



# St Ursula's College

TOOWOOMBA

## YEAR 10 SUBJECT HANDBOOK

2023

CRICOS No. 03033M

# Culture Statement

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.

## Vision

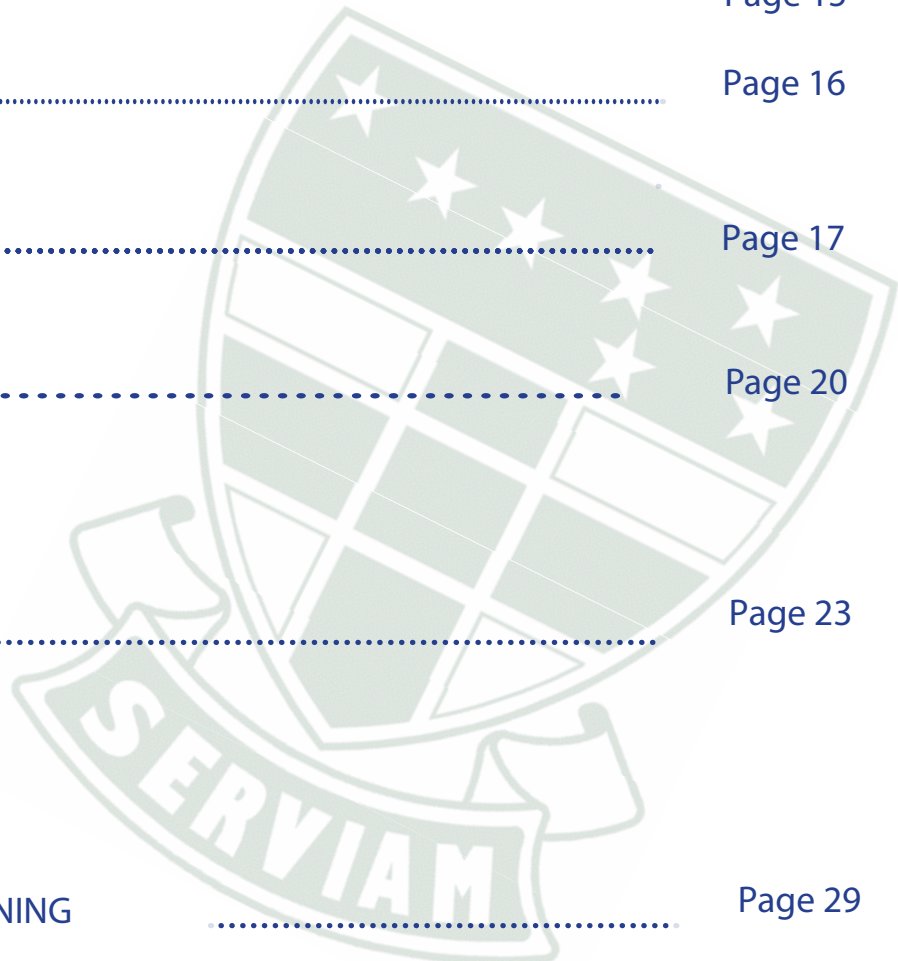
A vibrant community inspiring and challenging future-focused learners. Empowering courageous and compassionate young women of integrity to shape the future.

## Mission

To contribute responsibly to our own transformation and that of others in 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.

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.

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.**

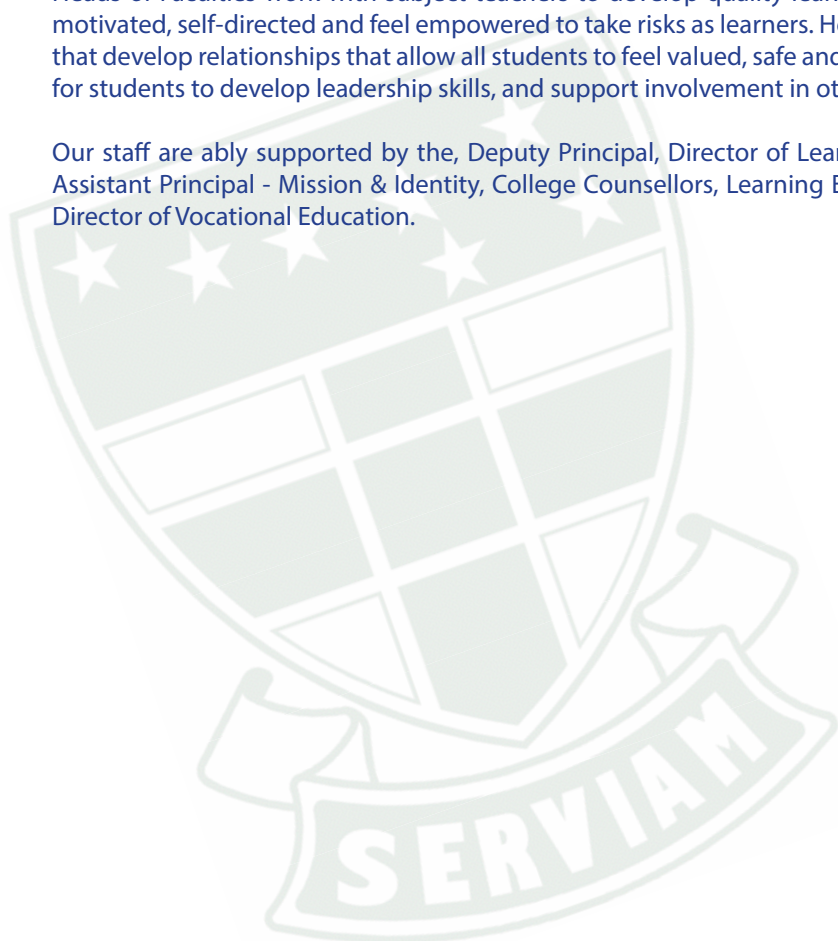
St Ursula's College Pastoral Care organisational structures ensures that each girl receives the best care possible in a safe and caring environment. This structure consists of:

