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Intro: 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 Studies 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-curricula 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-centredness 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.

Leo Schultz
Leo Schultz
Head of School
Middle & Senior Years

Marlene Blundell
Marlene Blundell
Assistant Principal – Curriculum
# YEAR 11 SUBJECT PREREQUISITES

<table>
<thead>
<tr>
<th>SUBJECTS</th>
<th>PREREQUISITES</th>
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<tbody>
<tr>
<td>English</td>
<td>Year 10 ENGLISH with a minimum grade of C</td>
</tr>
<tr>
<td>Mathematics A</td>
<td>Year 10 MATHEMATICS with a minimum grade of C</td>
</tr>
<tr>
<td>Mathematics B</td>
<td>Year 10 MATHEMATICS Extension minimum grade of C</td>
</tr>
<tr>
<td>Study of Religion</td>
<td>Year 10 ENGLISH with a minimum grade of C</td>
</tr>
<tr>
<td></td>
<td><strong>AND</strong> Year 10 RELIGION with a minimum grade of C</td>
</tr>
<tr>
<td>Biology</td>
<td>Year 10 ENGLISH with a minimum grade of C</td>
</tr>
<tr>
<td></td>
<td><strong>AND</strong> Year 10 SCIENCE with a minimum grade of C</td>
</tr>
<tr>
<td>Business Communication &amp; Technology</td>
<td>Year 10 ENGLISH with a minimum grade of C</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Year 10 SCIENCE with a minimum grade of C</td>
</tr>
<tr>
<td></td>
<td><strong>AND</strong> Year 10 MATHEMATICS with a minimum grade of C</td>
</tr>
<tr>
<td>Dance</td>
<td>Year 10 ENGLISH with a minimum grade of C</td>
</tr>
<tr>
<td></td>
<td><strong>AND</strong> Year 10 DANCE with a minimum grade of C</td>
</tr>
<tr>
<td></td>
<td><strong>OR</strong> an appropriate skill level in other Dance studies (as determined by Head of Department)</td>
</tr>
<tr>
<td>Drama</td>
<td>Year 10 ENGLISH with a minimum grade of C</td>
</tr>
<tr>
<td></td>
<td><strong>AND</strong> Year 10 DRAMA with a minimum grade of C</td>
</tr>
<tr>
<td></td>
<td><strong>OR</strong> an appropriate skill level in other Drama studies (as determined by Academic Coordinator)</td>
</tr>
<tr>
<td>Geography</td>
<td>Year 10 ENGLISH with a minimum grade of C</td>
</tr>
<tr>
<td></td>
<td><strong>AND</strong> Year 10 GEOGRAPHY with a minimum grade of C</td>
</tr>
<tr>
<td></td>
<td><strong>OR</strong> Year 10 HISTORY with a minimum grade of C</td>
</tr>
<tr>
<td>Graphics</td>
<td>Year 10 GRAPHICS minimum grade of C</td>
</tr>
<tr>
<td>Home Economics</td>
<td>Year 10 ENGLISH with a minimum grade of C</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>Year 10 ENGLISH with a minimum grade of C</td>
</tr>
<tr>
<td>Modern History</td>
<td>Year 10 ENGLISH with a minimum grade of C</td>
</tr>
<tr>
<td></td>
<td><strong>AND</strong> Year 10 HISTORY with a minimum grade of C</td>
</tr>
<tr>
<td></td>
<td><strong>OR</strong> Year 10 GEOGRAPHY with a minimum grade of C</td>
</tr>
<tr>
<td>Physics</td>
<td>Year 10 MATHEMATICS Extension minimum grade of C</td>
</tr>
<tr>
<td></td>
<td><strong>AND</strong> Year 10 SCIENCE minimum grade of C</td>
</tr>
<tr>
<td>Technology Studies</td>
<td>Year 10 Industrial Design Technology</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Year 10 ENGLISH minimum grade of C</td>
</tr>
<tr>
<td></td>
<td><strong>AND</strong> Year 10 Visual Arts</td>
</tr>
</tbody>
</table>
Format Explanation

Each subject will be presented using the structure outlined below. A small description is offered to help explain the purpose of each section.

LEARNING AREA TITLE

Each Learning Area will be presented at the start of a new page.

Learning Area Description

This section provides a general description of the area of learning.

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguishes between semesters and subjects</td>
<td></td>
</tr>
</tbody>
</table>

Unit Description

Subject description including the focus, processes and content for each subject.

<table>
<thead>
<tr>
<th>Concepts / Strands</th>
<th>Future Subjects / Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listed are the organisers from the relevant syllabus documents from which subjects are planned.</td>
<td>Examples of various relevant and connected options for senior study and beyond school pathways.</td>
</tr>
</tbody>
</table>
All students in Foundations for Senior will spend one period a week with their Home Group teacher in a range of RLT environments. This time has been prioritised because of our commitment to life long learning and the total growth of each individual student. The focus, therefore, in this time will be on a range of life skills useful to them now and in the future, regardless of their career and personal pathways. The variety of personal development, learning enhancement and work education activities may include:

- Leadership skills
- Community service
- Physical activity and recreation
- Study and research skills
- Senior Education & Training Plan (SETP)
- Adolescent health issues, e.g. stress management
- Personal and Social Development Education
- Work education and career pathway planning
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.
RELIGIOUS EDUCATION

SEMESTER 1

10RE Topic 1 – Who is the Church

Unit Description
Is the Church just a building or is it the people inside the building as well? This topic will look at what and who make the Church in the modern world and what part we have to play in it.

