interests, ability, intended senior studies and tertiary/career goals. A flowchart is provided below to assist in making this decision. Important Information:

- The Biology and Earth and Space Science units are exactly the same in *Advanced Science* and *Standard Science* in terms of content, depth, rigour and assessment
- The Chemistry and Physics units cover the same topics in both *Advanced Science* and *Standard Science*, but there is more technical depth and rigour in *Advanced Science*; for example, more treatment of equations, mathematics and formulae. This will be reflected in the assessment of these units in the *Advanced Science* course. **The recommended prerequisite to enter *Advanced Science* is at least a C+ in Year 9 Science**
- To enter *Senior Biology* and/or *Senior Psychology* in Year 11, a student can complete any of the prescribed combinations of science subjects in Year 10
- To enter *Senior Chemistry* and/or *Senior Physics* in Year 11, **a student must have completed the *Advanced Science* course and/or the *Preparatory Chemistry and Physics* course in Year 10.**

- Please refer to the Preparatory Chemistry and Physics section of the Subject Guide for more information regarding this course.

The Decision Flow Chart below is designed to assist students shaping their Year 10 Science subjects to suit their particular needs.



Additional Information

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History

History or Humanities must be studied as a core subject.

Year Long Core Subject

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

Objectives

The Year 10 History program is derived from the Australian Curriculum: History course descriptors, and aims to ensure that students develop:

- Interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens.
- Knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society.
- Understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.
- The capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

Assessment

Students will complete one assessment item per term and over the course of the year:

- Short response examination to historical sources
- Extended written response to historical evidence
- Historical essay based on research
- Independent source investigation.

Structure

The Year 10 History program focuses primarily on the history of the modern world and Australia from 1918 to the present. The course is structured around four depth studies that will be taught across the year.

Term 1	Term 2	Term 3	Term 4
<p>“At War Again”</p> <p>World War Two</p> <p>This inquiry topic will allow students to consider how the end of World War I did not provide solid foundations for future peace. Students will investigate wartime experiences through an in-depth study of World War II. Students will examine how Germany’s invasion of Poland in 1939 marked the beginning of World War II and reflect upon how leaders, in particular Adolf Hitler, used their power throughout the war to impact upon the people of the world once again.</p>	<p>“Lost Cities of the Ancient World”</p> <p>Pompeii</p> <p>Students investigate the range and nature of archaeological and written sources for the study of the city of Pompeii, and explore issues relating to reconstruction and conservation of the past. In investigating this topic, students develop and apply their knowledge and skills to understand different types of sources and relevant issues.</p>	<p>“The Race for Reconciliation”</p> <p>Indigenous Rights and Freedoms</p> <p>Students will examine two major movements for rights and freedoms in the world post World War II. Two such groups are the African Americans and Australia’s Aboriginal and Torres Strait Islander Peoples. The background study will focus on the US Civil Rights Movement that was gathering forces in the 1950s and 1960s. The inquiry topic will then examine the Aboriginal and Torres Strait Islander Peoples renewed efforts to overcome generations of dispossession and inequality in Australia.</p>	<p>“War, What is it Good For?”</p> <p>The Vietnam War & the Protest Movement</p> <p>Students will investigate the causes and effects of conflict since 1945, focusing specifically on the conflict in Vietnam. The ideologies that had an impact on the development of the war, the opportunities consistently missed by key leaders of the world to resolve the skirmish as well as the protest movements that emerged to try end the conflict peacefully, will be examined. Students will reflect on the impact of the conflict on the people of Vietnam as well as the wider world and consider what or who war is good for.</p>

Additional Information

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Humanities

History or Humanities must be studied as a core subject.

Year Long Core Subject

Humanities is the study of human behaviour and interaction in social, cultural, environmental, economic, and political contexts. Humanities has a historical and geographical focus, from personal to global contexts, and considers the challenges for the future.

The study of Humanities provides students with a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high level skills needed for the twenty-first century.

Objectives

The Year 10 Humanities program is derived from the Australian Curriculum: Geography and History course descriptors, and aims to ensure that students develop:

- Knowledge, understanding and appreciation of the past and present forces that shape societies, including Australian society.
- A sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world.
- The ability to think geographically, using geographical concepts such as place, space and interconnections and sustainability.
- Understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.
- The capacity to be competent, critical and creative users of both geographical and historical inquiry methods and skills.

Structure

The Year 10 Humanities program is structured around both Geography and History and will be taught across the year.

Geography Study	History Study
<p>“A Changing Climate”/ “Confined by Conflict”</p> <p>Two depth Inquiries into:</p> <ul style="list-style-type: none">• Human-induced environmental changes that challenge the long-term sustainability of the earth and• How pressures on modern day society, economies, politics and the environment, have resulted in outbreaks of conflict and in turn, threatened a country’s development and the wellbeing of its people	<p>I am Woman, Hear Me Roar</p> <p>Two depth inquiries into:</p> <ul style="list-style-type: none">• The changing roles and perceptions of women from Classical ancient Greece and• The changing roles and perceptions of women in Australia from federation to the early 2000’s

Assessment

Students will complete one assessment item per term and may be any of the following types of assessment:

- Combination response examinations
- Research Investigations
- Short response examination to historical sources
- Independent source investigation.

Additional Information

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Core Physical Education aims to teach students how to enhance their own health and physical activity in varied and changing contexts. Core Physical Education has been developed and designed to address specific concerns raised by young people. While academic performance is obviously valued, our student health and wellbeing is paramount.

The Mission Australia Youth Survey of 2021 had 20,207 participants and uncovered the major factors impacting our youth. The top four issues of personal concern raised by young people included: Coping with Stress; Mental Health, School or Study Problems and; Body image .

