



# Loreto College

## Coorparoo

*Be seekers of truth and doers of justice*

Year 10 Subject Guide 2020



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# 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 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 (Intro to Mathematical Methods or Intro to General Mathematics)
- Religion
- Science
- History or Humanities\*\*
- Physical Activity and Wellbeing\*\*\*
- 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 three 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 two lessons per cycle.*

### Elective Subjects

- Business
- Creative Arts – Art / Drama / Music\*
- Geography
- Health and Physical Education
- Languages – Chinese\* / French\* / German\* / Japanese\*
- Literacy & Numeracy Enrichment (invitation only)
- Science – Preparatory Chemistry & Physics
- Technologies: Digital & Design
- Technologies: Food & Textiles

*\* 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 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 Year 7 and 8 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 Year 7 and 8 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. 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.

# Core Subjects

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. Year 10 provides preparation for students intending to study English 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, 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.

## Course Outline:

Semester theme: We come from a land Down Under		Semester theme: Decisions and expectations	
Term 1: The real Aussie world	Term 2: The unreal Aussie world	Term 3: Decisions about life	Term 4: Decisions about love
Students 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. The students will explore how the media manipulates the attitudes, values, and beliefs of the general Australian public and will identify ways to respond to this. They will experiment with their persuasive voice through a multimodal presentation.	Students will engage with two films about Australia, <i>The Castle</i> and <i>Bran Nue Dae</i> , to investigate the ways in which different Australian people and cultures are represented. They will explore how fictional texts often rely on stereotypes and/or cultural assumptions to position audiences. They will evaluate and discuss different perspectives in a film appreciation-style blog that includes analysis and reflection.	Students will read a novel that explores relationships and making difficult choices. They will study the story, characters, and themes to identify narrative devices used to evoke emotional responses in readers. They will begin to reflect on how fictional texts reflect human behaviour and that readers can use them to understand themselves and others. They will use the novel as a springboard for their own short story that explores a theme in the novel.	Students will study a Shakespearean play, such as <i>Romeo and Juliet</i> , to explore universal themes. They investigate how language can be used in innovative ways and how Shakespeare creates the characters through his language choices. They will engage with adaptations of Shakespeare to better understand the story, themes, and characters. Students will analyse the extent to which Shakespeare's plays endure in an analytical essay examination.

## Assessment

Assessment is continuous, 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

It will be based on the following genres:

- 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.

## Additional Information

Contact: Ms Shona Sunebeck - Curriculum Leader - English

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

Year 10 Literature seeks to develop a more complex study of the English language in a variety of modes and mediums, but has a distinctly literature focus. Students should obtain a B or more to cope with the demands of this subject. 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

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 and reading journals. They will read reviews and essays of noted literary authors in relation to the studied texts and incorporate these observations in their own writing.

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 and me	Term 4: Austen and me
Students will develop an understanding of how audiences respond to literary styles and structures. They will consider how textual choices, including filming techniques, engage readers and viewers emotionally, and critically. They will reflect on their own responses to texts and how their views and values may influence their interpretation of a text. They will analyse the distinctive qualities of the film, <i>Strictly Ballroom</i> , and the ways in which it uses specific filming techniques to create a blend between reality and absurdity. They will experiment with their analytical voice through an analytical essay.	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/dystopia 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 continue to experiment with their analytical voice through an analytical essay.	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.

## Assessment

Assessment is continuous, 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

It will be based on two genres:

- 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.

## Additional Information

Contact: Ms Shona Sunebeck - Curriculum Leader - English

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

# Mathematics

## Year Long Core Subject

Core

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

In Year 10, the subject will be offered as:

- **Intro to Mathematical Methods**
- **Intro 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.

### Intro 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

### Intro 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

Students wishing to do **Specialist Mathematics** in Year 11 will be offered a preparatory course in Semester 2 of Year 10.