Strands
Beliefs

Future Subjects/Pathways
Year 11 & 12 Study of Religion, and Religion and Ethics (SAS)
Teaching
Chaplaincy
Bachelor or Theology
Social Work

10RE Topic 2 – Our call to justice

Unit Description
Social Justice is at the core of a lived, authentic Catholic faith. But what defines Catholic Social Justice and how does it operate in contemporary Australian society? This topic will investigate different social justice issues and what role we have to play in effecting change. N.B. A practical component is included in this unit where the students will undertake a one day/night Street Retreat. This experience will give the students first hand knowledge of how people live on the margins of society by having them interact and service the homeless in our community.

Strands
Morality

Future Subjects/Pathways
Year 11 & 12 Study of Religion, and Religion and Ethics (SAS)
Teaching
Chaplaincy
Bachelor or Theology
Social Work
# RELIGIOUS EDUCATION

## SEMESTER 2

### 10RE

### Topic 3 – Being the person I am called to be

#### Unit Description
We are all unique in the eyes of God our Creator and we all have our own gifts and talents given by God to share with each other and the world. This topic will take as its starting point the life choice sacraments of Holy Orders (Priesthood and Religious Life) and Marriage/Single Life and ask the question “Am I the person I am called to be?”

#### Strands
- Celebration and Prayer

#### Future Subjects/Pathways
- Year 11 & 12 Study of Religion, and Religion and Ethics (SAS)
- Teaching
- Chaplaincy
- Bachelor or Theology
- Social Work

### 10RE

### Topic 4 – Scripture: Yesterday, Today & Tomorrow

#### Unit Description
Scripture is at the heart of our Catholic/Christian faith; it helps to inform us, helps us make decisions and guides us in our lives. This topic will look at different ways of using scripture in prayer and reflection and how to interpret them in the modern world with an eye on history and the future.

#### Strands
- Scripture

#### Future Subjects/Pathways
- Year 11 & 12 Study of Religion, and Religion and Ethics (SAS)
- Teaching
- Chaplaincy
- Bachelor or Theology
- Social Work
English develops understandings about literary, mass media and everyday texts, language use, and associated literacy practices. These understandings enable students to explore and examine ways of knowing, being, doing, thinking, feeling and interacting in diverse situations, times and places within and beyond their direct experiences.

In order to make sense of diverse human experiences, meet the demands of a changing world, and develop understandings about texts and language there is a need for students to:

- make meanings in and of literary, mass media and everyday texts using understandings of the influence of cultural contexts and social situations
- operate language systems using understandings of associated textual resources and the patterns of their use in spoken (signed), written, visual and multi-modal texts
- evaluate and reconstruct meanings in texts using understandings of how the knowledge, values and practices associated with groups shape and are shaped by language choices.

Learning about texts enhances personal, cognitive, imaginative, social and cultural development, so that people can use texts to contribute to the shaping of their own lives and their communities.

It is through language used in texts that people represent experiences of real and imagined worlds, interact with others, and create coherent and cohesive texts in order to participate in and contribute to culturally diverse communities.

Learning about language enhances abilities to explore, ask questions of, and experiment with ways that combinations of textual resources are used to construct representations of people, places, events, things and concepts.

As English is mandatory in year 11 and 12, English will be offered in three strands:

1. **Workplace Strand** This strand will focus on reinforcing basic language skills in order for students to be fully prepared to enter the workplace after the completion of Year 12.

2. **Universal Strand** This strand will focus on fortifying student’s language skills in order for students to be fully prepared for either the workplace or further tertiary study.

3. **Extension Strand** This strand will focus on furthering student’s language skills in order for students to be fully prepared for further tertiary study.
ENGLISH

SEMESTER 1

10ENG  English – Workplace Strand – LITERACY AND LITERATURE

Unit Description

➢ **Back to Basics – Language skills**

Basic, appropriate literacy skills are essential for active participation in any social and cultural contexts. While it is important to tackle any literacy skills within a relevant context, it is also fundamental to students’ success that these basic skills are explicitly taught. Primarily, the elements of Spelling, Punctuation, Sentence structure, Vocabulary building, Parts of Speech, Dictionary work and Speaking skills will be comprehensively examined and implemented.

➢ **Narratives – Short Stories**

Our society is based upon stories. Many of life’s lessons are learned through stories. Students will examine the elements of narratives through both analysing short stories and creating short stories of their own. Furthermore, as Reading is the central focus of our Literacy Plan development, an on-going and self-directed reading program will be implemented.