<https://www.missionaustralia.com.au/what-we-do/research-impact-policy-advocacy/youth-survey>

Physical activity has many reported benefits and for young people being physically active every day can have:

Social benefits, like:

- Opportunities for fun with friends and family
- Reduced anti-social behaviour, including aggressive and disruptive actions
- Helping to develop cooperation and teamwork skills

Emotional and intellectual benefits, such as:

- Improved self-esteem and confidence
- Help with management of anxiety and stress
- Improved concentration

Health benefits, such as:

- Promotion of healthy growth and development
- Strong muscles and bones
- Improved physical fitness, including coordination and movement skills
- Reduced risk of disease and unhealthy weight gain

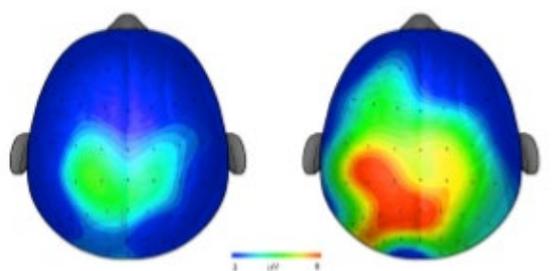
<http://www.health.gov.au/internet/main/publishing.nsf/Content/phy-activity>.

The lessons learnt in these classes can be life changing and have the potential to have a lasting impact well into adulthood. Behaviours also adopted in youth are more likely to be continued as adults. Loreto values and acknowledges the importance of physical activity with a compulsory program from Year 7 through to Year 12. Research validates this decision with an article published in 2015 stating that physical activity has the potential to improve not only student wellbeing but academic performance.

“Physical activity can have both immediate and long-term benefits on academic performance. Almost immediately after engaging in physical activity, children are better able to concentrate on classroom tasks, which can enhance learning. Over time, as children engage in developmentally appropriate physical activity, their improved physical fitness can have additional positive effects on academic performance in mathematics, reading, and writing. Recent evidence shows how physical activity’s effects on the brain may create these positive outcomes.” *Active Living Research, January 2015.*

FIGURE 2 Composite Attentional Allocation of 20 Students Taking the Same Test

These two brain images, taken from the top of the head, represent the average amount of students' neural activity during a test following sitting and walking for 20 minutes. The color blue represents lower neural activity, while the color red denotes higher brain activity in a given region.

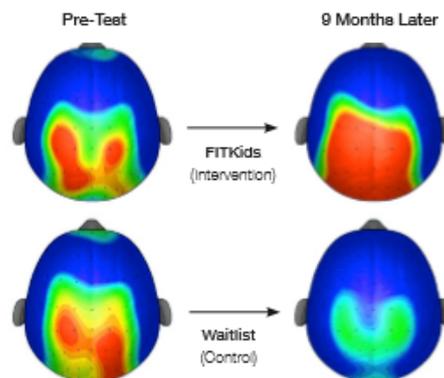


After 20 minutes of sitting quietly After 20 minutes of walking

Image courtesy of Charles Hillman, University of Illinois at Urbana-Champaign

FIGURE 3 Impact of Afterschool Physical Activity Program on Children's Neural Activity

This graphic illustrates the differences in children's average amount of neural activity at the beginning and after nine months of participating in an afterschool physical activity program. The images, taken from the top of the head, use blue to represent low neural activity and red for high brain activity.



Hillman et al. (2009). *Neuroscience*, 159, 1044-1054.

- Physically fit children demonstrate memory and efficiency of the brain (i.e., by allocating more working memory to complete a given task) through two learning strategies: relational memory, which involves remembering objects by using a cue, such as turn left after you pass the school,^{26,28} and working memory, which involves moving information from the short- to long-term memory.²⁷ This is important because children use relationships, such as understanding that “three groups of three” and “three times three” are both math facts with the same answer, to remember and recall information.
- Physically fit children have larger hippocampal volume²⁸ and basal ganglia.²⁹ Both of these brain structures have been associated with learning in children.

Core Physical Education has been designed to assist students with life skills to help them through this difficult transitioning period into adulthood. Through engagement and active participation, students can take responsible risks, learn vital social skills, build resilience, develop good coping mechanisms, have fun, improve fitness and reduce stress levels.

Objectives

By the conclusion of the course of study, students will:

- Investigate strategies and practices that enhance their own and others health and wellbeing.
- Investigate and apply movement concepts and strategies to achieve movement and fitness outcomes.
- Apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity.
- Demonstrate control and accuracy when performing specialised movement skills.
- Apply and refine movement concepts and strategies to suit different movement situations.
- (Adapted from Years 7-10 HPE – AC in Queensland. QCAA).

Structure

POSSIBLE UNITS STUDIED

Units may change depending on the availability of facilities and resources. To cater for individual differences, a wide range of activities have been selected and can include some of the following:

Practical Components:

- Sports Around the World
- Aquatics Fitness
- CaSSSA Sports
- Recreational Games

Assessment

Students are assessed with regard to their application. The criteria is adapted from the Australian Curriculum and aligns with Loreto's HEART Learning and Teaching Framework. Student progression is assessed using four criteria:

- Preparation for Class
- Participation in Class
- Classroom Behaviour
- Completes assigned work/homework

Additional Information

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Elective Subjects

In the Visual Arts, students create visual representations that communicate, challenge and express their own and others' ideas as artist and audience. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world and other worlds. They learn about the role of the artist, their contribution to society, and the significance of the creative industries. The Visual Arts have the capacity to engage, inspire and enrich the lives of students, encouraging them to reach their creative and intellectual potential by igniting informed, imaginative and innovative thinking.

Through Visual Arts, students make and respond using Visual Arts knowledge, understanding and skills to represent meaning associated with personal and global views, and intrinsic and extrinsic worlds. Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language. Students undertake this journey by using visual techniques, technologies, practices and processes. Learning in the Visual Arts, students become increasingly confident and proficient in achieving their personal visual aesthetic and appreciate and value that of others.

Visual Arts supports students to view the world through various lenses and contexts. Students recognise the significance of Visual Arts histories, theories and practices, exploring and responding to artists and their artworks. They apply Visual Arts knowledge to make critical judgements about their own importance as artists and audiences. Learning in the Visual Arts helps students to develop understanding of world culture and their responsibilities as global citizens.

(<https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/visual-arts/rationale/>).

