# Contents Page

<table>
<thead>
<tr>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENERAL INFORMATION</td>
<td>1</td>
</tr>
<tr>
<td>CORE SUBJECTS</td>
<td>5</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>6</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>7</td>
</tr>
<tr>
<td>RELIGION</td>
<td>8</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>9</td>
</tr>
<tr>
<td>SOCIAL SCIENCE* - GEOGRAPHY (Course A) or HISTORY (Course A)</td>
<td>10</td>
</tr>
<tr>
<td>ELECTIVE SUBJECTS</td>
<td>15</td>
</tr>
<tr>
<td>ART</td>
<td>16</td>
</tr>
<tr>
<td>BUSINESS - Accounting / Legal Studies / Economics</td>
<td>17</td>
</tr>
<tr>
<td>GEOGRAPHY - Course B / Course C</td>
<td>18</td>
</tr>
<tr>
<td>HPE - Health / Physical Education</td>
<td>19</td>
</tr>
<tr>
<td>HISTORY - Ancient History / Modern History</td>
<td>20</td>
</tr>
<tr>
<td>LANGUAGES - Chinese / French / German / Japanese</td>
<td>21</td>
</tr>
<tr>
<td>LITERACY AND NUMERACY ENRICHMENT</td>
<td>22</td>
</tr>
<tr>
<td>PERFORMING ARTS - Drama / Music</td>
<td>23</td>
</tr>
<tr>
<td>TECHNOLOGIES : DIGITAL &amp; DESIGN - Design / Digital Solutions</td>
<td>24</td>
</tr>
<tr>
<td>TECHNOLOGIES: FOOD &amp; TEXTILES - Hospitality / Fashion / Food &amp; Nutrition</td>
<td>25</td>
</tr>
</tbody>
</table>

*If students select History as their core Social Science they cannot select History from the elective subjects. If students select Geography as their core Social Science they cannot select Geography from the elective subjects. All students must do either History or Geography as a core subject.*
General Information

The Year 10 curriculum offers students a core of subjects that the school 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 and semester-long elective subjects which allows each student to pursue areas that may relate to career pathways, interests and abilities. Students must choose four semester-long electives or an equivalent combination of year-long and semester-long electives for Year 10. They may choose elective subjects that build on those studied in Year 9 or choose subjects from different fields. If students select History as their core Social Science they cannot select History from the elective subjects. If students select Geography as their core Social Science they cannot select Geography from the elective subjects. All students must do either History or Geography as a core subject.

At Loreto the following subjects are offered (A description of the core subjects appears later in this handbook):

**CORE SUBJECTS** (compulsory subjects which all students study)

- English
- Mathematics (Foundation or Extension)
- Religion
- Science (Foundation or Extension)
- Social Science - Geography (Course A) or History (Course A)
- Physical Activity and Wellbeing*
- Personal Development*
- S.E.L.F* - Student Extended Learning Focus

* Students will be allocated 4 lessons per cycle for Physical Activity & Wellbeing which will focus on physical activity and cover age appropriate and relevant health and wellbeing issues. Personal Development is also offered to all students for one lesson per week. S.E.L.F occurs for students two lessons per cycle. For more information on S.E.L.F please see the following pages.

**ELECTIVE SUBJECTS**

- Art
- Business - Accounting / Legal Studies / Economics
- Geography - Course B / Course C
- HPE - Health / Physical Education
- History - Ancient History / Modern History
- *Languages - Chinese / French / German / Japanese
- Literacy and Numeracy Enrichment
- Performing Arts - Drama / *Music
- Technologies: Digital & Design - Design / Digital Solutions
- Technologies: Food & Textiles - Hospitality / Fashion / Food & Nutrition

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

A description of the elective subjects appears in this handbook. Students are asked to select four semester-long electives or an equivalent combination of year-long and semester-long electives.

**SELECTING ELECTIVE SUBJECTS**

A student’s choice of Year 10 subjects can have an effect on 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 - 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 - 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 11 and 12 courses.

**ASSESSMENT**
At the end of each semester in Year 10 a report will be issued as usual 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 later 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 & Technology to discuss the desirability and viability of a subject change.

**ABOUT 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. The girls 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 particular subjects.
Dear Year 10 Students,

I am delighted that we are able to provide you with the opportunity to pursue a new learning initiative: the Student Extended Learning Focus (S.E.L.F), at Loreto College. S.E.L.F is your chance to pursue your very own unique creative learning focus. You could choose to learn a new skill, create and produce music or art, design and build something, do a community service project, pursue an academic topic in science or history, or do something entirely different.

Through this endeavour, you will be able to demonstrate your ability to take initiative, think critically, and communicate effectively—a few of the many skills you need to take forward with you beyond the gates of Loreto.

As Loreto students, you are part of a global community of learners with over 150 schools world-wide. The Loreto Education Mission Statement unites all learners with a central message, “That Loreto Schools offer a Catholic education which liberates, empowers and motivates students to use their individual gifts with confidence, creativity and generosity in loving and responsible service”.

What is S.E.L.F?

Have you ever wanted to build a guitar? Do you have a secret passion to write a play? Now is your chance! S.E.L.F is your project to think about something you really want to do, or to learn or to master and to pursue that possibility.

Using the skills you have developed over the years in your subjects and through approaches to learning, you will be able to apply them to an area or topic on which you decide.

There are a wide variety of choices you could consider, such as:

- an original work of art (visual, dramatic, performance, etc.)
- a written piece of work on a special topic (literary, social, psychological, anthropological, etc.)
- a piece of literary fiction (creative writing)
- an original science experiment or career investigation
- an invention or specially-designed object or system (computer game)
- the presentation of a developed business, management, or organisational plan, i.e. for an entrepreneurial business or project, a special event, or the development of a new student or community organisation.

The S.E.L.F should include a process journal, a product and a personal statement in the form of a structured piece of writing.

The S.E.L.F will allow you to turn your passion into action that will positively influence yourself and our community.

I wish you the best as you begin the journey of undertaking this learning. We have many resources to support you along the way. I look forward to seeing the results of your thinking and ingenuity at the S.E.L.F Showcase in term four.

Tania Gallen
Director Professional Learning and Cognitive Education
CORE SUBJECTS
AIMS
The Australian English Curriculum: 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

COURSE CONTENT
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, hypertexts, drama, poetry, media, media texts, multimodal, films and documentaries. Students are encouraged to appreciate the link between reading and writing by keeping reading journals.

YEAR 10
- The Lives of Others: narratives, hybrid texts, hypertexts, film and poetry.
- Literary Circles: Canonical novel, webpages, film, documentary, Shakespearean Drama, multimodal digital stories.

ASSESSMENT
Assessment is continuous, undertaken in varying conditions and times throughout the course. The students work is assessed in the following modes:

- Receptive Modes (listening, reading and viewing)
- Productive Modes (speaking, writing and creating)

The student’s work will be marked holistically to determine understanding and skills dimensions in the above modes in the following:

- Ideas and Information
- Text Structures
- Language Features

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

ADDITIONAL INFORMATION
Contact: Mrs O’Donoghue
Mathematics

The Australian Curriculum: 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 organised in such a way that unnecessary repetition is avoided, but will recognise that within mathematics, concepts or skills do need to be revisited, strengthened and extended from year to year.

All Year 9 and 10 students will be working to the Australian Curriculum with the same content strands, content sub-strands and proficiency strands being applied.

In Year 9 the subject will be offered as Foundation Level Mathematics and Extension Level Mathematics.

