Welcome to Year 10. This year, you will be provided with opportunities to prepare for the challenges of Senior School through participation in subjects that develop skills designed to enable you to succeed as independent, self-directed and motivated learners. As Year 10 represents a critical transition stage between the Junior School and Senior Phase of learning, you will be challenged to begin making choices about your future pathway options and determine where your personal strengths, gifts and talents best sit.

In 2014, you will be studying Religious Education, English, Mathematics, Science, History, Health & Physical Education and Life Skills (Work Practices). The Maths teachers will place you in either the Mathematics or Mathematics Extension (the more difficult Maths) class depending on results in 2013.

You will then study three elective subjects each semester. Many of the elective subjects will focus on preparing you for senior school. If you think you will wish to study that subject in Years 11 and 12, it would be wise to choose it for one semester in Year 10.

It will be possible to study some subjects in each semester, while others will be offered for one semester only. The number of semesters that some subjects are offered for and the particular semester in which they are offered will depend on student interest in those subjects. For example, if very few students choose a particular subject, that subject will not be offered.

Students make their elective subject choices using Subject Selection Online at www.countrynet.net.au. To do this, they use their College student code and a PIN provided by the College. They work through the program to indicate their first six preferences as well as their six reserve preferences (in order of preference). In Term 4, the allocated subjects will be uploaded into the Subject Selection Online site. Parents will then electronically sign off on these choices using a provided PIN.

Elective subjects:

<table>
<thead>
<tr>
<th>The Arts:</th>
<th>Information &amp; Communication Technologies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Art</td>
<td>Multimedia</td>
</tr>
<tr>
<td>Drama</td>
<td>Film &amp; TV</td>
</tr>
<tr>
<td>Music</td>
<td>Business</td>
</tr>
<tr>
<td>Dance</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Industrial Technology &amp; Design:</th>
<th>Humanities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graphics</td>
<td>Geography</td>
</tr>
<tr>
<td>Industrial Technology &amp; Design</td>
<td>Legal Studies</td>
</tr>
<tr>
<td>Home Economics</td>
<td>Economics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extension Units:</th>
<th>Work Ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Extension</td>
<td>Sport &amp; Recreation</td>
</tr>
<tr>
<td>Physics</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>Mathematics B</td>
<td></td>
</tr>
</tbody>
</table>
BUSINESS

The aim of this course is to introduce students to the business world and provide them with the basic knowledge and skills they require in order to function in a business workplace environment.

Students will complete a variety of theoretical and practical units of work during this 1 year course including:

- Basic word processing;
- Basic spread-sheeting;
- Basic accounting;
- Business communication;
- Business environments;
- Environmentally sustainable work practices; and
- Workplace health and safety in an office environment.

Students will also be given the opportunity to obtain a BSB10112 - Certificate I in Business (subject to approval by QSA). In order to obtain this certificate, students will need to successfully complete all assessment items relating to the below competencies*.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCMM101A Apply basic communication skills</td>
<td></td>
</tr>
<tr>
<td>BSBITU101A Operate a personal computer</td>
<td></td>
</tr>
<tr>
<td>BSBITU202A Create and use spread-sheets</td>
<td></td>
</tr>
<tr>
<td>BSBUSUS201A Participate in environmentally sustainable work practices</td>
<td></td>
</tr>
<tr>
<td>BSBIND201A Work effectively in a business environment</td>
<td></td>
</tr>
<tr>
<td>BSBWH5201A Contribute to health and safety of self and others</td>
<td>Students may be able to apply for cross-credit if they successfully complete this competency in Life Skills first or vice versa.</td>
</tr>
</tbody>
</table>

*As with some other certificate courses, students will be given the opportunity to re-submit assessment items relating to competencies if need be.
**CHEMISTRY**

People are born with a natural curiosity about the world; a world of vivid colours, of simple and complex objects, things that move and things that don’t. Often that curiosity grows into a desire to know and understand how things work. Chemistry is one branch of knowledge that grew from human curiosity about the world. It is the study of the composition of matter and the changes that matter undergoes.

This elective course offered in Year 10 will provide students with the opportunity to build a strong foundation for senior sciences by developing science process skills and improving higher-order thinking skills. This will be achieved through a variety of teaching methods including: laboratory activities which provide hands-on experience and the use of Probeware, calculators and computers. The emphasis in the classroom will be working collaboratively to inquire, discover and investigate.