Objectives

Visual Arts knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- Conceptual and perceptual ideas and representations through design and inquiry processes.
- Visual Arts techniques, materials, processes and technologies.
- Critical and creative thinking, using Visual Arts languages, theories and practices to apply aesthetic judgement.
- Respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; Visual Arts as social and cultural practices; and industry as artists and audiences.
- Confidence, curiosity, imagination and enjoyment.
- A personal aesthetic through engagement with Visual Arts making and ways of representing and communicating.

(<https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/visual-arts/aims/>)

Recommendations

Completion of the Year 9 Art course would be a distinct advantage. However, students who do not have this may still undertake the course. It is strongly recommended that students intending to select Visual Art in Year 11 and 12 complete the Year 10 course in preparation for their Senior studies.

Structure

Across the four terms of Art, students will learn about different viewpoints or contexts for making and responding to art. A variety of media will be utilised to create artworks, selecting from painting, drawing, printmaking, sculpture, wearable art, design and/or digital imaging.

Unit 1	Unit 2
<p>Figure it out</p> <p>This unit explores how artists persuade, communicate and express concepts in Visual Arts using visual language, symbolism and artistic conventions to capture the human form.</p> <p>Students will explore different artistic viewpoints with a focus on the emotive and symbolic qualities of the human form using a range of 2D and 3D materials, such as, photography, drawing, painting and ceramics.</p> <p>Using the Inquiry Learning Model, students will produce artworks that support students to develop clear artistic intentions through a personalised viewpoint. Making and responding tasks will explore artworks within personal, formal and cultural contexts.</p> <p>Learning opportunities allow development of student-directed ideas and individualised representations of the human form throughout the series of work. The final student work will be accompanied by a written artist statement.</p>	<p>Living Objects- Part skin, part shield</p> <p>This unit explores how artists persuade, communicate and express complex 21st Century ideas, concepts and meaning through postmodern principles, visual language, symbolic subject matter and artistic conventions.</p> <p>You will explore the visual communication of past and present social and cultural issues using contemporary art practices. Teacher-directed postmodern principles will be explored, such as representing, juxtaposition, the gaze, metaphor and obsessive, in 2D, 3D and/or time-based media.</p> <p>Using the Inquiry Learning Model, you will explore inspirational artist work, analysing, interpreting and evaluating their conceptual ideas, features and meaning. Making and responding tasks will explore artworks within cultural, formal and contemporary contexts.</p> <p>Learning opportunities allow development of student-directed ideas with independent approaches and individualised representations of the subject and viewpoint in artworks. Your final work will be accompanied by a written artist statement.</p>

Assessment

Assessment for Visual Art will take the form of a Project Folio of Work, which will include:

- Making Tasks:
 - Folios – artworks supported by visual journal work documenting development, research reflection and resolution
 - An artist statement written in response to their own work
- Responding Tasks:
 - Written analysis tasks responding to the work of mentor artists used in the production of their own work.

Additional Information

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Acting Curriculum Leader – Creative Arts

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The Year 10 Drama course fosters creative and expressive communication. It explores the world in which we live through a range of dramatic experiences that provoke thought, challenge stereotypes and develop empathy.

Through active participation and the study of a range of contemporary texts, students understand the complete, multi-faceted human experience, beyond their own immediate environment. The course provides opportunities for students to explore a range of dramatic styles and contexts directly, whereby they gain a deeper understanding of themselves.

As they experience drama, students draw on drama from a range of cultures, times and locations. As they explore drama forms, students learn that over time there has been further development of different traditional and contemporary styles of drama and that dramatists can be identified through the style of their work.

As they make and respond to drama, students explore meaning and interpretation, forms and elements and social, cultural and historical influences of drama. They evaluate actors' success in expressing the directors' intentions and the use of expressive skills in drama they view and perform.

Students learn to express their opinions, justify their choices and collaborate with their peers. Through their active involvement in drama activities, students will gain confidence and develop competence in their ability to communicate effectively and dynamically with others, thus developing 21st century skills that are valued beyond the Drama classroom.

Objectives

- Demonstrate, analyse and interpret the dramatic languages to create dramatic action and meaning.
- Apply literacy skills.
- Interpret purpose, context and text to communicate dramatic meaning.
- Evaluate, justify and synthesise to argue a position about dramatic action and meaning.
- Confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama.
- Knowledge and understanding in controlling, applying and analysing the elements, skills, processes, forms, styles and techniques of drama to engage audiences and create meaning.
- A sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences.

(<https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/drama/aims/>)

Structure

Term 1	Term 2	Term 3	Term 4
Reflect and Transform Text – Children Of The Black Skirt In this semester unit students explore an Australian Gothic play that tells the stories of the neglected and forgotten children from Australia’s history. Exploring stories from The Stolen Generation, to the institutionalised children involved in the British migration scheme and the foster system, this play reflects the lived experiences of many Australian children and encourages audiences to make a change. Throughout the semester students will build an understanding of Gothic Theatre conventions, through scripted performance work, improvisation, analysis and devising work. As a theatre maker, they manipulate the style of Gothic Theatre to transform a well known Australian myth or legend to create an original work.		Share and Challenge Text – Girls Like That A contemporary, non-linear play inspired by Verbatim Theatre that shares the experiences of being a teenage girl, examining the pressures, relationships and stereotypes of being a teenager. Through analysis of the text, students will challenge these ideas by presenting a multimodal directorial vision of how they think the production should be shaped to engage audiences. Using this, students will work towards a group performance where they can realise their directorial vision. Students will explore new styles of theatre including hybrid, documentary, collage and cinematic theatre to bring this contemporary script to life. Students will also have the chance to view and respond to live theatre, not only building their critiquing skills but exposing them to a range of new ideas and ways to shape theatre.	

Assessment

- **Dramatic Concept:** Response to live or recorded theatre. An original concept with 10 -12 storyboards and paragraphs
- **Group Performance:** Individual annotated script
- **Directorial Vision/ Performance:** Individual multimodal pitch followed by a group performance
- **Responding Exam:** Individual response to live or recorded theatre under exam conditions.

