St Joseph's College
TOOWOOMBA

Curriculum Handbook Year 10

Let's create your best future, *together.*

Contents

Subjects

Schedule of Levies

Information for Students and Parents choosing Year 10 Areas of Study

The implementation of the Australian Curriculum began in Queensland in 2012.

Religious Education, English, Mathematics, Science, History and Health & Physical Education comprise the six compulsory areas of study for students in Years 7 to 10.

Therefore, our students will complete compulsory semester units and have the opportunity to select elective units. Students entering Year 10 in 2025 will nominate 4 semester units they wish to study during the next year. Additionally, they are required to select two back-up units to study if all original preferences cannot be met.

It is a matter for the College to determine when particular units will be studied as the student's allocation depends on staffing and resources.

Detailed information on the Australian Curriculum can be accessed on the ACARA website: www.acara.edu.au. It is encouraged that you make yourself as familiar as possible with the latest education reforms and what they mean for your children.

This handbook has been produced to help students plan a Course of Study which will provide a balanced education across Key Learning Areas and provide greater opportunity for success.

The Curriculum consists of a set of semester units from which students can choose according to their own needs and abilities.

Contained in this handbook are details of the subject unit offerings planned for Year 10, 2025. An elective's viability to be included will also depend on the availability of staff, resources and student interest.

Choosing a Study Pathway

The Australian Curriculum Review

The implementation of Australian Curriculum began in Queensland in 2012. In 2021, the Australian Curriculum Assessment and Reporting Authority (ACARA) announced that the curriculum would undergo a review by the end of the year. The aim of the review is to improve the Australian Curriculum from Foundation to Year 10 by refining, realigning and reducing the existing content of the curriculum.

As a result of this ACARA Curriculum Review, subjects taught at St Joseph's College follow the Australian Curriculum V9.

Core & Extension Subjects

There are six compulsory core areas of study at St Joseph's College:

- Religion
- English
- Mathematics
- Science
- Humanities
- Health and Physical Education.

At St Joseph's College, as Year 10 students embark on the post-compulsory phase of senior schooling, our Year 10 students are encouraged to select a pathway that best reflects their interests and aspirations for Years 11 and 12.

In Year 10, with the Core group of subjects, students may select subjects that will best prepare them for potential courses of study in Years 11 and 12.

Students have the option of selecting Year 10 CORE subjects that align with a:

- General Pathway (QCE, ATAR)
- Applied Pathway (QCE, SBA, SBT or TAFE)
- Combination of both.

NB: For students who elect to study Extension Subjects (English, Mathematics) it is recommended that students have completed these subjects to a B standard in Year 9.

General Pathway (ATAR, QCE)	Applied Pathway (QCE, SBT, SBA, TAFE)
Religion	Religion
English or Literature - Semester 2	English or Short Course in Literacy - Semester 2
Extension Maths or Maths	Maths or Short Course in Numeracy - Semester 2
General Science	Applied Science
Humanities	Humanities
Physical Education	Physical Education
+ 4 Semester Electives	+ 4 Semester Electives

The core program will help prepare students for transition into Year 10 and maximise options for their Senior Phase of Learning.

Elective Subjects

Elective subjects in the Middle Years comprise a variety of ACARA curriculum areas.

This handbook has been produced to help students plan a Course of Study which will provide a balanced education across Key Learning Areas and provide greater opportunity for success.

The St Joseph's College Curriculum consists of a set of semester units from which students can choose according to their own needs and abilities.

Some elective subjects may incur a levy and additional costs for excursions and camps.

Year 10 Elective Subjects & Course Codes

Subject	Semester 1	Semester 2
Business and Economics	10BUA1 10BUE1 10BLS2	10BUA2 10BUE2 10BLS2
Design Technology	10DES1	10DES2
Design Technology – Wood	10DTW1	10DTW2
Design Technology – Metal	10DTM1	10DTM2
Design Technology – Textiles	10DTT1	10DTT2
Design Technology – Food	10DTF1	10DTF2
Digital Technology	10DIG1	10DIG2
Japanese	10JAP1	10JAP2
French	10FRE1	10FRE2
The Arts – Drama	10DRA1	10DRA2
The Arts – Music	10MUS1	10MUS2
The Arts – Visual Art	10VAR1	10VAR2

Elective Structure

Elective Structure at St Joseph's College				
	Term 1	**Term 2**	**Term 3**	**Term 4**
Year 7	Compulsory Rotations 1 & 2	Compulsory Rotations 3 & 4	Compulsory Rotations 5 & 6	Compulsory Rotations 7 & 8
	Language or Skills Development		Languages or Skill Development	
Year 8	Core		Core	
	Elective 1 & 2 (Skills Development)		Elective 3 & 4 (Skills Development)	
Year 9	Core		Core	
	Elective 5 & 6 (Skills Development)		Elective 7 & 8 (Skills Development)	
Year 10	Core		Core	
	Elective 9 & 10 (Skills Development)		Elective 11 & 12 (Skills Development)	

Skills Development

Students at St Joseph's College are allocated a Skills Development line based on assessment of individual need and with parental permission. In Years 7 and 8 the Skills line replaces a Language, whereas in later years it takes the place of an Elective.

These lessons focus on students developing the fundamental skills required for successfully navigating secondary school such as organisation, learning of routines, study skills, pre and post learning of subject content, homework and assessment support and other assistance required.

The Skills teacher develops positive learning relationships with students and liaises with classroom teachers and parents so that student support is relevant, and skills are transferrable to the classroom and home environments.

