Dear Students,

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.

While you should be aware of what you might need for future study and employment, it is important that you choose subjects which interest you and which you enjoy. In all of these subjects, you will be challenged to develop skills in working with people, in making decisions, in assessing information critically, and in presenting your work. These will be important in the future. Make the most of this time: be aware of your learning and take control of it.

Please read this information booklet carefully so that you can make wise choices. Discuss these with your parents and teachers.

Take every opportunity to “Let your light shine” so that this year will be fulfilling and interesting. At this stage of your learning ‘how’ you study is more important than ‘what’ you study. They are important formative years as you establish learning patterns that will stay with you for a very long time.

Karen Harrison
Principal
GENERAL INFORMATION

St Patrick’s College Mission Statement

St Patrick’s College aspires to be based on Gospel values of love, forgiveness, care, respect, sensitivity and justice.

We strive to:
• witness to belief in God and the Christian way of life in our dealings with each other and the wider community,
• foster and celebrate the talents and potential of each member of our school community,
• promote intellectual, spiritual, emotional, social and physical development to the full, and
• foster a deepening personal commitment to God.

The College badge and motto were designed to encompass the aims and ideals of Catholic Education in St Patrick’s Parish, Gympie.

Let Your Light Shine

Fostering talent, Providing challenge, Pursuing wisdom

We aim to develop the talents, skills and attributes of our students. However, it is important that they are challenged to further develop these themselves. The overall goal of education is for the students to become wise. This is a life-long process and the College aims to assist them in this journey.
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THE YEAR 10 CURRICULUM

In 2015, you will be studying the following core subjects:

- Religious Education
- English
- Mathematics
- Science
- History
- Health & Physical Education
- Life Skills

The Maths teachers will place you in either the Mathematics or Mathematics Extension (the more difficult Maths) class depending on results in 2014.

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.

Elective subjects:

<table>
<thead>
<tr>
<th>The Arts:</th>
<th>Information &amp; Communication Technologies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Art</td>
<td>Film &amp; TV</td>
</tr>
<tr>
<td>Drama</td>
<td>Business</td>
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<tr>
<td>Music</td>
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<tr>
<td>Dance</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Industrial Technology &amp; Design:</td>
<td>Humanities:</td>
</tr>
<tr>
<td>Graphics</td>
<td>Geography</td>
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<td></td>
<td>Legal Studies</td>
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<td></td>
<td>Economics</td>
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<td></td>
<td>Philosophy &amp; Reason</td>
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<td></td>
<td>Physical Education:</td>
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<tr>
<td></td>
<td>Sport &amp; Recreation</td>
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</tbody>
</table>

| Extension Units: |                                                              |
|------------------|                                                              |
| English Studies  |                                                              |
| Physics          |                                                              |
| Chemistry        |                                                              |
| Mathematics B    |                                                              |

You will make your elective subject choices using Subject Selection Online at www.countrynet.net.au. To do this, you use their College student code and a PIN provided by the College. You will work through the program to indicate your first six preferences as well as your six reserve preferences (in order of preference). In Term 4, you will be allocated subjects. Parents will then approve your selections.

You are advised to choose subjects:

- which you enjoy,
- which will help you reach your chosen course and career goals, or at least keep many careers open to you, and
- which will develop skills, knowledge, and attitudes useful throughout your life.
It is helpful to have some ideas about possible career choices at this stage, even though you may change plans or review decisions. During these years, the College Counsellor may be able to help you get started by giving you some suggestions on how to investigate jobs and how to approach career decision making. The following resources are available and give information on subjects, courses and careers:

- *Queensland Job Guide* and other careers information
- *Job and Course Explorer (JAC)* computer program
- *Queensland Tertiary Courses Guide*
- *Career Voyager Computer Program*

Your choice of subjects and degree of success with them now may affect your choice later in Years 11 and 12. Success at the highest level of Mathematics is necessary if you wish to study Maths B and C, Physics and Chemistry. While other subjects may be commenced in Year 11 without prior study, it is advantageous to have studied the corresponding subject earlier, for example, having studied Junior Graphics helps if you wish to study Senior Graphics. It also means that you will have a greater understanding of what is involved in this subject, and so will know if you enjoy it and do well in it.