**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, meets with the group each morning. The Pastoral Care teacher 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. 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.

Heads of Faculties work with subject teachers to develop quality learning environments where students enjoy learning, are motivated, self-directed and feel empowered to take risks as learners. Heads of Year 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 involvement in other aspects of College life, e.g. Service groups.

Our staff are ably supported by the, Deputy Principal, Director of Learning and Teaching, Assistant Principal - Pastoral Care, Assistant Principal - Mission & Identity, College Counsellors, Learning Enrichment staff (including EALD), Careers Adviser and Director of Vocational Education.



# The Curriculum

## ST URSULA'S COLLEGE FRAMEWORK 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." 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.

### 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



# Year 10 Curriculum

St Ursula's College is a community of learning where education of the heart and mind is the focus of teaching and learning. We embrace the intent of the Alice Springs (Mparntwe) Declaration by providing a diverse curriculum with emphasis on design, creativity and collaboration. Our Year 10 Curriculum identifies essential skills for 21st century learners - in literacy, numeracy, information and communication technology (ICT), critical thinking, creativity, teamwork and communication.

General capabilities, a key dimension of the Australian Curriculum, encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area, will assist students to develop a love of learning and live a lifetime of purposeful engagement.

The academic program for students entering Year 10 in 2023 will consist of six (6) Core Subjects and two (2) Elective Subjects per semester.

## Process for Online Subject Selection

In Term 3, Year 9 students will be required to select their elective subjects through the online process outlined below.

1. Each student will receive an email with the information required for entering their subject preferences online. **It is very important that this is done by Friday 29 July at 3:00pm.**
2. For your records, please print a receipt of your subject selection.
3. Please see Ms Maree Ford Acting Director of Learning and Teaching or Ms Bernadette Witham Deputy Principal if you have any issues.





# Core Units

Subject	
ENG101 - English (Full Year)	
HPE101 - Health and Physical Education (Studied for one semester)	
HIS101 - History or (Studied for one semester)	
HUM101 - Humanities	
Mathematics: (One of) - (Full Year) MAM101 - Preparation for Mathematics Methods MAG101 - Preparation for General Mathematics MAE101 - Preparation for Essential Mathematics	
REE101 - Religion (Full Year) An Applied Senior Subject (Units 1 and 2)	SCI101 - Science (Full Year)

## ELECTIVES

Students can then choose to **study four** (4) elective subjects per year unless indicated. Each elective is studied for a semester. **Subjects are offered dependent on student interest and College resourcing availability.** All students affected will be asked to reselect from those courses that are available.

# Elective Units - Two (2) electives per Semester

Subject	
ADA101 - Dance	LJA101 - Japanese (Full year)
ADR101 - Drama	TDT101 - Digital Technologies
AMA101 - Media Arts	TDE101 - Design
AVA101 - Visual Arts	TFO101 - Food Studies
AMU101 - Music (Full year)	TTE101 - Textiles
HBL101 - Business and the Law	WRA101 - Writing Reading Advancement Program
HGT101 - Physical Geography & Sustainable Tourism	VET101 - Vocational Business and Hospitality
LFR101 - French (Full year)	

# 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 girls 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: 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 profile of work. This unit prepares students for the rigour of the Senior English and Literature courses.

### EN101: 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.

### ENG102: 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.



## ENG102: 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.

### Assessment Types

- Monologue
- Analytical essay
- Feature article
- Short story



# 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.

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

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.