Strategies for choosing Subjects

As a basic strategy it is suggested that students choose subjects:

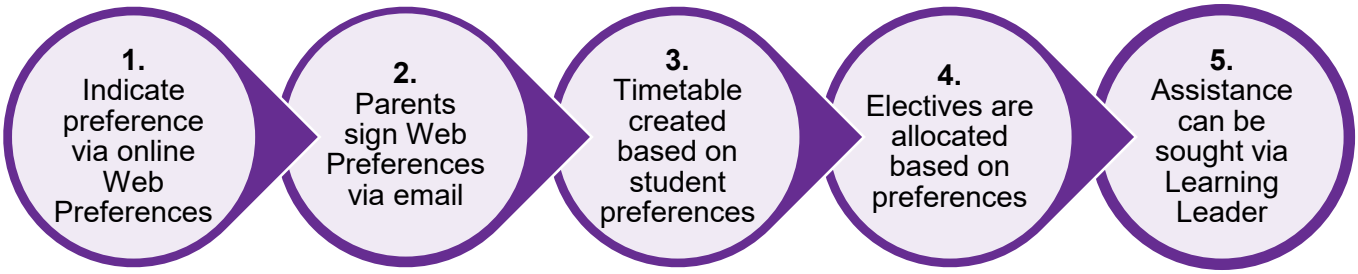
- they enjoy
- in which they have already had some success
- which may help them reach a chosen career
- prerequisites for Senior Subjects
- which develops skills, knowledge and attitudes useful throughout their life.

It is important to remember that students are individuals and that their needs and requirements in subject selection will be quite different from those of other students.

This means that it is unwise to either take or avoid a subject because:

- someone told them they will like or dislike it
- their friends are or are not taking it
- they like or dislike the teacher
- 'only boys or girls take that subject' – all subjects have equal value for males and females.

Year 10 Subject Selection Process



Teaching & Learning Framework

The St Joseph's College Teaching and Learning Framework

As an aspirational learning community, St Joseph's College embraces a culture of learning to empower young people to pursue their passions and meet the demands of their future pathways.

The St Joseph's College Teaching and Learning Framework is designed to guide the work of all teachers and learners as we seek to aspire to excellence for all students at the College. The framework clarifies beliefs about successful learners and effective learning in an aspirational community. The framework informs consistent practice with a common language based on evidence and research.

Religious Education

Compulsory Core Subject

In Year 10, students learn about various ways in which humans have an understanding of the mystery of God or the 'Other', which is ultimately beyond human language, concepts and stories.

These include the human experience of the created world: the valuable insights of the major world religions (Christianity, Islam, Judaism, Hinduism and Buddhism) as reflected in their core beliefs and practices; the different representation of God in the Old Testament and New Testament texts by various human authors in different historical, social and cultural context; Christian spiritual writing that search for the mystery of God in the midst of world events and the course of human history; and participation in person and communal prayer that can lead believers to the contemplation (the simple awareness of the presence of God).

Students explore how the Church has responded to the range of unpreceded threats to both human ecology and environment ecology facing Australia and the Modern World (c.1918 to the present) from science, technology, materialism, consumerism and political ideologies. They develop critical understanding of the various sources that guide the Church's action in the world today, including the teaching of Jesus and the early Church, the principles of Catholic social teaching and the reasoned judgments of conscience, carefully formed and examined.

They examine the Eucharist as the primary and indispensable source of nourishment for the spiritual life of believers, who carry on Jesus' mission in the world. They continue to develop their understanding of prayer in the Christian tradition through and exploration of Centering Prayer: prayer for justice, peace and the environment, including the Prayer of St Francis, the Magnificat and Canticle of Creation; and mediative prayer practices, including praying with the help of nature.

Term 1: Journeys of Faith

Students explore the fertile question: How can we travel in the footsteps of St Paul?

- Students critically analyse the writings of St Paul to search for the mystery of God in the midst of world events and the course of human history. They explain the significance of various sources that guide the Church's action in the world (including the teaching of Jesus and the early church through the Letters of St Paul) and that nourish the spiritual life of believers.

Term 2: Ecotheology

Students explore the fertile question: How should we as a Catholic community respond to environmental issues?

- Students explain how the mystery of God can be named and understood through the experience of the created world.
- Students analyse ways in which the Church has responded to a range of emerging threats to both human ecology and environmental ecology.

Term 3: Challenge and Change

Students explore the fertile question: How does the Church create peace?

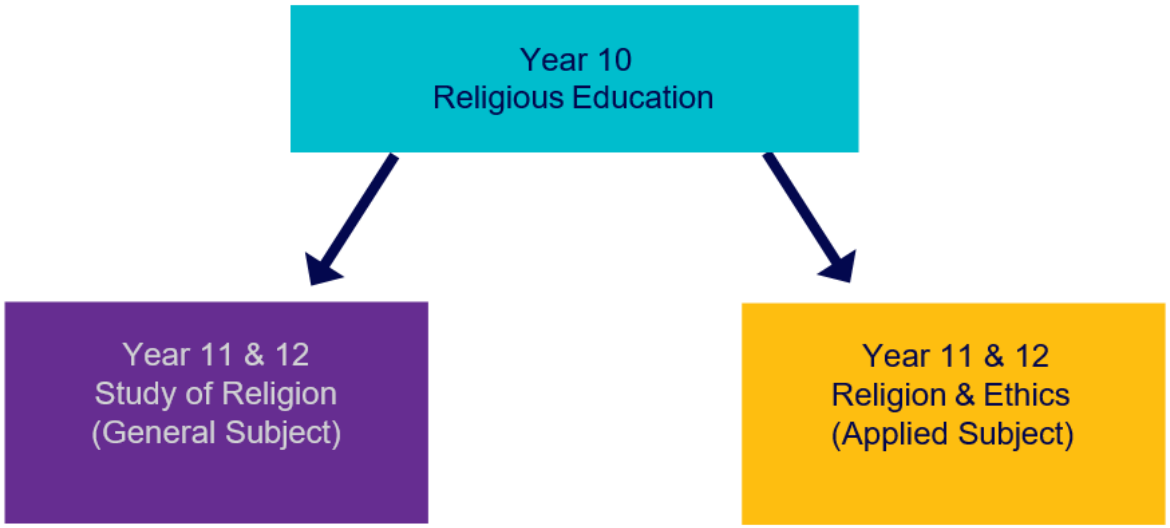
- Students explain the significance of various sources that guide the Church's action in the world and that nourish the spiritual life of believers.
- They develop and justify their own response to contemporary moral questions about peace and conflict using evidence from these various sources to support their response.