Recommendations

Students of the Creative Arts are encouraged to participate in cultural activities beyond the classroom. Attendance at live theatre and musicals offered both within and outside the school context is recommended.

Additional Information

Ms Kelsey Taylor

Acting Curriculum Leader – Creative Arts

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The Year 10 Music course allows for the expression of intellect, imagination and emotion whilst exploring and developing personal values. It develops cognitive, psychomotor and affective domains through making and responding to music.

Students will develop skills in creating and playing music, experiment with the use of technology and develop knowledge, skills and music theory concepts beyond those achievable by playing/singing in the ensemble program or by taking private instrumental lessons.

In an age of change, Music aims to prepare students for a future of unimagined possibilities. The transferrable skills developed through a Music education, such as the capacity for flexible thinking and doing, development of creativity both in problem solving and finding aesthetic solutions, developing capacities of self-discipline and team work will ensure students are equipped with 21st century skills they can apply outside the Music classroom.

Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences.

Objectives

- Demonstrate technical skills by developing a sound knowledge of music theory.
- Analyse, interpret and evaluate music elements and concepts.
- Apply compositional devices to produce original songs, arrangements and accompaniments for a variety of instruments.
- Develop skills in music performance.
- Evaluate, justify and synthesise to argue a position about music and its meaning.

Structure

Term 1	Term 2	Term 3	Term 4
<p>Talkin' 'bout my Generation</p> <p>Every generation has been inspired to take a stand and protest the issues of their era. In this semester unit, students will explore social justice issues and discover how music can impact the world and ignite change in society. In particular, youth have been given a powerful voice through the making of music. By composing their own protest song and making a recording in a professional sound studio, students will give voice to the issues of their generation.</p>		<p>Create a Classic</p> <p>So many celebrated pop and rock songs have been written using similar ideas; four chord progressions, verse/chorus form, catchy hook line, three minutes in length. There is almost a recipe for success. But can the same formula apply to classical music? In this semester unit, students will deconstruct some of the most famous pieces of all time and see if they can create their own classic.</p>	

Assessment

- **Performing:** Which may include solo, ensemble, conducting, improvisation, accompaniment
- **Composing:** Original pieces and songs, or arrangements of existing music
- **Musicology Tasks:** Incorporating listening, score reading, and the application of the elements of music.

Recommendations

It is recommended that students who wish to study Music have completed the Year 9 Music course. Students without this pre-requisite should seek permission from the Curriculum Leader. Additional areas of study including Instrumental Music will be complementary to this subject area.

Students of the Creative Arts are encouraged to participate in cultural activities beyond the classroom. Attendance at live theatre, musicals, concerts and events offered both within and outside the school context is recommended.

Additional Information

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Year 10 Economics and Accounting establishes the foundational knowledge and skills for each of Senior Economics and Accounting.

Economics

Economics is integral to every aspect of our lives: our employment opportunities, business operations and living standards. The subject challenges us to use evidence and be innovative when solving problems in a world of complex global relationships and trends, where a knowledge of economic forces and flows leads to better decisions. Students will build a strong understanding of the economic problem and how economies attempt to solve this problem. Students will explore the idea of the economy as a system of real and monetary connections through the circular flow of income. This will be followed with an investigation into the issue of income inequality.

Accounting

Accounting provides opportunities for students to develop an understanding of the essential role of organising, analysing and communicating financial data and information in the successful performance of any organisation. Students learn fundamental accounting concepts in order to understand accrual accounting and managerial and accounting controls, preparing internal financial reports, ratio analysis and interpretation of internal and external financial reports.

Australian Curriculum

Year 10 Economics and Accounting has direct curriculum links to both the Australian Curriculum for Economics & Business and Civics & Citizenship.

Objectives

Subject objectives are drawn from the Senior Economics and Accounting syllabus objectives.

Students will:

- Comprehend economic and accounting concepts, principles, models and processes.
- Select current, accurate and reliable primary and secondary data, information and sources.
- Analyse economic and accounting issues, financial data and concepts.
- Evaluate economic situations and accounting practices to draw conclusions or make decisions and propose recommendations using criteria.
- Create responses that communicate meaning to suit the intended purpose, using paragraphs and extended responses.
- Apply accounting principles and processes to synthesise and solve accounting problems

Structure

Term 1	Term 2	Term 3	Term 4
Introduction to Accounting: Accounting for a service business — cash, accounts receivable, accounts payable and no GST	Economic Flows: Interrelationship between each sector in the economy The paradox of thrift Government policy	The Accounting Journey Continues: Financial reports Profitability ratios Internal controls	Economic analysis: Inequality: Poverty Causes of inequality Government strategies

Assessment

Assessment will include combination response examinations, extended response and investigation tasks.

Additional Information

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In a world of increasing global integration and international mobility, it is critical to the wellbeing and sustainability of the environment and society that young Australians develop a holistic understanding of the world. This requires deep knowledge and understanding of why the world is the way it is and the interconnections between people, places and environments over place and time. Geography is key to developing this understanding. (Australian Curriculum)

Objectives

The Year 10 Geography course aims to ensure that students develop:

- A sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world.
- A deep geographical knowledge of their own locality, Australia, the Asia region and the world
- The ability to think geographically, using geographical concepts.
- The capacity to be competent, critical and creative users of geographical inquiry methods and skills.
- The skills to be informed, responsible and active global citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world.

Structure

The Year 10 Geography Course is based around the Australian Curriculum Year 10 strands of the Geographies of Human Wellbeing and Environmental Change and Management.