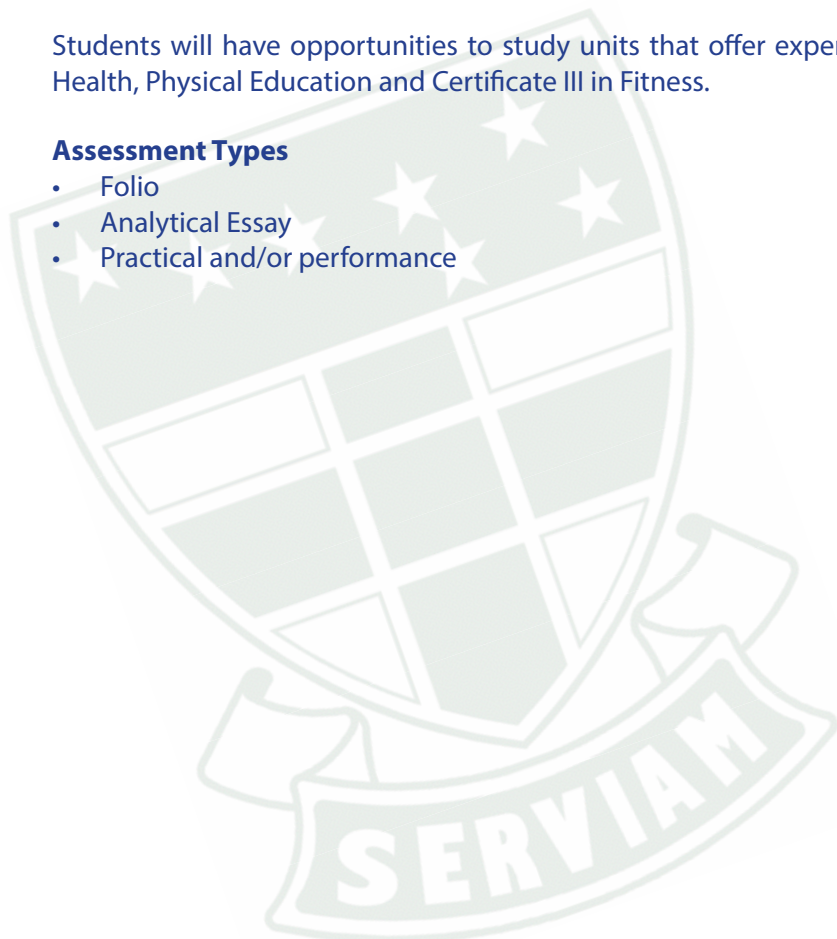
## COURSE ORGANISATION

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

Students will have opportunities to study units that offer experiences similar to Year 11 and Year 12 subjects of Health, Physical Education and Certificate III in Fitness.

### Assessment Types

- Folio
- Analytical Essay
- Practical and/or performance



# Humanities and Social Science

The Humanities and Social Science Faculty covers a range of disciplines that lead to senior studies in Business, Geography, Modern History, Legal Studies 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.

All students will study Humanities and Social Science for **one semester**. They may choose the specific aspect of study.

**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.

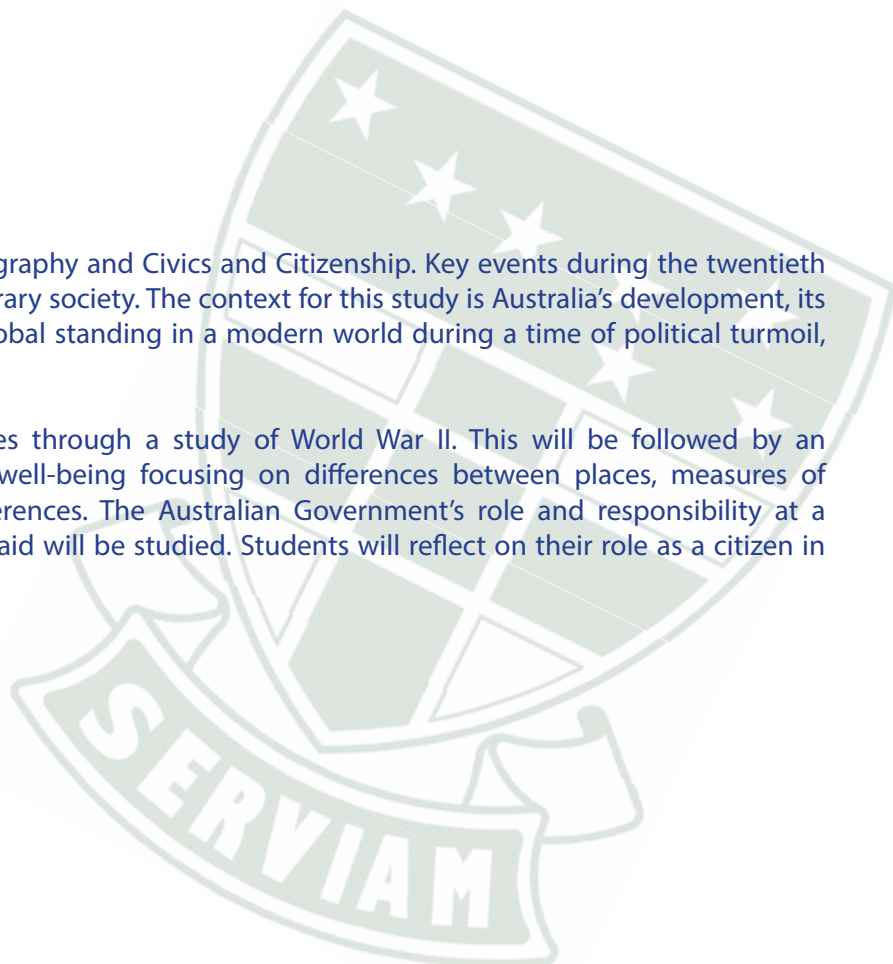
This unit is highly recommended for students who wish to pursue a study of Year 11 and 12 Ancient History or Modern History.