Term 4: The Mystery

Students explore the fertile question: Why all the mystery?

- Students identify different ways in which humans have understanding of the mystery of God or the 'Other'.
- Analyse core beliefs and practices of the major world religions and Aboriginal spiritualities and explain how these reflect the human understanding of God or the 'Other'.
- Investigate how different representations of God in texts reflect the different historical, social and cultural contexts of their human authors and explore their relevance for a modern Australia context.

Religious Education Pathways



English

Compulsory Core Subject

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 9 and 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media and the differences between media texts.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Year 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex and include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics and images.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Across the year, students will study:

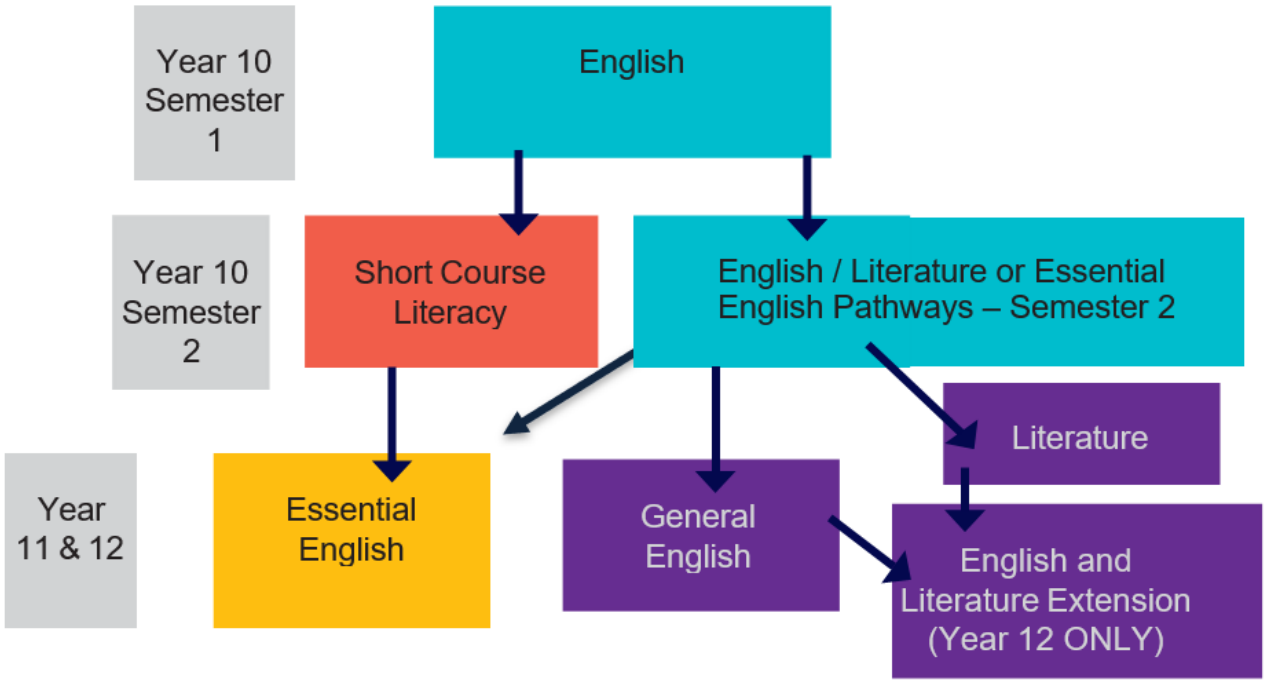
- documentaries
- a play text
- short stories
- a film
- persuasive writing
- narrative writing
- comparative, analytical writing
- imaginative spoken scripting
- multi-modal production
- film critique production.

At the completion of Unit 2, students may be invited to participate in the Short Course in Literacy. Those students not invited to into the course will remain in ACARA English.

Year 10 students who study the Short Course in Literacy must select Essential English (Applied) to study in Years 11 and 12.

Short Course in Literacy Unit 1 – Personal Identity and Education	Short Course in Literacy Unit 2 – The World of Work
In this unit, students develop reading, writing, oral communication and learning skills through expressing personal identity, achieving personal goals, and understanding and interacting with the wider community. Students will also: • learning to make meaning from different text types • identify their own purpose for reading • understand the role they play in the construction of meaning • identify and develop the set of knowledge, writing skills and strategies needed to shape written language according to purpose, audience and context.	This unit helps students develop language skills through activities related to the world of work. They will explore topics around seeking employment, operating in an existing workplace alongside entering a new work environment. They also: • understand the role they place in the construction of meaning within a workplace environment • develop voice and tone in consideration of audience.

English Pathways



Mathematics

Compulsory Core Subject

Mathematics focusses on the development of a deep knowledge and conceptual understanding of mathematical structures and fluency with procedures. Students learn through the approaches for working mathematically, including modelling, investigation, experimentation and problem solving, all underpinned by the different forms of mathematical reasoning.