Term 1	Term 2	Term 3	Term 4
<p>“Mind the Gap” Striving for Global Equality</p> <p>This unit introduces students to development geography via a case study approach. It focuses on <u>investigating</u> differences in human wellbeing between places around the world and the reasons for these differences. Students will examine the impacts this is having on these places and will explore programs designed to reduce the gap in wellbeing and improve outcomes for all involved.</p>	<p>“Change, Change, Change” Inquiries into Environmental Change</p> <p>This unit introduces students to the many issues encompassing environmental geography. The environment supports all life but over time, humans have changed the environment to suit their needs. This has resulted in atmospheric pollution, loss of biodiversity, deteriorating water quantity and quality to name a few. We are called to be global citizens - stewards of our earth. However, we must first understand what these changes are, how they came about and what their impacts are likely to be before we can effectively respond.</p>	<p>“My Island Home” - Environmental Management</p> <p>When it comes to recreation and leisure opportunities, Australians tend to gravitate to coastal and island environments. Both coastal and Island environments are special places that have unique natural characteristics that are easily vulnerable and fragile. This unit focuses on evaluating ways to sustainably manage these types of environments.</p> <p>Students will undertake fieldwork in this unit.</p>	<p>“Behind the Brand” The Geographies of Human Wellbeing</p> <p>This unit introduces students to economic geography. It focuses on investigating how people, through their choices (or lack of), <u>and actions</u>, are connected to places throughout the world. Students will examine the practices of large transnational corporations in terms of meeting their responsibilities in looking after the environment and the people who work for them. It also looks at how we as consumers have the power to choose what gets produced through ethical consumerism practices.</p>

Assessment

Assessment will be a combination of both research investigations and supervised examinations.

Additional Information

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Health & Physical Education

Year Long Elective Subject

This is a year long course that separates Health from Physical Education as represented in the Queensland Certificate of Education (QCE) in Years 11 and 12. This is a preparatory subject in Year 10 for those students who wish to undertake Physical Education and/or Health as a senior subject that contributes to their ATAR. Students will study Health for Terms 1 and 3 and Physical Education for Terms 2 and 4.

HEALTH

Health is a subject that would interest students who are concerned about the health of people and communities. Students considering university courses and careers in health and allied health related fields including nursing, counselling, social work, nutrition and dietetics, health promotion and public health would find studying Health particularly relevant and useful as most tertiary courses for these professions include the study of public health and health promotion.

Health Care and Social Assistance is projected to make the largest contribution to employment growth over the period to November 2026 (increasing by 301,000 or 15.8 per cent). Aged and Disabled Carers is projected to record the largest growth over the five years to November 2026, followed by Registered Nurses (up by 40,400 or 13.9 per cent), General Clerks (up by 35,700 or 12.9 per cent), Welfare Support Therapists (up by 19,100 or 25.2 per cent) and Physiotherapists (up by 9,400 or 28.7 per cent) (National Skills Commission, 2022).

Rationale

The theoretically based subject provides opportunity to explore significant health concerns in Australian society. Health is a quality of life that is influenced by the interactions between individuals and their sociocultural, economic, political and physical environments. The focus is to understand health in the context of society, and the mechanisms necessary to develop and promote health for individuals, groups and communities. Health provides a context for exploring health issues. By using an inquiry approach when investigating health issues, students apply the practices and principles that underpin social action and health promotion to devise and justify recommendations and strategies for change.

Through a course of study in Health, students should develop:

- An understanding of the influences of diverse values, attitudes and beliefs on personal and group decisions and behaviour related to health
- An understanding of and a commitment to equity, a respect for difference, and a critical awareness of the need for supportive physical and social environments in promoting health
- A belief that they can achieve better health outcomes for themselves and others
- Knowledge, skills and capacity for social response, which can facilitate informed decisions and actions to promote their own health and the health of individuals, groups and communities.

Structure

Topics may change depending on contemporary health concerns and student interest. Two topics will be investigated over the course of the year. Health concepts covered in the units include:

Social Determinants, Ottawa Charter, Health Inquiry Model, PERMA and the Social Ecological Model.

Possible topics include: Road Safety, Body Image, Diabetes (Obesity) and Sexual Health.

Assessment

Each term unit is assessed using either a written exam or research assignment, replicating assessment instruments in Years 11 and 12.

PHYSICAL EDUCATION

The theoretically and practically based subject provides opportunity to study formation theoretical practices, while being introduced to a variety of activities and sports. Physical Education involves the study of physical activity and engages students as intelligent performers, learning about, through and in physical activity. Physical Education focuses on the complexity of, and interrelationships amongst, psychological and sociological factors which influence individual and team physical performances and wider social

In addition, each student will be exposed to recreational activities that encourage movement and physical fitness. Students will be assessed in *Movement and Physical Activity* units in line with the *Australian Curriculum—HPE*.

Application

The study of Physical Education can lead to further study in the following courses, or it can offer a solid base for the following occupations:

- Physical Education teaching at Primary, Secondary, TAFE and Special School levels
- Gymnasium Instructor or Recreationalist following the study of Bachelor of Human Movement Studies / Diploma of Recreation
- Queensland Ambulance Services, Defence Forces, Police Forces, Physiotherapy, Speech Therapy, Occupational Therapy, Nursing, Dentistry or Radiography

“Australians love their sport and are becoming more health conscious. Jobs in the Arts and Recreation Services industry will grow over the next five years off the back of strong involvement in sport at all levels and attitudes to physical activity”. (Australian Government—Department of Jobs and Small Business - 2018).

Structure

Topics may change depending on the availability of facilities, student interest, resources and changes in the QCAA senior Physical Education program. For the term units two theoretical units and two practical components will be chosen from the following options:

Theoretical Components	Practical Components
Tactical Awareness Energy Systems and Performance	Team Sport Options (Volleyball, Oztag/Touch, Netball, Badminton/Table Tennis) Physical Activity Options (Group Fitness, Crossfit, Ultimate Disc)

Assessment

Each term unit is assessed using observations in isolated and authentic environments such as game play or routines performed individually or in groups, specific to the activity being covered. There will be an appropriate balance in assessment between the practical and theoretical tasks, considering the expectations of the senior syllabus. Theoretical components will be assessed using either a multi-modal presentation, written exam or research assignment, replicating assessment instruments in Years 11 and 12.

Additional Information

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Learning languages broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:

- Extends the capability to communicate and extends literacy repertoires
- Strengthens understanding of the nature of language, of culture, and of the processes of communication
- Develops intercultural capability
- Develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- Develops understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, values, culture and identity
- Strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Learning languages also contributes to strengthening the community's social, economic and international development capabilities. Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications. (The Australian Curriculum: Languages).