## 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.

## Recommendations

- A minimum of a good 'C' level in Year 10 Introduction to Mathematical Methods is a requirement for undertaking Mathematical Methods in Years 11 and 12
- A minimum of a good 'B' level in Year 10 Introduction to Mathematical Methods is a requirement for undertaking Specialist Mathematics in Years 11 and 12
- General Mathematics will be available for students who do not meet the minimum requirements for Mathematical Methods or who do not wish to study Mathematical Methods
- Students experiencing difficulty with Year 10 Introduction to General Mathematics are advised to take Essential Mathematics in Years 11 and 12 or a Short course in Numeracy
- Students need to satisfy Numeracy requirements in order to be eligible for the QCE

## Additional Information

Contact: Mr Adrian Corrado - Curriculum Leader - Mathematics

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><b>The Australian Scene</b></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.</p> <p>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><b>Responding to the Signs of the Times</b></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><b>Religions of the World</b></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><b>Sacred Texts</b></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

Contact: Mrs Newcombe - Curriculum Leader - Religion

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 two parallel core courses: *Science Foundation* and *Science Extension*. Further information about this is on the following page.

## Objectives

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

## Structure

The term units for Year 10 Science are:

Term 1	Term 2	Term 3	Term 4
Reactions <ul style="list-style-type: none"> <li>Chemical Sciences</li> </ul>	The Code of Life <ul style="list-style-type: none"> <li>Biology</li> </ul>	How the Universe Works <ul style="list-style-type: none"> <li>Physical Sciences</li> <li>Earth and Space Science</li> </ul>	Broader Horizons <ul style="list-style-type: none"> <li>The Scientific Method</li> <li>Data literacy and numeracy</li> <li>Senior Sciences Prep</li> </ul>

## Assessment

Assessment includes Tests, Experimental Investigations and Research Investigations

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

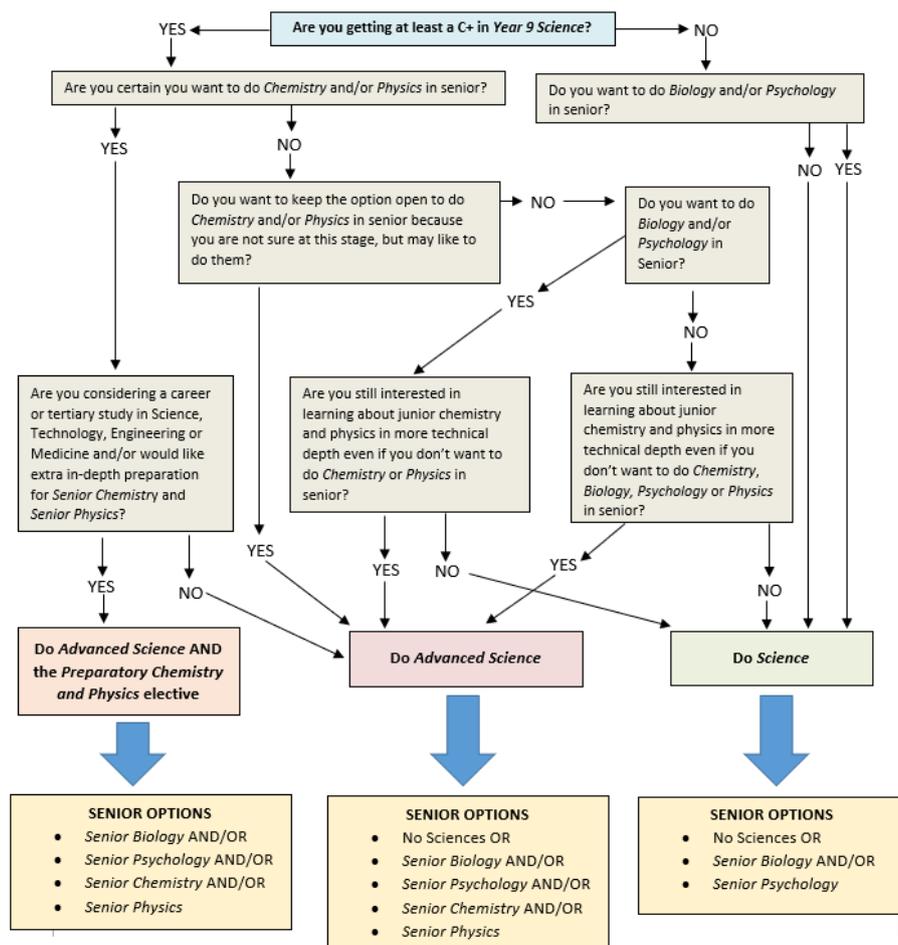
There are five sub-strands of *Science Inquiry Skills*. These are:

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

## Science and Advanced Science

The Year 10 Science Program described is bifurcated into two concurrent full-year courses: *Science* and *Advanced Science*. All students choose one core course to enter into 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:

- *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 *Advanced Science*; for example, more treatment of equations, mathematics and formulae. This will be reflected in the assessment of these units in the *Advance Science* course.
- Students who believe they will be studying Chemistry and/or Physics in senior (Year 11 and 12) are advised to select the *Advanced Science* course. Students who believe they will be studying Biology and/or Psychology only in senior can enter either the *Science* or *Advanced 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 *Science* course but can enter the *Advanced Science* course if it is compatible with their ability and interests.
- There is a two-semester elective subject *Preparatory Chemistry and Physics* which can be studied in conjunction with *Advance Science*. A course outline for this subject is in the Electives section of this Studies Guide.



**Additional Information** Contact: Mr Lourigan - Curriculum Leader – The Sciences

# History

## Year Long Core Subject\*

Core

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.

### 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
<b>When World's Collide:</b> The Greco-Persian Wars	<b>At War Again:</b> World War Two	<b>The Race for Reconciliation:</b> Indigenous Rights and Freedoms	<b>War, What is it good for?</b> The Vietnam War & the Protest Movement

### 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

### Additional Information

Contact: Mrs Diane Hanson - Curriculum Leader – Humanities – Geography and History (Acting)

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

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><b>This is Planet Earth</b></p> <p>An inquiry into human-induced environmental changes that challenge sustainability and the world views that influence perceptions and responses to these challenges as well as investigating global, national and local differences in human wellbeing between places.</p>	<p><b>I am Woman, Hear Me Roar</b></p> <p>An examination of the changing perceptions of women from Classical Greece to the digital age.</p>

### 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

Contact: Mrs Diane Hanson - Curriculum Leader – Humanities – Geography and History (Acting)

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

# Elective Subjects

# Business

## Year Long Subject

Elective

Year 10 Business establishes the foundation knowledge and skills for each of Senior Accounting, Economics and Legal Studies.

### Accounting

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. The overarching context for this unit is the real-world expectation that accounting provides real-time processing of transactions with a minimum of monthly and yearly reporting. Digital technologies are integral to accounting, enabling real-time access to vital financial information.

### 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.

### 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 and poverty.

### Australian Curriculum

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

### Objectives

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

Students will:

- Comprehend economic and legal concepts, principles, models and processes.
- Select current, accurate and reliable primary and secondary data, information and sources.
- Analyse economic and 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.

### Assessment

Assessment will include examinations and investigation tasks.

### Additional Information

Contact: Mr Matthew Preston - Curriculum Leader – Business

# Creative Arts - Art

## Year Long Subject

Elective

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/>)

## 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, design and/or digital imaging.

Term 1	Term 2	Term 3	Term 4
<p><b>Figure it out</b></p> <p>This unit explores how artists persuade, communicate and express concepts in Visual Arts using 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, painting and ceramics.</p> <p>Throughout the unit, students will produce artworks that are linked and lead to the development of a personal style and artistic intention. Making and responding tasks 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.</p>		<p><b>Connections – Image, Symbol, Text</b></p> <p>This unit explores how artists persuade, communicate and express concepts and meaning through visual language, symbolism and artistic conventions.</p> <p>Students will explore the concept of metaphors with a student-selected focus of people, place or object, using a range of 2D media such as, photography, painting, drawing and printmaking.</p> <p>Throughout the unit, students will produce a series of artworks based on an individualised concept and the use of artistic devices to create aesthetic images and symbolic meaning. Making and responding tasks explore artworks within personal, formal, cultural and contemporary contexts.</p> <p>Learning opportunities allow development of student-directed ideas with independent approaches and individualised representations of the subject and viewpoint throughout the series of work.</p>	