Chemistry is a fascinating, dynamic and exciting area of study.

**DANCE**

Dance involves using the human body to express ideas, considering specific audiences and specific purposes, by manipulating dance elements in genre-specific dance sequences. Through engaging with Dance, students develop confidence, an awareness of self and an appreciation of teamwork. Dance at St Patrick’s College provides an opportunity to explore a form of communication used throughout history. Students will engage with a variety of Dance styles across cultures. Students will learn how to manipulate movement for affect and to create movement sequences. To appreciate variety within dance, students will research and analyse dance styles and hone performance skills. Assessment will include a performance piece with a choreography component and a written research task.

**Sample Units:**
- Introduction to Dance and Movement
- The Culture of Dance
- Dance through the Ages
- Dance Performance
- Storytelling through Dance
DRAMA

The study of drama contributes to a student’s ability to experience and understand the world from many different points of views.

Students learn about themselves, other people and the outside world. They are then better able to think out the consequences of their actions as well as understand the actions of others.

Drama challenges students to make meaning of their world.

An education in drama can:

- foster learning in a classroom setting that values active participation in a non-threatening supportive environment;
- develop students’ non-verbal and verbal, individual and group communication skills;
- build self-discipline and confidence; and
- give students knowledge and understanding of drama skills.

Units may vary depending on the size, character and interests of the group. Students will participate in individual and group practical activities and respond to and analyse live and video drama.

Students will have the opportunity of participating in a workshop with a visiting artist during each year.

SAMPLE UNITS:

- Physical theatre
- Clowning / Puppetry
- Scripted Drama
- Collage Drama
**ECONOMICS**
This subject is aimed at better preparing students for study in this course and other senior humanities subjects in the Senior school. The concepts covered are also valuable in their own right. Students should gain insights into current events, learn information to socially empower them and gain the skills and information to help them become better decision makers on a broad range of issues. All students can benefit from a study of these electives.

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Sample Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics</td>
<td>Stock Market</td>
</tr>
<tr>
<td></td>
<td>Economics of Population Policies</td>
</tr>
</tbody>
</table>

**ENGLISH EXTENSION**
In this course, students concentrate on the skills of writing, research, speaking and presentation needed to do well in English and Humanities subjects in Year 11 and 12. It is designed to benefit students who already enjoy and do well at these subjects, and who wish to be ready for the extra challenges of the Senior years.

Students also have the opportunity to develop their particular interests in the communication or humanities areas, in more depth than may be possible in their Core subjects. This can be seen in the Course Summary below.

**Course Summary**
The course includes activities such as these:

1. **Writing Workshop**
   - Creative Writing: short fiction (possibility of longer fiction), song lyrics and poems, writing scripts
   - Assignments: how to research, plan and write essays, assignments and reports
   - Putting it all together for the best result: skills such as writing and speaking for your audience, grammar, punctuation, structuring sentences, paragraphing, and using or altering the text type to suit your purpose.

2. **Speaking and Performing Workshop**
   - Speaking to groups
   - Writing and presenting short performances

3. **Introduction to Concepts of Senior English**

4. **Using Communications Technologies Effectively**
   - Advanced Internet searching
   - Presentation software such as *PowerPoint*.
   - Writing and designing Web Pages

5. **Reading Program**
   - An extended reading program of entertaining and challenging books.
FILM AND TELEVISION

Students who have an interest in Film, Animation, Drama, or Technical Production Skills associated with video camera or video editing software should find this subject interesting and challenging. FTV aims to introduce students to core elements of the senior subject of Film, Television and New Media. Students will be assessed using similar criteria which cover a range of genre styles.

Students will engage in the design, production and critique of products. They will be introduced to four of the five key concepts used in production including:

- **Technologies**: the tools and associated processes that are used to create meaning in moving-image media production and use.
- **Representations**: constructions of people, places, events, ideas, and emotions that are applied to create meaning in moving-image media production and use.
- **Audiences**: individuals and groups of people for whom moving-image products are made, and who make meanings when they use these products.
- **Languages**: systems of signs and symbols organised through codes and conventions to create meaning in moving-image media production and use.

Students are assessed in the criteria of Design, Production and Critique.

