



St Ursula's College

TOOWOOMBA

YEAR 10 SUBJECT HANDBOOK

2019

CRICOS No. 03033M



St Ursula's College

TOOWOOMBA

St Ursula's College, a Catholic educational and residential community in the Ursuline tradition, is dedicated to the education and care of young women.

We strive to create learning opportunities that will encourage students to take responsibility for their own thinking and learning, so that they may become more resourceful and empathetic young women who seek:

- ***the development of a personal faith and spirituality***
- ***participation and leadership in all facets of today's and tomorrow's world.***

The challenge for all is to model relationships within and beyond our community based on:

- ***mutual respect***
- ***tolerance and acceptance***
- ***care for the individual and the environment***
- ***interdependence and collaboration***
- ***service***

so that our students, growing in wisdom, justice and integrity will contribute responsibly to their own transformation and that of society.

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ACADEMIC CARE

At St Ursula's College, education is focused on both the *heart and mind* and therefore we believe girls learn best when they feel safe, nurtured and valued. One of the important ways we address this is by the value we place on the role of Academic Care in the College. It underpins all we do both within the classroom and outside. It is the College's response to the understanding that each student and her development are the focus of all activities which take place in the College.

To ensure that your daughter is supported and encouraged in all aspects of her development, **pastoral care and academic progress are inextricably linked through the Academic Care structures that are in place.**

The Pastoral Care teacher is a very important part of this structure – this person is the link between home and the College. This person meets with students on a daily basis to work on helping them to become responsible, autonomous people who are able to achieve and maintain quality relationships.

Each year group has a Head of Year that aims to develop quality learning environments where students enjoy learning, are motivated, self-directed and feel empowered to take risks as learners. They provide learning experiences and activities that develop relationships that allow all students to feel valued, safe and supported and encourage and promote opportunities for students to develop leadership skills, and support student involvement in other aspects of College life, e.g. Service groups.

The Head of Year is ably assisted by our College Counsellors, Learning Enrichment staff, Careers Adviser and Vocational Education Co-ordinator.

Our goal for your daughter is that she feels valued and safe at the College and in the greater community. We aim to achieve this by providing her with a skill set that includes resilience, confidence, interdependence, respect for others and themselves. We hope she will become more resourceful and empathetic as she navigates her way through high school life.

St Angela Merici, who founded the Ursuline Order, encourages us through her writings to “*have each person deeply fixed in our hearts and minds and not just their names but their background and character and everything concerning them*” (Second Legacy). Therefore the notion that **quality teaching and learning cannot happen if there is not a firm grounding in Pastoral Care** sustains our commitment to ensuring that our students are engaged with each and every learning opportunity, be it academic, personal or social.

At St Ursula's College the Pastoral Care organisational structures ensures that each girl receives the best care possible in a safe and caring environment. This structure consists of:

- The Pastoral Care group – the student is placed in a small Pastoral Care group where they will remain for the time they are at the College. This group is vertical which allows the older students to mentor and care for the younger ones, whilst developing their leadership skills. The Pastoral Care teacher, who meets with the group each morning and afternoon, is the key link between the College and home. They are there to guide, support, challenge and advise the students ensuring that the relationships formed are based on mutual respect, tolerance and acceptance.
- House groups - each student belongs to one of the four House groups. All members of the Pastoral Care group belong to the same House, which allows for the students to engage in team work and spirit, strengthening their experiences and connections to our community.

- Head of Year - the students have a specific Head of Year who works with them on a year level basis, providing education and support on issues relevant to their age group. They promote the ethos of the College through activities which challenge the girls to transform their lives and the lives of others.
- College Counsellor – the counsellor is able to assist with individual learning issues, social problems and any other issues which impede the young person's ability to live a full and energetic life, ensuring success in their learning.

THE CURRICULUM

ST URSULA'S COLLEGE STATEMENT FOR CURRICULUM AND LEARNING

At St Ursula's College, 'curriculum' embodies all of the learning experiences of our students, both inside and outside of the classroom. All learning experiences are designed for a girl's education within a community that is *connecting with life* in the twenty-first century.

Transformative Learning for Young Women

Learning at St Ursula's College is framed as 'transformative learning' for contemporary young women within the context of a hopeful and faith-filled community. At St Ursula's College *"...we actively foster a love of learning for a lifetime of purposeful engagement in the world of the twenty-first century. Teaching is learner-centred. The potential of each learner is nurtured and challenged to enable full and transformative participation in the world."* (College Strategic Plan: 2011-2015: p.6) Students and teachers seek learning opportunities that embrace positive change (transformation); emphasise our connection with Serviam, with others and with our world; and challenge us to be future focussed learners.

Our community is feature focussed by

- confident innovation
- reflection and responsiveness
- individuality and interdependence
- service and justice

Key Characteristics of Teaching and Learning at St Ursula's College:

- A vibrant Professional Learning Community that seeks learner-focused pedagogical excellence
- An integrated holistic approach with a focus on academic rigour and deep disciplinary learning
- A diverse curriculum with emphasis on design, creativity and collaboration
- Learning that foregrounds the importance of caring for the individual and relationships based on mutual respect, tolerance and acceptance
- An integrated service and justice approach including a particular emphasis on women, the environment and future sustainability
- Innovative, sustainable approaches to enhancing the human, physical and technological resources that will support twenty-first century thinking and learning

Transformative Learning at St Ursula's College

Key objectives:

- **Transforming self: From girl to young woman – connecting spiritually, intellectually, socially**

Each student is viewed as a unique individual whose journey through St Ursula's College will foster strong academic and thinking skills, self-discovery and personal integrity.

We will nurture, guide and challenge her to:

- learn with the heart as well as the mind
- develop her personal faith and spirituality
- understand that learning can be both rigorous and enjoyable; that it is lifelong and lifewide
- take personal responsibility for her own learning so that she may reach her highest potential
- discover and develop her individual interests, gifts and talents – creative, vocational, intellectual, physical and social
- focus on the attitudes and perceptions and habits of mind that enable positive and productive thinking and learning
- learn collaboratively with respect for others' background, ideas and perceptions
- think deeply and critically, respond reflectively and innovate confidently
- extend and refine her knowledge and skills so that she may become a well-informed, highly skilled and confident contributor to her world
- use her knowledge and skills meaningfully in the service of others, her community and her world

- **Transforming her community: Young women – connecting and contributing**

Each student at St Ursula's College is an integral member of the College and wider community – a hopeful and faith-filled community that is connecting with life.