## Assessment

Assessment for Visual Art will take the form of an Investigation Project or Folio of Work. Both of these instruments will include:

- Artworks supported by visual journal work documenting research, development, resolution and reflection
- Responding Tasks - written analysis tasks responding to the work of mentor artists used in the production of their own work
- Artist statements written in response to the concepts in their own work

## 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.

## Additional Information

Contact: Mrs Lissa Gyte - Curriculum Leader – Creative Arts

# Creative Arts - Drama

## Year Long Subject

Elective

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 21<sup>st</sup> 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/>)



# Creative Arts - Music

## Year Long Subject

Elective

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

Term 1	Term 2	Term 3	Term 4
<p><b>TALKIN' BOUT MY GENERATION:</b></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><b>CREATE A CLASSIC:</b></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**

Contact: Mrs Lissa Gyte - Curriculum Leader – Creative Arts

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. (Australian Curriculum)

- 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.

### 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

### 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><b>Mind The Gap - Striving for Global Equality</b></p> <p>This unit introduces students to development geography and focuses on <u>investigating</u> 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. They explore programs designed to reduce the gap between differences in wellbeing.</p>	<p><b>Change, Change, Change - Inquiries into Environmental Change</b></p> <p>This unit introduces students to the issues encompassing environmental geography. The environment supports all life. 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. 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><b>My Island Home - Case Studies in Environmental Management</b></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 therefore focuses on ways to manage these types of environments, sustainably.</p> <p>Students will undertake fieldwork in this unit.</p>	<p><b>Behind the Brand - The Geographies of Human Wellbeing</b></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. 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 through ethical consumerism practices.</p>

## **Assessment**

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

## **Additional Information**

Contact: Mrs Diane Hanson - Curriculum Leader – Humanities – Geography and History (Acting)

# Health & Physical Education

## Year Long Subject

Elective

This is a year long course that separates Health from Physical Education as represented in the new 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 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 is Australia’s largest and fastest growing industry employing over 1.5 million people. It covers health services like hospitals, GP’s, dental and ambulance services, as well as services like child care and aged care. Many workers are female .... and education is important if you want a job in this industry”* Health Care and Social Assistance is projected to make the largest contribution to employment growth, followed by Construction, Education and Training, Professional, Scientific and Technical Services. Together, these four industries are projected to provide the most jobs growth to 2023. (Australian Government—Department of Jobs and Small Business).

### 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:

- Smoking, 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 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

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*.

- 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

“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).

## 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:

## 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

Contact: Mr Christopher Jones - Curriculum Leader – Health & Physical Education

# Languages - Chinese

## Year Long Subject

Elective

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)

## 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><b>Make invitations</b></p> <ul style="list-style-type: none"> <li>• Accept and decline invitations</li> <li>• Talk about food and drink</li> <li>• Understand specific information about details of invitations</li> </ul>	<p><b>What is the best job in the world?</b></p> <ul style="list-style-type: none"> <li>• Exchange ideas, opinions and views about jobs and earning money</li> <li>• Analyse information about youth employment</li> <li>• Use Chinese to advertise the best job in the world</li> </ul> <p>Analyse the language of persuasive texts</p>	<p><b>What are our global connections?</b></p> <ul style="list-style-type: none"> <li>• Discuss experiences and connections with other countries and cultures</li> <li>• Analyse texts about the globalisation of production and present their own perspective</li> <li>• Reflect on intercultural interactions</li> </ul> <p>Consider how language use reflects changing cultural values and practices in globalised societies</p>	<p><b>Where does my family come from?</b></p> <ul style="list-style-type: none"> <li>• Introduce and describe people in a variety of settings and text types</li> <li>• Compare family structures, discuss relationships with family or siblings, create explanatory texts about family, friends and daily life</li> </ul>

Students interact with a range of known and unknown participants locally and globally, engaging in discussions about issues of personal interest (for example, relationships at home and school) and developing their ability to speak with confidence, experimenting with flow emphasis and stress to enhance their message.