**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.



# 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. 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)**

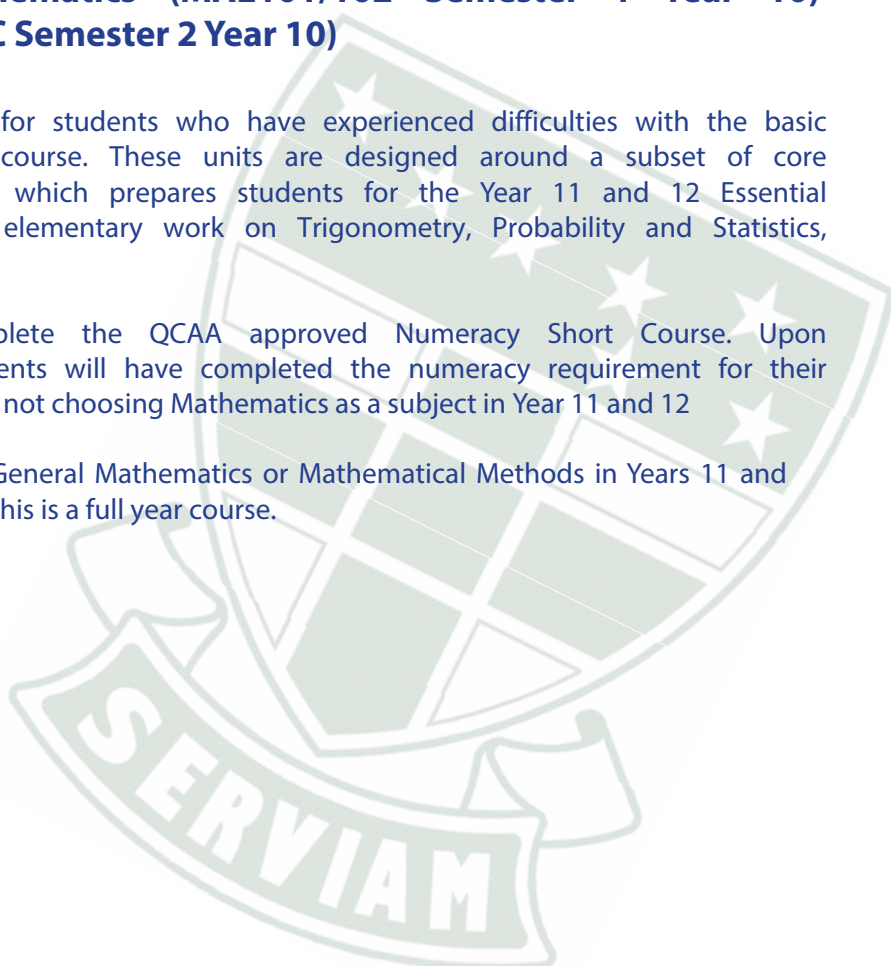
This pathway provides a course of study for students who have experienced difficulties with the basic mathematics encountered in the Year 9 course. These units are designed around a subset of core Australian Curriculum mathematics topics, which prepares students for the Year 11 and 12 Essential Mathematics 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 Types**

- Assignment
- Written exam





# Religious Education

The vision for Religious Education at St Ursula's College is to challenge students to live the Gospel of Jesus and to be literate in the Catholic and broader Christian context so that they may participate critically and authentically in faith contexts and be a voice in the wider world. Religious Education seeks to develop the religious literacy of students considering the Catholic Christian tradition, so that they might participate critically and authentically in contemporary culture. Students become religiously literate as they develop the knowledge, skills and dispositions to interpret and use language confidently in and for faith contexts and the wider society.

Religious literacy should not be confused with religious knowledge. Religious literacy encompasses a set of ongoing activities and interactions among people. These include ways of talking, acting, creating, communicating, critiquing, evaluating, participating, ritualising, theologising, worshipping, reading, reflecting, and writing with others in a variety of religious and secular contexts. Religious Education at St Ursula's College invites students to see their life story in relation to the whole Christian story. It involves developing the capacity to reflect on one's own 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 life and the richness of the Christian faith tradition.

