



St Augustine's College  
AUGUSTINE HEIGHTS

*Be together in heart and mind*



**FOUNDATIONS FOR  
SENIOR**

***YEAR 10 - 2018***

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# INTRODUCTION: THE CHALLENGE

At St Augustine's College we strive to provide a contemporary education based on the needs of our students, our available resources and the curriculum demands of the Queensland Curriculum & Assessment Authority.

Ideas from the *Education Brief* written by the original College Steering Committee when the College was still in its planning stages provided the original inspiration for our Foundations for Senior Year. The work of staff and others have developed these directions into the quality Year 10 learning and teaching that is now offered.

Students will find that the Senior Years of schooling are very different from Middle Years because the curriculum content and assessment becomes more demanding and complex. There must be careful planning by each student to ensure a healthy balance of study, co-curricular activities, perhaps structured workplace learning, perhaps part time job, certainly family and social life, as well as leisure and relaxation time.

St Augustine's College offers a broad range of pathways and subjects for our learners. We want them to be well educated, to have experienced success in various facets of school life, to enjoy school, to have grown personally, and to be influenced by the Christian values which underpin the ethos and endeavours of this Catholic, Christian community.

We challenge our young people to accept responsibilities and demonstrate commitment in various ways. We encourage, challenge and support them in moving out of their comfort zones, to form good habits and be organised, and to grow beyond much of the self-centeredness and dependence of earlier adolescence towards becoming confident, capable and autonomous young adults.

It is our hope that all that is described here becomes the lived experience of these girls and boys over the next few years.

***Taking on this challenge and achieving successes here at St Augustine's is a joint activity of the student, his/her family, community partners and supporters, and the College.***

*Terry Finan*

Terry Finan

Head of School – Senior Years

*Katrina Bartholomew*

Katrina Bartholomew

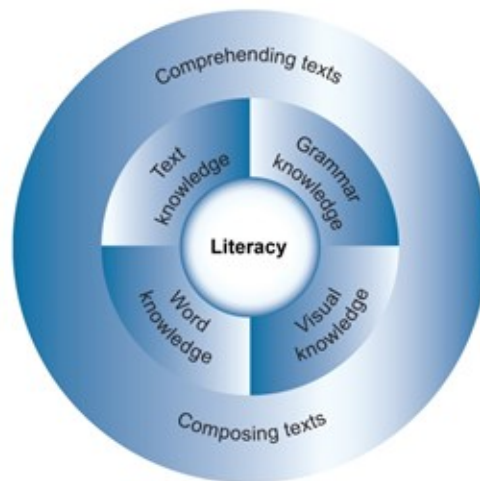
Assistant Principal – Curriculum

# Literacy



## Organising Elements of the Literacy Continuum:

- Comprehending texts through listening, reading and viewing
- Composing texts through speaking, writing and creating
- with the following areas of knowledge applying to both processes:
- Text knowledge
- Grammar knowledge
- Word knowledge
- Visual knowledge.



Literacy involves students listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts. Literacy is taught across all subjects and students are expected to develop and demonstrate literacy skills for learning and communicating both in and out of school and across a range of contexts.

Literacy enables students to understand, analyse and evaluate information. Students who are literate are able to make meaning, express thoughts and emotions, present ideas and opinions and interact with others.

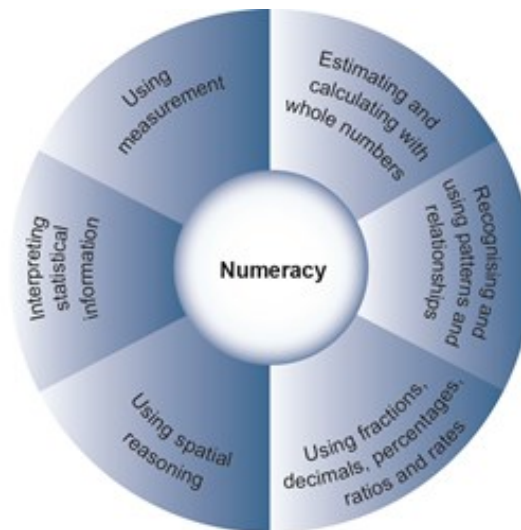
Success in any subject depends on being able to access the relevant and specific literacy skills essential to that learning area.