<table>
<thead>
<tr>
<th>Concepts / Strands</th>
<th>Future Subjects/Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and Viewing</td>
<td>Year 11 &amp; 12 English Communication &amp; English</td>
</tr>
<tr>
<td>Writing and Shaping</td>
<td>associated with VET courses</td>
</tr>
<tr>
<td>Speaking and Listening</td>
<td>Structured Work Placement</td>
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<tr>
<td></td>
<td>School-based apprenticeships and traineeships</td>
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<tr>
<td></td>
<td>TAFE courses</td>
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<tr>
<td></td>
<td>Most employment opportunities</td>
</tr>
</tbody>
</table>
Unit Description

➢ **Back to Basics – Language skills**

Accurate literacy skills are essential for active participation in any social and cultural contexts. While it is important to tackle any literacy skills within a relevant context, it is also fundamental to students’ success that these basic skills are explicitly taught. Primarily, the elements of Spelling, Punctuation, Sentence structure, Vocabulary building, Parts of Speech, Dictionary work and Speaking skills will be comprehensively examined and implemented.

➢ **Narratives – Novel Study**

Our society is based upon stories. Many of life’s lessons are learned through stories. Students will examine the elements of narratives through both analysing a class novel and creating short stories of their own. Furthermore, as Reading is the central focus of our Literacy Plan development, an on-going and self-directed reading program will be implemented.

<table>
<thead>
<tr>
<th>Concepts / Strands</th>
<th>Future Subjects/Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and Viewing</td>
<td>Year 11 &amp; 12 English and most Senior Syllabi</td>
</tr>
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<td>Writing and Shaping</td>
<td>Most tertiary courses</td>
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<tr>
<td>Speaking and Listening</td>
<td>or</td>
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<tr>
<td></td>
<td>Year 11 &amp; 12 English Communication &amp; English</td>
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<tr>
<td></td>
<td>associated with VET courses</td>
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<td></td>
<td>Structured Work Placement</td>
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<td></td>
<td>School-based apprenticeships and traineeships</td>
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<td></td>
<td>TAFE courses</td>
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<tr>
<td></td>
<td>Most employment opportunities</td>
</tr>
</tbody>
</table>
Unit Description

➢ **Back to Basics – Language skills**

Language is power. Students will be given the opportunity to broaden and enhance their literacy skills in order to be active and successful participants in any social and cultural contexts. This will be done through explicit teaching of elements of literacy such as: Complex Spelling, Complex Punctuation, Sophisticated and varied sentence structures, Extended Vocabulary building, Dictionary and Thesaurus work and Speaking Skills will be comprehensively examined and implemented.

➢ **Narratives – Novel Study**

Our society is based upon stories. Many of life’s lessons are learned through stories. Students will examine the elements of narratives through both analysing a class novel and creating short stories of their own. Furthermore, as Reading is the central focus of our Literacy Plan development, an on-going and self-directed reading program will be implemented.

**Concepts / Strands**
Reading and Viewing
Writing and Shaping
Speaking and Listening

Year 11 & 12 English and most Senior Syllabi
Most tertiary courses
ENGLISH

SEMESTER 2

10ENG English – Workplace Strand – Media and Popular Culture

Unit Description

➢ Drama – Film Study

This unit is intended to allow examination of the role of the film industry past and present. There will be a specific focus on the Australian film industry as well as the dominance of Hollywood. It also aims to encourage students to reflect upon their own experiences as cinema-goers and to explore the various ways in which the film industry attempts to capture their imagination and interest. Students will also examine storyboards as graphical representations of the camera shots in a film sequence which are connected together to create a ‘narrative flow’. Also they will look at the elements that go into making up a storyboard.

➢ Media – Television News

The most common method of keeping up to date with current affairs is to watch the Television news and current affairs shows. This unit will help students develop a critical awareness of how television news is shaped and manipulated and how they, as audience members may be affected by this. Students will conduct a survey about media sources of news; keep a "news log" throughout the unit of study; identify and discuss how a TV newscast is constructed; identify and discuss the use of entertainment in TV news; identify, discuss and compare the values and ideologies presented in a variety of Australian TV newscasts, at the local and national levels.

Concepts / Strands
Reading and Viewing
Writing and Shaping
Speaking and Listening

Future Subjects/Pathways
Year 11 & 12 English Communications and English associated with VETIS courses
Structured Work Placement
School-based apprenticeships and traineeships
TAFE courses
Most employment opportunities
Unit Description

➢ **Drama – Play Study**

Drama plays a major role in our lives. We all experience ‘real life’ drama in the form of our own personal experiences as well as ‘real life’ drama in the news and current affairs. We are also exposed to fictional drama in film, on television, and in the theatre. By studying drama’s impact on our culture students can start to look more critically at what these media offer them and they can choose whether or not to accept the messages that they give. By studying plays, students become intelligent spectators who can distinguish between good and bad drama as well as ‘right’ and ‘wrong’ ideologies. They can start making informed decisions about the drama that they see.