## **Year 10 Religion and Ethics**

In Year 10 students begin their engagement in their first module of their senior Religion and Ethics (REE) curriculum. All Year 10 students will commence this approved variable progression in their REE studies this year, completing Unit 1 and 2 of their senior phase of learning in Year 10 and work towards completing Unit 3 and 4 in Year 11. This early uptake of the senior REE program will allow students to participate in a service-learning program (Faith in Action through Community Engagement – FACE) in Year 12. This program has been designed to consolidate all student learning and experiences through the Religion program offered at the College while maintaining a diocesan requirement to study Religious Education through to the completion of Year 12. Year 10 Religion and Ethics course contributes points to the Queensland Certificate of Education (QCE).

### **Unit 1 -**

#### **Module 1: Religions of the World**

Students will explore the major world religions and how religion provides a framework for making sense of life and how to live it. Students will explore the significant beliefs and practices that facilitate followers to find meaning and purpose in their lives through religious celebrations.

#### **Module 2: Social Justice**

Students will investigate religious and ethical responses to social justice issues from a personal, interpersonal and structural level and apply 'just practice' through social analysis frameworks.

### **Unit 2 -**

#### **Module 3: How do we know what is the right decision to make when it comes to ethical issues?**

This module explores the role of religion, beliefs, assumptions, and values in defining moral positions on local or global issues. Students will consider how these impact on their own decision-making and formulate a response to real life scenarios.

#### **Module 4: Good and Evil**

Students will develop an understanding of the dimensions of evil and the Christian responses to suffering in the world.

### **Assessment Types**

- Investigation
- Project
- Extended response
- Exam



# Science

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.

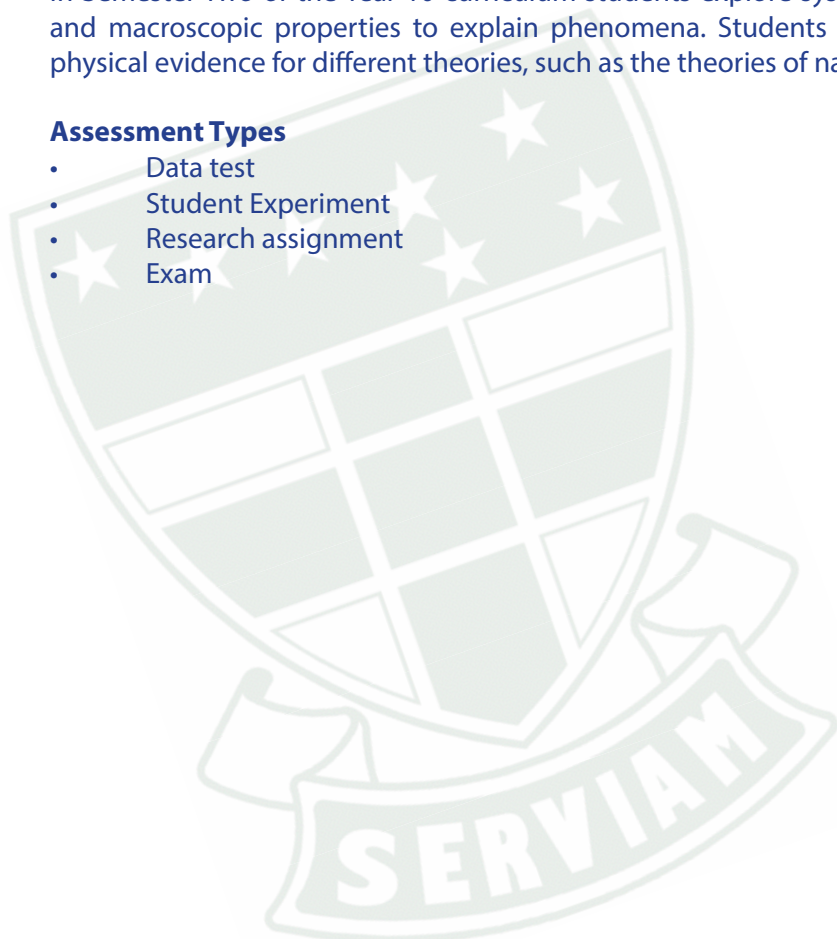
All Students will complete two semesters of Science coursework in Year 10. They will develop skills and knowledge, essential to the successful study of all senior science subjects in Year 11 and 12.

In Semester One, 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.

In Semester Two 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.