In Years 11 and 12, you will decide whether you wish to be eligible for an Overall Position (OP). You will probably choose this if you do well at academic subjects and hope to go to university. You will probably choose more vocational subjects if you are much better at practical subjects, and hope to go to TAFE or find a job immediately after Year 12. You still need effort and hard work. There is no “easy option”.

Be honest about your abilities and realistic with your career aims. There is little to be gained by continuing with or taking advanced levels of subjects that have proved difficult even after you have put in your best effort. Similarly, if your career aims require the study of certain subjects, consider whether you have the ability and determination to work hard enough to achieve the necessary level of results in those subjects. In senior, you need to pass subjects (Sound Achievement) for them to contribute to the Queensland Certificate of Education.

If you need more help, then seek it. Talk to your parents, teachers, the Deputy Principal and the College Counsellor.
**ACHIEVEMENT**

**Homework and Study**
Students are encouraged to spend about 8 to 10 hours per week on school work at home. This is an average of 12 minutes per subject per night.

This time should be spent doing set homework (usually due the next day), assignments (which may be due in 1-2 weeks), and extra work/revision that the students set for themselves (study).

At the beginning of each semester, assessment planners are provided on the College website. These detail the assignments and examinations for each subject for the semester. They should help students use their time effectively. For example, up to five assignments might be due in a particular week. In this case, the students need to be working steadily on these before that time to avoid 'last-minute' panic.

**Assessment**
Students are assessed using a range of instruments depending on the particular subjects. These include instruments such as end-of-term formal examinations, assignments, folios of work, practical exercises, and oral presentations.

As well as providing information about the student’s performance in the subject, assessment is used to help the student attain better results. It provides a learning experience for the student whose performance should improve when similar assessment instruments are used again. It also allows feedback to the student, so that action may be taken to improve the results.

The assignment policy is detailed in the Student Diary. Of particular note are the sections on extensions of time, timeliness, oral assessment and plagiarism.

**Reporting**
School reports are issued at the end of Terms 1, 2 and 4.

The Term 1 report is a report designed to indicate how successfully the student has adapted to the new year level. It is followed up with Parent-Teacher meetings to allow this to be discussed. Similarly, the Semester 1 report is followed by Parent-Teacher interviews in July. If parents have a concern about their child’s progress, appointments with the relevant teacher(s) may be made during the year.

The reports indicate progress, showing overall achievement in the subject. More information is given by the results in the dimensions of the subject. While not all students can be high achievers, there is cause for concern if a teacher’s comments indicate that the attitude towards a subject is negative.
CO-CURRICULAR ACTIVITIES

Sport

Sport forms an important part of the overall curriculum. All students are expected to participate in the College’s sporting program which includes Inter-House Competitions, Inter-School Carnivals and Sport/Activities.

Special activities

All students celebrate special days including St Patrick’s Day.

Students have the opportunity to be involved in a range of extra activities. These include:
- National English, Maths and Science competitions
- Maths Problem Solving Competition
- Maths Challenge
- Class liturgies
- Tournament of Minds
- Debating
- Public speaking competitions

In Year 10, students participate in Peer Support and First Aid in September and a Retreat in November.

LEVIES

The College charges compulsory levies to cover costs including student diaries, ID cards, national competitions, sports carnivals and drama performances.

A number of subjects attract levies for the cost of consumables or hire charges provided. These include Industrial Technology & Design, Engineering Studies, Art, Home Economics, Graphics, Drama.
RELIgIOUS EDUCATION

Religious Education consists of two distinct but complementary dimensions, namely an educational dimension and a faith dimension.

- The first dimension most commonly referred to as the classroom teaching and learning of religion, is focused on Religious Education as an educational activity. It utilises a range of teaching and learning processes and resources.
- The second dimension, faith formation, is reflected in the religious life of the school as well as in the family and parish.

In Years 9 and 10 our aim is to promote the development of knowledge, skills and values that students need to participate as lifelong learners within church and community contexts. Students will also be challenged to discover their religious voice in our contemporary society. Students will be actively involved in constructing understandings of the Catholic tradition as well as acknowledging other traditions, the nature of religion and its place in life and Australian society.