# Numeracy



## Organising Elements of the Numeracy Continuum:

- Estimating and calculating with whole numbers
- Recognising and using patterns and relationships
- Using fractions, decimals, percentages, ratios and rates
- Using spatial reasoning
- Interpreting statistical information
- Using measurement



Numeracy Continuum	Australian Curriculum: Mathematics
Estimating and calculating with whole numbers	Number and Algebra Measurement and Geometry
Recognising and using patterns and relationships	Number and Algebra Statistics and Probability
Using fractions, decimals, percentages, ratios and rates	Number and Algebra Measurement and Geometry
Using spatial reasoning	Measurement and Geometry
Interpreting statistical information	Statistics and Probability
Using measurement	Measurement and Geometry

# ICT Capability



## Organising Elements of the ICT Capability Continuum:

- Applying social and ethical protocols and practices when using ICT
- Investigating with ICT
- Creating with ICT
- Communicating with ICT
- Managing and operating ICT



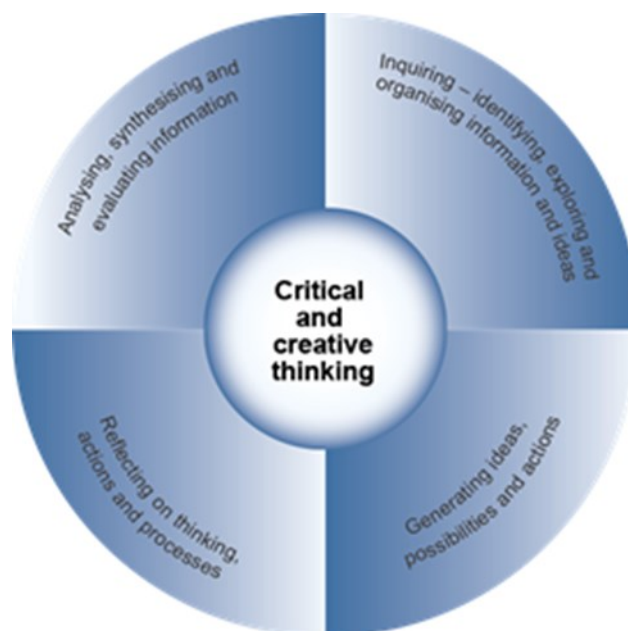
# Critical and Creative Thinking



## Organising Elements of the Critical and Creative Thinking Continuum:

Each element details different aspects of thinking.

- Inquiring – identifying, exploring and organising information and ideas
- Generating ideas, possibilities and actions
- Reflecting on thinking and processes
- Analysing, synthesising and evaluating reasoning and procedures

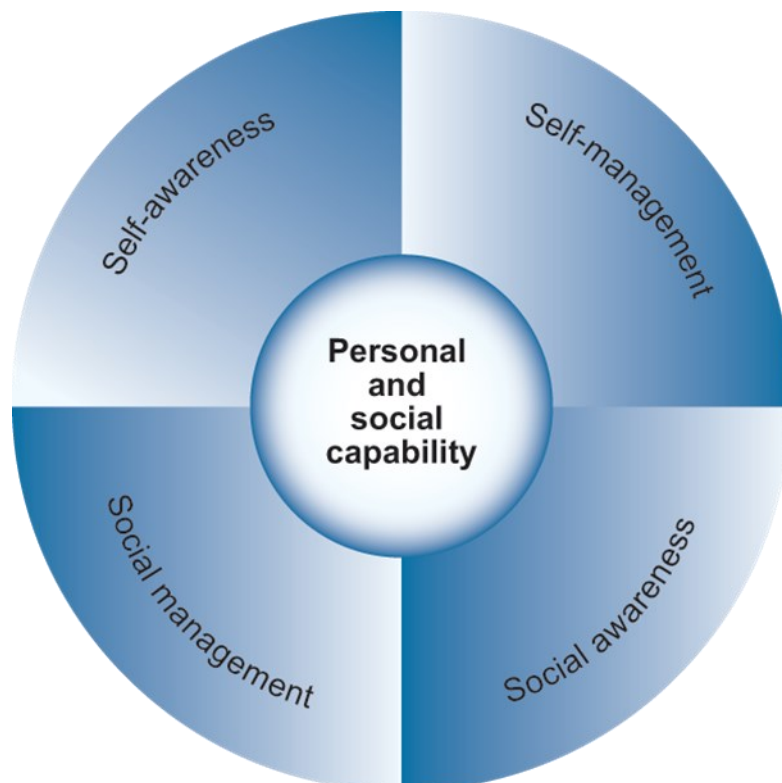


# Personal and Social Capability



## Organising Elements of the Personal and Social Capability Continuum:

- Self-awareness
- Self-management
- Social awareness
- Social management





# Ethical



## Organising Elements of the Ethical Understanding Learning Continuum:

- Understanding ethical concepts and issues
- Reasoning in decision making and actions
- Exploring values, rights and responsibilities



# Intercultural



## Organising Elements of the Intercultural Understanding Learning

### Continuum:

- Recognising culture and developing respect
- Interacting and empathising with others
- Reflecting on intercultural experiences and taking responsibility