We will nurture, guide and challenge her to:

- develop and foster healthy, life-giving relationships for personal and communal resilience
- be responsive to, and affirming of, the stories, skills and talents of others
- respect and celebrate diversity – one's own individuality, the individuality of others and the value of interdependence
- integrate and extend her knowledge, understanding and skills through meaningful relationships with others and within her community
- seek, initiate and engage with service learning opportunities
- confidently seek innovative solutions to community issues – particularly with respect to issues of justice, sustainability, the environment and women
- become a resourceful and empathetic young woman who seeks participation and leadership in her community
- know, tell and celebrate the core stories of our community ... the stories of Jesus, St Ursula, Angela Merici, the College and the Ursuline story
- understand her place, responsibility and potential as a member of the global community of Ursuline educated young women
- seek authentic links and partnerships within the College community, the community of Ursuline schools and her wider community

- **Transforming her world: Young women making a difference – connecting with life**

Learning at St Ursula's College is designed to equip each young woman with the desire, confidence, knowledge and skills for purposeful engagement in her world – initially as a student but primarily for life beyond school.

We will nurture, guide and challenge her to be:

- a resourceful and empathetic young woman who seeks participation and leadership in the world beyond school
- a capable and confident young woman who continually seeks opportunities for lifelong and lifewide learning and service
- a young woman, who discovers, sustains and celebrates positive life-giving relationships
- a woman whose life work incorporates service, justice, sustainability, care for others and the environment
- a woman who seeks to empower and enable others to transform themselves, their community and their world
- a woman of wisdom, justice and integrity who is purposefully connecting with others and with life – in all its diversity, richness and most sacred forms.

The St Ursula's College Curriculum and Learning Statement underpins all curriculum decision-making and planning processes. As we seek to fulfil these objectives, we build upon the legacy and example of St Angela Merici. As Angela faced new challenges by looking for new and transformative possibilities, so too is the St Ursula's College community called to ensure that the young women in our care are offered a nurturing, challenging and hopeful educational environment so that they can learn, grow and develop the skills and confidence to positively transform their world.

ST URSULA'S COLLEGE Teaching and Learning Framework

St Ursula's College from its inception in 1931 has been committed to providing innovative practice in teaching and learning. This framework has been an initiative engaging the entire teaching community at the College. In its collation and formulation the core values of Ursuline education and the writings of Angela Merici have always been at the centre. The resulting document *Our Learners, Our Teachers, Our Women* will provide a guide to our staff and a foundational document for how we as Ursuline educators approach our day-to-day teaching.

This framework is how as educators we can guide, nurture and challenge our learners to become "Serviam" women. St Ursula's College Toowoomba believes that teaching occurs both inside and outside the classroom to foster young women of excellence, wisdom, justice and integrity.

CORE COMPULSORY UNITS

SUBJECT	COMPULSORY UNITS
ENGLISH Literacy Short Course	Studied all YEAR
MATHEMATICS: (One of) Preparation for Mathematics Methods Preparation for General Mathematics Preparation for Essential Mathematics/ Numeracy Short Course	Studied all YEAR
RELIGION AND ETHICS An Applied/ATAR	REE101, REE102, ONE (1) unit from REF103 or REM103 and REE104
SCIENCE	All Year
HISTORY or HUMANITIES	One SEMESTER of either History or Humanities
HEALTH & PHYSICAL EDUCATION	One SEMESTER

Elective Units

Students can then choose to study four (4) elective subjects per year. Each is studied for a semester. Subjects are offered dependent on student interest and College resourcing availability.

ARTS

Why study The Arts?

The Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflects distinct bodies of knowledge, understanding and skills.

St Ursula's College offers all five Arts subjects: Dance, Drama, Media Arts, Music and Visual Arts.

All subjects within our Arts program facilitate the creative and practical realisation of ideas. Creative thinking is a fundamental strategy in the experimentation, refinement and resolution of an artwork and takes into account logical, critical and aesthetic considerations.

Critical thinking, communication, creative thinking, collaboration and teamwork, personal and social skills and ICT skills are identified and reflect a common agreement, both in Australia and internationally as the 21st century skills and attributes students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. (QCAA 2015)

These 21st century skills are embedded in the objectives and subject matter of all Arts units at St Ursula's College. Studying subjects in the Arts gives students the opportunity to experiment with and build confidence in applying these skills.

Each subject focuses on its own practices, terminology and unique ways of looking at the world.

- **In Dance**, students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance, and appreciation of and response to dance and dance making.
- **In Drama**, students explore and depict real and fictional worlds through use of voice, body language, gesture, and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama.
- **In Media Arts**, students use communication technologies to creatively explore, make and interpret stories about people, ideas and the world around them. They engage their senses, imagination and intellect through media artworks that respond to diverse cultural, social and organisational influences on communications practices today.
- **In Music**, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and space and critically analyse music. Music practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians.
- **In Visual Arts**, students experience, imagine, explore and create with reference to their own ideas, concepts of artists, artworks, world and audience. Students learn by engaging in critical and creative thinking, through and about visual arts practices and technologies by using problem solving techniques in the fields of art and design. Students develop practical and analytical skills which inform their work as artists and audience.

Assessment

All assessment in Arts subjects reflect the interrelated strands of **making** and **responding**.

- **Making** includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions.
- **Responding** includes exploring, responding to, analysing and interpreting artworks.

All Year 10 Units are semester length.

DANCE

Dance is expressive movement with purpose and form. Through dance, students represent, question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, spiritual and physical communication. Like all art forms, dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Dance enables students to develop a movement vocabulary with which to explore and refine imaginative ways of moving individually and collaboratively. Students choreograph, rehearse, perform and respond as they engage with dance practice and practitioners in their own and others' cultures and communities.

Students use the elements of dance to explore choreography and performance and to practise choreographic, technical and expressive skills. They respond to their own and others' dances using physical and verbal communication.

Active participation as dancers, choreographers and audiences promotes students' wellbeing and social inclusion. Learning in and through dance enhances students' knowledge and understanding of diverse cultures and contexts and develops their personal, social and cultural identity.

Dance will enable students to develop:

- body awareness and technical and expressive skills to communicate through movement confidently, creatively and intelligently
- choreographic and performance skills and appreciation of their own and others' dances
- aesthetic, artistic and cultural understanding of dance in past and contemporary contexts as choreographers, performers and audiences
- respect for and knowledge of the diverse purposes, traditions, histories and cultures of dance by making and responding as active participants and informed audiences.