Objectives

The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:

- Communicate in the target language.
- Understand language, culture, and learning and their relationship, and thereby develop an Intercultural capability in communication.
- Understand themselves as communicators.

These three aims are interrelated and provide the basis for the two organising strands: Communicating and Understanding. The three aims are common to all languages. (The Australian Curriculum: Languages).

Assessment

There are two tests per semester, each of which assess one or more of the following skills:

- Analysing French texts in English (Listening & Reading)
- Creating French texts (Writing)
- Exchanging information and ideas in French (Speaking).

Structure

Learning experiences develop students' capacity to

- Use language for communicative purposes through socialising, informing, creating, translating and reflecting.
- Analyse and understand systems of language, language variation and change and the role of language and culture
- Live and work successfully in the 21st century with a focus on literacy, numeracy, ICT capability, critical and creative thinking, personal and social capability, ethical and intercultural understanding.

Term 1	Term 2	Term 3	Term 4
<p>Autrefois – Back in the Day!</p> <p>Describe what things used to be like</p> <p>Share childhood memories</p> <p>Explore Renaissance chateaux and troglodyte homes</p> <p>Discover the history of the French speaking world</p> <p>Meet important historical figures</p>	<p>Mon Avenir – My Future</p> <p>Consider education & career choices</p> <p>Talk about possibilities</p> <p>Discuss opportunities for studying overseas</p> <p>Give advice and evaluate options</p> <p>Explore how French can be beneficial for your future</p> <p>Compile your CV</p> <p>Prepare for job interviews</p>	<p>Mon Empreinte Carbone – My Carbon Footprint</p> <p>Investigate environmental issues</p> <p>Propose solutions to ecological problems</p> <p>Determine how to reduce our carbon footprint</p> <p>Promote sustainable living</p> <p>Explore environmentally friendly ideas at school and home</p> <p>Discover Brittany & Normandy</p>	<p>Mes Proches – My Friends & Family</p> <p>Discuss friendships, relationships and happiness</p> <p>Understand my rights and responsibilities</p> <p>Talk about problems facing teenagers</p> <p>Give advice</p> <p>Discover the life of a teenager in France</p> <p>Create a homestay guide for a French student in Australia</p>

Learners use written and spoken French to interact with peers, teachers and some other French speakers in local contexts and online environments. These exchanges are complemented by interactions with rich and varied language resources and materials. Learners may participate in local community events such as Alliance Française activities, music or film festivals, or exchange-student hosting.

Texts and resources

Learners engage with a range of language-learning texts and support materials, such as textbooks, videos, apps, media texts and online materials. They also draw increasingly on texts produced for French-speaking communities, in a range of different times and contexts, such as short stories, songs, poems, newspaper reports, films, video clips, blogs and social media texts.

(The Australian Curriculum: Languages – French).

Recommendations

This course is available to students who have completed French in Years 7, 8 and 9 and obtained at least a C standard at the end of Year 9.

Additional Information

Ms Louise Tilly

Curriculum Leader – Languages

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Learning languages broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:

- Extends the capability to communicate and extends literacy repertoires
- Strengthens understanding of the nature of language, of culture, and of the processes of communication
- Develops intercultural capability
- Develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- Develops understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, values, culture and identity
- Strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Learning languages also contributes to strengthening the community's social, economic and international development capabilities. Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications. (The Australian Curriculum: Languages).

Objectives

The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:

- Communicate in the target language.
- Understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication.
- Understand themselves as communicators.

These three aims are interrelated and provide the basis for the two organising strands: Communicating and Understanding. The three aims are common to all languages. (The Australian Curriculum: Languages).

Assessment

There are two tests per semester, each of which assess one or more of the following skills:

- Analysing German texts in English (Listening & Reading)
- Creating German texts (Writing)
- Exchanging information and ideas in German (Speaking).

Structure

Learning experiences develop students' capacity to

- Use language for communicative purposes through socialising, informing, creating, translating and reflecting
- Analyse and understand systems of language, language variation and change and the role of language and culture
- Live and work successfully in the 21st century with a focus on literacy, numeracy, ICT capability, critical and creative thinking, personal and social capability, ethical and intercultural understanding.

Term 1	Term 2	Term 3	Term 4
Going on Exchange	Life in Berlin	Back to Nature	Family and Friends
Learn about the German school system	Describe holiday destinations and activities	Investigate environmental issues	Describe your family and friends
Discover types of schools in Germany	Discover the history and sights of Berlin	Propose solutions to ecological problems	Discuss relationships and teenage problems
Compare the life of a teenager in Germany and in Australia	Explore Berlin fashion week, shopping and partying in Berlin	Evaluate the pros and cons of nuclear power	Ask for and give advice
Explore student exchange programs and life as an au pair	Give directions and take public transport	Analyse the effects of global warming	Understand rights and responsibilities
Give advice to German-speaking tourists in Australia	Plan a virtual itinerary for your trip to Berlin	Implement environmentally friendly practices at school and at home	Explore the role of social media in youth friendships
	Discuss part-time jobs, earning and saving money	Explore eco-tourism and sustainable living	

Learners interact with teachers, peers and members of German-speaking communities face-to-face and via digital technologies. They may also have opportunities to engage with German speakers and cultural events in the wider community, such as in the media, guest speakers, exchange students, language assistants, film festivals or community events.

Texts and Resources

Learners build on and extend their knowledge of different types of text and language functions through balancing focused attention to language forms and structures with text creation and performance. They work with a wider range of fiction and nonfiction texts, which allows for exploration of themes of personal and societal relevance, for example, global issues, identity and relationships, diversity and inclusivity. They develop additional analytical tools, including consideration of literary form and devices, and ways in which language choices empower, build identity and are influenced by audience, context and purpose. They identify how texts shape perspectives and meaning. (The Australian Curriculum: Languages – German).

Recommendations

This course is available to students who have completed German in Years 7, 8 and 9 and obtained at least a C standard at the end of Year 9.