# Planning ahead... YEAR 11 SUBJECT PREREQUISITES

<i>SUBJECTS</i>	<i>PREREQUISITES</i>
English	Year 10 ENGLISH with a minimum grade of C
Mathematics A	Year 10 MATHEMATICS with a minimum grade of C
Mathematics B	Year 10 MATHEMATICS Extension minimum grade of C Year 10 MATHEMATICS General minimum grade of B
Study of Religion	Year 10 ENGLISH with a minimum grade of C <b>AND</b> Year 10 RELIGION with a minimum grade of C *Must be completing English (not English Comm) to complete SOR
Biology	Year 10 ENGLISH with a minimum grade of C <b>AND</b> Year 10 SCIENCE with a minimum grade of C
Business Communication & Technology	Year 10 ENGLISH with a minimum grade of C
Chemistry	Year 10 SCIENCE with a minimum grade of C <b>AND</b> Year 10 MATHEMATICS with a minimum grade of C
Dance	Year 10 ENGLISH with a minimum grade of C <b>AND</b> Year 10 DANCE with a minimum grade of C <b>OR</b> an appropriate skill level in other Dance studies (as determined by Head of Department)
Drama	Year 10 ENGLISH with a minimum grade of C <b>AND</b> Year 10 DRAMA with a minimum grade of C <b>OR</b> an appropriate skill level in other Drama studies (as determined by Academic Coordinator)
Geography	Year 10 ENGLISH with a minimum grade of C <b>AND</b> Year 10 GEOGRAPHY with a minimum grade of C <b>OR</b> Year 10 HISTORY with a minimum grade of C
Design	Year 10 GRAPHICS minimum grade of C
Home Economics	Year 10 ENGLISH with a minimum grade of C <b>AND</b> Year 10 Home Economics minimum grade of C
Industrial Technology Studies	Year 10 Industrial Technology & Design with a minimum grade of C
Japanese	Year 10 JAPANESE with a minimum grade of C
Legal Studies	Year 10 ENGLISH with a minimum grade of C
Modern History	Year 10 ENGLISH with a minimum grade of C <b>AND</b> Year 10 HISTORY with a minimum grade of C <b>OR</b> Year 10 GEOGRAPHY with a minimum grade of C
Physical Education	Year 10 ENGLISH with a minimum grade of C <b>AND</b> Year 10 Health & Physical Education with a minimum grade of C
Physics	Year 10 MATHEMATICS Extension minimum grade of C + Year 10 MATHEMATICS General minimum grade of B <b>AND</b> Year 10 SCIENCE minimum grade of C *Must be completing Maths B to complete Physics
Visual Arts	Year 10 ENGLISH minimum grade of C <b>AND</b> Year 10 VISUAL ARTS

# RELIGIOUS EDUCATION

## General Capability

### Rankings



In the broadest sense, Religious Education encompasses all curricular and co-curricular activities within the Catholic school. It is the very heart of the College community.

The Key Learning Area Religious Education aims to both develop each student's religious literacy and also form a strong moral foundation on which all other aspects of life are based. Because of its importance in the holistic development of every student, Religious Education is a compulsory course of study within Catholic schools.



### Units of Study

#### Semester 1

- Our Call to Justice
- "Ecological Conversation"

#### Semester 2

- The Mystery of God – why all the mystery?
- "Imago Dei" – Made in the image of God? So what?



### Assessment Requirements

- Examination at the end of each Term
- One assignment per semester



### Career Pathway

This subject can lead to future pathways of:

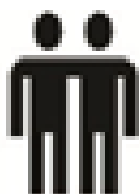
- Year 11 & Year 12 Study of Religion
- Year 11 & Year 12 Religion & Ethics
- Teaching
- Chaplaincy
- Bachelor Of Theology
- Social Work



# ENGLISH

## General Capability

### Rankings



**Note: all students must study English.**

**The Year 10 English curriculum is developed around the three interconnected strands of language, literature and literacy. By the end of Year 10 all students create texts which incorporate both receptive and productive modes.**

### **Receptive modes (listening, reading and viewing)**

Students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style. They develop and justify their own interpretations of texts. Students evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.

### **Productive modes (speaking, writing and creating)**

Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate an understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts. Students must be able to demonstrate the ability to write and speak across a range of text types including imaginative, persuasive/reflective and analytical productions.

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### **Units of Study**

- Growth, change, choice – persuasion and power (novel study)
- 'Ha ha funny' or 'funny strange'? – the language of humour and advertising
- The Arrival – a new voice
- Poetry—Poetic Voices

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### **Assessment Requirements**

- Expository Essay (analysis of novel)
- Comparative essay (advertisements)
- Persuasive pitch on an advertisement
- Feature article (author and media evaluation)
- Short story (graphic novel as stimulus)
- Imaginative Performance

## Further Details

### Excursions/ Incursion / Competitions

- Shake 'N' Stir – Presentation and master classes (no cost to student)
  - Author visits and guest speakers
  - StAC contributions to Arts Night – compilation of text types from students
  - ICAS: Australasian Schools English competition
- 

## Career Pathway

### Tertiary Studies and Literacy

- Simple and complex literacy skills are required for many occupations
- Employers seek for a satisfactory level in Year 10 English for employment

Competence in the skills and knowledge & understanding provided in English is required in University courses and many TAFE courses.