Learning in Dance involves students exploring elements, skills and processes through the integrated practices of choreography, performance and appreciation. This rich critical and creative thinking is organised under two stands: ***Making and Responding***.

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

Responding in Dance involves students appreciating their own and others' dance works by viewing, describing, reflecting on, analysing, appreciating and evaluating. (Australian Curriculum: Dance, 2016)

ADA101: *ExPRESS for Success*

To prepare students for a successful transition into Senior Dance studies, this unit will place all skills into context and enables exploration and refinement of performance, choreography and appreciation. Students will explore and analyse dance works and artists from past and present with a focus on how one's opinion and point of view can be communicated through the creative medium of Dance.

Tailored specifically with a 21st century learner in mind, students will utilise critical and creative thinking with the ability to consider the increasing importance technology holds with the current Dance industry.

DRAMA

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

Students learn to think, move, speak and act with confidence. In making and staging drama they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations. They manipulate elements and conventions of drama and emerging and existing technologies available to them.

Drama students develop:

- confidence and self-esteem and take risks that challenge their own creativity
- knowledge and understanding of controlling, applying and analysing dramatic action to engage an audience and create meaning
- a sense of curiosity, aesthetic knowledge, enjoyment and achievement as drama makers and audiences
- drama knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences

Learning in Drama involves students engaging with the knowledge of drama, developing skills, techniques and processes, and exploring a range of forms, styles and contexts. This rich critical and creative thinking is organised under two stands: making and responding.

Making in Drama involves improvising, devising, acting, directing, comparing and contrasting, refining, interpreting, rehearsing and performing.

Responding in Drama involves students being audience members and listening to, enjoying, reflecting on, analysing and evaluating their own and others' drama works.

ADR101: The Next Act

In order to guarantee success in Senior Drama, students need to familiarise themselves with the language and skills required. This unit provides that foundation. Through an exploration of classic and contemporary theatre styles, texts and practices students will gain an understanding of the vast possibilities available to them in Drama. Students may have the opportunity to be part of the Queensland Theatre Scene Project.

Students will have exposure to a range of styles and texts allowing them to:

- work collaboratively and independently
- develop critical analytical ability through close study of text and performance
- explore their own creativity
- communicate effectively to articulate their thoughts about dramatic action
- resolve artistic dilemmas to shape performance

MEDIA ARTS

Media Arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Media Arts connects audiences, purposes and ideas, exploring concepts and viewpoints through the creative use of materials and technologies. Like all art forms, Media Arts has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Media Arts enables students to create and communicate representations of diverse worlds and investigate the impact and influence of media artworks on those worlds, individually and collaboratively. As an art form evolving in the twenty-first century, Media Arts enables students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices.

Students learn to be critically aware of ways that the media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and of themselves. They learn to interpret, analyse and develop media practices through their Media Arts making experiences. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.

Students explore and interpret diverse and dynamic cultural, social, historical and institutional factors that shape contemporary communication through media technologies and globally networked communications.

Film, Television and New Media are our primary sources of information and entertainment. They are important channels for educational and cultural exchange. They are fundamental to our self-expression and representation as individuals and as communities. Moving image media enable us to understand and express ourselves and engage meaningfully in local and global participatory media cultures. Through making and responding to moving image media products, students will develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving image media in a diverse range of global contexts. By studying Film, Television & New Media, students will develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, digital and ethical citizenship.

They will develop the necessary critical and creative skills to reflect on and appreciate Australian and global culture and make sense of what they see and experience. Film, Television & New Media will equip students for a future of unimagined possibilities with highly transferrable skills and the capacity for flexible thinking and doing.

AFT101: 'Lights, Camera, Action!'

Students will explore the institutions and languages of film, television and new media. They will develop skills in analysis, creativity and critical thinking as well as digital, visual and written literacies. This unit will culminate in Making an individual stylistic project and Responding to a case study investigation. **This subject may incur a subject levy of \$20 - \$30 per semester.**

The **media arts** comprise a range of art forms that have in common their composition and transmission through a variety of mediums eg print, web- based media and photography. Students have the opportunity to create and share media artworks that provide commentary or critique, self-expression, explore social, community and/or cultural identity and develop aesthetic skills and appreciation. Media arts also allows students to engage with community organisations and people engaged in the Arts, to learn to become ethical and responsible users of media and to understand how media shapes our society.

AMP101: The World of Photography – Making Great Images

This unit will be a photo imaging unit and will include looking at how great images are made, their composition and design. Basic Photo Shop to enhance photographs, how a camera works and using the camera manually, critiquing photographs and one's own work will be part of this unit. Students will create a folio of images and create a real world product to showcase their skills.

This Media Arts in Practice unit is an introduction to some of the ideas and concepts that students will come across if they choose to study Media Arts in Practice in Years 11 and 12. Media Arts in Practice is an Authority – registered subject (non-OP). **This subject may incur a subject levy of \$20 - \$30 per semester.**

MUSIC

Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in Music fosters understanding of other times, places, cultures and contexts. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding which can be gained in no other way. Learning in music is aurally based and can be understood without any recourse to notation. Learning to read and write music in traditional and graphic forms enables students to access a wide range of music as independent learners.

Music students develop:

- the confidence to be creative, innovative, thoughtful, skilful and informed musicians
- skills to compose, perform, improvise, respond and listen with intent and purpose
- aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions
- an understanding of music as an aural art form as they acquire skills to become independent music learners

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

Responding in Music involves students being audience members listening to, enjoying, reflecting on, analysing, appreciating and evaluating their own and others' musical works.

AMU101: Music – People Get Ready

In order to guarantee success in Senior Music, students need to familiarise themselves with the language and skills required. This unit provides the required foundation of exploration of significant styles of music in addition to composing and performance of music. In this unit, students explore rhythm and sound through playing alternate percussion instruments (ie basketballs, brooms, buckets etc), and use these sounds and techniques in a group performance. After recording sounds around the school and at home that don't involve musical instruments, students create a composition using GarageBand. After this, they investigate the instruments of the orchestra and, to end the semester, students explore Rock music from the 1970's to the present day.