Year 10 Mathematics (Core)

- **investigate** the accuracy of decimal approximations to irrational real numbers, consider the accuracy of computation with real numbers in context and **explore** the use of logarithmic scales to deal with phenomena involving small and large quantities and change.
- **apply** numerical and graphical and algebraic approaches to **analyse** the behaviour of systems of two linear equations in two variables and solve linear inequalities and represent solution sets as intervals on the real number line.
- **generalise** and **extend** their repertoire of algebraic techniques involving quadratic and simple exponential algebraic expressions, model situations exhibiting growth or decay using linear, quadratic and simple exponential functions, and solve related equations, numerically, graphically and algebraically, with the use of digital tools as applicable.
- **solve** measurement problems involving the surface area and volume of common objects, composite objects, and irregular objects, and use Pythagoras' theorem and trigonometry of right-angled triangles to **solve** spatial problems in two and three dimensions and manipulate images of their representations and images using digital tools. They apply geometric theorems to **deduce** results and solve problems involving plane shapes and use planar graphs and networks to investigate and model relations involving set points, connections, paths, and decisions.
- **investigate** conditional probability and its relation to dependent and independent events, including sampling with and without replacement. They **devise** and use simulations to test intuitions involving chance events which may or may not be independent.
- **compare** different ways of representing the distribution of continuous data including cumulative frequency graphs and interpret key features of the distribution. They **explore** association between pairs of variables, decide the form of representation, interpret the data with respect to context and discuss possible conclusions. They use scatterplots to informally discuss and consider association between two numerical variables and informally consider lines of good fit by eye, interpolation, extrapolation and limitations.

Year 10 Mathematics Extension

The extension course covers all the learnings of the Year 10 Mathematics (Core) course to an extended breadth by developing the ability to link mathematical concepts and to enhance problem-solving strategies in a mathematical context at a higher level of complexity.

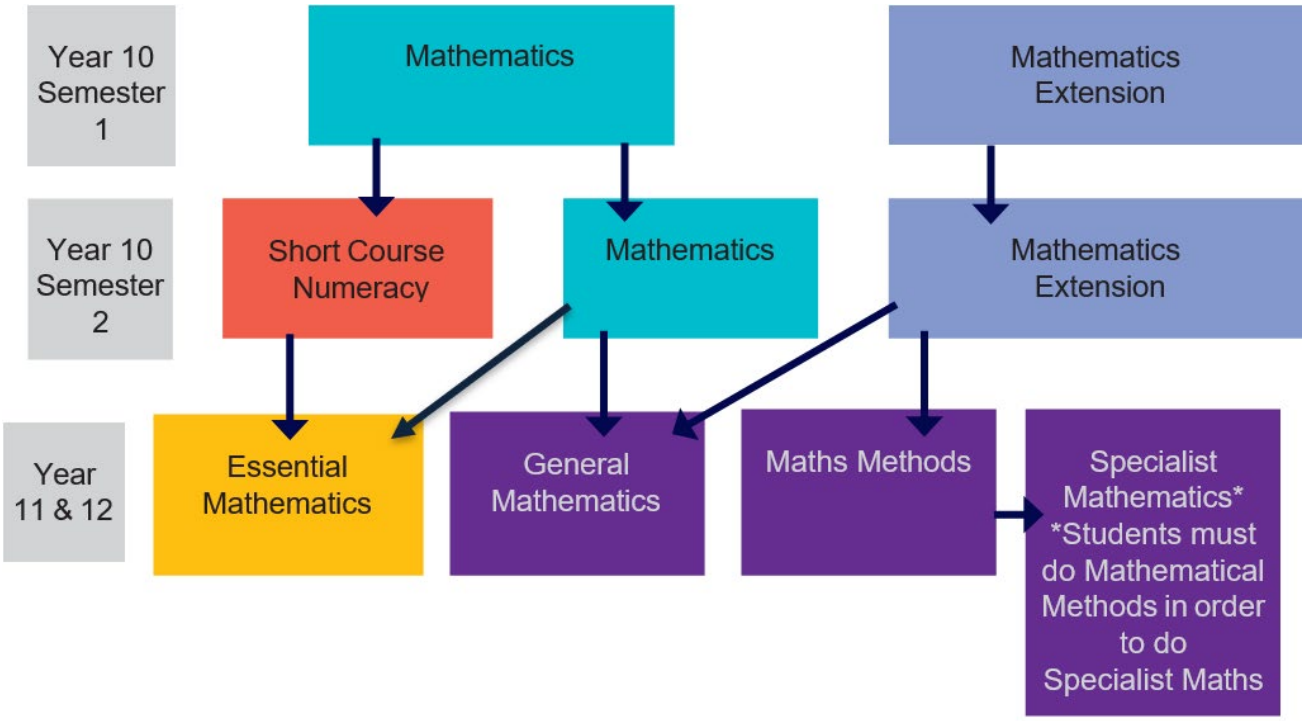
The following additional concepts will be covered in Year 10 Mathematics Extension over the course of the year to prepare students for the courses of Mathematical Methods and Specialist Mathematics in future studies:

- operations on numbers involving surds and fractional exponents.
- the graphs of y=sin(x) and y=cos(x) as functions of a real variable and solve related equations.
- numerical/tabular, graphical and algebraic representations of quadratic functions and their transformations.
- the inverse relationship between logarithmic and exponential functions.
- relationships between measures of different angles and various lines associated with circles.
- measures of spread and their effectiveness and interpretation with respect to different data distributions.

At the end of Unit 3, students may **be invited to participate** in the Short Course in Numeracy. Those students not invited into the course will remain in ACARA Mathematics.

Year 10 students who study the Short Course in Numeracy must select Essential Mathematics (Applied) to study in Years 11 and 12.

Mathematics Pathways



Science

Compulsory Core Subject

The science Inquiry Skills and science as a Human Endeavour strands are described as a two-year band. In their planning, schools and teachers refer to the expectations outlined in the achievement standard and also to the content of the Science Understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. These strands of the Curriculum are interrelated and their content is taught in an integrated way.

Incorporating the key ideas of science

In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical and physical evidence of different theories, such as the theories of natural selection.

Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They 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 enables them to predict how changes will affect equilibrium within these systems.

In the Year 10 curriculum students may select to study either General Science or Applied Science.

Students in both courses will explain the processes through which scientific knowledge is validated and examine the relationship between science, technology and engineering. They analyse key factors that influence interactions between science and society.