The skills, knowledge and understanding learnt in English are used across all subject areas. However the specific text types studied in English can lead to the following industry related careers:

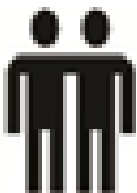
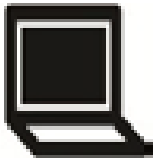
- Editor
- Events coordinator
- Journalist
- Lawyer
- Librarian
- Marketing assistant
- Politician
- Publisher
- Teacher
- Writer



# MATHEMATICS

## General Capability

### Rankings



Mathematics can enhance our understanding of the world, and help individuals to become better informed in an increasingly mathematically oriented society. This course allows students to continue the development of their mathematical skills in a variety of contexts and at their own pace. Students will be placed in either the, Extension (10 ACARA program), General (10 ACARA program) or Foundation (Adjusted 10 ACARA program) class depending on their past results. Students in the Extension class study four additional topics. There will be an emphasis on practical open investigations and individual work. By the end of this course, students will be able to make informed choices about the courses offered in Year 11 and Year 12.

### Units of Study

- Trigonometry
- Linear Equations
- Financial Decisions
- Algebra
- Ratio and Proportion

### Assessment Requirements

- Examination at the end of each term
- One assignment per semester

### Further Details: Specialised Equipment Required

Scientific Calculator Casio FX-82AU Plus or  
Canon Solar Scientific Calculator F-717SAG

### Career Pathway—This subject can lead to future pathways of:

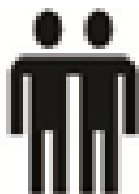
- Accountant
- Analyst (information technology)
- Bank/building society/credit union officer
- Credit and loans officer
- Costing officer
- Economist
- Financial planner
- Inventory and supply officer
- Market researcher
- Mathematician
- Nurse
- Quantity surveyor
- Statistician taxation agent
- Teacher
- Valuer



# SCIENCE

## General Capability

### Rankings



We live in a world shaped by science and new technologies. The general objectives of the program will assist students to develop their scientific literacy. They will become critically aware of the complexity and interconnectedness of Science and human influences on the planet. Students will develop an understanding of the historical influences of Science, current developments, and implications of Science in the future. Scientific skills will be developed with emphasis on safety and working independently as well as in groups.

This course will give students the opportunity to explore and implement scientific concepts in real life situations. The yearlong program has been developed in association with key Year 11-12 Syllabi so that students can explore each branch of Science, and thus make informed future subject selections.

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### Units of Study

Biology

Physics

Chemistry

Earth Science

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### Assessment Requirements

- Extended Experimental Investigation (EEI)  
Written, scientific report
- Written Task  
Unseen Examinations
- Other assessment tasks  
Non-experimental investigation  
Data collection and Research assignment  
Oral seminar presentation

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### Further Details: Specialised Equipment Required

Scientific Calculator Casio FX-82AU Plus or Canon Solar Scientific Calculator F-717SAG

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### Career Pathway

This subject can lead to future pathways of:

Astronomer

Geologist

Engineer – various fields

Medical Scientist

Forensic Scientist

Phamacist

Physicist – various types

Environmental Scientist

Radiographer

Geneticist

Research Scientist

Marine Biologist

Biochemist

Pathologist

Chemist

Veterinarian

Dentist

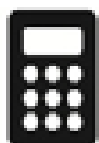
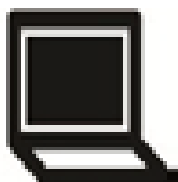
Zoologist



# HEALTH & PHYSICAL EDUCATION

## General Capability

### Rankings



## Units of Study

### Semester 1 Sports covered - Tennis and Oz tag

**Sports Medicine**- This unit explores how to manage sports injuries. The following acronyms are used frequently- RICER, TOTAPS and DRSABCD. The skills learnt in this unit may save a life in the future.

### Semester 2 sports covered - European Handball and futsal –

**Sexuality Education**- This unit explores a range of topics to do with human sexuality. Gender roles and stereotypes as well as developing healthy relationships. The focus for year 10 is preparing our students for the real world.

## Assessment Requirements

- Short Response exams
- Written research essays
- Oral presentations
- Practical tasks

## Career Pathway

This subject can articulate to these as well as other related topics

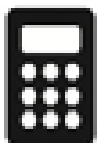
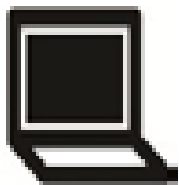
- Dietician
- Recreation, fitness instructor
- Nursing
- Health sciences
- Sport administration
- Teacher in technical and further education
- Armed Forces
- Coaching



# PHYSICAL EDUCATION EXTENSION

## General Capability

### Rankings



## Units of Study

### Term 1 Biomechanics and Golf

Students participate in a range of learning experiences in through and about the medium of Golf. Some key concepts include trajectory, forces, levers and momentum.