- Students who experienced a great deal of difficulty at Year 8 level are advised to study Foundation Level Mathematics where all aspects of the Australian Curriculum will be studies at a basic level, aiming for understanding and competence at this level.
- Students who completed Year 8 Mathematics without much difficulty are advised to study Extension Level Mathematics. Curriculum topics will be extended beyond a core level with harder concepts and problems being explored.
- Parents will be advised by letter at the end of Year 8 which level teachers feel is most appropriate for their daughter.

**ASSESSMENT**
Each semester will consist of:

- Mid-semester test
- End semester test

There will be extended learning experiences and activities that may or may not be used for summative assessment purposes.

**OTHER IMPORTANT POINTS**

- A minimum of a good 'C' level in Year 10 Extension Level Mathematics is a requirement for undertaking Mathematics B in Years 11 and 12;
- A minimum of a good 'B' level in Year 10 Extension Level Mathematics along with study of 10A components of the Australian Curriculum is a requirement for undertaking Mathematics C in Years 11 and 12;
- Mathematics A will be available for students who do not meet the minimum requirements for Mathematics B or who do not wish to study Mathematics B;
- Students experiencing difficulty with Year 10 Foundation Level Mathematics are advised to take Prevocational Mathematics in Years 11 and 12;
- Students need to satisfy Numeracy requirements in order to be eligible for the QCE.

**ADDITIONAL INFORMATION**

CONTACT:  Mr Corrado
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. The approach to this subject is a learning-based one; students are formally assessed and their progress in knowledge, process skills, including evaluative processes, and communication skills is reported upon.

AIMS
To assist students to:
- understand the role of tradition in underpinning the evolution of Catholicism
- explore the concept of an Australian spirituality and the manner in which Catholicism has impacted on, and been impacted upon, by this nation
- explore the phenomenon of religious pluralism and look at a diversity of religious traditions in Australia;
- analyse core beliefs and practices of the major world religions
- explain different representations of God by various human authors in different historical, social and cultural contexts
- understand the principles that underpin Christian morality
- grow in understanding of differing models of moral thought
- apply Christian moral principles to contemporary social/ethical issues
- engage in various prayer forms and understand the principles employed in creating effective ritual

COURSE CONTENT
The units of work for Year 10 Religion are as follows:

Term One
- The Australian Scene Part A

Term Two
- The Australian Scene Part B

Term Three
- Spirituality and Ritual

Term Four
- Responding to the Signs of the Times

ADDITIONAL INFORMATION
Contact: Mrs Newcombe
Science

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 – Biological Science, Chemistry and Physics by having two parallel courses: Science Foundation and Science Extension. Further information about this is on the next page.

TOPICS STUDIED
Science has three interrelated strands: 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

ASSESSMENT
Based on two criteria:
- Knowledge and Conceptual Understanding
- Scientific Investigation

Information regarding these two criteria is gathered through written examinations, extended response tasks and extended experimental investigations. A significant component of the program is spent developing practical skills through laboratory work and the writing of scientific reports.
FOUNDATION SCIENCE AND EXTENSION SCIENCE

The Year 10 Science Program described is bifurcated into two concurrent full-year courses: Foundation Science and Extension Science. Students choose one course to enter into according to their interests, ability, intended senior studies and tertiary/career goals. A decision flowchart is provided below to assist in making this decision. Information to consider in deliberations:

- Biological Sciences and Earth/Space Science units are the same in the two courses in terms of content, depth, rigour and assessment.
- The Chemical Sciences and Physical Sciences units cover the same topics in both courses, but there is more technical depth and rigour in Extension Science; for example, more treatment of equations, mathematics and formulae. This will be reflected in the assessment of these units in the Extension Science course.
- Students who believe they will be studying Chemistry or Physics in senior (Year 11 and 12) are advised to select the Extension Science course. Students who believe they will be studying Biology only in senior can enter either the Foundation Science or Extension Science courses depending on their general ability level in Science. Students who believe they will not be studying the Sciences at all in senior are recommended to select the Foundation Science course, but can enter the Extension Science course if it is compatible with their ability and interests.

ADDITIONAL INFORMATION

Contact: Mr Lourigan

Are you achieving at least a C+ in Year 9 Science?

- YES
  - Are you certain you want to do Chemistry and/or Physics in senior?
    - YES
      - Do you want to do Biology in senior?
        - NO
          - Select Year 10 Foundation Science
        - YES
          - Are you still interested in learning about Chemistry and Physics in more technical depth even if you don’t want to do Chemistry or Physics
            - YES
              - Select Year 10 Extension Science
            - NO
              - Are you still interested in learning about Chemistry and Physics in more technical depth even if you don’t want to do Chemistry, Biology or
                - NO
                  - Select Year 10 Foundation Science

- NO
  - Are you certain you want to do Chemistry and/or Physics in senior?
    - NO
      - Do you want to do Biology in senior?
        - NO
          - Are you still interested in learning about Chemistry and Physics in more technical depth even if you don’t want to do Chemistry or Physics
            - YES
              - Select Year 10 Extension Science
            - NO
              - Are you still interested in learning about Chemistry and Physics in more technical depth even if you don’t want to do Chemistry, Biology or
                - NO
                  - Select Year 10 Foundation Science
RECOMMENDATIONS
To ensure students have the opportunity to develop or build on geographical skills across a range of assessment styles, Geography will be offered as a whole year subject to consolidate these skills. It is highly recommended that those seriously considering following through with Geography into senior, choose this course.

AIMS
The Year 10 core 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.

COURSE CONTENT
The Year 10 Geography Course A is based around the Australian Curriculum Year 10 strands of the Geographies of Human Wellbeing and Environmental Change and Management. Each strand will be covered by two units, each unit a term in length and these will be studied in an order determined most suited to the course for that year.

Term: Striving for Global Equality
This unit introduces students to development geography and focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing (quality of life – development levels), and the causes of global differences in these measures between countries - with a particular focus on population levels, gender and educational inequalities. Students explore differences in wellbeing within and between countries, and may evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. Students get to choose their own country to research this issue. It is a unit that is at the heart of social justice.

Term: Behind the Brand
This unit introduces students to economic geography and focuses on investigating how people, through their choices (or lack of) and actions, are connected to places throughout the world in a wide variety of ways. It shows how these connections not only help shape places and their environments but can also change the makeup and in turn, the well-being of societies. This unit particularly explores the responsibilities large transnational corporations have 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 by these corporations through fair trade and ethical consumerism practices. Students will have the opportunity to research the practices of these large transnational corporations and decide whether or not they meet their responsibilities. They may also have the opportunity to set up and run their own Fair Trade stall to promote ethical consumerism practices within the school. Social justice and environmental stewardship embody this unit.

Term: “Change, Change, Change……” - Inquiries into Environmental Change
This unit introduces students to the issues encompassing environmental geography. The environment supports all life. Changes to the environment can occur naturally. However, over time humans have changed the environment to suit their needs, resulting in atmospheric pollution, loss of biodiversity, deteriorating water quantity and quality and degraded land and aquatic environments. Overfishing, overcropping, overgrazing, logging, mining and urbanisation as a result of an increased population, have impacted adversely on the environment and its
ecosystems. We have been called to be global citizens - stewards of our earth, we are its caretakers and it is therefore vital that we respond intelligently to and effectively manage, all future environmental challenges so that it will be around for future generations to enjoy too. We must first understand what these changes are, how they came about and their impacts before we can effectively respond.