### Texts and resources

Students explore a range of text types, including informative digital media texts, opinion pieces and news, narrative fiction and non-fiction, short videos, TV programs and music. They learn to interpret, create, evaluate and perform different types of texts, such as procedural, persuasive and narrative, across a range of domains. (The Australian Curriculum: Languages – Chinese)

### Assessment

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

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

### Recommendations

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

### Additional Information

Contact: Ms Louise Tilly - Curriculum Leader – Languages

# Languages – French

## Year Long Subject

Elective

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)

## 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><b>My Favourite Holidays</b></p> <ul style="list-style-type: none"> <li>Express how you feel</li> <li>Talk about past experiences</li> <li>Describe recent holidays (activities, accommodation, weather)</li> <li>Discuss and ask questions about past holidays</li> <li>Discover Aquitaine and our sister school</li> </ul>	<p><b>A practical guide to being a tourist in France</b></p> <ul style="list-style-type: none"> <li>Discuss health</li> <li>Visit the pharmacy</li> <li>Order meals in a restaurant</li> <li>Buy food at the markets</li> <li>Explore France with public transport</li> <li>Shop for souvenirs</li> <li>Select and book accommodation</li> <li>Discover Paris &amp; the Loire Valley</li> </ul>	<p><b>My Future, My World's Future</b></p> <ul style="list-style-type: none"> <li>Investigate environmental issues</li> <li>Propose solutions to ecological problems</li> <li>Consider education &amp; career choices</li> <li>Talk about possibilities</li> <li>Explore how French can be beneficial for your future</li> <li>Discover Brittany &amp; Normandy</li> </ul>	<p><b>My Friends &amp; Family</b></p> <ul style="list-style-type: none"> <li>Discuss friendships, relationships and happiness</li> <li>Understand my rights and responsibilities</li> <li>Talk about problems facing teenagers</li> <li>Give advice</li> <li>Discover the life of a teenager in France</li> <li>Create a homestay guide for a French student in Australia</li> </ul>

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)

## 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)

## 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

Contact: Ms Louise Tilly - Curriculum Leader – Languages

# Languages - German

## Year Long Subject

Elective

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)

## 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
<b>Cologne!</b> <ul style="list-style-type: none"> <li>• Enjoy a virtual visit to Cologne</li> <li>• Discuss sightseeing and tourist attractions</li> <li>• Order food in a café</li> <li>• Go clothes shopping in Germany</li> <li>• Find entertainment in Cologne</li> </ul>	<b>Job or Praktikum?</b> <ul style="list-style-type: none"> <li>• Numbers greater than 100</li> <li>• Express hopes and wishes</li> <li>• Discuss jobs and careers</li> <li>• Choosing a career path</li> <li>• Apply for a praktikum in Germany</li> <li>• Invite friends to a party</li> </ul>	<b>Our World</b> <ul style="list-style-type: none"> <li>• Discover afterschool clubs in Germany</li> <li>• Learn about German school festivals</li> <li>• Investigate climate change and environment</li> <li>• Learn how to recycle in Germany</li> <li>• Discuss sport, nationalities and the Olympics</li> </ul>	<b>Family and friends</b> <ul style="list-style-type: none"> <li>• Describe your family and friends</li> <li>• Discuss relationships and teenage problems</li> <li>• Ask for and give advice</li> <li>• Discover the life of a teenager in Germany</li> <li>• Understand your rights and responsibilities</li> </ul>

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)

### 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)

### 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

Contact: Ms Louise Tilly - Curriculum Leader – Languages

# Languages - Japanese

## Year Long Subject

Elective

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)

## 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><b>Making friends!</b></p> <ul style="list-style-type: none"> <li>• Talk about past events</li> <li>• Talk about nationalities and languages</li> <li>• Reflect on similarities and differences between growing up in Australia and in Japan</li> </ul>	<p><b>Going to town</b></p> <ul style="list-style-type: none"> <li>• Discuss your favourite fast foods</li> <li>• Talk about healthy foods</li> <li>• Discover fast foods in Japan</li> <li>• Discuss shopping in Japan and Australia</li> </ul>	<p><b>Let's go somewhere</b></p> <ul style="list-style-type: none"> <li>• Accept or decline invitations</li> <li>• Give directions</li> <li>• Describe your neighbourhood</li> <li>• Discuss a school trip to Japan</li> <li>• Describe tourist destinations in Japan and Australia</li> <li>•</li> </ul>	<p><b>My family and friends</b></p> <ul style="list-style-type: none"> <li>• Describe your family and friends</li> <li>• Discuss relationships and teenage problems</li> <li>• Ask for and give advice</li> <li>• Discover the life of a teenager in Japan</li> </ul> <p>Create a homestay guide for a Japanese student in Australia</p>