➢ **Media – Television and Gender Representations**

The objective of this unit is to encourage students to develop their own critical intelligence with regard to culturally inherited gender stereotypes, and to the images presented in the television media. The unit will include a review of stereotypes that are associated with men and women and their possible sources - in particular, the role of the media. Students will deconstruct a series of television shows and advertisements based on gender representation.

<table>
<thead>
<tr>
<th>Concepts / Strands</th>
<th>Future Subjects/Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and Viewing</td>
<td>Year 11 &amp; 12 English and most Senior Syllabi</td>
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<td>Writing and Shaping</td>
<td>Most tertiary courses</td>
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<tr>
<td>Speaking and Listening</td>
<td>Year 11 &amp; 12 English Communications and English associated with VETIS courses</td>
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<tr>
<td></td>
<td>Structured Work Placement</td>
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<tr>
<td></td>
<td>School-based apprenticeships and traineeships</td>
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<td></td>
<td>TAFE courses</td>
</tr>
<tr>
<td></td>
<td>Most employment opportunities</td>
</tr>
</tbody>
</table>
ENGLISH

10ENG English – Extension Strand – **Media and Popular Culture**

Unit Description

➢ **Drama – Shakespeare Study**

Shakespeare never grows old and continues to inspire each new generation. That’s one of the reasons why he is so much fun to study, and also why he holds such a high place in classic literature. There are at least three very important reasons to study Shakespeare. They are: **an enlightened literary appreciation; an expanded Biblical worldview; and an enriched cultural literacy.** Through this unit, students will be exposed to a multitude of literary devices, a complex literary style, a profound knowledge of human behaviour and an insight into the world around us.

➢ **Media – Television and Ethnic Representations**

In this unit, students will explore the ways that ethnic and visible minorities are portrayed in Australian television media. The lesson begins with an introduction to the media education key concept – "media are constructed to represent reality" – and a discussion about the constructed nature of media products and how media "represents" people, ideas and events from a particular viewpoint. This is followed by a discussion about stereotypes and possible consequences of under-representation. Next, students read and discuss the essay "Ethnic and Visible Minorities in Entertainment Media" and look at the Australian regulatory systems that ensure equitable representation in broadcast media.

<table>
<thead>
<tr>
<th>Concepts / Strands</th>
<th>Future Subjects/Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and Viewing</td>
<td>Year 11 &amp; 12 English and most Senior Syllabi</td>
</tr>
<tr>
<td>Writing and Shaping</td>
<td>Most tertiary courses</td>
</tr>
<tr>
<td>Speaking and Listening</td>
<td></td>
</tr>
</tbody>
</table>
MATHEMATICS

SEMESTER 1 & SEMESTER 2

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. There will be an emphasis on open investigations and explorations giving students opportunities to work collaboratively and cooperatively in teams as well as individually. By the end of this course, students will be able to be appropriately placed between the three mathematical strands offered in semester two, which will enable them to make informed choices about the courses offered in Years 11 and 12.

10MAT Mathematics 10

**Unit Description**
This course is designed to give students an opportunity to further develop their numeracy skills and explore their mathematical strengths before semester two.

Students will cover areas such as:
- Trigonometry
- Linear Equations
- Financial Decisions
- Algebra
- Ratio and Proportion

These topics would cover the common skills students need to have in order to move onto the next level of mathematics. Where possible, topics will be covered in a ‘real world’ context.
After completing the course it is expected students will have a better understanding of their strengths in mathematics and be more able to make appropriate future choices in this important area of study.

<table>
<thead>
<tr>
<th>Concepts / Strands</th>
<th>Future Subjects/Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurement</td>
<td>Either Mathematics A or B</td>
</tr>
<tr>
<td>Number</td>
<td>Mathematics associated with VET courses</td>
</tr>
<tr>
<td>Space</td>
<td></td>
</tr>
<tr>
<td>Patterns and Algebra</td>
<td></td>
</tr>
</tbody>
</table>


**APPLIED SCIENCE**

We live in a world shaped by science and new technologies. The purpose of the Applied Science course is to further develop students understanding of scientific principles as a “way of knowing” and a “way of doing” to enable to students to reach a deeper understanding of the human body, living and non-living entities, and the world.

This course will give students the opportunity to explore and implement scientific concepts in real life situations. The Year long 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.

**SEMESTER 1 & SEMESTER 2**

<table>
<thead>
<tr>
<th>10SC1</th>
<th>Science</th>
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</thead>
</table>

**Unit Description**

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. Students will be tested on their skill competency.

Students will cover areas of:

They will use this knowledge to make informed judgments based on sound reasoning in order to direct them in their scientific endeavours and to engage in problem solving. They will be shown the methodologies available to them to investigate scientifically. They will manipulate and review data in order to reach conclusions. Students will also be shown how to adhere to scientific conventions in communicating their ideas to selected audiences.

**Concepts / Strands**

- Earth and Beyond
- Science as a Human Endeavour
- Natural and Processed Materials
- Life and Living

**Future Subjects/Pathways**

Year 11 and 12 Biology, Chemistry and/or Physics
# UNIT DESCRIPTION

This year students have the opportunity to participate in Health & Physical Education. This subject aims to develop active and informed members of the community.