**Term: “Caring for our Island / Coastal Communities” – Case Studies in Environmental Management**

Since European settlement, Australia has been a highly urbanised nation. Over 85% of all Australians live in urban regions – with the majority of these being based in and around the major cities of the south east of the country. However, 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 therefore focuses on ways to manage these types of environments, sustainably. This will be done via students undertaking a day long field trip (for example, to Moreton Island or the Gold Coast) out in the field to gather primary data and upon return, generating a field report based on their findings. Field work is an essential component of geographical skills development.

**ASSESSMENT**

Assessment will be one piece per term and may be any one of the following: an inquiry-based Multi-modal or Digital Research Presentation, Extended Written Response to Stimulus, A Field Report based on a day’s field trip or a Data Response Test.

**ADDITIONAL INFORMATION**

Contact: Mrs Hanson
History—Course A

AIMS
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.

The study of History 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
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

COURSE CONTENT
The Year 10 History program is designed to enable students to develop their historical skills in preparation for their senior studies. There are two different course strands that students can choose from: a year-long study or a semester based specialist approach.

Depth Study One: The World at War, Again - World War Two
In this depth study, students will investigate wartime experiences through an in-depth study of World War II. Following the Great War, 1914-1918, the peace settlements of 1919 and the establishment of the League of Nations in 1920 served as beacons of hope for a more peaceful world. However, such hopes were dashed by the end of the 1930s when the world lurched again into major conflict and Australians once more embarked for a war in Europe against Germany. This inquiry topic will allow students to consider how the end of World War I did not provide solid foundations for future peace. The peace treaties punished countries that lost the war, particularly Germany. Resentment over its harsh treatment, plus episodes of severe economic problems, caused Germany to turn to extreme political parties, such as the Nazi Party, because they offered solutions to the country’s problems. 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.
Depth Study Two: The Road to Reconciliation

Through the process of inquiry students will examine two major movements for rights and freedoms in the world post World War II. When the United Nations Universal Declaration of Human Rights proclaimed in 1948 that ‘all humans are born free and equal in dignity and rights’ it signalled its support for the rights and freedoms of oppressed groups throughout the world. Two such groups that already had long histories of struggle were 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.

Depth Study Three: Digging up the dead - Pompeii and Herculaneum

The cities of Pompeii and Herculaneum, are perhaps the best known archaeological sites in the world. Excavation began in the 18th century and has continued in one form or another ever since. Initially these ancient cities were sources of wonderful treasures and amazing artworks that were highly prized by the succession of rulers of Naples and its surrounds. In more recent times they have gained recognition as invaluable sources of information about the Roman world in the 1st century CE. Throughout this depth study students will explore issues relating to the eruption of Mount Vesuvius in 79 CE, as well as the reconstruction, ownership and custodianship of Pompeii and Herculaneum. They will examine the changing methods used by archaeologists to excavate these cities as well as consider the knowledge that can be collected from these historic sites. Students will also contemplate the challenges faced by the Italian government and international bodies to conserve and preserve these sites so that they can continue to make a significant contribution to world culture.

Depth Study Four: Burying the dead - Beliefs, rituals and funerary practices of Ancient Egypt

Through the process of inquiry, students will investigate the funerary practices of ancient Egypt to develop their knowledge of the religious beliefs of this fascinating civilization. They will examine the customs and rituals of the ancient Egyptians in relation to death and consider how these advantaged or disadvantaged particular groups within society. Students will also consider how the funerary beliefs changed from the Old Kingdom to the New Kingdom giving all the opportunity for life after death.

ASSESSMENT

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

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

ADDITIONAL INFORMATION

Contact: Ms Crothers
ELECTIVE SUBJECTS
Art

(SEMESTER UNIT ONE AND SEMESTER UNIT TWO)

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 of two units of study or one stand alone unit. It is strongly recommended that students planning to select Visual Art or Visual Arts in Practice in Years 11 and 12 complete both semester units in the Year 10 Art course.

UNIT 1. CONNECTIONS—IMAGE, SYMBOL, TEXT
CONNECTIONS—IMAGE, SYMBOL, TEXT. This semester elective will explore the power of visual metaphor through a range of media which could include drawing, painting, printmaking and sculpture.

UNIT 2. REINVENTION
REINVENTION. This semester elective will explore digital photography as an artform which will then inform a student directed work in a chosen form which could include painting, sculpture, printmaking and installation

AIMS
The two units offered in Year Ten Art aim to develop creativity, originality and problem solving abilities; to develop a professional approach to the production of art work and to acquire knowledge of contemporary and historical aspects of the visual arts. By practising and thinking about art, students acquire respect for such qualities as discrimination, craftsmanship, artistic interpretation, originality and creativity. The world of the 21st century is a visual world, Art aims to develop the skills to navigate this world. These two units are designed to develop a continuing appreciation and enjoyment of the visual arts and their application in our community.

COURSE CONTENT—UNIT 1 AND UNIT 2
Students will develop their own focus in response to a selected concept:

Students will:

- explore, formulate ideas, express aesthetic understanding and solve problems using visual language and expression by researching, developing, resolving and reflecting
- make and display images and objects to communicate intentions and demonstrate techniques, processes, skills and understanding of materials and technologies which could include both 3 dimensional work and 2 dimensional work
- analyse, interpret, evaluate and reflect on images and objects by artists, designers and craftspeople within context, using visual language and expression to justify responses
- reflect on their own learning, apply new understandings and make connections to inform future visual art experiences.

ASSESSMENT—UNIT 1 AND UNIT 2

MAKING—Folio of artworks and visual diary work with documentation of planning, development and reflection

RESPONDING—The student will describe, analyse, interpret and evaluate information (visual, verbal, sensory) through researching, developing, resolving and reflecting. This will include an artist statement in response to their own work and a written response to explore the work of mentor artists.

ADDITIONAL INFORMATION
Contact: Mrs McCulkin
Business - Accounting

(SEMESTER ELECTIVE)

“Accounting is a universal discipline, encompassing the successful management of financial resources of the public sector, businesses and individuals. It is foundational to all organisations across all industries, and assists in discharging accountability and financial control. Accounting is a way of systematically organising, critically analysing and communicating financial data and information for decision-making.

When students study this subject, they develop an introductory understanding of the essential role that Accounting plays in the successful performance of any organisation. Students implement end-of-month processes to produce simple financial statements. Profitability is analysed and evaluated in order to inform potential investors and business owners about how the business has performed. Computerised accounting processes are introduced using a computerised accounting package such as MYOB to electronically record and process transactions, and to generate reports.” (QCAA, 2017)

COURSE CONTENT
At the completion of the unit, students should be able to complete the following:

Describe:
- Monetary principle
- Going concern principle
- Accounting period concept
- End-of-month reporting
- Net profit ratio
- Return on owner’s equity ratio
- Source documents
- Accounting records (general journal, ledger and trial balance)

Explain interrelationships of:
- Profit and net cash flow from operations
- Owner’s equity and the statement of financial position

Apply accounting processes and principles to:
- Post general journal entries to the general ledger
- Calculate the balance of ledger accounts
- Prepare a trial balance report
- Computerised accounting process to set up, record data and generate reports
- Prepare a statement of profit and loss using excel
- Prepare a statement of financial position using excel
- Prepare a statement of cash flows from a cash at bank account

Analyse and interpret:
- Ledger accounts
- Trial balance reports and errors
- Similarities and differences between accounts of a public company and a sole trader
- Financial reports (statement of profit and loss and financial position) to draw conclusions
Evaluate:
- Impact of change relating to end-of-month reporting to make decisions

Create:
- Descriptions and explanations for stakeholders
- Letter of advice and paragraph responses
- Analysis and interpretations, and conclusions for business owners

Assessment
Examination using a combination of short items, practical items and extended response item. Formative assessment will also be conducted throughout the course to check for understanding.