VISUAL ARTS

Visual Art is an important means of expressing innate creativity, conveying concepts, imagination, emotions and concerns. Engagement in Visual Art develops innovative, analytical and critical thinking and problem solving skills. Visual Art relates meaningfully to all that makes us human.

The study of Visual Art enables students to explore their world and expand their knowledge, understanding, skills and techniques as makers and viewers of art. As an art form steeped in history and continuing to evolve, Visual Art empowers engagement in visual forms of communication, exploring visual language evident in their own and other's social, cultural and technological worlds to make individual and collaborative artworks in response to ideas.

Students develop creative, aesthetic and imaginative abilities, sensory awareness and discernment. They develop gross motor coordination, spatial awareness, declarative and procedural knowledge and skills using materials, tools and technologies.

The course is organised with sufficient breadth and depth to allow fun-filled yet rigorous development of skills, knowledge and understanding along with useful habits of mind that encourage life-long learning specifically related to 21st Century Learning.

Each unit offers opportunities for inquiry based learning so that students will research, develop and resolve ideas and practices in Visual Art. Students will explore a variety of media, modes and lenses with the aim of experiencing Art as a powerful, expressive and creative language with reference to a range of contexts. In Making, or creating artworks, all planning, experimentation, thematic or stylistic development and reflection is required to be documented in a Visual Journal. Each unit has a related research assignment or task that constitutes the Responding component of the course.

If intending to study Visual Art or Visual Arts in Practice in Years 11 and 12, it is recommended that students do more than one unit over the course of two years in order to

extend their experience. There are, however, no academic prerequisites in order to study Visual Art or Arts in Practice in Years 11 and 12.

Both Year 10 Visual Arts units are suitable for students interested in following either of the Year 11 and 12 subjects: Visual Arts or Visual Arts in Practice.

AVA101: Expression, Construction and Deconstruction

In this unit, students extend their understanding of the Elements of Art and Principles of Design in terms of solving visual art problems. Through Making and Responding, students explore creative, visual expression relating to ideas and emotions while examining real and illusionary representations.

Possible learning experiences:

- developing expressive gestural drawings, paintings and prints
- generating and emotion and empathy through artworks
- analysis and deconstruction as creation
- building, wrapping and manipulating sculptural forms
- assembling and reinterpreting found or existing objects
- investigating additive and subtractive sculptural processes
- research assignment/Responding task

This subject may incur a subject levy of \$30 - \$60 per semester.

AVP101: Issues, Impressions and Design

In this unit, students focus on developing a greater understanding of the Elements of Art and the Principles of Design through the exploration of painting, printmaking and digital technologies in Making and Responding in Visual Art.

Possible learning experiences:

- researching and communicating meaning in design
- exploring collaborative approaches in creative expression
- exploring connections between self and society through art
- solving complex visual problems through imaginative representation
- research assignment/Responding task

This subject may incur a subject levy of \$30 - \$60 per semester.

Assessment

Students are assessed in Making in terms of their knowledge and understanding in creating and presenting their artworks. They are also assessed in Responding in terms of analysing, interpreting and reflecting on their own work and those of others in a variety of contexts.

ENGLISH

COURSE ORGANISATION

English is a core subject and, as such, all students study English for both semesters.

The English program reflects current educational practice and is based on the requirements of the Queensland Curriculum and Assessment Authority (QCAA), the Australian Curriculum Assessment and Reporting Authority (ACARA) and the St Ursula's College Framework for Curriculum and Learning.

Our English program focuses on the development of resilient, transformative and independent lifelong learners. Our students become confident communicators, imaginative and critical thinkers, as well as informed citizens, who are able to connect with life in all its elements.

The study of English helps our young women to develop the knowledge and skills needed for education, training and the workplace. It assists them in becoming ethical, thoughtful, informed and active members of our society.

The English program incorporates numerous opportunities to develop skills in speaking, listening, reading, viewing, writing and designing (constructing) whilst allowing students to consolidate and demonstrate evidence of their learning over time. It prepares students for senior English subjects and introduces them to various and increasingly complex concepts, texts, tasks and conditions. All English units have both a literary and language element with grammar, punctuation, vocabulary and generic structures taught, in context, across all units.

The Wide Reading Program, an initiative of the English Faculty, encourages students to read for pleasure outside of what is expected in the classroom. We believe that reading allows students to experience the greater global context and improve their spelling, vocabulary and comprehension skills.

Please be aware that English is never static as the department constantly re-works its programs to ensure that it best meets student needs, syllabus requirements and Australian Curriculum directives.

ENG101: Heroes and Villains

Students will study the way films construct their characters through various aesthetic features. Furthermore, students will gain an understanding of how to deconstruct these features and critically evaluate how and why the director has positioned their audiences to view certain characters as heroes or villains.

This unit prepares students for the rigour of the Senior English and Literature courses.

Tasks may include:

A written exam on film aesthetics.

A persuasive feature article.

Classic Contexts and Modern Thoughts

Students read and respond to a classic novel. Once students have completed a close study of this text, they will identify key characters and themes that are still relevant in today's society, before writing and performing a creative monologue.

Tasks may include:

An imaginative monologue based on a character from a classic novel.

ENG102: Echoing Voices

Students explore Wesley Enoch and Deborah Mailman's play, 'The 7 Stages of Grieving', gaining insight into, and understanding of, the diversity of indigenous voices within our Australian context. Students will respond to the play plus a variety of other texts before constructing a folio of work. This unit prepares students for the rigour of the Senior English and Literature courses.

Tasks may include:

A portfolio of analytical and imaginative responses based on the play.

The Poet's Voice

Students explore the role of poetry and poets in shaping and articulating the values, beliefs and assumptions of the societies that surround them. This is examined specifically through a study of war poetry, which gives a voice to the participants in the brutal reality of conflict. Students revise the purpose and value of a variety of poetic devices and the meaning that they create. This unit prepares students for the rigour of the Senior English and Literature courses.

Tasks may include:

A written exam focussed on poetic devices.

A written unseen analytical essay exam.

LSC102: Short Course Literacy (Semester 2 Year 10)

Students undertaking this course will focus on two topics:

- Personal Identity and Education
- The Work Environment

and the four interrelated core skills of reading, writing, oral communication and learning.

Successful completion of this course (c grade) satisfies the literacy requirement for the QCE. The course is recommended for students who:

- may be at risk of not attaining the literacy requirement for the QCE
- may be considering the Essential English course in Senior.

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education is a core subject and, as such, all students study Health and Physical Education in Year 10.