Students will have the opportunity to:

- plan and conduct ethical investigations to test relationships
- select and use equipment to generate, record and represent repeatable data
- analyse data to identify patterns, trends, relationships and anomalies
- assess the validity of methods, conclusions and claims
- construct logical arguments and evaluate claims
- communicate their ideas, findings and arguments to diverse audiences.

Students will explore genetics and evolution by natural selection. Explain how Newton's laws describe and predict the motion of objects in a system. Predict the products of reactions and the effect of changing reactant and reaction conditions.

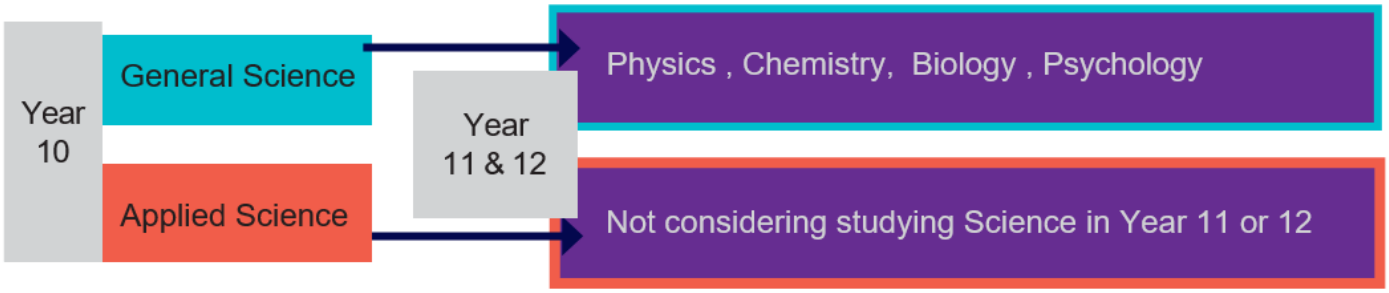
General Science (3 Units)

- Students engage in a study of: Chemistry, Physics and Biology
- Students will experience greater depth and detail in the content covered during the year. The assessment instruments align to the senior Science curriculum and will be excellent preparation for students considering an ATAR pathway.

Applied Science (3 Units)

- Students engage in a study of: Chemistry, Physics and Biology
- Students will be expected to apply the scientific knowledge that gain during the course to generate solutions to real world problems.

Science Pathways



Humanities

Compulsory Core Subject

The Year 10 curriculum provides a study of both history and geography. The history component focusses on the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.

Whereas, the term unit 'Geographies of Human Wellbeing' focusses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries.

The history content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts.

The geography content is organised into two strands: geographical knowledge and understanding, and geographical inquiry and skills. These strands are interrelated and have been developed to be taught in an integrated manner, and in ways that are appropriate to specific local contexts.

Key Historical inquiry questions

A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions for Year 10 are:

- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?

Key Geographical inquiry questions

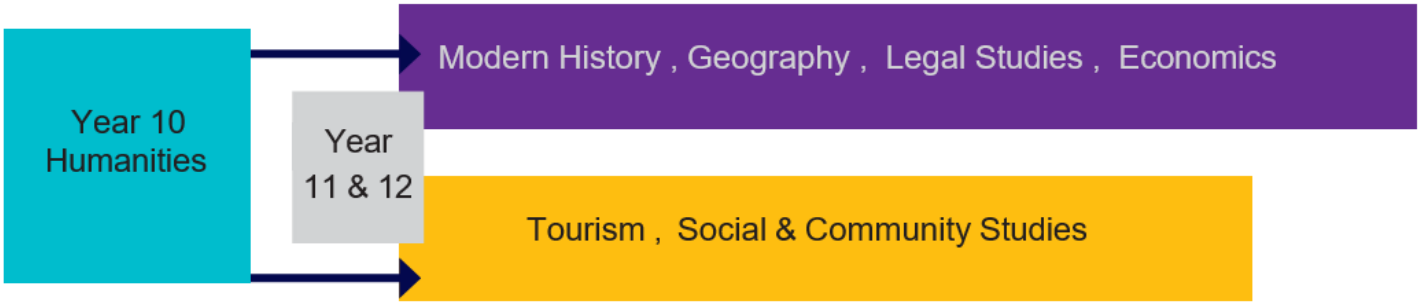
A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data. The key inquiry questions for Year 10 are:

- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do world views influence decisions on how to manage environmental and social change?

Units

- Unit 1: Geographies of Human Wellbeing
- Unit 2: Depth Study: World War II
- Unit 3: Depth Study: Rights and Freedoms
- Unit 4: Depth Study: Popular Culture

Humanities Pathways



Health and Physical Education

Compulsory Core Subject

The Year 9 and 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity and propose strategies to support the development of preventative health practices that build and optimise community health and wellbeing.

In Years 9 and 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances.

Students analyse how participation in physical activity and sport influence an individual's identity and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Focus areas to be addressed in Years 9 and 10 include:

- alcohol and other drugs (AD)
- food and nutrition (FN)
- health benefits of physical activity (HBPA)
- mental health and wellbeing (MH)
- relationships and sexuality (RS)
- safety (S)
- challenge and adventure activities (CA)
- games and sports (GS)
- lifelong physical activities (LLPA)
- rhythmic and expressive movement activities (RE)

Unit 1: Nutrition, Fitness & Training Plans – Physical Fitness Integration

In this unit, students engage in learning that involves understanding how energy, nutrition, and exercise are connected. Students will explore healthy eating habits as well as forms of structured exercise. Students will identify and explain macro and micro-nutrients and how these can be monitored in order to create a healthy and balanced diet that matches their health goals, such as, weight loss, gain, or maintenance. Students will test their fitness levels in a range of tests and propose a training strategy or improve their result in a selected fitness test. Through this process they will learn about components of fitness, principles of training, and training methods.

Unit 2: Motor Learning – Netball Integration

In this unit, students engage with concepts, principles and strategies about Motor Learning. Students recognise and explain that rate limiters are factors that have an effect on performance. Students will analyse primary and secondary data to ascertain relationships between their personal motor learning strategy against movement strategies, concepts and principles, and personal performance.