Students will explore the following topics:
- Coaching and Training sessions
- Sports Medicine
- Sociology
- Biomechanics

They will participate in some of the following sports over the course of the year: Oz Tag, Netball, European Handball, Cricket and Golf.

## CONCEPTS / STRANDS

<table>
<thead>
<tr>
<th>Concepts / Strands</th>
<th>Future Subjects/Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promoting the Health of Individuals and Communities</td>
<td>Year 11 &amp; 12 Physical Education, Recreation Fitness Instructor, Health and Physical Education Teacher, Sport Administration, Nursing.</td>
</tr>
<tr>
<td>Developing Concepts and Skills for Physical Activity</td>
<td></td>
</tr>
</tbody>
</table>

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**HEALTH and PHYSICAL EDUCATION**

**SEMESTER 1 & SEMESTER 2**

| 10HPE | Health & Physical Education |

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19
Most of us are fascinated with the way people interact with each other and with environments. The social sciences explore controversial and challenging issues of the past, present and future to increase students’ ability and willingness to participate constructively and ethically in life.

The focus is on critical thinking for developing optimistic future visions. Studies in the Social Sciences involve investigating, creating, participating, communicating and reflecting. The aim is for active participation in local, national and world communities; and therefore a range of courses have been designed to meet the needs and interests of different students.

All units will begin by introducing students to the basics of research and investigation. They will examine good research practices, correct referencing procedures, interpreting and analysing primary and secondary sources, essay and report writing and the hazards of internet sourced information.

**SEMESTER 1 & SEMESTER 2**

**10LST Legal Studies**

**Unit Description**
This unit provides an introduction to **Legal Studies**.

This course is designed to develop the essential skills needed to study Legal Studies in years eleven and twelve. 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/recommendations.

Topics could include: The Legal System, Rights and responsibilities, the role of Law in Society, Civil Obligations

**Criteria**
Knowledge and Understanding
Interpretation & Evaluation
Research & Communication

**Future Subjects/Pathways**
Year 11 & 12 Legal Studies
Geography, Journalism, Aid Work, Modern and Ancient History, Lawyer, Criminologist, Policing and Justice, Social worker
S.O.S.E.

SEMMESTER 1 & SEMESTER 2

10HIS History (Core)

Unit Description
This unit follows Australian Curriculum and will provide pathways to further study in the history area in years 11 and 12.

History can certainly repeat, but the story of our modern wars is one that will engross many learners for years to come.

Begin the journey with an inquiry into the inter-war years between World War I and World War II focusing on the Treaty of Versailles and the Great Depression, before engaging in an inquiry looking into 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 to Australia’s international relationships with particular reference to the United Nations. This will lead into an inquiry into the Rights and Freedoms movement with a particular emphasis placed upon the rights of the Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the stolen generation.

Students will also investigate the popular culture movement that has shaped Australian society in depth.

Concepts / Strands
Historical Knowledge and Understanding
Historical Skills

Future Subjects/Pathways
Year 11 & 12 Modern and Ancient History, Legal Studies and Geography, Journalism, Aid Work, Informed citizenship
SEMESTER 1 or SEMESTER 2
10HIS History - Exposure

Unit Description
This unit follows Australian Curriculum and will provide pathways to further study in the history area in years 11 and 12.

History can certainly repeat, but the story of our modern wars is one that will engross many learners for years to come.

Begin the journey with an inquiry into the inter-war years between World War I and World War II focusing on the Treaty of Versailles and the Great Depression, before engaging in an inquiry looking into 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 to Australia’s international relationships with particular reference to the United Nations.

Concepts / Strands
Historical Knowledge and Understanding
Historical Skills

Future Subjects/Pathways
Year 11 & 12 Modern and Ancient History, Legal Studies and Geography
Journalism, Aid Work
Informed citizenship
S.O.S.E.

SEMESTER 1 & SEMESTER 2

10GEO Geography

Unit Description
This unit provides an introduction to Geography.

Over the past few centuries, humans have made significant advances. We have cured many illnesses, produced goods faster and cheaper, and provided food and shelter for most 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? Discover the answers through year 10 Geography.

Concepts / Strands
Knowledge and Understanding
Analysis
Decision Making
Research & Communication

Future Subjects/Pathways
Year 11 & 12 Geography
Modern and Ancient History, Legal Studies Journalism, Aid Work Informed citizenship
## BUSINESS

### SEMESTER 1 & SEMESTER 2

**10BUS** Certificate I in Business Services

**Unit Description**

This subject will provide students with the opportunity to attain a Certificate I in Business Services. This is a competency-based subject and will contribute to a Certificate II in Business in years 11 and 12. The students will participate and develop skills in the following units of competencies:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBOHS201A</td>
<td>Participate in OHS processes</td>
</tr>
<tr>
<td>BSBWOR202A</td>
<td>Organise and complete daily work activities</td>
</tr>
<tr>
<td>BSBIND201A</td>
<td>Work effectively in a business environment</td>
</tr>
<tr>
<td>BSBITU102A</td>
<td>Develop keyboard skills</td>
</tr>
<tr>
<td>BSBCMM101A</td>
<td>Apply basic communication skills</td>
</tr>
<tr>
<td>BSBITU101A</td>
<td>Operate a personal computer</td>
</tr>
</tbody>
</table>

Students develop appropriate technical skills such as keyboarding, clerical skills, as well as a range of general skills, including communication and literacy, numeracy, problem solving, team skills, organisational skills, self-management.