ADDITIONAL INFORMATION
Contact: Mr Preston
(SEMESTER ELECTIVE)

AIMS
“Individuals and groups in Australian society are faced with many significant legal and social issues. To deal with these issues, people need to understand their legal rights and responsibilities. In Legal Studies, students develop an understanding of the ways in which the criminal legal system can affect the lives of Australian citizens. By examining historical and social factors that have led society to create a criminal legal system, students develop knowledge and understanding of the frameworks which regulate and shape our society.

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies, social work, government, corrective services, business, education, psychology, economics and politics.” (QCAA, 2013)

COURSE CONTENT
At the completion of the unit, students should be able to complete the following:

Explain:
- The features of a crime and translate these to a range of situations
- The Criminal investigation process
- Contrast summary and indictable offences in reference to the Criminal Code Act 1899 (Qld)
- The criminal trial process

Analyse:
- The role police play in the criminal investigation process
- Crime rates over time
- Rates of incarceration specifically Aboriginal peoples compared to the general population
- The legal concepts of presumption of innocence and burden of proof
- Relevant excuses and defences to offences
- A range of perspectives and the court processes that may create barriers to justice and equity or implied right to a fair trial
- The appeals process

Evaluate:
- The extent to which criminal investigation process balances the rights of individuals
- The effectiveness of the criminal trial process

Create:
- Recommendations to criminal legal issues
- Responses that communicate legal meaning in paragraphs and extended responses

ASSESSMENT
The course will involve the completion of two assessment items: one an examination and the other a research based assignment on a criminal law topic.

ADDITIONAL INFORMATION
Contact: Mr Preston
Business - Economics

(SEMESTER ELECTIVE)

AIMS
“The discipline of Economics is integral to every aspect of our lives. It challenges us to be innovative when solving problems in an increasingly interconnected world with complex global problems, where the decisions of others and ourselves impact on our employment opportunities, business operations and living standards. In this subject, decision-making is at the core: how to allocate and distribute scarce resources to improve the well-being of society. Economics is a discipline based on possibility and optimism. It appeals to a wide variety of students from Humanities and Business and to those who want to understand the broader relevance of their study of Mathematics, Science and Technology. Economics provides students with the tools to think creatively beyond what is known and predictable.” (QCAA, 2017)

COURSE CONTENT
At the completion of this unit, students should be able to complete the following:

Describe:
- Circular flow model
- Consumption and investment
- Aggregate demand and supply
- Government expenditure, subsidy and taxes
- Exports and imports
- Consumer sovereignty
- Law of supply and demand
- Substitutes and complementary goods
- Elasticities
- Equilibrium and disequilibrium

Explain the:
- Assumptions within the circular flow model
- Relationship existing between sectors
- Significance of the components of aggregate demand
- Connection between the resource and goods markets and the business and household sector
- Economic cycle
- Changes in the factors of aggregate supply to the circular flow model
- Concept of a market (buyers and sellers and their different goals and perspectives)
- Theory of demand and supply (market equilibrium, movements and shifts and disequilibrium)
- Price elasticity and factors affecting elasticity
- Other elasticities of demand and price elasticity of supply

Analyse:
- Forces impacting on the circular flow (retail sales growth, savings rate, exports and imports etc.)
- The effects of government spending and changes to taxation
- The effects of the Reserve Bank of Australia decisions on household savings and business investment
- Significance of price elasticity of demand for consumers, business and government

Create, Calculate or Construct:
- Responses that communicate economic meaning to suit the intended purpose, and that sequence and develop ideas in paragraphs and extended responses
- Five sector circular flow model
- Price elasticity of demand

ASSESSMENT - The course will involve the completion of two assessment items: one an examination and the other a research based assignment.

ADDITIONAL INFORMATION—Contact: Mr Preston
Geography—Courses B and C

(SEMESTER ELECTIVE)

RECOMMENDATIONS
For those students not taking Geography as a core subject in Year 10 but would still like to study an aspect of geography for a semester, we have provided students with the opportunity to explore different components of Geography strands. These units will also develop or build on geographical skills across range of assessment styles, should they consider choosing it to study in senior. They have a choice of either undertaking course B in Semester 1 or Course C in Semester 2.

AIMS
The Year 10 elective Geography course in both semesters aims to ensure that students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world
- a greater 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.

COURSE CONTENT
The Year 10 Geography elective course is also based around the Australian Curriculum Year 10 strands of the Geographies of Human Wellbeing and Environmental Change and Management. Each semester will be covered by two units, one from each strand and a term each in length. * Note field work is only undertaken in Course B.

Course B Term 1: Striving for Global Equality

This unit introduces students to development geography and focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing (quality of life – development levels), and the causes of global differences in these measures between countries - with a particular focus on population levels, gender and educational inequalities. Students explore differences in wellbeing within and between countries, and may evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. Students get to choose their own country to research this issue. It is a unit that is at the heart of social justice.

Course B Term 2: "Caring for our Coastal Communities” – A Case Study in Environmental Management

Since European settlement, Australia has been a highly urbanised nation. Over 85% of all Australians live in urban regions – with the majority of these being based in and around the major cities of the south east of the country. However, when it comes to recreation and leisure opportunities, Australians tend to gravitate to coastal environments. These environments are special places that have unique natural characteristics that are easily vulnerable and fragile. This unit therefore focuses on ways to manage these types of environments, sustainably. This will be done via students undertaking a day long field trip to either the Gold or Sunshine Coast to gather primary data. Upon return, they will be generating a field report based on their findings. Field work is an essential component of geographical skills development.
Course C Term 3: “Change, Change, Change……” - Inquiries into Environmental Change

This unit introduces students to the issues encompassing environmental geography. The environment supports all life. Changes to the environment can occur naturally. However, over time humans have changed the environment to suit their needs, resulting in atmospheric pollution, loss of biodiversity, deteriorating water quantity and quality and degraded land and aquatic environments. Overfishing, overcropping, overgrazing, logging, mining and urbanisation as a result of an increased population, have impacted adversely on the environment and its ecosystems. We have been called to be global citizens - stewards of our earth, we are its caretakers and it is therefore vital that we respond intelligently to and effectively manage, all future environmental challenges so that it will be around for future generations to enjoy too. We must first understand what these changes are, how they came about and their impacts before we can effectively respond.

Course C Term 4: Behind the Brand

This unit introduces students to economic geography and focuses on investigating how people, through their choices (or lack of) and actions, are connected to places throughout the world in a wide variety of ways. It shows how these connections not only help shape places and their environments but can also change the makeup and in turn, the well-being of societies. This unit particularly explores the responsibilities large transnational corporations have 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 by these corporations through fair trade and ethical consumerism practices. Students will have the opportunity to research the practices of these large transnational corporations and decide whether or not they meet their responsibilities. They may also have the opportunity to set up and run their own Fair Trade stall to promote ethical consumerism practices within the school. Social justice and environmental stewardship embody this unit.

ASSESSMENT

Assessment will be one piece per term and may be any one of the following: an inquiry-based Multi-modal or Digital Research Presentation, Extended Written Response to Stimulus, A Field Report based on a day’s field trip or a Data Response Test.