The benefits of studying Health and Physical Education include:

- students learn how to live healthy, active lives.
- positive associations have been found between increased levels of physical activity, good nutrition and physical fitness, healthy body weight, psychological well-being, musculoskeletal health, cognition and readiness to learn.
- a healthy, active population enhances productivity, pro-social behaviours and personal satisfaction and has the potential to reduce the burden of chronic disease. A role of Health and Physical Education is to educate students to optimise their potential for health and well-being.
- it allows students to begin to acquire and establish patterns of healthy behaviours for lifelong benefits.

The course engages students in a combination of enjoyable recreational, outdoor and competitive activities, through which students develop the knowledge, processes and skills to become physically educated and informed about health issues in our world. Students will recognise that Health and Physical Education can provide career opportunities and improve quality of life.

In each unit, students will be assessed practically through the physical activities being offered continuously throughout the unit. Each unit will also have a written or oral assessment task based on the health issue being studied. Literacy skills will be taught to students in each unit and they will be encouraged to use ICTs in their classwork and in their assessment tasks.

Health and Physical Education is compulsory for all students and provides opportunities for students to:

- enhance their physical development while “learning and doing”
- solve problems in a supportive environment
- promote the health of themselves, others and their community
- develop positive attitudes towards participation in regular physical activity
- appreciate the benefits of physical activity
- enhance their own and others’ self-concept and self-esteem

COURSE ORGANISATION

All Students in Year 10 will study Health & Physical Education (HPE101) for one semester.

Students will experience a wide range of physical activities.

Students will learn about health issues which can affect their own and other’s current and future health.

HUMANITIES AND SOCIAL SCIENCE

The Humanities and Social Science Faculty covers a range of disciplines that lead to senior studies in Modern History, Geography, Legal Studies, Business and Tourism. Students are equipped with key skills valuable to employers such as problem solving, effective written and oral communication, creative and critical thinking, cross-cultural awareness and highly effective research skills.

The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future. Through studying humanities and social sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change.

Compulsory Option: Choose either History or Humanities

HIS101: History

This History unit focusses on major events in recent history, both international and national that have shaped modern Australia. The students will study the role of Australia in World War II, popular culture in the post war years and the important steps towards the recognition of fundamental rights and freedoms for Indigenous and Torres Strait Islander peoples of Australia. The students will develop their skills in source analysis and the use of these sources to investigate a thesis.

This unit is highly recommended for students who wish to pursue a study of Year 11 and 12 Modern History.

OR

HUM101: Humanities

This unit incorporates a study of History, Geography and Civics and Citizenship. Key events during the twentieth century helped to shape Australia's contemporary society. The context for this study is Australia's development, its place within the Asia-Pacific region and its global standing in a modern world during a time of political turmoil, global conflict and international cooperation.

Students will investigate wartime experiences through a study of World War II. This will be followed by an examination of the geographies of human well-being focusing on differences between places, measures of human wellbeing and causes of global differences. The Australian Government's role and responsibility at a global level, for example provision of foreign aid will be studied. Students will reflect on their role as a citizen in Australia and globally.

Preferences:

HBL101: Contemporary Business and the Law – *Innovate, Create and Participate*

Business is represented in every aspect of society including individuals, organisations, community and government. Business is relevant to all individuals in a rapidly changing

technology focussed and innovation driven world. Students will explore business enterprises to identify and solve strategic business issues in a real world context. This will include aspects of entrepreneurship, finance, human resource management and business information systems.

Students will further develop their knowledge of their community by engaging in a study of law and society. They will explore the rights of individuals and how these are balanced with their legal obligations and responsibilities. An understanding of legal processes and concepts will also be studied in order to enable students to be better informed citizens.

This unit is a good introduction to Years 11 and 12 Business or Legal Studies.

This unit may involve excursions that will involve additional costs charged to student accounts.

HGT101: Physical Geography and Sustainable Tourism - *Sun, Surf and Sand*.

This unit is an in-depth study of coastal landscapes that incorporates both the study of Geography and Tourism. Students will examine coastal landscapes in both an Australian and a global context. What are the major challenges to the sustainability of coastal landscapes? How do people perceive and respond to these challenges? How has a holiday of sun, surf and sand impacted on these delicate landscapes? Can you make a change today to protect our world into the future?

This unit is a good introduction to Years 11 and 12 Geography and/or Tourism.

Geography and Tourism units may include field trips that will involve additional costs charged to student accounts.

LANGUAGES

The study of a second language benefits students in a number of ways. It provides skills for travelling overseas and in the workplace such as in the fields of commerce, banking or tourism. The development of such skills not only provides enjoyment and a sense of achievement but also heightens awareness and understanding of other cultures and languages in general. Communication skills are enhanced and the command of English often improves as a result of studying a second language.

ASSESSMENT

Students are assessed on their ability to use four key communicative skills through analysing, creating and exchanging information and ideas.

FRENCH

French is the first or second language in more than forty countries across the world. It is an official language of major international organisations, of diplomats and of business enterprises in regions significant to this country. France is an important trading partner of Australia and links in the fields of science and technology are strong.

On a personal level, knowledge of French gives a favoured access to the rich culture of France and the French-speaking world. As part of their studies, students may be offered the opportunity of a short study tour to a French speaking country in Year 10 or Year 11. There are further opportunities for travel for students who go on to complete Years 11 and 12 French.

Due to the sequential nature of language study, exiting the course at any point will mean that students cannot undertake further study in this subject.

YEAR 7	YEAR 8	YEAR 9			YEAR 10	
		Term 1	Term 2	Term 4	Semester 1	Semester 2
<i>Students study one term of Japanese (LJA701) AND one term of French (LFR701)</i>	<i>Students study one term of French (LFR801) OR Japanese (LJA801)</i>	LFR901	LFR902	LFR903	LFR101	LFR102

Please note that this sequence of units applies only to students in Year 10 in 2019.

Students who wish to study French in Years 11 and 12 must study both units offered in Year 10 (LFR101 and LFR102).

LFR101: En Ville et Chez Moi

In this unit students learn important vocabulary for purchasing a train ticket and finding out information at a station. At the school canteen students discover traditional French food and the way it is cooked, before visiting the French electronics store FNAC.

Students also learn to describe their homes and their chores, and they explore the ways people live in France and other French-speaking countries. Students learn how to express themselves in the past tense. **Please note a levy will be charged for this subject.**

LFR102: Si On S'en Allait ?