This key learning area has been organised into four strands:

2. **Beliefs** – about God and Trinity, about Human Existence, from World Religions
3. **Church** – Liturgy, Sacraments, Meaning of ‘Church’ as a people, Church History
4. **Christian Life** – Moral Formation, Mission, Social Justice, Prayer and Spirituality

These strands are combined into the themed units from Year 9 through Year 10:

- **Making Sense of Jesus – Learning from the Past – Living Justly –**
- **A Religious Response to the Modern World – The Mystery of God – Responding to the Times –**
- **Making Amends, Looking Forward – A Religious Voice in the World.**

Celebration of the highlights of the Church’s liturgical calendar – Lent, Holy Week, Pentecost, Advent, St Patrick’s Day are seen as an important aspect of the program, as is participation in the Year 10 Retreat in Term 4.

Prayer as a focusing and reflective moment is an important part of the Religious Education in the College. It also connects us with our history and Catholic Identity. Prayer is included as part of the daily life of the College, and is part of Religious Education lessons, class liturgies, homeroom prayer, Assembly liturgies, the Mass and the Sacraments.

Raising awareness and encouraging advocacy through mission, justice activities and fundraising in the College and wider community continue to be part of the religious life of the school and connect us with our school’s Catholic Identity – acting the values and message of Jesus in our contemporary society.
ENGLISH

English aims to prepare students for the range of language use they will need in their present and future lives; to participate as active members of family and community life; to have the language skills to undertake further formal and informal study and perform paid and unpaid work; and to participate in a range of activities which involve literature, drama and the mass media.

To this end, activities in English are designed to refine the student’s ability to compose and comprehend spoken and written English - fluently, appropriately, effectively and critically - for a wide range of personal and social purposes.

<table>
<thead>
<tr>
<th>UNITS – 10 ENGLISH</th>
<th>TYPICAL ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Speaking</td>
<td>Persuasive or Expository Speech</td>
</tr>
<tr>
<td>Media Study: documentaries</td>
<td>Review of documentary</td>
</tr>
<tr>
<td>Issues in Novels and Poetry</td>
<td>Analytical Essay: Novel</td>
</tr>
<tr>
<td></td>
<td>Imaginative Transformation: Poetry</td>
</tr>
<tr>
<td>Wider Reading and Viewing: Crime Fiction and Travel Writing</td>
<td>Wider Reading Assignment</td>
</tr>
<tr>
<td>Taste of Shakespeare</td>
<td>Dramatic Transformation or Seminar</td>
</tr>
</tbody>
</table>

Success in this subject usually results from an extensive and varied participation in activities that use language. Students are therefore encouraged to be involved, not only in activities within English classes but also in a range of other activities such as assemblies, public speaking, debating and working competitions. Students are also encouraged to develop habits of wide reading in their leisure time.
MATHEMATICS

As with all year levels at St. Patrick’s College, the Year 10 Mathematics course aims to ensure that students:

- become confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens.
- develop increasingly sophisticated understanding of mathematical concepts and fluency with processes, able to pose and solve problems and reason in number and algebra; measurement and geometry; and statistics and probability.
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

The content strands introduced in previous years are continued and extended, as shown below:

<table>
<thead>
<tr>
<th>CONTENT STRANDS – Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NUMBER AND ALGEBRA</strong></td>
</tr>
<tr>
<td>1. FINANCIAL MATHEMATICS</td>
</tr>
<tr>
<td>2. PATTERNS AND ALGEBRA</td>
</tr>
<tr>
<td>3. LINEAR AND NON-LINEAR RELATIONSHIPS</td>
</tr>
<tr>
<td>4. REAL NUMBERS</td>
</tr>
</tbody>
</table>

The assessment will continue to reflect the four ACARA proficiency strands (Understanding and Fluency, Problem Solving and Reasoning) and will include both supervised examinations and assignment work.

The typical progression through the Mathematics courses is displayed in the flow chart below:

All students at St. Patrick’s College participate in the Australian Mathematics competition. Throughout the year, a variety of extension activities are offered, including the Australian Mathematics Challenge, the QAMT Problem Solving Competition, and the QAMT Maths Teams Challenge.
SCIENCE

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world.