ADDITIONAL INFORMATION

Contact: Mrs Hanson
HPE - Health

(SEMESTER ELECTIVE)

INTRODUCTION
These stand alone, one semester units are available to all students. Health in Year 10 is a preparatory subject for the QCAA senior subject. 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 and medicine, 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. During the March Quarter 2017, the QLD government recorded the highest percentage of total employment in the Health care and social assistance industry – this was also reflected at a National level (Queensland Treasury, 2017).

RATIONALE
The theoretically based subject provides opportunity to study formation theoretical practices exploring 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.

In addition, each student will be exposed to the following focus areas of Relationships and Sexuality; Mental Health and Wellbeing; and Food and Nutrition in the Personal, Social and Community Health strand as part of the Australian Curriculum—HPE.

POSSIBLE TOPICS STUDIED
Topics may change depending on contemporary health concerns and QCAA adjustments in senior Health. Health concepts considered in the units include:- Social Determinants, Ottawa Charter, Health Inquiry Model, PERMA and RE-AIM.

Elective Semester 1:
- Smoking
- Diabetes (Obesity)

Elective Semester 2:
- Body Image
- Sexual Health

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

ADDITIONAL INFORMATION — Contact: Mr Jones


**HPE - Physical Education**

(SEMESTER ELECTIVE)

**INTRODUCTION**

These stand alone, one semester units are available to all students. Physical Education in Year 10 is a preparatory subject for the QCAA senior subject. 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 in, about and through 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 attitudes to physical activity. 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 as well as units which cover Personal, Social and Community Health in line with the Australian Curriculum—HPE.

**APPLICATIONS**

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, Medicine, Nursing, Dentistry or Radiography

**POSSIBLE TOPICS STUDIED**

Topics may change depending on the availability of facilities, resources and final publications in the QCAA senior Physical Education syllabus. Semester 1 practical components will not be repeated in Semester 2 and students will be consulted with regard to the offerings.

**Elective Semester 1: Exploring Physical Activity**

<table>
<thead>
<tr>
<th>Theoretical Components</th>
<th>Practical Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Influences in Sport</td>
<td>Team Sport Options (Waterpolo, Volleyball, Oztag/Touch, Basketball)</td>
</tr>
<tr>
<td>Energy and performance</td>
<td>Physical Activity Options (Group Fitness, Crossfit, Dance)</td>
</tr>
</tbody>
</table>

**Elective Semester 2: Sport in Contemporary Society**

<table>
<thead>
<tr>
<th>Theoretical Components</th>
<th>Practical Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Considerations in Coaching</td>
<td>Team Sport Options (AFL/Gaelic, European Handball, Futsal/Soccer, Netball)</td>
</tr>
<tr>
<td>Sports Training</td>
<td>Physical Activity Options (Aerobics, Badminton, Ultimate Disc)</td>
</tr>
</tbody>
</table>

**ASSESSMENT**

Each semester 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. Each Personal, Social and Community Health unit will be assessed using either a multi-modal presentation, written exam or research assignment, replicating assessment instruments in Years 11 and 12.

**ADDITIONAL INFORMATION**

Contact: Mr Jones
**History**

**AIMS**

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.

The study of History 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.

**COURSE CONTENT**

The Year 10 History program is designed to enable students to develop their historical skills in preparation for their senior studies. There are two different course strands that students can choose from: a year-long study or a semester based specialist approach.
Depth Study One: When World’s Collide: The Greco - Persian Wars
This depth study will allow students to examine the way that groups in the ancient world have caused conflict to achieve their objectives. A background study of the Greek Polis will provide students with an orientation to the Ancient Greek civilisation. The students will then focus on the Persian Wars to explore the impact that the conflict had on the unity of the Greek city-states. In the twenty years between 499 BCE and 479 BCE the Greeks and Persians clashed in a series of battles that are now known as the Greco - Persian Wars. Throughout this inquiry topic students will consider the long term and short term causes of the conflict, the outcomes, the impact on the ancient world as well as how the Greeks celebrated their victory in plays, songs, literature and their art. In their history, the Greco - Persian Wars became for the Greeks what Gallipoli has come to mean for many Australians – a heroic struggle against great odds – the stuff of which legends are made.

Depth Study Two: The Hollywood myth exposed - Cleopatra
Within this depth study students will examine the many different interpretations of Cleopatra in an attempt to discern the truth about this enigmatic personality of the ancient world. In 30 BCE the last pharaoh of the ancient Egyptian Empire committed suicide. Cleopatra VII had a charismatic personality, was a born leader and an ambitious monarch, and one of the most dynamic rulers in the ancient world. Her reign was one of skilful opportunism, initially co-ruling with her father, then with her brothers, and later in alliance with the Roman juggernauts Julius Caesar and Marc Antony. When she and Antony pitted Egypt against the mighty Roman Empire, she set a course for one of the most dramatic downfalls in history. This inquiry topic will encourage students to consider the popular image presented of Cleopatra VII as an extremely beautiful femme fatale of the ancient world who could manipulate men with her feminine wiles, and decide whether this is an accurate portrayal or one of the greatest myths ever created by Hollywood.

ASSESSMENT
Students will complete one assessment item per term and may be any of the following types of assessment:
- Short response examination to historical sources
- Extended written response to historical evidence
- Historical essay based on research
- Independent source interrogation

ADDITIONAL INFORMATION
Contact: Ms Crothers
Depth Study One: Baby It’s Cold Outside: The Cold War

In this depth study, students will examine the historical forces and frosty tensions in play after World War Two by specifically focusing on the emergence of two superpowers - the United States of America and the Soviet Union. The alliance between these two great powers during the Second World War was very much an association of necessity, the necessity being to defeat Nazi Germany. Following the end of the Second World War, key ideological differences began to emerge between the two. What followed for the next forty years has been termed the Cold War. The two superpowers never fought each other directly, rather their conflicts were conducted through their allies or dependent states. Throughout this inquiry topic students will examine the main features of the Cold War including the emphasis on spying, propaganda, the arms race as well as the space race. They will also investigate how tensions between the two great powers resulted in the construction of the Berlin Wall, the Bay of Pigs fiasco as well as the Cuban Missile Crisis which nearly resulted in nuclear war. Students will conclude this depth study by assessing how the fear of Soviet communism and the domino theory impacted on the world at large and resulted in Australian involvement in anti-communist conflict such as the Korean and Vietnam wars.

Depth Study Two: War, What Is It Good For?

Conflict can be defined as antagonism, animosity, contention, discord, hostility, struggle and war. It is a human reaction to past events that have not been completed and so it is concerned with what the past makes possible. In this depth study, students will use the process of inquiry to extend upon their Cold War studies and investigate the causes and effects of conflict since 1945, focusing specifically on the conflict in Vietnam. Students will examine 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. They 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 actually good for.

ASSESSMENT

Students will complete two assessment pieces per semester and over the course of the year will encounter the following types of assessment:

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

ADDITIONAL INFORMATION

Contact: Ms Crothers
Language - Chinese / French / German / Japanese

(YEAR ELECTIVE)

Competence in a foreign language is now essential if young Australians are to take their proper place in a world where globalisation has become an irreversible force. Recent articles in the Australian Business Press have highlighted a worrying shortage of graduates with second language capabilities. Young Australians will continue to be at a disadvantage in a global work environment unless they can convert from being monolingual to being at least bilingual. Most other countries in the developed world already insist that their young people should be able to operate competently in a language other than their mother tongue. A former German Chancellor, Helmut Schmidt, when asked which language was the most important for business answered “It is the language your customer speaks”. With competency in language comes a level of cultural understanding without which international business communication can so often be adversely affected.