## Assessment Types

- Data test
- Student Experiment
- Research assignment
- Exam



# Learning Enrichment

Learning Enrichment at St Ursula's College is transdisciplinary, with layers of support provided across the College community. This support is provided through:

- Effective teacher pedagogy
- Planning for the unique and diverse needs of our learners across curriculum areas
- Quality differentiated teaching practices
- Teacher aide supports
- Additional supports and interventions as identified through a collaborative approach

The delivery of Learning Enrichment is:

- A collaboration between parents, students, specialist staff, teacher aides, classroom teachers, boarding supervisors, and a range of ancillary staff across the College
- Informed via student academic data, additional academic testing, specialist reports, external specialist reports provided via parents

We encourage ongoing collaboration and communication with parents. If you have concerns regarding your child's progress, please communicate with the Director of Learning Enrichment [sms@st-ursula.qld.edu.au](mailto:sms@st-ursula.qld.edu.au)



# Humanities and Social Science

## Elective

### **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 and/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.**

#### **Assessment Types**

- Report
- Exam – combination response
- Field Report

# Languages - Elective

The benefits of language study are multifaceted and significant in the lives of 21st century (lifelong) learners and emerging global citizens. Research outlines the importance of language study, regardless of fluency in an additional language and regardless of students' intentions of future careers or travel prospects.

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

## 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.

## 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	
<i>Students study one term of French (LFR701) AND one term of Japanese (LJA701)</i>	<i>Students study one term of French (LFR801) AND one term Japanese (LJA801)</i>	Semester 1	Semester 2	Semester 1	Semester 2
		LFR901	LFR902	LFR101	LFR102

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 with greater complexity, sophistication and confidence

## 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 should have a solid grasp of 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.

## LEARNING EXPERIENCES AND ASSESSMENT

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 understand and 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. Our students are given the opportunity to 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 engagement with, and the creation of, a variety of texts. As well as language learning, 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.

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



## 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:

- describing people – physical attributes
- weather
- writing letters
- travel
- technology

## LJA102 Looking Good

A popular unit, the topics 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:

- housing
- roles and responsibilities
- celebrations and festivals
- future planning

### Assessment Types

- Exam – combination response
- Extended response – multimodal
- Exam short response



# Technologies - Elective

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) for authentic needs and opportunities.

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

Digital Technologies	Design Technologies	Textiles Technologies	Food Technologies
Choose TDI101 if you like to use, innovate and create digital solutions.	Choose TDE101 if you like to design products, services and environments.	Choose TTE101 if you like to sew, design and create with fabric.	Choose TFO101 if you like to cook and experiment with global food, flavours and properties of food.
TDT101 - Digital Media	TDE101 - Design a New World	TTE101 - Textiles and Design	TFO101 - Flavour and Nourish

## 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.

This subject will incur a semester levy.

#### **Assessment types:**

- Design Challenge- Folio and Practical Task
- Research Task

# DESIGN TECHNOLOGIES

Design 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 A New World

Students work as a designer within the Design Studio to make the world a better place through designing a variety of products, services and environments. They learn how to use design thinking and sketching to develop a solution ranging from a furniture piece for IKEA and wallpaper design for Catherine Martin, to a beachside café and interior to ease household frustrations. In the first part of the course, students work on a large project where they choose the design field they focus on, whilst the second half of the course focusses on shorter, fast-paced design challenges both independently and collaboratively.

In the Design Studio, students make physical and digital prototypes of their design idea using clay, cardboard and CAD software. They 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 Design course.

**This subject will incur a semester levy.**

### Assessment types:

- Design Challenge- Project and Folio
- Design Challenge - Examination

# TEXTILES TECHNOLOGIES

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.