The Australian Curriculum: Science provides opportunities for students to develop an understanding of

- important science concepts and processes,
- the practices used to develop scientific knowledge,
- the contribution of Science to our culture and society, and its applications in our lives.

In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Atomic theory is developed to understand relationships within the periodic table. Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

To help achieve this learning the College has four laboratories.

Assessment

Student assessment will focus on key words; describe, analyse, explain and evaluate.

Students will be assessed for evidence of

- Understanding of the content and concepts
- Appropriate methods and processes of scientific investigation
- Arguments or explanations based on a scientific perspective using appropriate scientific language and a variety of communication types.

This will be achieved by a combination of Supervised Assessments, Research Tasks, Experimental Investigations and Scientific Reports.
HEALTH AND PHYSICAL EDUCATION

There is an increasing emphasis today on our health and well-being. Health and Physical Education offers students the opportunities to develop knowledge, processes, skills and attitudes for making informed decisions about:

- Their health and the health of others.
- Physical activities and leisure activities to pursue and engage in.
- The organisation and implementation of physical activities and training processes.
- Developing and expanding their personal well-being.

These opportunities are provided during practical and theoretical lessons. Four HPE lessons are timetabled per fortnight – consisting of practical lessons and theory lessons.

Examples of Practical units:
- Tee Ball / Softball
- Basketball
- Touch
- Cricket
- European Handball
- Aerobics
- Athletics
- Netball
- Volleyball
- Soccer
- AFL
- Hockey
- Minor Games, eg Skittles, Ultimate
- Fitness
- Softcrosse

Active engagement in physical activity is the major emphasis within this subject. We ask all students to ‘have a go’ and to interact with all members of their class. Students are required to wear their sports uniform and to implement Workplace Health and Safety requirements as well as Sun Safety requirements for their practical lessons.

For each theory lesson, although students will have the use of their laptops, students will still be required to keep a theory notebook. If a student is absent, it is their responsibility to catch up with work they miss. Theory units implemented in Year 10 include: Training Programs and Skill Analysis.

Assessment in Health and Physical Education includes exams, assignments, projects, reports in the theory component and continuous evaluation of participation, sportsmanship, skills and game play in the practical component.
HISTORY

History is a disciplined process of engagement and inquiry into the past that develops students’ curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

The curriculum takes a world history approach within which the history of Australia is taught and studied. This assists students to appreciate Australia’s distinctive path of social, economic and political development, its position in the Asia-Pacific region, and its global interrelationships. This knowledge and understanding is essential for informed and active participation in Australia’s diverse society.

History aims to ensure that students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

The Australia Curriculum requires three depth studies per year, with some time provided for brief linking or current interest topics. The subject topics covered from the Australian Curriculum list are:

1. World War II
2. Rights and Freedoms in Australia post WWII
3. A selection of
   a. Popular Australian Culture post WWII
   b. Migration Experiences involving Australia post WWII
   c. Environmental Movements (as part of contemporary Australian social/economic identity) post WWII

Assessment:

Assessment items include Stimulus Response Exams, Research tasks, in class exams, multi-modal responses, and field study from the class excursions.
**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) 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 maintain 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>
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</thead>
<tbody>
<tr>
<td>BSBCMM201A</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.
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>
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<tbody>
<tr>
<td>BSBCMM101A  Apply basic communication skills</td>
</tr>
<tr>
<td>BSBITU101A  Operate a personal computer</td>
</tr>
<tr>
<td>BSBITU202A  Create and use spread-sheets</td>
</tr>
<tr>
<td>BSBSUS201A  Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>BSBIND201A  Work effectively in a business environment</td>
</tr>
<tr>
<td>BSBWHS201A  Contribute to health and safety of self and others (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.

Economics is about choice and making decisions. Every day on the news we hear terms like stock market, global trade, exchange rates, environment, government, and tax. Economics helps students understand these terms and others, comprehend media articles, political statements and daily business developments. In our complex world, everyone needs to have an understanding of basic economic principles. For example; buying a car, deciding how to vote, buying shares, or investing in a business.