Additional Information

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Learning languages broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:

- Extends the capability to communicate and extends literacy repertoires
- Strengthens understanding of the nature of language, of culture, and of the processes of communication
- Develops intercultural capability
- Develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- Develops understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, values, culture and identity
- Strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Learning languages also contributes to strengthening the community's social, economic and international development capabilities. Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications. (The Australian Curriculum: Languages)

Objectives

The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:

- Communicate in the target language.
- Understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication.
- Understand themselves as communicators.

These three aims are interrelated and provide the basis for the two organising strands: Communicating and Understanding. The three aims are common to all languages. (The Australian Curriculum: Languages).

Assessment

There are two tests per semester, each of which assess one or more of the following skills:

- Analysing Japanese texts in English (Listening & Reading)
- Creating Japanese texts (Writing)
- Exchanging information and ideas in Japanese (Speaking).

Structure

Learning experiences develop students' capacity to

- Use language for communicative purposes through socialising, informing, creating, translating and reflecting
- Analyse and understand systems of language, language variation and change and the role of language and culture
- Live and work successfully in the 21st century with a focus on literacy, numeracy, ICT capability, critical and creative thinking, personal and social capability, ethical and intercultural understanding.

Term 1	Term 2	Term 3	Term 4
Holidays in Australia and Japan Talk about past events Describe people and their personalities Describe people and their abilities Describe tourist destinations in Japan and Australia	School Life Compare Australian and Japanese school systems Talk about school rules Compare the life of a teenager in Australia and Japan Describe the subjects we study and our strengths and weaknesses	Part-time Work Talk about having or obtaining a part-time job Discuss why students want a job Discuss future plans and career aspirations Discover the differences between work life in Australia and Japan	My Family and Friends Describe your family and friends Discuss relationships and teenage problems Ask for and give advice Discover the life of a teenager in Japan Create a homestay guide for a Japanese student in Australia

Learners use written and spoken Japanese to interact with peers, teachers and other speakers of the language in immediate and local contexts and may also interact with other Japanese speakers through online environments.

Texts and Resources

Learners engage with a range of language-learning texts and supporting materials, such as textbooks, modified and authentic texts, film/video clips, media texts and online materials. They also draw increasingly on texts produced for young people in Japan, such as short stories, songs, poems, films, video clips, blogs and social media texts. (The Australian Curriculum: Languages – Japanese).

Recommendations

This course is available to students who have completed Japanese in Years 7, 8 and 9 and obtained at least a C standard at the end of Year 9.

Additional Information

Ms Louise Tilly

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Year 10 Legal Studies and Business establishes the foundational knowledge and skills for each of Legal Studies and Business (Applied).

Legal Studies

Legal Studies focuses on the interaction between society and the law. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. An understanding of legal processes and concepts enables citizens to be better informed. Students will be introduced to the legal system, sources of law and the roles of parliament and the courts. Finally, students will investigate different types of crimes and how criminal law is enforced.

Business Studies (Applied)

Business Studies provides opportunities for students to develop practical business knowledge, understanding and skills for use, participation and work in a range of business contexts.

Australian Curriculum

Year 10 Legal and Business has direct curriculum links to both the Australian Curriculum for Economics & Business and Civics & Citizenship.

Objectives

Subject objectives are drawn from the Senior Legal Studies and Business syllabus objectives.

Students will:

- Comprehend legal concepts, principles, models and processes.
- Select current, accurate and reliable primary and secondary data, information and sources.
- Analyse legal issues and concepts.
- Evaluate legal and economic situations to draw conclusions or make decisions using economic or legal criteria.
- Create responses that communicate meaning to suit the intended purpose, using paragraphs and extended responses.

Structure

Term 1	Term 2	Term 3	Term 4
Business Fundamentals – Working in Marketing: Marketing Mix Impact of competitors Customer research methods	Business fundamentals – Working in administration Health and Wellbeing vodcast	Intro to Legal: Legal Foundations Investigation and trial process	The Legal Journey Continues: Punishment and Sentencing Current legal issues

Assessment

Assessment will include projects, combination response examinations and investigation tasks.

Additional Information

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Mathematics – Introduction to Specialist Mathematics

Year Long Elective Subject

The remainder of the Australian Curriculum for Mathematics will be completed as well as introduction to topics specifically related to the study of Specialist Mathematics, providing students with essential mathematical skills and knowledge in the content strands of **Number and Algebra, Geometric reasoning, Matrices and Combinatorics**. The curriculum provides students with carefully paced, in-depth study of critical skills and concepts. It aims to encourage students to become self-motivated and confident learners of mathematics. The proficiency strands within the curriculum are Understanding, Fluency, Problem Solving, and Reasoning. Content will be assessed according to Australian Curriculum standard elaborations that categorise student achievement with the student's ability to engage with simple routine through to complex familiar and unfamiliar content.

Objectives

In this course, students will develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Geometric reasoning, Matrices and Combinatorics.

Structure

In Year 10, **Introduction to Specialist Mathematics** must be taken in conjunction with:

Introduction to Mathematical Methods

Both levels will cover the Content descriptors of the Year 10 Australian curriculum; however, the Introduction to Specialist Mathematics will also cover aspects of the 10A curriculum not covered in Mathematical Methods as well as content specifically aimed at giving students a solid grounding of important topics in Specialist Mathematics.

Intro to Specialist Mathematics

Term 1	Term 2	Term 3	Term 4
Measurement and Geometry Geometric reasoning	Introduction to complex Numbers	Introduction to Matrices	Introduction to Combinatorics

Assessment

Each semester will consist of:

- Mid-semester test
- End semester exam.

Recommendations

- a passing grade in Year 9 Extension or a B in Core Mathematics provides a reasonable foundation to select Introduction to Specialist Mathematics for Year 10
- A minimum of a 'C' level in Year 10 Introduction to Specialist Mathematics is a requirement for undertaking Specialist Mathematics in Years 11 and 12.