*Designs* for products may include: using oral and written treatments, character outlines, level descriptions (for video games), screen shots for websites or video games, character images, three-columns scripts, film script/screenplay, shooting scriptSHOT List, storyboard.

*Products* (whole or part) may include: whole or sequence of a video, animation, video game; whole or segment of camera footage, editing, soundtrack; advertisement.

*Critiques* may include: extended writing (such as analytical essay, research assignment, report, feature article); oral presentation (such as interview, report, seminar, debate, voiceover on a production, director’s commentary); moving-image media format.
**GEOGRAPHY**

This course is aimed at better preparing students for study in this subject in senior school. Sample studies of ‘Urban Environments’ and ‘Natural Hazards’ will be undertaken by students to enhance their appreciation of the human significance of the biophysical environment. While studying these units, students will be expected to develop skills and understandings that more broadly allow them to comprehend contemporary environmental issues.

Skills developed
- measuring environmental, demographic, economic and social phenomena
- interpreting and using maps to develop and test generalisations
- constructing and interpreting maps
- constructing, interpreting and analysing choropleth maps
- constructing, interpreting and analysing graphs, data and diagrams
- statistical analysis
- evaluation of information
- reflection

**GRAPHICS**

Through the study of this course, students will refine their skills in several CAD programs including Autocad, Inventor, Revit, Fusion and Google sketchup. These programs will be used in contexts such as product design, building/landscaping and business graphics. The course provides student with the opportunity to develop specific CAD skills and an appreciation for the role of CAD in the design process.

Students will gain insights into the world of work, as well as knowledge of career options and further professional studies. It will assist them to contribute to, and manipulate productively, communication processes and technological forces. The subject provides opportunities for the development of the key competencies. Students will collect, analyse and organise information in various forms, and plan and organise research and investigations.

Topics include:
- Materials & Equipment & CAD
- Sketching & Rendering
- Pictorial Views
- Orthographic Projection
- Diagrams and Charts
- Plane Figures and Shapes
- Architectural Drawing
- Mechanical Drawing
- Perspective Projection, and Surveying

This subject is assignment based. This allows students who are prepared to spend extra time, the opportunity to achieve good results with only a limited time spent in this subject.
HOME ECONOMICS

Home Economics aims to develop knowledge, attitudes, skills and values which will enhance personal and family living. It endeavours to provide practical skills to equip students for more effective and independent lives in the society in which they live.

During Year 10 the students build on the concepts from Year 9. They progress to studying nutrition and cooking meals which reflect these ideals. In the textile unit, they are introduced to dressmaking by making pyjama pants and toy making.

<table>
<thead>
<tr>
<th>Year</th>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Textiles</td>
<td>Food Studies</td>
<td>Textiles</td>
<td>Food Studies</td>
</tr>
<tr>
<td></td>
<td>Garment Sewing</td>
<td>Nutrition Part A</td>
<td>Toy Making</td>
<td>Nutrition Part B</td>
</tr>
</tbody>
</table>

Assessment: instruments include end of semester tests, assignments and assessment of practical skills. Assessment is weighted equally between theory and practical.
INDUSTRIAL TECHNOLOGY & DESIGN

This subject is designed to develop life skills and competencies which have direct application to a technical or industrial field. In general, all students should be able to use their creativity and derive satisfaction from working with materials, tools and machines while they acquire the competencies required to prepare them for future employment as well as recreation and leisure activities.

Students who do not wish to enter a traineeship, a trade, or seek technical employment, have the opportunity to develop skills and attitudes to practical work and be able to put them to use.

To complete the certificate, students would need to choose this subject for both semesters.

What will you learn?

The modules studied are selected from the LMF10108 Certificate I in Furnishing strand. In order to complete the certificate, the following four core and three elective modules must be successfully completed:

- MSAPMOHS100A Follow OHS Procedures
- MSAPMSUP102A Communicate in the workforce
- MSAPMOPS101A Carry out measurements
- MSAPMSUP106A Work in a team
- LMFFM1001B Construct a basic timber finishing product
- LMFFM2001B Use furniture making sector hand and power tools

How will you be assessed?

Assessment in Industrial Skills includes knowledge and understanding, applied processes and practical skills. Safety in the workplace is an important aspect of the course and will be evident in student projects and assessment. Assessment is competency based. Competency-based assessment is the process of collecting evidence and making judgments on whether or not the student can consistently demonstrate knowledge and skill, and the application of that knowledge and skill to the standard of performance required in the workplace.