Unit 3: First Aid

In this unit, students identify situations where they or others may be at risk and how adolescents respond to these scenarios. They evaluate responses and propose and practise appropriate responses

to these situations. Students plan, practice and apply responses to emergencies where first aid (including safe blood practices) and possibly CPR may need to be administered.

Students in Year 10 will complete a Language, Literacy and Numeracy module before the commencement of any unit of competency, which include the First Aid clusters.

The LLN module will be completed online as part of the current First Aid cluster, at least to the standard of AQF level 3. The student MUST complete the initial three LLN sections (Language, Literacy and Numeracy) with a pass mark of 80% in each section.

If the student does not reach the 80% pass mark, they will be emailed further information with the relevant Foundation Skills (FSK) unit to assist in further study. As usual, an email will be sent to each coordinator with a summary of each enrolment block of students and which students require further assistance with LLN activities. On completion of the LLN assessment, the student will automatically progress through to the First Aid course materials.

Students will enrol in four units of competency at the College in:

First Aid and Safety Cluster as partial completion of SIS30321 Certificate III in Fitness

- HLTAID009 Provide cardiopulmonary resuscitation
- HLTAID010 Provide basic emergency life support
- HLTAID011 Provide first aid
- HLTWHS001 Participate in workplace health and safety

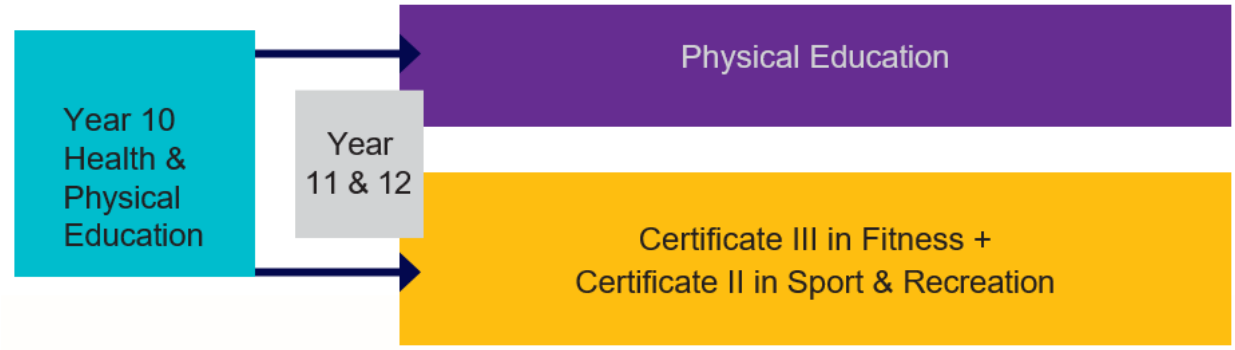
The College has partnered with CSTC Pty Ltd as the Registered Training Organisation, RTO number 0699 for the delivery and assessment of these units. Participants will be required to successfully complete a series of online assessment tasks prior to their Practical Demonstration/Observation scheduled at the College in Term 4, Year 10.

This course intends to provide participants with the skills and knowledge necessary to effectively respond to emergency situations by sustaining/restoring breathing and circulation to an adult, child or infant, and providing First Aid.

On successful completion of the First Aid and Safety Cluster, 2 QCE points will contribute to their core category of learning.

The cost of this competency embedded into this unit is approximately $80 (dependent on RTO).

Health and Physical Education Pathways



ELECTIVE

Accounting

Elective Subject: Accounting, Semester 1 (10BUA1) or Semester 2 (10BUA2)

Please note this subject is offered in Semester 1 and Semester 2. **Students may only choose it once.**

This unit focusses on the fundamental accounting process. Success in small business is not just about product design and marketing. A solid knowledge of accounting processes and an understanding of how it can contribute to the success of an enterprise is crucial in the world of business. The unit is broken up into two strands.

This courses serves as a brief introduction to Year 11 & 12 Accounting and exposes the students to Accounting concepts and basic bookkeeping processes relevant to small business including the completion of journals, ledgers and trial balances. Students are also introduced to financial statements that are used by stakeholders and owners to identify and analyse the business' position and comment on future decision-making.

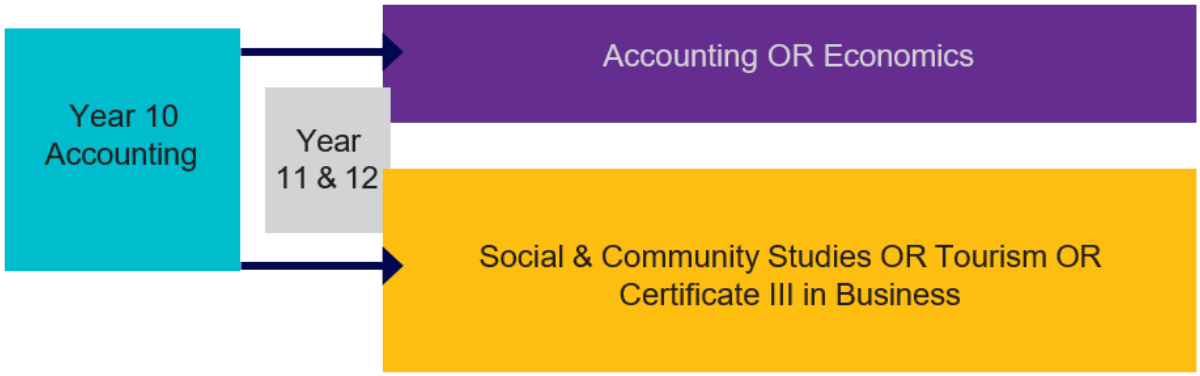
Unit 1: Accounting Fundamentals

- Introduction to accounting and source documentation
- Classifying accounts into categories Revenues (R), Expenses (E), Assets (A), Liabilities (L) and Owner's Equity (OE)
- Introduction to statement of financial position
- Double entry accounting
- Introduction to journals & journal rules
- Introduction to ledgers
- Trial balance

Unit 2: Who's invested in our business?