Shopping and holidaying are the focus of this unit which explores shopping for a bargain, purchasing French specialities at the markets and visiting exotic locations. Students learn the grammar required to form comparative structures.

Upon completing this unit students have a solid hold on the basics of communicating in French. Students are able to engage with extended texts on a variety of subjects as well as produce texts that describe events in the past, present and future. **Please note a levy will be charged for this subject.**

LEARNING EXPERIENCES

The course is broadly based on topics covered in the *Ça Roule !* series of textbooks, but with recognition of the fact that language learning is enriched by extending students' experience of French beyond these limits. The aim is to enable students to use the language for communicative purposes. This means that they should not only be able to order a meal and go shopping but also be able to express their thoughts and feelings about themselves and the world in which they live.

Language learning focuses primarily on the development of comprehension and composition skills within the target language. During the course of their study students will develop an awareness of French culture and will use this understanding to reflect upon their language use. Grammar is taught within the framework of each topic.

JAPANESE

Japan is one of Australia's important neighbours. Over the past 30 years Australia has forged strong links with this Asian neighbour. As a result, students have opportunities to meet Japanese people both within the school context and in the wider community. Here at St Ursula's College our students have classes with our Japanese Assistant and meet our homestay groups. This contact ensures that our students use their language in real-life situations so that they will become empathetic, confident communicators in Japanese at a beginner level.

The Japanese course is topic-based, providing students with the knowledge and skills to communicate in Japanese through listening, speaking, reading and writing. As well as language acquisition, the course emphasises cultural understanding and employs a variety of activities such as games, songs, dinners and our Culture Club.

COURSE ORGANISATION

The units are sequential and developmental, with the students' language skills becoming more sophisticated as they progress to Year 10 units. The introductory unit will give students a 'taste' of the language, allowing them to explore their interests and capabilities.

Due to the sequential nature of language study, exiting the course at any point will mean that students cannot undertake further study in this subject.

YEAR 7	YEAR 8	YEAR 9			YEAR 10	
		Term 2	Term 3	Term 4	Semester 1	Semester 2
<i>Students study one term of Japanese (LJA701) AND one term of French (LFR701)</i>	<i>Students study one term of Japanese (LJA801) OR French (LFR801)</i>	LJA901	LJA902	LJA903	LJA101	LJA102

Please note that this sequence of units applies only to students in Year 10 in 2019.

LJA101: Me and My World

This unit will begin with a quick revision of key components before embarking on the new topics listed below. The katakana script will be introduced in this unit so no English letters will appear in students' writing from now on.

Suggested topics:

- personal identification
- describing people – physical attributes
- weather
- health
- food shopping
- describing personalities

Please note a levy will be charged for this subject.

LJA102: Me and Society

The topics in this unit cover issues relevant to Year 10 students. By this stage of their language study, students will have considerably developed their ability to communicate in Japanese.

This unit also consolidates all script and language structures learnt in previous units.

Suggested topics:

- clothes and fashion
- future plans – senior and tertiary studies, occupations
- house
- clothes shopping
- giving and following directions

Please note a levy will be charged for this subject.

LEARNING SUPPORT

The delivery of special needs services at St Ursula's College is informed by a range of legislative decisions, and the Disability Standards for Education 2005 articulates a clear framework that provides direction and guidelines for all stakeholders.

The delivery of programs to support students identified under the act requires the collaborative efforts of parents, students, Learning Enrichment teachers, teacher aides, classroom teachers, boarding supervisors and a range of ancillary staff across the College.

Students who have high support needs should have been identified through assessment practices at the College or by parents through the enrolment process. From time to time other students will be referred by teachers and parents for further testing to determine their needs. The following programs are available to meet the needs of these students.

WRA101, 102: Writing Reading Advancement Program = code WRAP

Students who require further development of their writing and reading skills, in consultation with the Learning Enrichment Co-ordinator, may select these units. Students may choose to complete any number of WRAP units over the year.

Students develop their knowledge, understanding and appreciation of the English language to become more effective communicators. Students study specific literacy skills in writing, reading, listening, speaking and viewing. They develop their control of language through reading and responding to a range of texts, and by applying their knowledge to tasks from other learning areas.

Learning Support Study = code LSS

This level of support is available to students who have high needs across all subject areas. Students with an identified disability will be referred individually to the Learning Enrichment Co-ordinator to be considered for this unit of study. Other students may negotiate with the Head of Year and Learning Enrichment staff to access this program.

Learning Enrichment provides assistance with assessment tasks across all subject areas. Programs of individual skill development may also be delivered to assist with a range of literacy and organisation skills.

Life Literacy = code LLI

This program is only available to students with a disability after discussions with, the Learning Enrichment Co-ordinator.

Students become literate as they develop the knowledge and skills to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Students will listen to, read, view, speak, write and create oral, print, visual and digital texts for different purposes in a range of contexts.

Life Skills Program = code LSP

This program is only available to students with a disability after discussions with, the Learning Enrichment Co-ordinator.

Individual students' current level of learning and the different rates at which students develop is considered in this course. Students will gain knowledge, understanding and skills that

enable them to successfully participate in the Australian community as active and informed citizens.

RELIGIOUS EDUCATION

At St Ursula's College the honouring, exploration and lived experience of the Catholic tradition is central to the Religious Education programme. Religious Education is the process whereby an individual is invited to see their life story in relation to the whole Christian story. It involves developing the capacity to reflect on one's life experiences and to grow in self awareness, as well as developing knowledge and appreciation of the experience of others and of different religious ways of seeing reality. It includes learning about God's love, the sacredness of all life and the riches of the Christian Faith. This knowledge we continue to gather until we die, but the skills we use can be perceived and practised in the content and experiences of the Religious Education classroom.

COURSE ORGANISATION

Religious Education is central to the St Ursula's College curriculum; therefore, it is a compulsory subject.

Compulsory Units: Three core units are required in Year 10 and are delivered in a range of integrated modes.

There are no prerequisite units for study of any of the Religion subjects in Years 11 and 12.

All students in Year 10 must complete three Religious Education units each year

YEAR 10 2019
THREE compulsory term units
1. REE101
2. REE102
3. One of REF103, REM103, REE104

REE101: Challenge to Participate: *Do you have the courage to care?*

Living out the Christian lifestyle following Jesus' example is the focus of this unit. Students also study the lives of significant Christians who have lived their lives following Gospel values, and are challenged to serve others through participation in Meals on Wheels or visits to an aged care facility.