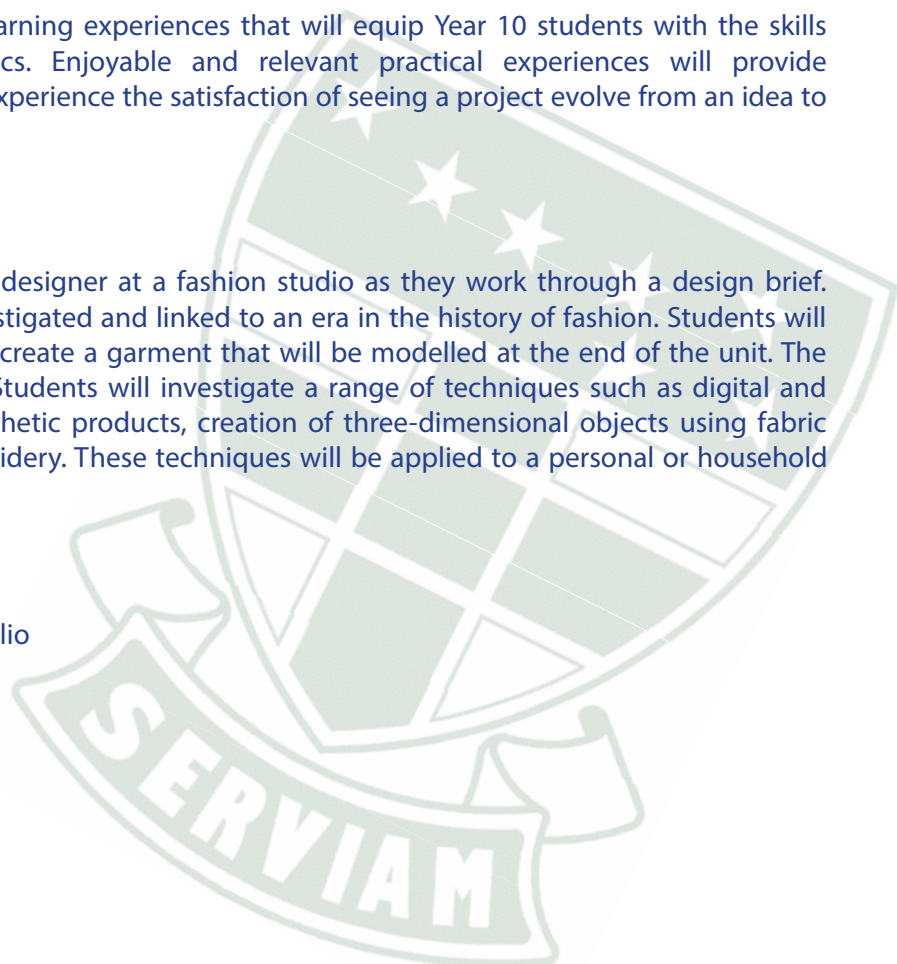
## TTE101: Textile and Design

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. 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 concept of Textile Art will also be explored. Students will investigate a range of techniques such as digital and hand printing, dyeing using natural and synthetic products, creation of three-dimensional objects using fabric and fiber, hand and freehand machine embroidery. These techniques will be applied to a personal or household accessory.

**This subject will incur a semester levy.**

### Assessment types:

- Design Challenge Project- Garment and Folio
- Written Fashion Review



# FOOD TECHNOLOGIES

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

Students studying Food Technologies will explore the nutritional challenges faced by women and adolescent girls in Australia, street foods from around the globe and the fascinating world of preserving food at home. An understanding of the science involved in food production will be developed throughout the unit. Through a series of individual and collaborative design challenges, students will problem solve to create innovative solutions to design briefs. This course has a practical focus, with weekly cookery sessions ranging from iron-rich dishes for teenage girls to fudge and lemon meringue pie. The creation of delicious street foods for market stalls will also be a highlight. This subject will incur a semester levy.

### Assessment Types

- Design Challenge- Folio and Practical
- Research Task





# The Arts - Electives

## 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.

**Dance, Drama, Media Arts & Visual Art Year 10 Units are semester length.**

**Music is a year long course, composite with Year 9 (students can study Music in both Years 9 & 10)**



# 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 practice 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 responding. This rich critical and creative thinking is organised under two strands: **Making** and **Responding**.

**Making in Dance** involves improvising, choreographing, comparing and contrasting, refining, interpreting, practicing, 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 responding. 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. A variety of genres will be explored within the unit, including hip-hop, musical theatre and contemporary.

Tailored specifically with a 21st century learner in mind, students will utilise critical and creative thinking whilst considering the increasing importance technology holds with the current Dance industry as they explore the genre of dance films.

# 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 strands: making and responding.

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

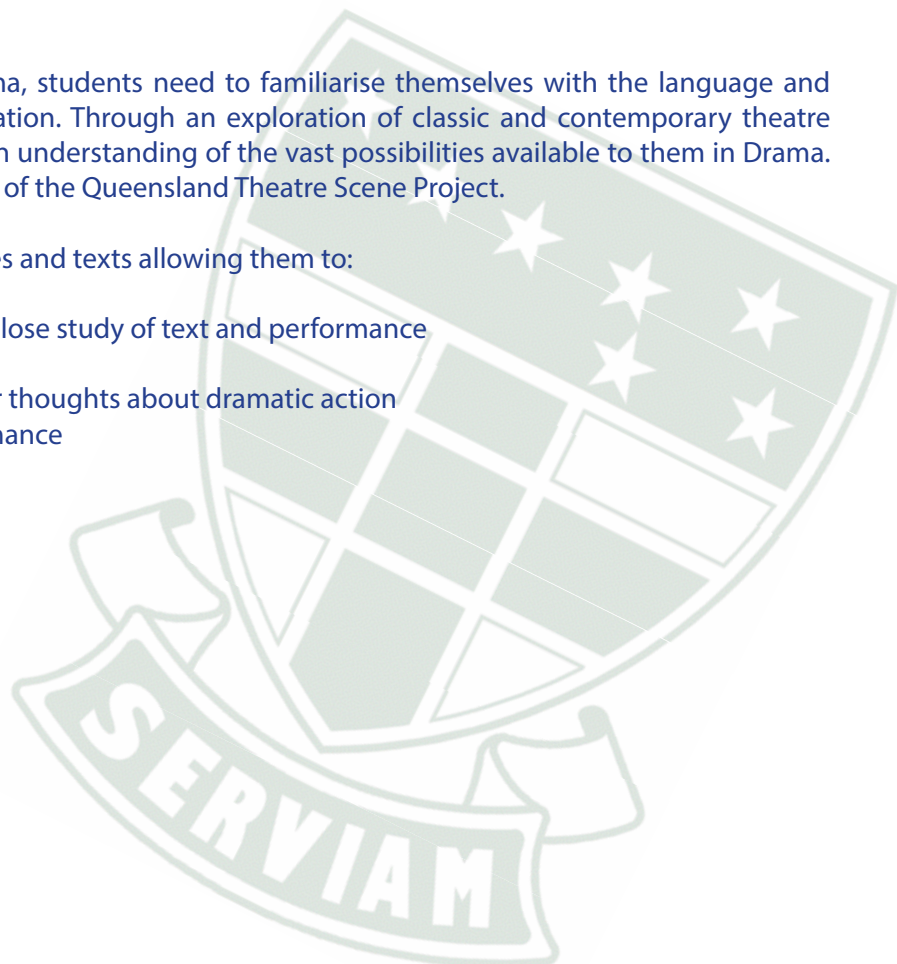
**Responding in Drama** involves students being audience members and listening to, enjoying, reflecting on, analysing and evaluating their own and others' drama works.