An understanding of economic issues is therefore vital for a career in management, advertising, business, journalism, politics, and many others.

- Environmental Economics is an interesting new area of economic studies – a fusion of science, engineering, business and economics.
- Government and business decisions are linked to world events, we need to understand the global economy. Economic principles give students a better understanding of the way things work.

So by studying Economics, students get more value from their other subjects and are better equipped for participating in society. Hopefully students will develop a broader perspective on the modern world. Sample Topics include the Stock Market, Economics of Population, and Policies.

ENGINEERING STUDIES

Year 10 can mark the end of technology education for some students and the beginning of a particular pathway in such learning for others. Year 10 Engineering Studies provides a foundation for our senior subjects, Building and Construction, and Engineering studies.

In the context of metal fabrication and design, students should

- identify and analyse scenarios, developing solutions to increasingly open-ended design challenges
- use their increasing understanding of the impacts of technology to move beyond individual concerns to wider contexts of local and global communities and environments
- apply increasing dexterity to a wider range of tools and processes; finer degrees of measurement and device control are employed, with products that demonstrate increasing competence in technology skills and decision making
- refine team and individual work practices

Students will develop hand skills necessary to manipulate metal and in the process fabricate practical jobs for use around the home. These jobs will increase in complexity and introduce students to a growing variety of metal working machinery. A variety of metal products will be used throughout the course, exposing students to a range of techniques used for working sheet metal, solid steel and a number of alloys.
ENGLISH STUDIES

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.

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 script/shot 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>
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<tbody>
<tr>
<td>10</td>
<td>Textiles</td>
<td>Food Studies</td>
<td>Textiles</td>
<td>Food Studies</td>
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<tr>
<td></td>
<td>Garment Sewing</td>
<td>Nutrition Part A</td>
<td>Toy Making</td>
<td>Nutrition Part B</td>
</tr>
<tr>
<td>Assessment: Pyjama pants</td>
<td>Assessment: Fad Diet Assignment (theory and prac) Formal Exam</td>
<td>Assessment: Stuffed animal</td>
<td>Assessment: Design a tuckshop menu (theory and prac) Formal Exam</td>
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</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 focuses on working with wood. It 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.

**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 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 against the criteria set out in junior syllabus.

**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.

Topics:
- Introduction to the Legal System
- Human Rights
- Criminal Law
- Contract Law (Your rights when buying goods and services including a motor vehicle)
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

“Musical training increases brain volume and strengthens communication between brain areas.”
Christopher Bergland, Psychology Today, 2013

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

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 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 Music, Instruments and World Music, Get up Stand up, and a choice of student’s own style.

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.
PHILOSOPHY AND REASON

Philosophy is not a collection of vague theories, but rather an activity. And it is an activity that every human being engages in on a daily basis. Our actions and opinions are always influenced by some kind of reasoning and thought – even if it is somebody else’s thought and not our own.

This course explores how philosophical ideas are present in almost every aspect of human life. In particular we will study how philosophy has influenced contemporary film, art and novels. Some key thinkers and turning points in the history of ideas will also be studied.

The students will also have an opportunity to research a topic of their own choice. Some potential options for research will include:

- A biographical study of a significant philosopher
- How a ‘Big Question’ has been answered in different time periods by different people, for example: ‘What is beauty?’, ‘What is justice?’, ‘What is human consciousness?’
- How the questions of life, ethics, society and the universe have been explored by different cultures in other times and places – e.g. ancient Chinese philosophy, Greek philosophy.

This course gives the students ample opportunity to practice the important skills that are valuable for senior studies: critical thinking, analysis, reflection, research and inquiry.

Over 2500 years ago, the famous Heraclitus of Ephesus said ‘We should not act and speak as though we were asleep’. Study philosophy and choose to be wakeful person!

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>Composition; Drawing – advertising and promotion</td>
<td>Appraising Folio, Visual Journal, Body Of Work (including documentation)</td>
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<tr>
<td></td>
<td>Wearable Art</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sculpture – Ceramics/Mixed Media Painting</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, design, 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 and documentation 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.