### Term 2 Athletics and energy systems

Students participate in a range of learning experiences in through and about the sport of athletics. They learn about energy systems, fitness components, training programs and training methods. This unit will ultimately prepare students for both Physical Education and Certificate III in fitness.

### Term 3 Basketball and access and equity

In this unit students investigate what it means to have a disability and what barriers someone with a disability would have to overcome to participate in everyday activities like PE in school.

### Term 4 Archery and disability sports

Within this unit students participate in a range of adapted physical activities from seated volleyball, blind soccer. They will also participate in archery skills.

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## Assessment Requirements

- Short Response exams
- Written research essays
- Oral presentations
- Practical tasks

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## Career Pathway

This subject can articulate to these as well as other related topics

- Dietician
- Recreation, fitness instructor
- Nursing
- Health sciences
- Sport administration
- Teacher in technical and further education
- Armed Forces
- Coaching



# GEOGRAPHY

## General Capability

### Rankings



### Units of Study

Over the past few centuries, humans have made significant advances in response to the growing needs of the world's 6 billion people. Despite these achievements, within 50 years, 70% of the world's land area may be impacted significantly by human activities. This will most likely result in a substantial increase in environmental problems related to habitats, biodiversity, food production, fresh water resources and health. What has caused this, how can it be stopped and how can our planet be saved are questions that Year 10 Geography will attempt to discuss, investigate, and respond to.

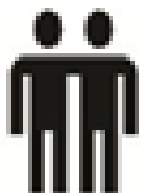
### Assessment Requirements

- Short Response Exams
- Response to Stimulus Exams
- Field Study Reports
- Extended Response Papers
- Practical Exams

### Career Pathway

This subject can lead to future pathways of:

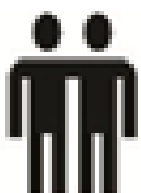
- Engineering
- Town Planning
- Environmental Science
- Media
- Politics
- Administration
- Earth Sciences
- Life Sciences
- Social Science
- Teaching
- Outdoor Education



# HISTORY

## General Capability

### Rankings



### Units of Study

History can certainly repeat, but the stories of our modern wars continue to engross many learners, and these form the base on which our Year 10 History program is developed. Beginning with a journey of inquiry into the inter-war years between World War I and World War II, we will critically review the Treaty of Versailles and the Great Depression, before engaging in an inquiry of the causes and course of World War II. Significant events of World War II will be examined, including the Holocaust and the use of the atomic bomb. Students will then investigate the significance of World War II on Australia's international relationships, with particular reference to the changing role of women and the war's impact on the home front. This will lead into an inquiry into the Rights and Freedoms movement, with emphasis placed upon the rights of the Aboriginal and Torres Strait Islander peoples before 1965, including the stolen generation. Students will also investigate the popular culture movement that has shaped Australian society.

### Assessment Requirements

- Short Response Exams
- Response to Stimulus Exams
- Extended Response Exams
- Written Research Responses – independent historical inquires

### Career Pathway

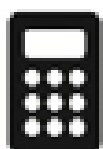
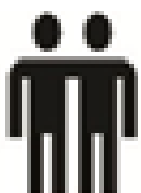
This subject can articulate to these, as well as other related industry careers:

- Journalism
- Education
- Government and Politics
- Arts
- Law
- Sociology and Social Sciences
- Education
- Cultural Studies

# LEGAL STUDIES

## General Capability

### Rankings



### Units of Study

This course is designed to develop the essential skills needed to study Legal Studies in Years 11 and 12. Students will have the opportunity to identify, research and develop legal skills in a range of contexts including: The Legal System, Crime and Society, Rights and Responsibilities.

Students will examine the systems, resources and power structures that affect our daily lives, recognising their rights and responsibilities to be able to plan for and justify appropriate action and recommendations.

### Assessment Requirements

- Short Response Tests
- Extended Response Tests
- Extended Response Research Assignments
- Extended Response to Stimulus Assignments

### Career Pathway

This subject can articulate to these as well, as other related industry topics:

- Law
- Criminology
- Policing and Justice
- Social Sciences
- Education
- Journalism
- Government and Politics
- Cultural Studies

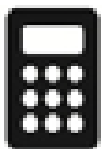
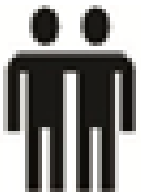
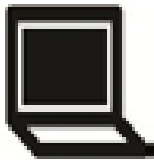


# BSB10115 Certificate I in Business

## (Vocational Education and Training)

### General Capability

#### Rankings



RTO: St Augustine's College (RTO Code: 31451)

#### Units of Study

- BSBADM101 Use Business Equipment and Resources (Elective)
- BSBCMM101 Apply basic communication skills (Elective)
- BSBIND201 Work effectively in a business environment (Elective)
- BSBITU101 Operate a personal computer (Elective)
- BSBITU102 Develop keyboard skills (Elective)
- BSBWHS201 Contribute to health and safety of self and others (Core)

#### Assessment Requirements

- Folio of work
- Teacher Questioning
- Observations with checklists and self assessment
- Practical Tasks

Please note that students have to demonstrate a number of times before being competent.