REE102: Technology, Morality and You: *What helps us make decisions on complex ethical issues?*

As a result of the acceleration of technology, our society today is faced with many issues which concern the individual person, his/her dignity and right to quality of life. Students consider the various sources that guide the Church's action in the world, including the principles of Catholic social teaching and the reasoned judgements of conscience to help to throw light on our responses to issues in bioethics such as cloning, abortion, assisted reproductive technologies, euthanasia, ethics in medical research and genetic engineering.

+ ONE OF:

REF103: Food for Feasts and Festivals: *How are beliefs about the mystery of God expressed in ritual through food?*

This unit integrates the development of practical food skills with studies of key world religions. It explores the variety of religious celebrations across the world religions and the role of food in religious ritual. It includes a special study of the Eucharist, as well as a variety of practical cookery experiences with students preparing foods significant to religious feasts and festivals. For success in this unit, it is **not** necessary to have completed other Food Technologies units in years 9 and 10. **This subject may incur a subject levy of \$30 per semester.**

REM103: Music for Feasts and Festivals: *How are beliefs about the mystery of God expressed in ritual through music?*

This unit integrates the development of knowledge of music with studies of key world religions. It explores the variety of religious beliefs across world religions and the role of music in expressing these. It includes a special study of the Eucharist, as well as exposure to a variety of music. Students create music using either Garage Band or midi recording for use in a religious ritual or festival.

For success in this unit, it is **not** necessary to have completed other Music units in years 9 and 10.

REE104: Good and Evil

STEM – SCIENCE TECHNOLOGY AND MATHEMATICS

MATHEMATICS

At the end of Year 9, students can choose one of three paths for Year 10 Mathematics. Students can select to study Preparation for Mathematical Methods (MAM) units, Preparation for General Mathematics (MAG) units or the Preparation for Essential Mathematics (MAE) units. Each of the three separate paths consists of semester-based units. At the end of Year 9, students will be given advice as to which course would be best suited to their needs.

Preparation for Mathematics Methods (MAM101/102)

This pathway covers both the core and extension material as outlined in the Australian Curriculum. Students studying MAM units are well prepared for the Mathematical Methods course (and the Specialist Mathematics course), which can be studied in Years 11 and 12. There is a strong emphasis on Algebra in this course, but students also examine the areas of Probability and Statistics, Trigonometry, Geometry and Introduction to Functions. Students can still select to study General Mathematics in Years 11 and 12 after working at the MAM level in year 10. This is a full year course.

Preparation for General Mathematics (MAG101/102)

This pathway provides students with a strong understanding of all the concepts required to study General Mathematics in Years 11 and 12. The MAG units focus on the more practical aspects of mathematics, which are the basis for the General Mathematics course. These topics include Measurement, Basic Algebra, Probability and Statistics, Trigonometry and Finance. Students can still select to study Essential Mathematics in Years 11 and 12 after working at the MAG level in year 10; however, they would not be sufficiently prepared to study Mathematical Methods in Years 11 and 12. This is a full year course.

Preparation for Essential Mathematics (MAE101/102 Semester 1 Year 10) and Numeracy Short Course (NSC Semester 2 Year 10)

This pathway provides a course of study for students who have experienced difficulties with the basic mathematics encountered in the Year 9 course. These units are designed around a subset of core Australian Curriculum mathematics topics, which prepares students for the Year 11 and 12 Essential Mathematics course. Students complete elementary work on Trigonometry, Probability and Statistics, Measurement and Finance.

In second semester students will complete the QCAA approved Numeracy Short Course. Upon successful completion of this course, students will have completed the numeracy requirement for their QCE. Students would then have the option of not choosing Mathematics as a subject in Year 11 and 12

Students would not be able to study either General Mathematics or Mathematical Methods in Years 11 and 12 if they have worked at this level in Year 10. This is a full year course.

ASSESSMENT

Throughout all of the Year 10 units, the three assessment criteria that underpin the senior courses in Years 11 and 12 will guide the teaching, learning and assessment. Assessment will consist of a combination of examinations and assignments.

SCIENCE (SCI101/102)

Science is the embodiment of human endeavour. It is a demonstration of humanity's ability to pose questions about the world and the universe around us and to follow a process in constantly seeking to better our current answers to these questions.

Science is tentative. The answers that we believe we have today will be questioned tomorrow and well into the future. To be an active participant in our ever-evolving world requires each citizen to engage with issues that involve an increasing level of scientific understanding.

While prerequisites to tertiary study must be considered in the selection of the senior science most relevant to the individual student, it is also the aim of senior science to better equip each student to face the world outside of school. Today's world calls on us as active citizens to participate in decisions relating to Earth systems, medical processes, industrial development, transport (terrestrial or otherwise) and technology. The understanding of the world (and beyond) afforded by a study of senior science can give students much greater confidence that they are ready to face these decisions if and when they arise in their everyday life.

All Students will complete two semesters of Science coursework in Year 10. They will develop skills and knowledge, essential to the successful study of all senior science subjects in Year 11 and 12.

In Semester One of 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.

In Semester Two, students develop their understanding of atomic theory to understand relationships within the periodic table. They will understand that motion and forces are related by applying physical laws. They'll learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this will enable them to predict how changes will affect equilibrium within these systems.

ASSESSMENT

Throughout all of Year 10, there will be 6 assessment items. These will build students' confidence and mirror what students can expect from the senior courses in Years 11 and 12. Assessment will consist of a combination of Data Tests, Assignments and Examinations.