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)

### 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)

### 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

Contact: Ms Louise Tilly - Curriculum Leader – Languages

# Literacy & Numeracy Enrichment

Year Long Subject – *Invitation Only*

Elective

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.

## Content

Students will be supported in such areas as:

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

## Structure

Students will receive one lesson of Numeracy Enrichment, one lesson of Literacy Enrichment and one lesson of assignment help per week.

## Assessment

There will be no formal assessment in this subject.

## Additional Information

Contact: Mrs Ruth Goldney - Learning Enrichment Coordinator

# Science – Preparatory Chemistry and Physics

## Year Long Subject

Elective

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 Science Extension course. Chemistry is studied in Term 1 of the Science Extension 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 core Science Extension course.

Term 1	Term 2	Term 3	Term 4
Physics Prep A <ul style="list-style-type: none"><li>• Thermal Physics and calorimetry</li><li>• Electrical circuits</li></ul>	Chemistry Prep A <ul style="list-style-type: none"><li>• Stoichiometry and molarity</li><li>• Thermochemistry</li></ul>	Chemistry Prep B <ul style="list-style-type: none"><li>• Periodic trends</li><li>• Aufbau/Hunds/Pauli principles</li><li>• Bonding and Lewis structures</li></ul>	Physics Prep B <ul style="list-style-type: none"><li>• Mechanics, energy and work</li><li>• Vectors</li><li>• Waves and light</li><li>• Nuclear Physics</li></ul>

## Assessment

Student progress data is drawn primarily from exams.

## Recommendations

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

## Additional Information

Contact: Mr Matt Lourigan - Curriculum Leader – The Sciences

# Technologies: Digital & Design

## Year Long Subject

Elective

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

Students will experience the following:

- Interior Design
- Website Design
- Industrial Design
- Graphic Design
- Coding and Robotics

### Assessment

Students are assessed against two criteria:

- Knowledge and understanding
- Processes and production skills

### Additional Information

Contact: Mr Russ Morgan - Curriculum Leader – Technologies: Digital & Design

# Technologies: Food & Textiles

## Year Long Subject

Elective

Food and Textiles is a two-semester course at Loreto College developed from the subject of Design and Technologies within the Technologies learning area of the Australian Curriculum. Students will develop knowledge, understanding and skills involved in the design, development and use of technologies with a fashion, food and nutrition or hospitality focus.

Students will manage projects independently and collaboratively from conception to realisation. They will apply design and systems thinking and design processes to

investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. Through the practical application of technologies within fashion, food and hospitality settings, students will develop dexterity and coordination through experiential activities and develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative designed products. Food and Textiles will motivate young people and engage them in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.

### Strands

Knowledge and Understanding	Process and Production Skills
Technologies and society <ul style="list-style-type: none"> <li>the use, development and impact of technologies in people's lives</li> </ul> Technologies contexts <ul style="list-style-type: none"> <li>technologies and design across the technologies contexts of food and fashion</li> </ul>	Creating designed solutions by: <ul style="list-style-type: none"> <li>investigating and defining</li> <li>generating and designing</li> <li>producing and implementing</li> <li>evaluating</li> <li>collaborating and managing</li> </ul>

### Structure

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>Food and Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>Food and Nutrition</li> <li>Hospitality</li> </ul>	<ul style="list-style-type: none"> <li>Hospitality</li> </ul>	<ul style="list-style-type: none"> <li>Fashion</li> </ul>

### Assessment

Examination: Food and Nutrition  
Project: Food and Nutrition

Project: Hospitality  
Project: Fashion

### Additional Information

Contact: Ms Margaret Duncan - Curriculum Leader – Technologies: Food & Textiles