## 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.

## AMA101 Media Arts

The **Media Arts** comprise a range of art forms that have in common their composition and transmission through a variety of mediums e.g. 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.

### **Film, Television and New Media**

Students will explore the key concepts of film, television and new media, looking at moving-image media audiences, representations, languages, institutions and technologies. 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.**



## Introduction to 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 PhotoShop skills 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 folios of marketing, advertising, food styling and flat-lays 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 Applied subject (non-ATAR). **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 while it can be understood without any recourse to notation, learning to read and write music in traditional and graphic forms enables students to access music as independent learners.

Music students develop:

- the confidence to be creative, innovative, thoughtful, skillful 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.

Music in Year 10 features an e-learning curriculum combining traditional techniques with modern technologies and methods to create an engaging educational experience for all students, regardless of skill level or prior experience.

### AMU101: Game Composer

Video Game Music – from its humble beginnings in 'Pong' (where a single beep emits when the ball meets the bat), to the sophistication and complexity of the 'Final Fantasy' orchestral scores, Video Game Music has become one of the most popular genres of our time.

This unit takes students on an interactive journey of music used in video games starting with the monophonic music of 'Super Mario', through to the sublime power and majesty of the 'Dragon Born' male choir and full orchestra from 'Skyrim'.

Students discover how to create music for game characters and action scenes, and how to make that music memorable.

### AMU102: Trackformers

Trackformers is an exciting program designed to bring together music software, hardware and DJing techniques. Students will make their own music by mixing, creating playlists and mash-ups, and matching beats regardless of their skill level.

In this unit, techniques used by DJs are showcased and students will learn and master them

# 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**

This unit focuses on the creative expression of emotions, the potential of form, volume and mass in real and illusionary terms in Making and Responding.

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 approximately \$60 per semester.**

### **Assessment Types**

- Performance
- Extended writing task
- Folio
- Production



# Vocational Education and Training - Elective

## VET101: Introduction to Vocational Education and Training

In this unit, students will be introduced to VET pathways as an option for senior studies. The focus areas will be in Business and Hospitality. Students will explore and develop skills used in the business environment including advertising and marketing, producing business documents for the workplace 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. 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 will incur a subject levy of \$50 for the Semester.

## TAFE Pathways

TAFE at School courses are conducted during the school term, one day a week with specific days allocated by TAFE. Students can access courses specifically designed for high school students. These programs are conducted off campus and encompass a broad range of Certificate level courses leading to Diplomas. Most certificate II courses are VETiS funded whereas certificate III courses are generally at full cost with course fees paid directly to TAFE. Students are responsible for all associated material fees and are responsible for their own transport to/from TAFE. There are limited places available for some of the courses, and students must apply through the VET Coordinator. The course guide can be found on the TAFE website.

## School Based Traineeships/Apprenticeships (SATs)

As a school-based apprentice or trainee, you can work for an employer (and get paid!), train towards a nationally recognised qualification and complete your secondary school studies. You can combine a school-based apprenticeship or traineeship with studying for your Queensland Certificate of Education and/or ATAR. There are two main differences between a school-based apprentice and a school-based trainee. A school-based apprentice is trained in a skilled trade and upon successful completion will become a qualified tradesperson. School-based trainees are trained in a vocational area, such as office administration, information technology and hospitality, and upon completion will receive a minimum of a Certificate II in the chosen vocational area. St Ursula's SAT's program maintain regular contact with the student, the employer and the SRTO to provide seamless collaboration with all parties involved. By undertaking a SAT, students acknowledge that they will be required to be at their place of employment for one school day each week and may be required to work during all school holidays. Students wishing to take up this opportunity should speak with the College's Director of VET

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