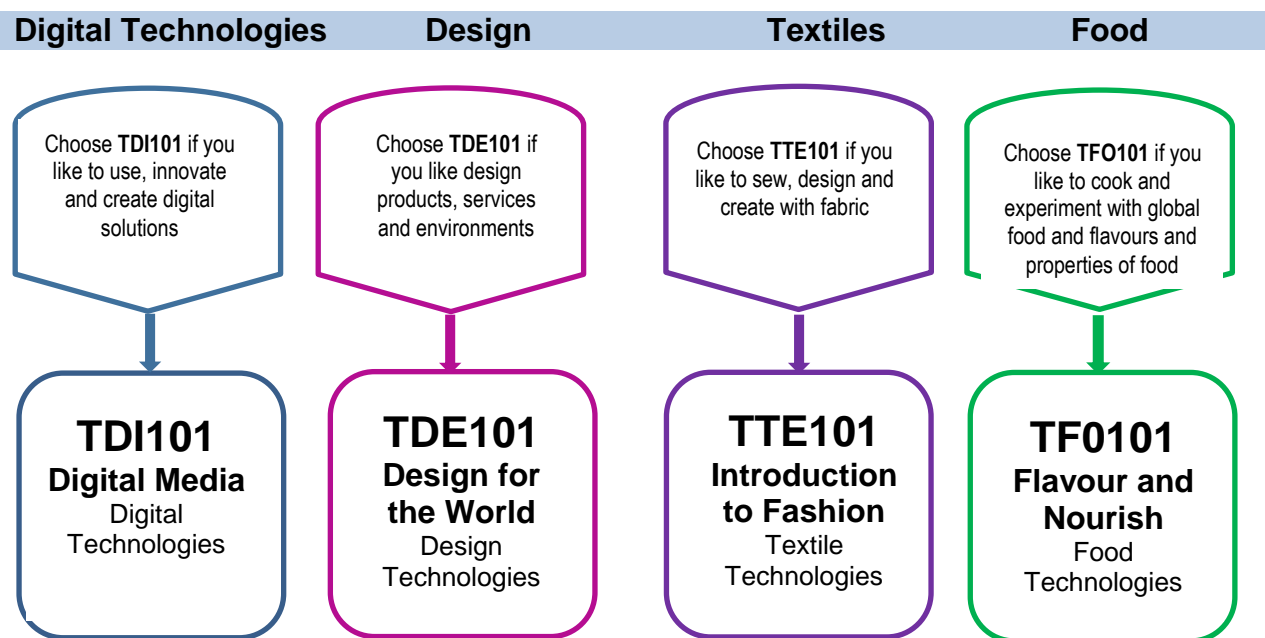
TECHNOLOGIES

Technologies enrich, empower and impact each one of us, locally and globally. Traditional, contemporary and emerging technologies shape our world and innovative design solutions will continue to creatively respond to current and future needs.

Digital Technologies utilise computational thinking and information systems to define, design and implement digital solutions.

Design and Technologies utilise design thinking and technologies to generate and produce designed solutions (products, services and/or environments) for authentic needs and opportunities.

Use the following as a guide to help you select your range of Year 10 Technologies subjects.



DIGITAL TECHNOLOGIES

The impact of digital technologies on our world is in a constant state of change of which we cannot predict the outcomes. Students will engage in a range of creative learning experiences where digital technologies are created and used. They will be challenged to assume roles as women of the future who are knowledgeable and imaginative creators, effective designers and informed problem solvers.

TDI101: Digital Media

Students will develop their computational thinking processes to design and produce user interfaces and animation.

Students will create digital solutions that use data, discover interactions with users and within systems, and how these impact people, the economy and environments. This unit will provide a range of opportunities to develop knowledge, understanding and skills using a range of digital software and devices. Taking on the role of digital designer will give students the opportunity to embrace a diverse range of digital technologies including app and website development and animation.

DESIGN

Design Technology focuses on the knowledge and processes required to generate creative ideas and propose solutions through a range of design disciplines - architecture, fashion design, graphic and digital media design, industrial design, interior design and landscape architecture. Students take on the role of a designer and develop ideas using visualisation skills in two dimensional media, three dimensional objects and time-based media and communicate proposed design solutions in creative and convincing ways to suit different audiences.

TDE101: Design for the World

Design students will discover their creative flair within the Design Studio using industry standard software to create innovative product, service and environmental designs. They will develop specialised skills to identify and solve real world problems.

Work as a designer within the Design Studio to identify needs and wants of a given stakeholder group. Students will then artistically sketch products, services and environments to develop a solution for the stakeholders needs and wants. Students will use industry standard software to visually communicate their final design to support their design pitch. Enjoy working within a collaborative learning environment to innovate and design with a purpose. Discover secrets behind the design process, sketching and model making techniques, the history of design and exploring the surrounding world. The study of Design at Year 10 level will form an excellent foundation for the senior course.

This subject will incur a semester levy.

TEXTILES

Textile Technology will provide a range of learning experiences that will equip Year 10 students with the skills and knowledge to be creative with fabrics. Enjoyable and relevant practical experiences will provide opportunities to create textile products and experience the satisfaction of seeing a project evolve from an idea to a unique finished product.

TTE101: Introduction to Fashion

Students will experience the role of a junior designer at a fashion studio as they work through a design brief. The aesthetic of the fashion label will be investigated and linked to

an era in the history of fashion. Embellishment techniques including three dimensional flowers, hand and freehand embroidery will also be explored and applied to a personal or household accessory. Students will learn a wide variety of practical skills as they create a garment that will be modelled at the end of the unit. The study of Fashion at Year 10 level will form an excellent foundation for the senior course.

This subject will incur a semester levy.

FOOD

Food Technology will inspire students to design and create a diverse range of food products. A range of exciting learning experiences will equip Year 10 students with knowledge and skills to experiment with ingredients and flavours, work collaboratively and create healthy food solutions using design processes and production skills. The scientific properties of food will also be explored.

TFO101: Flavour and Nourish

This course will explore the amazing properties of food; physical, chemical and sensory.

Students will take a culinary trip around the world, cooking dishes from Australia, Thailand, India, Italy and Greece. Food science concepts such as gelatinisation, dextrinization, coagulation and crystallisation will be investigated and applied to practical experiences such as making fudge and lemon meringue pie. This unit culminates in the design and production of an original food product that reflects the typical flavours of one influential cuisine and various food science concepts. The study of Food and Year 10 level will form an excellent foundation for the senior Food and Nutrition course.

This subject will incur a semester levy.

VOCATIONAL EDUCATION AND TRAINING

VET101: Introduction to Vocational Education and Training

This unit will be an introduction to Business and Hospitality vocational courses in Years 11 and 12. Students will explore and develop skills used in the Business environment including advertising and marketing, producing business documents for the work place and working with customers and colleagues. Students will also explore opportunities in the hospitality industry including working in the commercial kitchen, preparing non-alcoholic beverages and using the commercial coffee machine. The Business and Hospitality students will work together to run a mini function at the end of each term. Students will develop an understanding of competency based training and studying in the vocational education sector. This is a practical course designed to prepare students for vocational programs undertaken in the future. **This subject may incur a subject levy of \$25.**