Loreto acknowledges this by offering Year 10 students a choice of four languages and by encouraging students to participate actively in a range of cultural activities. An exchange visit to France / Germany / Japan is offered to students in Years 10 and 11 every two years and an exchange program with China is currently being set up. These exchanges are organised in conjunction with our sister schools and the number of girls who are able to participate in the exchange programs may depend on how many students our sister schools have the capacity to host. Exchange programs are also dependent on issues of global safety.

It is important to know that in order to study Chinese, French, German or Japanese in Year 10, girls must have learnt this language in Year 9. In order to study Chinese, French, German or Japanese in Years 11 and 12, girls must learn this language in Year 10.

The following information applies to each of the four languages offered in Year 10.

AIMS

By the end of Year 10, students should have gained a practical knowledge of the language that enables them to:

- Understand and use it with a degree of proficiency in communicating as a visitor in Chinese / French / German / Japanese speaking countries or in dealing with speakers of these languages in Australia;
- Appreciate, through the study of Chinese / French / German / Japanese the thoughts, manners, customs and achievements of the people, their way of life and culture;
- Develop positive attitudes in a multicultural society and gain insights which better equip them to adjust to changing patterns of life in Australia and the world.

The study will also provide a basis for further work in the language and for vocational opportunities. Language study equips students with a range of thinking skills and extends their vocabulary and sentence structure in English, all of which benefit their performance in other subject areas.

CONTENT

The four language skills of Listening, Speaking, Reading and Writing are developed through practice in a variety of everyday settings such as shops, restaurants, hotels and public transport.
**COURSE CONTENT – CHINESE**

The following table gives examples of topics covered during the Year 10 Chinese course:

<table>
<thead>
<tr>
<th>Term one: Invitations/being a guest</th>
<th>Term two: Transport/signs and directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make invitations</td>
<td>Listen for directions for different places</td>
</tr>
<tr>
<td>Accept and decline invitations</td>
<td>Ask and give suggestions</td>
</tr>
<tr>
<td>Talk about food and drink</td>
<td>Ask and give directions</td>
</tr>
<tr>
<td>Understand specific information ab</td>
<td>Text message reporting safe arrival (SMS)</td>
</tr>
<tr>
<td>out of invitations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term three: Travel experiences</th>
<th>Term four: Ask for help/emergencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen for specific information in</td>
<td>List for details of lost objects</td>
</tr>
<tr>
<td>travel plans</td>
<td></td>
</tr>
<tr>
<td>Read and understand descriptions</td>
<td>Listen for important information through</td>
</tr>
<tr>
<td>of travel experiences</td>
<td>repetition and rephrasing</td>
</tr>
<tr>
<td>Talk about travel experiences</td>
<td>Describe details of items</td>
</tr>
<tr>
<td>Read for main ideas through topic</td>
<td>Write a descriptive composition about</td>
</tr>
<tr>
<td>sentences</td>
<td>one’s possessions</td>
</tr>
</tbody>
</table>

**COURSE CONTENT – FRENCH**

The following table gives examples of topics covered during the Year 10 French course:

<table>
<thead>
<tr>
<th>Term One: Let’s go to France!</th>
<th>Term Two: On the Road</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make holiday plans</td>
<td>Describe what you did during your</td>
</tr>
<tr>
<td>Use Internet to design a</td>
<td>vacation</td>
</tr>
<tr>
<td>backpacker’s guide to sight-</td>
<td>Discover public transport in France</td>
</tr>
<tr>
<td>seeing in France</td>
<td>Buy train tickets</td>
</tr>
<tr>
<td>Create a packing list for your</td>
<td>Shop for souvenirs</td>
</tr>
<tr>
<td>trip</td>
<td></td>
</tr>
<tr>
<td>Discover clothes shopping in</td>
<td></td>
</tr>
<tr>
<td>France</td>
<td></td>
</tr>
<tr>
<td>Enjoy a virtual trip to Paris</td>
<td></td>
</tr>
<tr>
<td>Book accommodation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term Three: You are what you Eat!</th>
<th>Term Four: Childhood Holiday Memories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn about going to the doctor/</td>
<td>Explore popular family holiday</td>
</tr>
<tr>
<td>pharmacist in France</td>
<td>destinations in France</td>
</tr>
<tr>
<td>Buy food &amp; drinks at a market</td>
<td>and the French speaking world</td>
</tr>
<tr>
<td>Order meals at a restaurant</td>
<td>Create a presentation promoting an</td>
</tr>
<tr>
<td>Discover French recipes</td>
<td>Australian tourist spot that you</td>
</tr>
<tr>
<td>Cook traditional French food</td>
<td>know to the French market</td>
</tr>
<tr>
<td>Compile a Year 10 French recipe</td>
<td>Describe your own childhood holiday</td>
</tr>
<tr>
<td>book</td>
<td>experiences</td>
</tr>
</tbody>
</table>
### COURSE CONTENT – GERMAN

The following table gives examples of topics covered during the Year 10 German course:

<table>
<thead>
<tr>
<th>Term One: Berlin!</th>
<th>Term Two: On Exchange in Germany</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enjoy a virtual visit to Berlin</td>
<td>Discuss teenage problems</td>
</tr>
<tr>
<td>Discuss sightseeing and tourist attractions</td>
<td>Give advice to friends</td>
</tr>
<tr>
<td>Book accommodation</td>
<td>Learn about going on exchange to Germany</td>
</tr>
<tr>
<td>Catch public transport in Germany</td>
<td>Compare lifestyles in Australia and Germany</td>
</tr>
<tr>
<td>Order food in a restaurant</td>
<td>Go shopping in Germany</td>
</tr>
<tr>
<td>Find entertainment in Berlin</td>
<td>Invite friends to a party</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term Three: Extracurricular Fun</th>
<th>Term Four: Identity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discover afterschool clubs in Germany</td>
<td>Discuss nationality and cultural heritage</td>
</tr>
<tr>
<td>Investigate climate change and environment</td>
<td>Explore festivals and celebrations</td>
</tr>
<tr>
<td>Learn how to recycle in Germany</td>
<td>Cook traditional German food</td>
</tr>
<tr>
<td>Discuss sport, nationalities and the Olympics</td>
<td>Experience Christmas in Germany</td>
</tr>
</tbody>
</table>

### COURSE CONTENT – JAPANESE

The following table gives examples of topics covered during the Year 10 Japanese course:

<table>
<thead>
<tr>
<th>Term One: My school</th>
<th>Term Two: My town</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment on your subjects</td>
<td>Describe places/things</td>
</tr>
<tr>
<td>Describe your timetable</td>
<td>Talk about weather/seasons</td>
</tr>
<tr>
<td>Say what you did on weekend</td>
<td>Ask/give information on clothes</td>
</tr>
<tr>
<td>Understand Katakana</td>
<td>Make a polite request</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term Three: My host family</th>
<th>Term Four: Nice to meet you!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe hobbies/interests</td>
<td>Meeting people from another country</td>
</tr>
<tr>
<td>Discuss souvenirs</td>
<td>Talk about nationality &amp; language</td>
</tr>
<tr>
<td>Give and receive compliments</td>
<td>Invite/suggest activities</td>
</tr>
<tr>
<td></td>
<td>Accept/decline an invitation</td>
</tr>
</tbody>
</table>
ACTIVITIES

Activities that take place within the classroom include role plays, conversations, songs, stories, DVD viewing, language games, food sampling and other cultural activities.