From such study, students are given an understanding of business, which provides them with the opportunities for the development of appropriate skills to help them in their transition from school to the workforce, and to their role as responsible members of the community. Students who do not wish to enter employment within the business industries have the opportunity to develop skills in and attitudes towards business and to be able to put them to use in a broader life role.

**Assessment Techniques include:**

- Folio of Work
- Teacher Questioning assessment
- Practical Tasks
- Case Study
- Observations with checklists and self assessment
- Integrated Project

**Future Subjects/Pathways**

- Year 11 & 12 Business Communication and Technologies and Certificate II in Business Services
- Journalism, Aid Work, Informed citizenship
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.

SEMESTER 1

Future Prospects and Access World

Unit Description
Students with basic studies in Japanese further explore the language in the topics of “Personal and Community Life” and “International World.” Activities are based on practical communication in real-life situations. Students of Japanese have the opportunity to explore aspects of Japanese life, culture and customs.

Future Prospects
Theme: Personal and Community Life (Personal profile, interests and skills)
In this unit, students will consider their own interests, values and skills, and expand their future. This unit will allow them to explore self-concept, and encourage them to look at differences in a positive way.

Access World
Theme: International World (Visitors from Japan)
In this course of study, students will develop an understanding and knowledge of cultural and tourist areas in Brisbane, the Gold Coast and Queensland. They will be focusing on planning a tour for visitors from Japan.

Concepts / Strands
Culture and Identity
Place and Space
Systems, Resources and Power

Future Subjects/Pathways
Year 11 and 12 Japanese
Employment-related courses (e.g. Cert. in Tourism, Hospitality)
JAPANESE

SEMESTER 2

10JAP Where to Now? And Healthy Lives

Unit Description
Students engage in functional activities of Japanese in the topic of Direction and Health. The ability to interact using Japanese language in real-life situations is enhanced through activities in the areas of speaking, writing, reaching and listening.

Where to Now?
Theme: The Built World (Friendly cities)
In this course of study, students will study how to get to different places in Japanese. They will develop an understanding of the societies and communities.

Healthy Lives
Theme: Leisure and Recreation (Health)
In this unit, students will study how to express problems with their health when they are unwell. Students also will develop an understanding and knowledge of Japanese traditional sports.

Concepts / Strands
Culture and Identity
Place and Space
Systems, Resources and Power

Future Subjects/Pathways
Year 11 and 12 Japanese
Employment-related courses (e.g. Cert. in Tourism, Hospitality).
The Arts key learning area encompasses those artistic pursuits that express and communicate what it is to be human through Dance, Drama and Visual Arts. Through these disciplines, we develop, shape and pass on understandings of our histories, our cultures, our worlds and ourselves to future generations.

These courses endeavour to immerse students in each of these disciplines, allowing them to explore and see for themselves the many opportunities and valuable learning experiences that can be founded in the Arts. Our aim is to be inspirational and inclusive.

Furthermore, this course aims to be an extension of the skills and techniques students have learned in the Arts strands so far in their schooling. Each unit allows each individual student to explore the Arts and find success.
## VISUAL ART

### SEMESTER 1

<table>
<thead>
<tr>
<th>10VAR</th>
<th>Focus on Art History</th>
</tr>
</thead>
</table>

**Unit Description**
The purpose of this course of study is to introduce students to extended Visual Art concepts, focuses and 2-D media. Students will cover key media areas, including electronic imaging, painting, drawing, photography and printmaking. Students will also be grounded in the elements and principles of Visual Art through the exploration of art history.

<table>
<thead>
<tr>
<th>Concepts / Strands</th>
<th>Future Subjects/Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Arts – Making: Visual Literacy</td>
<td>Year 11 &amp; 12 Visual Art</td>
</tr>
<tr>
<td>Application</td>
<td>Community Cultural Connections</td>
</tr>
<tr>
<td>– Appraising</td>
<td>Graphic designer</td>
</tr>
<tr>
<td></td>
<td>Practising Artist</td>
</tr>
<tr>
<td></td>
<td>Photographer</td>
</tr>
<tr>
<td></td>
<td>Conservator</td>
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<tr>
<td></td>
<td>Interior Designer</td>
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<tr>
<td></td>
<td>Art Teacher</td>
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</tbody>
</table>

### SEMESTER 2

<table>
<thead>
<tr>
<th>10VAR</th>
<th>Focus on Creating a “Body of Work”</th>
</tr>
</thead>
</table>

**Unit Description**
The purpose of this course of study is to continue students’ control of the extended concepts, focuses and media areas. Students will cover key media areas, including collage, sculpture, environmental design, fibre arts, costume and stage design, installation art and 2D Medias. To ground the students in a rich conceptual understanding of the elements and principles of Visual Arts they will have the opportunity to explore these media through the exploration of a Wearable Arts project and a self-directed project. Students will also explore the key organisers – making and appraising – within each of these projects.