- Introduction to financial reports
- Creating simple statements of Profit or Loss and Statements of Financial Position from a Trial Balance
- Analysing financial reports
- What profitability and liquidity ratios are
- How to calculate ratios using financial data & Financial analysis
- Analysis and interpretation skill as well as writing a report to interested parties

Accounting Pathways



ELECTIVE

Business & Economics

Elective Subject: Business & Economics, Semester 1 (10BUE1) or Semester 2 (10BUE2)

Please note this subject is offered in Semester 1 and Semester 2. **Students may only choose it once.**

By the end of Year 10 students should:

- develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills or inquiry, to investigate a familiar, new and complex hypothetical national, regional or global economics or business problem.
- analyse the factors that influence major consumer and financial decisions and the short- and long-term consequences of these decisions, explain the ways businesses organise themselves to improve productivity, including the ways they manage their workforce and how they respond to changing economic conditions.

Running a Small Business

This course aims to introduce students to the way businesses operate, and the ways businesses respond to opportunities and changing economic conditions. Students are introduced to the basic concepts of underlying small business while discovering the concepts that lead into Accounting, Economics, and Legal Studies. This strand examines four main functions of business: Human Resources, Marketing, Operations Management and Finance.

Student Outcomes:

- develop an understanding of and identify different business structures available for commercial operation in Australia
- investigate a range of small businesses and evaluate their success or failure
- develop basic bookkeeping and accounting skills
- examine and gain an appreciation of the legal issues relevant to small business operation in Australia
- plan and run small business activities with a group of 4-5 students.

Unit: Business Venture

- Products and Services and Design Thinking
- Pitching a business idea
- Business Economics
- Social Enterprises
- Formulating/Creating Ideas for a Business Venture
- Financial Capability
- SWOT Analysis
- Logos, Slogan and Mission Statement
- Business Venture Justification
- Marketing and Targeting Customers
- Start-up Costs and Business Plan (budget)
- Food Safety
- Business Plan
- Prototype Testing
- Project Management
- Working out Profit & Loss
- Trading Sessions

Business & Economic Pathways

ELECTIVE

Economics / Legal Studies

Elective Subject: Legal Studies, Semester 1 (10BLS1) or Semester 2 (10BLS2)

Please note this subject is offered in Semester 1 and Semester 2. **Students may only choose it once.**

This unit is a combination unit where a term is devoted to Economics and a term is devoted to Legal Studies, as an opportunity for students to experience a taste of Year 11 & 12 Economics and Legal Studies.

The Economics unit will examine the way businesses operate at many levels, and the ways they respond to opportunities and changing circumstances and conditions. As businesses operate in the markets, the decisions they make have social, economic, and environmental consequences. This unit will explore the factors that influence the work environment now and into the future and the rights and responsibilities in the work environment.

The Legal Studies unit investigates how the laws that regulate most of the situations we find ourselves in every day. These laws are designed to govern the way in which people behave and act so we can all live in a peaceful and united society. This unit will examine these formal 'legal rules' and how they are enforced by different organisations such as tribunals, parliament, police and prisons through the exploration of various case studies.

Unit Breakdown:

Unit 1: Introduction to Legal Studies

Government and democracy

- Key features of Australian Democracy
- Australian cultural diversity and identity
- Comparing Australian to Indonesian government (systems of government)
- How Australia democracy is influenced by the international community
- How the Australian constitution works
- The role of the High Court
- How government policies in Australia are shaped by our intentional obligations
- Threats to Australian democracy

Unit 2: Macroeconomics

Macroeconomics

- What is economics? What is the economy?
- Measuring Australian economic performance and economic growth
- The future of work
- GDP, inflation, unemployment rates, and participation
- How does it compare globally?
- Living standards (varies around the world)
- Factors that affect living standards
- The business environment
- Gaining a competitive advantage
- The importance of innovation in business

Economics / Legal Studies Pathways

ELECTIVE

Metal Technology

Elective: Metal Technology, Semester 1 (10DTM1) & Semester 2 (10DTM2)

Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed. By the end of Year 10 students will have had the opportunity to design and produce at least four designed solutions focussed on one or more of the five technologies contexts content descriptions.

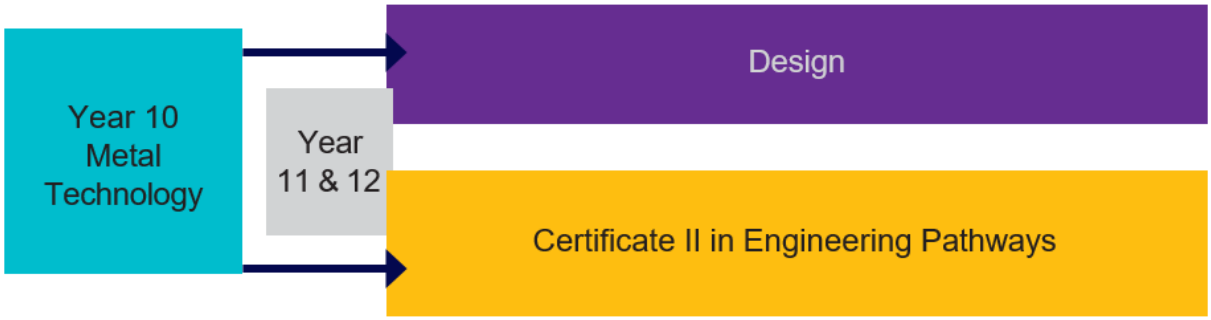
Unit 3: Metal Technology, Semester 1 (10DTM1)

- Students are exposed to more complex metalworking techniques.
- Students continue to be instructed on the correct use of hand tools, power tools and equipment that is commonly found in metalworking environments.
- Students will incorporate design aspects as they produce various projects associated with the metalworking industry.