Students are also encouraged to experience the language “outside” the classroom by participation in language competitions, cultural festivals and excursions to foreign films/plays. Dining experiences at relevant restaurants and cafés also take place when appropriate. The girls spend time watching appropriate YouTube clips, TV programs, using interactive language software and computer programs and researching on the internet.

Furthermore, there are possibilities for hosting exchange students, corresponding with teenagers who speak the target language and taking part in exchange visits to China, France, Germany and Japan.

Email projects between schools in China, France, Germany and Japan provide a realistic international setting for some of our classroom work. They also give our students the opportunity to experience their language learning in an international context. This then forms an important link with our partner schools in China, France, Germany and Japan.

ASSESSMENT

In both semesters students complete one short test in each of the skills of Listening, Speaking, Reading and Writing. This is usually divided into two tests per term. A cultural component has also been included in the course which involves students researching some aspect relevant to their unit of work. Their findings are presented in project form. Regular revision, completion of homework and active participation in class are important.

ADDITIONAL INFORMATION

Contact: Ms Tilly
Literacy and Numeracy Enrichment

(YEAR ELECTIVE)

RECOMMENDATIONS
These are courses that have been specially designed to improve students’ literacy and numeracy skills. The courses are intended specifically for those students who may be experiencing difficulties with numeracy and/or literacy. Classes are kept as small as possible in order to give students extra time with the teacher and the opportunity to receive the reinforcement they need to meet their individual requirements.

COURSE CONTENT
Students will be given intensive work in such areas as:

- Reading comprehension
- Writing
- Research skills – summarising, note taking, developing key questions
- Thinking skills and problem solving
- Numeracy

YEARS 9 & 10
Students will receive one lesson of Numeracy Enrichment, one lesson of Literacy Enrichment and one lesson of assignment help per cycle.

ASSESSMENT
There will be no formal assessment in this subject.

ADDITIONAL INFORMATION
Contact: Mrs Goldney
Performing Arts – Drama

(SEMESTER ELECTIVE)

Year 10 Drama aims to promote and develop skills in creative and artistic expression. The course provides opportunities for students to explore a range of dramatic styles and contexts, whereby they gain a deeper understanding and appreciation of the world in which they live.

AIMS
It is intended that the student:

• manages the elements of drama and the dramatic languages to shape dramatic action
• develops confidence when performing to an audience of peers
• develops acting techniques (voice and movement)
• engages with contemporary Australian play scripts
• analyses directorial choices in production
• devises original drama inspired by various stimuli
• develops improvisational skills
• manages multi-media in performance
• works co-operatively and constructively in pairs and groups with her peers
• develops the ability to respond to and analyse dramatic action in live theatre
• acquires and uses a wide variety of drama terminology
• appreciates how design elements of production enhance live theatre
• develops skills that will assist entry into Senior Drama and tertiary education

COURSE ELECTIVES
There are two Drama electives which are presented as separate semester units.

STUDENT DEVISED DRAMA:
In this semester unit, students will be exposed to various stimuli linked to the theme Women In Time To Come Will Do Much. Students will develop their improvisation skills and the ability to manipulate a wide variety of theatrical conventions. Once they master these conventions, students will work as an ensemble to devise a collage drama. In order to improve their ability to analyse complex drama, students will also attend a live theatre production.

GOTHIC THEATRE:
In this semester unit, students will study Australian Gothic Theatre and focus their study on the contemporary Australian play, Children of the Black Skirt. To broaden their understanding of theatrical conventions, they will learn transformational acting techniques and how to manipulate shadow work to create mood and atmosphere. In order to improve their ability to analyse complex drama, students will also attend a live theatre production.

ASSESSMENT
Assessment for Drama will take a variety of forms, including:

• Presenting Tasks (scripted and student devised)
• Forming Tasks (written and practical)
• Responding Tasks (written assignments responding to live theatre)

ADDITIONAL INFORMATION— Contact: Mrs Gyte
Performing Arts – Music

(SEMESTER ELECTIVE)

Year 10 Music concentrates on building a student’s musical abilities by providing an opportunity to experience a wide range of musical genres and styles. 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.

AIMS

It is intended that the student:

- enjoys and values music
- engages confidently in music-making; linking theoretical knowledge to practical performances and compositions
- communicates and expresses ideas about music to critically evaluate music in a variety of contexts and styles
- learns composition techniques
- employs a variety of music-related technologies including computer software, recording and amplification equipment
- gains skills and knowledge relevant to professional practice across sectors of the music industry
- develops skills that will assist entry into Senior Music, Music Extension and tertiary education

COURSE

TALKIN’ BOUT MY GENERATION:

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 professional recording, students will give voice to the issues of their generation.

CREATE A CLASSIC:

So many celebrated pop and rock songs have been written using similar ideas; four chord progressions, verse/chorus form, catchy hook line, three minute 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.

ASSESSMENT

Assessment for this course will take a variety of forms, including:

- 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 consideration of the Music Elements and their application.

PREREQUISITES FOR ALL OF THE PERFORMING ARTS (DRAMA AND MUSIC)

It is recommended that students who wish to study the Performing Arts have completed the Year 9 Drama and/or Music course. Additional areas of study including Instrumental Music and private dance tuition will be complementary to this subject area.

Students of the Performing 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— Contact: Mrs Gyte
(SEMESTER ELECTIVE)

This subject will provide students with the opportunity to engage in analysing problems, implementing designs and subsequently evaluating the effectiveness of their solutions. Design offers our students valuable insight into the Senior Subject Design which will be implemented for the first time in 2019.

AIMS
The course aims to:

- Introduce our students to Graphic Design, Industrial Design and Interior Design.
- Provide opportunities for our students to develop sketching and computer modelling skills.
- Develop ‘problem-solving’ skills through the implementation a ‘Design Process’
- Develop creativity and innovation through the challenge of design based problems.
- Develop an understanding of the commercial aspects of Design.

COURSE CONTENT
Design, as its name suggests, is concerned with creating innovative design solutions for a wide range of problems and for a variety of End Users. The problems could be related to Industrial Design (objects), Interior Design (Architectural) or Graphic Design (Posters, Web Graphics, Logos etc.). Design utilises both manual and computer based techniques. Manual methods may include freehand sketching systems such as Isometric and Perspective, as well as rendering techniques using Copic Markers. Students will also experience a wide range of digital techniques and systems. These may include Adobe Photoshop, Autodesk Fusion and Interior Design software, as well as complimentary devices such as Wacom Tablets, 3D Printers and 3D Scanners.

ADDITIONAL INFORMATION
Contact: Mr Morgan or view the Design Portal

http://graphics.loreto.qld.edu.au/
(SEMESTER ELECTIVE)

This subject will provide students with the opportunity to engage in analysing problems, implementing designs and subsequently evaluating the effectiveness of their solutions. Digital Solutions offers our students valuable insight into the Senior Subject Digital Solutions which will be implemented for the first time in 2019.

AIMS
The course aims to:

- Extend the skills and understanding gained in previous years.
- Equip our students to use computer technology within school and in the wider community.
- Empower our students to make considered choices regarding the use of technology in social contexts.
- Develop ‘problem-solving’ skills.
- To innovate and develop creativity through the challenge of design based problems.
- Develop an understanding of some commercial uses of technology

COURSE CONTENT
Digital Solutions focuses on developing understanding and skills in computational thinking and problem solving. It is a very practical subject and students will spend most of their time utilising a wide range of software applications and hardware devices. This can include areas as diverse as Robotics, Web site Design, Programming, Game Design and the production of multimedia ‘Apps’ designed to run on Phones and Tablets.