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<td>Year 11 &amp; 12 Visual Art</td>
</tr>
<tr>
<td>Application</td>
<td>Fashion Designer, Practising Artist, Costume</td>
</tr>
<tr>
<td>– Appraising</td>
<td>Designer, Set Designer, Architect, Landscape</td>
</tr>
<tr>
<td></td>
<td>Architect and Art Teacher</td>
</tr>
</tbody>
</table>
The Elements of Drama

The purpose of this unit is to focus on the foundations of any dramatic work, the dramatic elements. An opportunity for students to perform and create their own role-plays and scripted drama for an audience will be provided. Students will also be introduced to the key organisers of any drama course, Presenting, Forming and Responding.

Betrayal, Lies, Deceit & Death; embodying the emotion of Tragedy
The great characters that we remember from those classic Greek and Shakespearean dramas like Hamlet, Romeo and Juliet, Oedipus the King, have all experienced emotions dealing with pain, angst, betrayal and death. This is the stuff that makes tragedies so captivating and memorable!
Throughout this term, students will been learning about the origins of theatre from Greek styles through to the great works of Shakespeare. The Year 10’s will add a contemporary flavor of combining their knowledge of these traditional styles with a modern style of physical theatre. The students will be learning to *physicalise and embody the tragedy and emotion* portrayed in key text excerpts from different plays.

Concepts / Strands
Drama – Presenting; Forming and Responding

Future Subjects/Pathways
Year 11 & 12 Drama/ English
Early Childhood Teaching or Aide work
Confidence for job interviewing and general public speaking. Opportunity to develop skills in writing for theatre, performing in plays or other dramatic works
Marketing and Advertising.
**Drama**

**Semester 2**

10DRA  Putting the pieces together!

**Unit Description**

**Collage Drama**

The purpose of this Collage drama unit allows students to combine a variety of materials and sources in order to demonstrate their knowledge and understanding of a particular social, cultural or global issue within a dramatic context. Students are introduced to layering poetry, dance sequence, media images, news reports and voice and movement skills etc. to represent their issue. Students will also engage in the key organisers of any drama course, Forming, Presenting and Responding. Opportunities to view live theatre this semester will be offered.

**Realism**

Throughout this term students will examine the style of realism. Realism is where people move and talk in a manner similar to that of our everyday behaviour – “a slice of life”. This unit prepares students in understanding the role of the actor and scriptwriter and it holds the idea of the stage as an environment, rather than as an acting platform. Students will work on scripted playtexts and develop skills in script writing.

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**Concepts / Strands**

Drama – Presenting; Forming and Responding

**Future Subjects/Pathways**

Year 11 & 12 Drama/ English
Early Childhood Teaching or Aide work
Confidence for job interviewing and general public speaking. Opportunity to develop skills in writing for theatre, performing in plays or other dramatic works
Marketing and Advertising.
## SEMESTER 1

### 10DAN Dance Fever

#### Unit Description

**Gotta Dance – Musical Theatre**

The brilliance of Musical theatre is rediscovered in this unit. Students will study the history of the Musical and Dance on film. Students will learn the dance styles of Tap, Jazz and Cabaret as they perform a teacher-devised routine and study the stars of Musicals, including Gene Kelly, Fred Astaire, Busby Berkely and Bob Fosse. Opportunities to view live dance works this semester will be offered.

**Hip-hop**

Street dance and hip-hop is a popular form of dance that had influenced youth culture in today’s society. Styles such as popping and locking, lyrical hip-hop, breaking, krumping will be examined and its origins will also be explored. At the end of this unit the students will have learned a set routine in the style of hip-hop and analyse the movement and non-movement components of a hip-hop routine.

#### Concepts / Strands

Dance – Choreography; Performance and Appreciation

#### Future Subjects/Pathways

Year 11 & 12 Dance: Develop co-ordination and provide an understanding of the body needed in basic medicine and physiotherapy courses. Drama: Director, Choreographer or any career linked to the Theatre.

## SEMESTER 2

### 10DAN The Power of Dance

#### Unit Description

**Contemporary**

The purpose of this unit is to explore Contemporary dance trends and techniques. It is a genre of concert dance that employs systems and methods found in modern dance and postmodern dance, as well as classical ballet. Contemporary dance draws on modern dance techniques as well as newer philosophies of movement that depart from classical dance techniques by altogether omitting structured form and movement. Students will also engage in the key organisers of any dance course, Presenting, Choreography and Appreciation.