LEGAL STUDIES

This subject is aimed at better preparing students for study in this course and other Senior humanities subjects in Senior school. The concepts covered are also valuable in their own right. Students should gain insights into current events, learn information to socially empower them and gain the skills and information to help them become better decision makers on a broad range of issues. All students can benefit from a study of these electives.

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Sample Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal Systems</td>
<td>Introduction to the Legal System</td>
</tr>
<tr>
<td></td>
<td>Human Rights</td>
</tr>
<tr>
<td></td>
<td>Criminal Law</td>
</tr>
<tr>
<td></td>
<td>Contract Law (Your rights when buying goods and services including a motor vehicle)</td>
</tr>
</tbody>
</table>
MATHEMATICS B

This subject is aimed at students who enjoy mathematics and are considering a career path that will involve the further study of mathematics. Consequently, students considering Mathematics B in the senior school are advised to take this subject as it will serve to consolidate the work covered in the junior course and provide a foundation for the start of their senior studies.

The course will extend some topics covered in the junior course, introduce some ideas from the senior courses and occasionally visit concepts that occur in neither.

The existing knowledge base of the students will be strengthened through its application to unusual branches of mathematics and problem solving in real-life situations. The analysis of physical situations and patterns followed by the development of mathematical models will be a focus of this course. For example, students may research the motion of a pendulum, the geometry of non right-angled triangles, or the nature of tessellating patterns with the aim of fitting situation-specific mathematical models. Alternatively, data may be collected directly from experiments conducted by the students.

To prepare students for their senior mathematics course, assessment will mirror the format used in the senior school. Thus, students will be assessed through the use of both exams and assignment work in the form of extended modelling and problem solving tasks.

Each semester of the course offers stand-alone topics - students may select this subject for the full year without repetition of coursework, or chose to participate for a single semester only.
MUSIC

Why study Music? A very good question.

“Music enhances the process of learning. The systems they nourish, which include our integrated sensory, attention, cognitive, emotional and motor capacities, are shown to be the driving forces behind all other learning.” Konrad, R.R., Empathy, Arts and Social Studies, 2000

“There is nothing more notable in Socrates than that he found time to learn music - and thought it [was] time well spent.” Michel de Montaigne

These are very good answers as to why Music is a valuable inclusion in our junior curriculum.

The subject of Music at St Patrick’s College reflects the Brisbane Catholic Education Learning Framework in which students are empowered to be lifelong learners. The qualities of a lifelong learner are outlined as:

- Designer and creator;
- Active investigator;
- Leader and collaborator;
- Community contributor;
- Effective communicator;
- and Quality producer.

Music supports students in this journey.

Through a range of units and activities, students investigate the evolving history and impact of culture on various musical styles. They will participate in activities such as aural perception, expand their current knowledge of notation and rhythm, and take part in composition and performance. Students will then have opportunities to put these skills into practice through involvement in public performances, both at school and in the wider community. Therefore, there may be times during or after school hours when students will be invited to perform. Students who cannot perform outside school hours will not be disadvantaged.

Students are encouraged to develop their own style, while being exposed to various popular styles in history. They have opportunities to work as part of a group and/or as an individual performer.

Assessment is of a practical, compositional and theoretical nature and students are assessed mostly on an individual basis, with minimal group-work criteria. Digital resources will be explored as a means of composing where students will have the opportunity to layer tracks and mix audio with visual.

Units studied across years 9 and 10 include Film Music, Musical Theatre, Country Music, Classical, Instruments and World Music, Get up Stand up and a choice of student’s own style.

Primarily, Music at St Patrick’s College is designed to be an avenue for: exploring creativity; building theoretical knowledge and skills, adding life and colour to the school community; contributing to the wider community; and students reaching their full potential.
PHYSICS

Karl Kruszelnicki – known as Dr Karl says “Do Physics first”

Physics is the most fundamental of sciences. It is the scientific study of matter and energy and how they interact with each other. This energy can take the form of motion, light, electricity, radiation, gravity...just about anything. Physics deals with matter on scales ranging from sub-atomic particles to stars and even galaxies.