#### Further Details: Specialised Equipment Required

Computer

#### Career Pathway

This subject can articulate to these as well as other related topics:

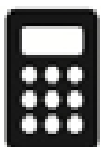
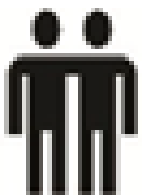
- Year 11 & Year 12 Business Communication and Technologies
- Certificate II in Business
- Journalism
- Aid Work
- Informed Citizenship



# JAPANESE

## General Capability

### Rankings



### Units of Study

In this course of study, students will continue to develop effective communication skills throughout various activities in Japanese. This course provides opportunities for students to develop knowledge and skills to assist them in communication ideas, information, opinions and arguments for a variety of purposes. Students will develop communication skills for real purposes and in realistic contexts, based on themes.

This course seeks to develop and foster a cross-cultural understanding and empathy with people with other languages and cultures, promoting the development of students, as culturally literate individuals in global world. By learning Japanese, students will learn how to identify more deeply, cultural differences between Australian and Japanese customs, values and beliefs. They will gain a broader understanding of the diverse world we live in.

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### Assessment Requirements

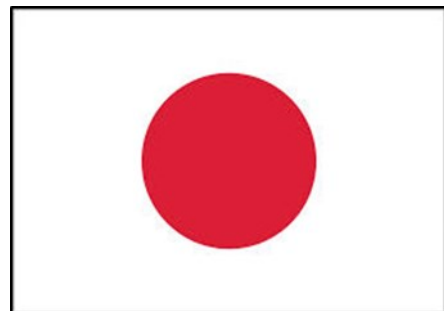
- Reading test
- Writing test
- Listening test
- Speaking test

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### Career Pathway

This subject can articulate to these as well as other related industry careers

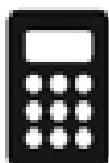
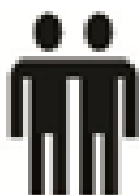
- Interpreter
- Teaching
- Working with international visitors



# VISUAL ART

## General Capability

### Rankings



Learning in Visual Arts involves students making and responding to artworks, drawing on the world as a source of ideas. Students engage with the knowledge of visual arts, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts. Through Visual Arts, students learn to reflect critically on their own experiences and responses to the work of artists, craftspeople and designers and to develop their own arts knowledge and preferences. They learn with growing sophistication to express and communicate experiences through and about visual arts.

### **Years 9 and 10 Achievement Standard**

By the end of Year 10, students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists' on their own artworks. Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

### **Units of Study**

Unit 1: Reinventing Art History

Unit 2: Nature or Nurture

Unit 3: Wearable Art

### **Assessment Requirements**

All assessment tasks in Visual Arts are defined by two key strands: Making and Responding.

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

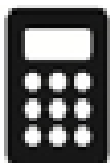
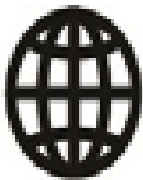
**Responding** in Visual Arts involves students responding to their own artworks and being audience members as they view, manipulate, reflect, analyse, enjoy, appreciate and evaluate their own and others' visual artworks. Both *Making* and *Responding* involve developing practical and critical understanding of how the artist uses an artwork to engage audiences and communicate meaning. These dimensions are equally weighted and evenly assessed across the Year 10 course.



# DANCE

## General Capability

### Rankings



Learning in Dance involves students exploring elements, skills and processes through the integrated practices of choreography, performance and appreciation. The body is the instrument of expression and uses combinations of the elements of dance (space, time, dynamics and relationships) to communicate and express meaning through expressive and purposeful movement.

### **Years 9 and 10 Achievement Standard**

By the end of Year 10, students analyse the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they make, perform and view. They evaluate the impact of dance from different cultures, places and times on Australian dance.

Students choreograph dances by manipulating and combining the elements of dance, choreographic devices, form and production elements to communicate their choreographic intent. They choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style.

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### **Units of Study**

Unit 1: 'Gotta Dance' – Musical Theatre

Unit 2: Takin' It to the Streets – Hip Hop

Unit 3: The Power of Dance – Contemporary

Unit 4: You Should be Dancing - Disco

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### **Assessment Requirements**

All assessment tasks in Dance are defined by two key strands, Making and Responding.