The broad scope of this subject allows our students to explore many diverse aspects and uses of technology and consequently prepares them to utilise it within the wider school curriculum as well as in the outside world. Our students are encouraged to embrace the latest technologies and innovations and in this respect new content is constantly being developed.

ADDITIONAL INFORMATION
Contact: Mr Morgan or view the Digital Technologies Portal

http://ict.loreto.qld.edu.au/
(SEMESTER ELECTIVE)

INTRODUCTION
Hospitality: Baking for Success is a stand-alone semester course of study within the Design and Technologies subject from the learning area of Technologies within the Australian Curriculum. The hospitality industry is economically important within Australia and provides a range of employment opportunities. Students studying Hospitality: Baking for Success may be interested in studying the Applied Senior Subject of Hospitality Practices in Years 11 and 12. Undertaking studies in Hospitality can lead to career pathways in the food and beverage sectors of the hospitality industry as well as catering, accommodation and entertainment.

RATIONALE
The popularity of cooking shows profiling baked goods and desserts has led to more interest in and demand for specialised foods for home and industry. The growing popularity of Australia’s coffee culture has changed our practices of eating out to include the enjoyment of sweet food accompaniments. Studies in Hospitality: Baking for Success will enable students to develop knowledge and skills in food production and service of baked food products. Students will use the design process as the problem-based learning framework of technology, to explore, develop, generate and evaluate food solutions for industry settings. The students will develop skills in effective group work and food service to provide an industry experience of learning.

COURSE CONTENT
The hospitality industry provides varied baked products for a range of settings and occasions. Quality baked goods rely on the combination of precision in the measurement of ingredients and the execution of technique and cooking. As the eye ‘eats first’, the presentation and plating of these foods must have aesthetic appeal to entice the customer. Hospitality: Baking for Success will develop the knowledge and skills related to the preparation of a range of baked food products. Group and individual learning will provide authentic industry experiences. Problem solving approaches to learning through the exploration and production of baked foods will enable solutions to be generated and evaluated.

Learning experiences include:
- Exploring the role of ingredients and the importance of accuracy and measurement in baking
- Observing and practising the essential skills and techniques of baking to prepare food products for a range of occasions and industry settings
- Developing skills in managing resources for the completion of food products
- Developing success criteria for the evaluation of food products
- Investigating and exploring trends in industry for baked foods
- Exploring and practising trends and techniques in presentation and plating

ASSESSMENT
Students are required to create designed solutions within food technologies. They are required to explain, justify and evaluate ideas, solutions and processes. They develop production and management plans, and select and use appropriate technologies to produce high-quality solutions for the intended purpose.

A series of design briefs with real life context for the hospitality industry guides the learning for 2 pieces of assessment.
1. Extended response to stimulus
2. Project: written component of design folio and product component of food products

ADDITIONAL INFORMATION  -  Contact Mrs Freeman or Mrs Inger
INTRODUCTION
Fashion: Beachwear for Teenagers is a stand-alone semester course of study within the Design and Technologies subject from the learning area of Technologies within the Australian Curriculum. The content descriptions of Design and Technologies Knowledge and Understanding and Processes and Production Skills guide the learning for this unit. Fashion: Beachwear for Teenagers develops a range of skills in fashion design and construction for students interested in this field. Studies in fashion support a wide variety of vocations, including fashion design, fashion journalism, fashion technology, fashion merchandising and fashion sales. Students studying Fashion: Beachwear for Teenagers may be interesting in continuing their study through the Applied Senior Subject of Fashion in Years 11 and 12.

RATIONALE
Fashion: Beachwear for Teenagers is a course in textiles technology where students are challenged to use their imagination to create, innovate and express themselves and their ideas, and to design, produce and evaluate design solutions within the fashion context of beach culture. This subject has a practical focus where students learn through doing as they engage in technologies processes utilising the design process to plan, generate and produce fashion items. Students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic.

COURSE CONTENT
Fashion is an integral part of everyday life, with individuals making choices about what clothing and accessories to wear. Australia’s beach fashion includes a range of ‘on-trend’ clothing and accessories designed specifically for young people and reflects their love of the outdoors and relaxation.

Learning experiences include:
- Investigating textiles and materials and their characteristics including the consideration of how these qualities impact their end use.
- Experimenting with textiles materials to make and justify aesthetic choices.
- Developing a range of practical skills for the completion of two practical products. These skills include preparing a folio with fashion drawings, machine-sewing skills including seams, overlocking and specialised techniques and hand-sewing skills.
- Using and adapting basic patterns and shapes as well as interpreting commercial patterns.

ASSESSMENT
Students are required to create designed solutions within textiles technologies. They are required to explain, justify and evaluate ideas, solutions and processes. They develop production and management plans, and select and use appropriate technologies to produce high-quality solutions for the intended purpose.
A design brief with real life context for Queensland beachwear and accessories guides the learning for 2 pieces of assessment.
1. Product: ‘on-trend’ fashion accessory
2. Project: written component of design folio and product component of a beachwear garment

ADDITIONAL INFORMATION - Contact Ms Duncan or Mrs Meecham
(SEMESTER ELECTIVE)

INTRODUCTION
Food and Nutrition: Healthy Food for Teenagers is a stand-alone semester course of study within the Design and Technologies subject from the learning area of Technologies within the Australian Curriculum. It also incorporates aspects of the Food and Nutrition focus area from the learning area of Health and Physical Education. Undertaking studies in Food and Nutrition can lead to career pathways in nutrition and dietetics, exercise and nutrition science and food technology. Students studying Food and Nutrition: Healthy Food for Teenagers may be interested in studying the General Senior Subject of Food and Nutrition in Years 11 and 12.

RATIONALE
Food and Nutrition: Healthy Food for Teenagers will prepare students with valuable knowledge and skills for the establishment and maintenance of sustainable food choices for their future health and well-being. The subject examines food in the context of nutrition, food science and food technology as it relates to the nutritional needs of teenagers. Students will use the design process as the problem-based learning framework of technology, to explore, develop, generate and evaluate solutions.

COURSE CONTENT
Teenage eating habits are influenced by many societal factors. During adolescence they develop more independence in the selection and preparation of foods which can enhance or compromise health and well-being. In this subject, students will study the nutrients and apply food science knowledge and skills to prepare a range of healthy food products for teenagers. Problem solving approaches to learning through the experimentation of foods and the preparation of food products will enable solutions to be generated and evaluated.

Learning experiences include:
- Exploring a series of design briefs relevant to the lives of teenagers including
  - The need for iron, calcium and protein
  - Current food myths about carbohydrates and fat
  - Current eating trends for ‘seasonal foods’, ‘clean eating’ and ‘weight loss’
- Practical experimentation of foods, where food science principles are applied to explore the impact on nutrient composition
- Observing and cooking a range of new practical techniques to prepare food products
- Developing skills in managing resources for the completion of food products
- Developing success criteria for the evaluation of food products

ASSESSMENT
Students are required to create designed solutions within food technologies. They are required to explain, justify and evaluate ideas, solutions and processes. They develop production and management plans, and select and use appropriate technologies to produce high-quality solutions for the intended purpose.

A series of design briefs with real life context for teenagers guides the learning for 2 pieces of assessment.
- In-class written test
- Project: written component of design folio and product component of food products

ADDITIONAL INFORMATION
Contact Ms Duncan