Additional Information

Mr Adrian Corrado

Curriculum Leader – Mathematics

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Science – Preparatory Chemistry & Physics

Year Long Elective Subject

This elective subject is designed to be studied concurrently with the core Science Extension course. It is intended for those students who are considering tertiary study and careers in areas such as Scientific Research, Technology, Engineering or Medicine and would like extra in-depth preparation for Senior Chemistry and/or Senior Physics. Course content is predominantly adapted from material in Units 1 and 2 of the Senior Chemistry and Physics Syllabi to enable students to gain a comprehensive platform of foundational skills before entering those subjects in Year 11. It is not mandatory to do this elective for entry into Senior Chemistry and Physics.

Objectives

In this course, students will:

- Describe and explain chemical and physical concepts, theories, models and systems and their limitations.
- Apply understanding of chemical and physical concepts, theories, models and systems within their limitations.
- Analyse evidence.
- Interpret evidence.
- Investigate phenomena.
- Evaluate processes, claims and conclusions.
- Communicate understandings, findings, arguments and conclusions.

Structure

Term units in Preparatory Chemistry and Physics are designed to build on and extend from the previous term's work in the core Advanced Science course. Chemistry is studied in Term 1 of the Advanced Science course. A student enrolled in the Preparatory Chemistry and Physics elective will then continue to further their Chemistry studies in Term 2 of that course. The Term 4 unit of Preparatory Chemistry and Physics builds on the Term 3 Physics unit in the Advanced Science course.

Term 1	Term 2	Term 3	Term 4
Physics Prep A Thermal Physics and calorimetry Electrical circuits	Chemistry Prep A Stoichiometry and molarity Thermochemistry	Chemistry Prep B Periodic trends Aufbau/Hunds/Pauli principles Bonding and Lewis structures	Physics Prep B Mechanics, energy and work Vectors Waves and light Nuclear Physics

Assessment

Student progress data is drawn primarily from Examinations.

Recommendations

At least a C+ in Year 9 Science and a C+ in Year 9 Mathematics Extension.

Additional Information

Ms Amy Mackay

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Technologies - Digital & Design

Year Long Elective Subject

Technology in the Australian Curriculum is made up of two related strands, Digital Technologies and Design and Technology. This course combines elements of both.

Objectives

Technology: Digital and Design focuses on developing problem-solving skills that can be used in a range of real world situations. Students will combine Design concepts with digital tools and software applications to come up with their own unique solutions to a variety of problems.

Structure

Term 1	Term 2	Term 3	Term 4
Students learn about the design process and use it to solve problems. They experience Graphic Design, using freehand sketching and computer software to produce a design folio. The first project requires students to create a logo for a fictional music streaming service called GrooveBeatz.	Students design a responsive web site using HTML, CSS Bootstrap and JavaScript. Student work will be presented in a digital folio and will include prototype layouts devised using Balsamiq Wireframes software.	Students learn about product design and create a Perfume Bottle for a celebrity. This involves the use of Copic Markers, Isometric sketching and Autodesk Fusion software. The solution is submitted as a digital folio.	Students learn about interior design and use CAD software to create a master bedroom design for Coral Homes. Students will also use Adobe Photoshop to create one point perspective drawings for their synthesis.

Assessment

Students are assessed against two criteria:

- Knowledge and understanding
- Processes and production skills

Additional Information

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Course is available on Loreto's LMS - Canvas

Technologies - Food & Textiles

Year Long Elective Subject

Year 10 Food & Textiles course establishes the foundational knowledge and skills for Hospitality and Textiles. Each unit is an independent course of study that provides real life context of learning with a practical focus that also serves as a preparatory course for senior studies courses offered at Loreto College.

Through the study of Junior Hospitality, students develop an understanding of hospitality and the structure, scope and operation of related activities in the food sector. Students work as individuals and as part of teams to plan and implement an event in a hospitality context. This event provides opportunities for students to participate in and produce food products and perform service for customers in real-world hospitality contexts. Students also investigate industry food trends and examine industry practices from the food sector.

Through the study of Junior Textiles, students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. Students will be challenged to use their imagination to create, innovate and express themselves and their ideas, and to design and produce design solutions in fashion contexts. Students undertake an individual project and manage personal resources to complete fashion collections. They experiment with combining textiles and materials and how to make and justify aesthetic choices. Students will also investigate technological developments in fibre and fabric production to understand the suitability and sustainability of fabrics within the fashion context.

Structure

Semester 1 OR Semester 2	Semester 1 OR Semester 2
Junior Hospitality	Junior Textiles
The Junior Hospitality unit emphasises the food sector of the industry and includes food production and service. Students learn to appreciate the reality of the hospitality industry in preparing and serving food to customers. They explore current food trends to develop understanding of the changing needs and demands of the industry. Students explore specific hospitality events and specialised food delivery and learn to identify, understand and interpret the current trends in high teas. They examine the importance of effective event planning including the menu design, table setting and service for a successful hospitality event. Students develop a range of food preparation and presentation for a range of food settings and design briefs.	Junior Textiles has a practical focus where students learn through doing as they engage in a design process to plan, generate and produce fashion items. They explore the contemporary fashion of teenage beach culture and learn to identify, understand and interpret fashion trends as well as examine how technological development in fabric production provides a range of sustainable fabrics for beachwear fashion. Students investigate textiles and materials and their characteristics and how these qualities impact on their end use. Through the design process students engage in design challenges while meeting the needs of clients or develop products to suit design opportunities.

Junior Hospitality	Junior Textiles
<p>Pathways</p> <p>Studies in Hospitality can lead into the pursuit of further studies and employment opportunities in hospitality, hotel, event and tourism or business management, which allows for specialisation.</p>	<p>Pathways</p> <p>Studies in Textiles can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.</p>
Assessment Instruments	
<p>Extended response</p> <p>Project</p>	<p>Investigation</p> <p>Project</p>
Assessment Dimensions	
<p>Dimension 1: Knowledge and Understanding</p> <p>Dimension 2: Processes and production skills</p>	<p>Dimension 1: Knowledge and Understanding</p> <p>Dimension 2: Processes and production skills</p>

Additional Information

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