**Making** in Dance involves improvising, choreographing, comparing and contrasting, refining, interpreting, practising, rehearsing and performing.

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

Both *Making* and *Responding* involve students learning choreographic, performance and appreciating processes to engage with the elements of dance and to use safe dance practices. With an understanding of the body's capabilities applied to their own body, they develop kinaesthetic intelligence, critical thinking and awareness of how the body moves in dance. These dimensions are equally weighted and evenly assessed across the Year 10 course.

# DRAMA

## General Capability

### Rankings



Learning in Drama involves students making, performing, analysing and responding to drama, drawing on human experience as a source of ideas. Students engage with the knowledge of drama, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts. Through Drama, students learn to reflect critically on their own experiences and responses and further their own aesthetic knowledge and preferences. They learn with growing sophistication to express and communicate experiences through and about drama.

### **Years 9 and 10 Achievement Standard**

By the end of Year 10, students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints.



Students develop and sustain different roles and characters for given circumstances and intentions. They perform devised and scripted drama in different forms, styles and performance spaces. They collaborate with others to plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting in order to engage audiences. They refine performance and expressive skills in voice and movement to convey dramatic action.

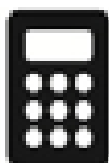


### Units of Study

Unit 1: Realism

Unit 2: Commedia Dell'Arte

Unit 3: Contemporary Theatre for Young People



### Assessment Requirements

All assessment tasks in Drama are defined by two key strands, Making and Responding.

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

**Responding** in Drama involves students being audience members and listening to, enjoying, reflecting, analysing, appreciating and evaluating their own and others' drama works. These dimensions are equally weighted and evenly assessed across the Year 10 course.

# MUSIC

## General Capability

### Rankings



Students learning music listen, perform and compose. They learn about the elements of music comprising rhythm, pitch, dynamics and expression, form and structure, timbre and texture. Aural skills, or ear training, are the particular listening skills students develop to identify and interpret the elements of music. Aural skills development is essential for making and responding to a range of music while listening, composing, and performing. Learning through Music is a continuous and sequential process, enabling the acquisition, development and revisiting of skills and knowledge with increasing depth and complexity.

### **Years 9 and 10 Achievement Standard**

By the end of Year 10, students analyse different scores and performances aurally and visually. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions. Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They interpret and perform music with technical control, expression and stylistic understanding. They use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style and notation to compose, document and share their music.



### **Units of Study**

Unit 1: Liturgical Music

Unit 2: Australian Music (Classics and Covers)

Unit 3: Beetle Mania

Unit 4: Music of Today



### **Assessment Requirements**

All assessment tasks in Music are defined by two key strands, Making and Responding.

***Making*** in Music involves active listening, imitating, improvising, composing, arranging, conducting, singing, playing, comparing and contrasting, refining, interpreting, recording and notating, practising, rehearsing, presenting and performing.



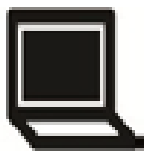
***Responding*** in Music involves students being audience members listening to, enjoying, reflecting, analysing, appreciating and evaluating their own and others' musical works. Both *Making* and *Responding* involve developing aural understanding of the elements of music through experiences in listening, performing and composing. The elements of music work together and underpin all musical activity. These dimensions are equally weighted and evenly assessed across the Year 10 course.

# SIT10216 CERTIFICATE I IN HOSPITALITY

(VOCTIONAL EDUCATION AND TRAINING)

## General Capability

### Rankings



RTO: St Augustine's College (RTO Code: 31451)

### Units of Study

Core Units

- BSBWOR203 Work effectively with others
- SITXCCS001 Provide customer information and assistance
- SITXWHS001 Participate in safe work practices

Elective Units- Group A

- SITXFSA001 Use hygienic practices for food safety

Elective Units – Group B- Commercial cookery and catering

- SITHCCC002 Prepare and present simple dishes \*
- SITHCCC003 Prepare and present sandwiches \*

*\*Prerequisite is SITXFSA001 Use hygienic practices for food safety*

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### Assessment Requirements

- Continual assessment
- Short response tests
- Written research response
- Practical observation

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### Further Details

#### Specialised Equipment Required

- Ingredients for practical cookery
- Storage container for food produced in class
- Black chefs hat and black and white stripe apron from the uniform shop

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### Career Pathway

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, cafes and coffee shops:

- Bar useful
- Food runner
- Glass runner
- House keeping assistant
- Kitchen steward
- Kitchen useful



NATIONALLY RECOGNISED  
TRAINING

# HOME ECONOMICS

## General Capability

### Rankings



### Units of Study

Semester 1 – **Design and Create** - In this unit, students will look at aspects of designing and creating products that meet the needs of individuals and consumers. The practical component will include basic sewing skills and techniques used for creating their own unique item.