**You should be dancing - Disco**

This unit will give the students their own “Saturday Night Fever” experience; only this time they bust out the moves on the dance floor. Students will be enrolled in a workshop experience that will teach them partnered disco routines, performance and choreographic skills. At the end of this unit the students will have learned a set routine in a disco dance style, and researched a dance craze from our movement history.

#### Concepts / Strands

Dance – Choreography; Performance and Appreciation

#### Future Subjects/Pathways

Year 11 & 12 Dance: Develop co-ordination and provide an understanding of the body needed in basic medicine and physiotherapy courses. Drama: Director, Choreographer or any career linked to the Theatre.
# MUSIC

## SEMESTER 1 OFFERING —

**MU10 MUSIC**

### Unit Description
Rock music begins in the 1950’s and stretches to today. The students will learn about the origins of rock music and learn how it developed through the ages. The students will have the opportunity of analysing selected music throughout history, composing their own song and performing various rock songs on guitar, keyboard and vocals.

<table>
<thead>
<tr>
<th>Concepts / Strands</th>
<th>Future Subjects/Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td>Yr 11 &amp; 12 Music</td>
</tr>
<tr>
<td></td>
<td>Music Teacher</td>
</tr>
<tr>
<td></td>
<td>Early Childhood and Primary Teacher</td>
</tr>
<tr>
<td></td>
<td>Performer</td>
</tr>
<tr>
<td></td>
<td>Composer</td>
</tr>
</tbody>
</table>

## SEMESTER 2 OFFERING —

**MU10 MUSIC**

### Unit Description
Music for this unit will comprise of two mini units: World Music and Soundtracks. Students will study music from other countries, both western and non-western. These may include: Irish, Indian, Africa, Japanese, French and Israeli to name a few. In the second part of the semester students will focus on the use of music within popular media (eg. movies and television). In both units students will listen to and watch performances, and have the chance to perform, compose and analyse music.

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</table>
Technology arises from a desire to extend individual and collective human capabilities. People everywhere have always used their ingenuity to create new or improved technology that meets their needs and wants and enhances their physical, emotional and social wellbeing.

The term ‘technology’ has come to describe such things as:
- The creative processes used to develop products (including food)
- The products created through these processes
- The ‘know-how’ related to these processes and products
- The tools and equipment used.

At St Augustine’s students have the opportunity to participate in two technology learning environments during their Foundations for Senior year – Industrial Technology and Design (ITD) and Food Technology.

**SEMESTER 1 & SEMESTER 2**

**10GRA Graphics**

**Unit Description**

Graphics is a course that develops skills in interpreting, generating and creating graphical communication through the contextual units of the built environment, production graphics and graphic design. Students will use both manual and computer added drawing techniques.

<table>
<thead>
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<th>Concepts / Strands</th>
<th>Future Subjects/Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Processing</td>
<td>Year 11 &amp; 12 Graphics</td>
</tr>
</tbody>
</table>
## SEMESTER 1

### 10HEC Home Economics (Textiles)

### Unit Description

**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 style of fashion.

<table>
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</thead>
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<tr>
<td>Home Economics Practice</td>
<td>Year 11 and 12 Home Economics and Hospitality Dietician, Food technologist, Home economics teacher, Caterer, Cookery demonstrator, Teacher in technical and further education, Baker/Cake decorator, Butcher, Cook/Chef/Pastry cook, Counter hand/Waiter, Armed Forces, Airlines, Cruise ships, Merchant Navy.</td>
</tr>
</tbody>
</table>

## SEMESTER 2

### 10HEC Home Economics (Food)

### Unit Description

**Food for thought**
In this unit, students will investigate the nutritional value of food and examine the functions of these nutrients in the body specifically adolescent dietary requirements and influences on the adolescent diet including lifestyle, peer group and the impact of the fast food industry. They will explore the concept of a balanced diet and plan and prepare their own balanced meals.

**International Cookery**
In this unit, students will study their own food habits as well as those of other cultures. Students will prepare some of the food specialties of different countries.

<table>
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</tr>
</tbody>
</table>
Unit Description

Hospitality is designed to create the skills that are essential for employment. The topics in year 10 are grouped together to develop a pathway into year 11 and 12 Hospitality.

Students will work on the following topics:

- Source and use information on the hospitality industry
- Use hygienic practices for food safety
- Participate in safe work practices
- Prepare simple dishes

Concepts / Strands

Hospitality

Future Subjects/Pathways

TECHNOLOGY

SEMESTER 1 & SEMESTER 2

10ITD Industrial Technology and Design (ITD) (Design Technology)

Unit Description

Students will continue with the whole technology concept built up from Year 8/9 following the Design, Make, Appraise approach. All students will design and make a coffee table, and while this process is happening, be introduced to new machinery and new areas of Technology.
Examples:
- Camping Equipment
- Electronic/Mechanical (Systems)

Concepts / Strands
Product Design and Manufacture
Enterprise and Ventures

Future Subjects/Pathways
Year 11 & 12 Technology Studies, Graphics and Industrial Skills
Carpentry
Cabinet Making
Draftsman
Interior Design