Year 10 Physics elective course is an opportunity to develop a depth of understanding of fundamental concepts, explanations and theories of matter and energy. The intention of this elective is to provide a smooth transition into any of the senior sciences. A variety of teaching strategies will be used to meet the need of all students and will include hands-on activities and appropriate technology such as temperature probes, light meters, PV cells, solar cars and rangers. These probes allow students to perform new experiments with measurement not previously obtainable in the classroom. Students will learn through inquiry.

SPORT & RECREATION

Within our society there is an increasing emphasis on our overall health and well-being. Participating in sport and recreational pursuits provides an opportunity for any person to improve these aspects of their life.

Sport and Recreation aims, through physical activity, to develop these attributes within our students. Students who enjoy the practical aspects of their HPE classes would be most suited to this subject.

The focus would be on working through a range of sports and games based on student interest, climate and available facilities. Students would be involved in coaching, umpiring and participating in chosen sports or recreational activities. It is hoped that each individual will gain personal enjoyment and further development of their practical capabilities. VISUAL ART

<table>
<thead>
<tr>
<th>Semester</th>
<th>Topics</th>
<th>Assessment Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Drawing – still life and portraiture Printmaking</td>
<td>Appraising Folio Visual Journal Body Of Work (including documentation)</td>
</tr>
<tr>
<td>2</td>
<td>Sculpture – Ceramics/Mixed Media Painting – Expressionism</td>
<td>Appraising Folio Visual Journal Body Of Work (including documentation)</td>
</tr>
</tbody>
</table>

In Year 10, the fundamentals of drawing and creative design are further developed. Students explore a range of techniques and the elements and principles of design. There is a strong carry-through into the fields of drawing, printmaking, sculpture and painting. Art appraising activities are allied to the practical work completed in class.

Emphasis is on the development of students’ own decision making skills as their understanding of elements and principles of design increases.

In preparation for Senior Art, students begin to learn more rigorous procedures for the planning, documenting and appraising of artworks.
LIFE SKILLS

The aim of this subject is to foster the development of skills that will promote optimal health and well-being in the individual, both now and for the rest of their lives.

To achieve this, students will be exposed to a range of activities and modules of work that investigate such topics as: self-understanding and awareness; relationship with self, others and the world in which they live; the role of the individual as well as the role of a group member; effective communication and collaboration; as well as reflecting on and reviewing many of the areas covered during the Year 8 phase of the program.

In conjunction with these learning experiences, students will also undertake a Certificate II in Workplace Practices (30981QLD) (subject to approval by QSA) in Year 10 continuing into Year 11. Workplace Practices is designed to maximise young people’s employability potential in small, medium or large enterprises by equipping them with knowledge, skills, generic and specific competencies that enable them to:

- Meet the demands of the workplace as a proficient ‘worker’
- Plan and manage own skills development and employment options by understanding the interdependencies among formal and informal lifelong learning and gaining and maintaining employment in an unpredictable labour market in changing work and employment environments

The expected completion time for a Certificate II in Workplace Practices is 3 semesters plus 50 hours of structured workplace learning. To be issued with this qualification, you must successfully complete all seven (7) core units of competency which comprise the course.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCOMM201A</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>BSBIND201A</td>
<td>Work effectively in a business environment</td>
</tr>
<tr>
<td>BSBWHS201C</td>
<td>Contribute to health and safety of self and others</td>
</tr>
<tr>
<td>GENENP201C</td>
<td>Undertake an individual or team enterprise project</td>
</tr>
<tr>
<td>GENJAS201C</td>
<td>Manage personal employment options</td>
</tr>
<tr>
<td>GENPCD201C</td>
<td>Manage career planning and further learning</td>
</tr>
<tr>
<td>GENSWL201C</td>
<td>Participate in structured workplace learning 2</td>
</tr>
</tbody>
</table>

Assessment and training may be conducted at school, at the workplace, off-the-job training, at a training organisation, during regular work, or through work placement, work simulation or any combination of these. Assessment of the units of competency is competency and criteria based. This means that once you can demonstrate that you can do all of the tasks required in a module you will be given credit for that module. On completion of the competencies, you will receive appropriate certification listing the competencies and industry competency standards. If all competencies are successfully completed, certification will indicate this. Completion of a Certificate II in Workplace Practices can contribute 4 credits towards your QCE.