Semester 2 – **Paddock to Plate** - In this unit, students will investigate real life farming experiences contextualized in the classroom using unique 'virtual excursions'. Students will learn about food and farming in a variety of different industries, on a variety of topics and prepare and cook food including: eggs, wheat, milk, vegetables, beef, honey, cherries and fish.

### Assessment Requirements

- Folio of work
- Written research essays / proposals
- Practical tasks including ongoing cookery / sewing

### Further Details

#### Specialised Equipment Required

- Ingredients for practical cookery
- Some material for textile project
- Black leather school shoes (Kitchen / textiles room)

### Career Pathway

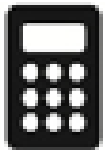
This subject can articulate to these as well as other related topics:

- Dietician
- Food Technologist
- Home Economics Teacher
- Teacher in Technical and Further Education (TAFE)
- Armed Forces
- Airlines/Cruise ships

# DESIGN

## General Capability

### Rankings



### **Why do this subject?**

Design in Year 10 explores a range of design disciplines through the creation and communication of solutions by solving design problems.

In Design you will create folios of work showcasing your designs. Sketching and several CAD programs will allow you to communicate your ideas. The software used in Design is Industry Standard in many fields allowing students to have marketable skills in the job market. The skills learnt in studying Design would be useful to anyone considering a career in a design, multimedia, engineering, trades or IT.

### **What you will study?**

Students will develop skills and knowledge and explore design problems in three main areas.

- **Design Fundamentals:** Sketching, Drawing and thinking skills to help communicate and create ideas.
- **Graphic Design:** How companies and individuals present a professional Image.
- **Architectural Design:** Utilise shipping containers to create family home.
- **Fashion & Product Design:** Investigate new design opportunities in LED lighting and digital fashion accessories.

You will learn how to use a design process to create solutions to real-world problems. You will communicate your ideas through a variety of sketching and drawing and use CAD technologies to produce presentations of your final concepts.

### **Assessment Requirements**

Student's achievement will be measured using the following instruments:

- Design Folios (1 per term)
- Product Pitch (Term 4)

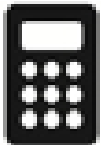
Quality of presentation, clear communication, project management and attention to detail are central to achievement in Design.



# DIGITAL TECHNOLOGY

## General Capability

### Rankings



### **Why do this subject?**

“Learning to write programs stretches your mind, and helps you think better, creates a way of thinking about things that I think is helpful in all domains.” Bill Gates

### **What you will study?**

Students will explore the key aspects of digital technology that allow access to our own personal data and the infinite information and creativity on the Internet. They will create prototype digital solutions such as Games, Applications and Network designs for real world scenarios using the skills and knowledge they have acquired throughout the study of the course.

### **Units of Study:**

- Programming – Swift (iOS and Mac OS Application Development)
- Data Management & Use
- Game Design Using Unity 3D
- Network Design & Security

### **Assessment:**

Assessment will generally consist of the completion of projects that will require a design journal of documentation to also be submitted. Students will be required to communicate their planning, ideas and development process to show their thinking and knowledge throughout the creation of their projects

### **Recommended Prior Learning:**

Satisfactory achievement in Year 9 Digital Tech and a keen interest in digital technologies.



# Industrial Technology & Design

## General Capability

### Rankings



## **Why do this subject?**

Design Technology involves the design and manufacture of products. People engage in design as commercial, industrial or personal activities to solve real-world problems or capitalise on opportunities. The communication of designs and products through sketches, annotations, documentation and graphical representations are an integral aspect of the design process. This subject encourages students to apply acquired skills using graphic design and problem solving methodologies. This subject is a stepping stone for students who are interested in design fields, engineering, technical trades and other areas involving technology.

## **What you will study?**

Students will be responding to a variety of design problems producing a product that will solve the problem. Students will undertake research, analyse existing products, suitable materials and available manufacturing technologies to develop a concept. They will then produce their product and evaluate their prototype as a solution to the problem. Students will use a variety of wood and metal machinery including welding to produce their designs. Other short formative tasks and exercises will be used to introduce specific topics and skills.

## **Workload/Assessment**

Each Design Project has 2 assessment items.

### **1. Design Proposal**

- Research, ideation and development of design ideas (Written Task)

### **2. Design Production & Evaluation**

- Manufacture prototype of proposed design (Practical)
- Evaluation and appraisal of design to initial criteria (Multi-Modal)

## **Frequently Asked Questions:**

### **How much practical work is undertaken in Technology Studies?**

Students create prototype products created as a response to the design problem and confirm student's design decisions. Students will complete at least 3 practical projects in Year 10.

### **Do I require any personal protective equipment?**

Students are supplied with all required PPE. Students need to ensure that they always have leather shoes with both sports and day uniforms.

### **Recommended Prior Learning:**

Satisfactory results in Year 9 Design Technology  
Enjoys designing and creating  
Interest in design and built environment