Unit 4: Metal Technology, Semester 2 (10DTM2)

- Students continue to 'hone' their skills as they produce projects that will use a variety of metalworking techniques.
- Design will be incorporated into this unit as students design certain elements related to their projects.

Metal Technologies Pathways



THIS ELECTIVE SUBJECT WILL INCUR A LEVY WHICH MAY INCLUDE CONSUMABLES, EXCURSIONS OR CAMPS.

ELECTIVE

Wood Technology

Elective: Wood Technology, Semester 1 (10DTW1) & Semester 2 (10DTW2)

Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed. By the end of Year 10 students will have had the opportunity to design and produce at least four designed solutions focussed on one or more of the five technologies contexts content descriptions.

Unit 3: Wood Technology, Semester 1 (DTW1)

- Students exposed to more complex woodworking techniques.
- Students receive instruction on the correct use of hand tools, power tools and equipment that is commonly found in woodworking environments.
- Students will incorporate design aspects as they produce various projects associated with the woodworking industry.

Unit 4: Wood Technology, Semester 2 (10DTW2)

- Students continue to 'hone' their skills as they produce projects that will use a variety of woodworking techniques.
- Design will be incorporated into this unit as students design certain elements related to their projects.

Wood Technologies Pathways

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ELECTIVE

Design Technology

Elective: Design Technology, Semester 1 (10DES1) & Semester 2 (10DES2)

Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed. By the end of Year 10 students will have had the opportunity to design and produce at least four designed solutions focussed on one or more of the five technologies contexts content descriptions.

Unit: Design Technology, Semester 1 (10DES1)

This unit will focus on expanding the fundamentals of Design, exploring design styles and influences. Looking at UX (user Experience) and product design, and how it has progressed and influenced our lifestyle.

- Students use design and technologies knowledge and understanding, processes and production skills and design thinking, to produce designed solutions to identified needs or opportunities of relevance to individuals in regional and global communities.
- Students work independently and collaboratively on problem-solving activities that acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study.

Unit: Design Technology, Semester 2 (10DES2)

This unit will focus on designing for future sustainability and the impact on the environment in our local environment. Students will also explore Engineering concepts and how design has transformed the way we view the world around us.

- Students specifically focus on preferred futures, considering ethics, legal issues, social values; economic, environmental, and social sustainability factors and using strategies such as life cycle thinking.
- Students use creativity, innovation and enterprise skills with increasing confidence, independence, and collaboration. This unit may focus on the application of design thinking to envisage creative products, services, and environments in response to human needs, wants and opportunities.

Design Technologies Pathways

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ELECTIVE

Digital Technology

Elective: Digital Technology, Semester 1 (10DIG1) & Semester 2 (10DIG2)

Learning in Digital Technologies focusses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focusses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years. By the end of Year 10, students will have had opportunities to analyse problems and design, implement and evaluate a range of digital solutions, such as database-driven websites and artificial intelligence engines and simulations.

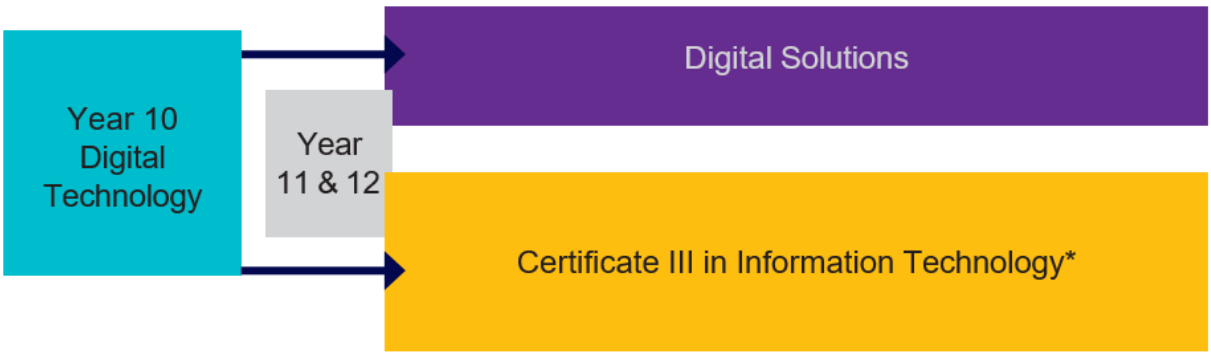
Unit 1: Digital Technology, Semester 1 (10DIG1)

This unit is designed to develop students coding ability in a variety of different languages. Students will learn the basics of developing code as a way to problem solve. Students will also be introduced to the world of web designing. By the end of the unit, they will have developed the skills to take an idea and turn it into a fully working webpage using the EDGE process.

Unit 2: Digital Technology, Semester 1 (10DIG2)

This unit is specifically designed for those students who enjoy problem solving and using code to help provide the solutions to these problems. By the end of this unit, students will have developed all the necessary skills to create and document a full digital solutions. With this unit students will be best prepared for what the senior Digital subjects have to offer.

Digital Technologies Pathways



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ELECTIVE

Food Technology

Elective: Food Technology, Semester 1 (10DTF1) & Semester 2 (10DTF2)

Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed. By the end of Year 10 students will have had the opportunity to design and produce at least four designed solutions focussed on one or more of the five technologies contexts content descriptions.

Unit: Introduction to Hospitality Practices – Brunch Buzz, Semester 1 (10DTF1)

A unit that immerses students in the vibrant world of the hospitality industry with a focus on non-alcoholic beverages and the popular café trend of brunch. Students will explore the impact of innovation and emerging technologies on the design and delivery of non-alcoholic beverages and brunch menus within cafes of the hospitality industry. Students will investigate the trends and innovations in food technology which are shaping the future of hospitality.

Unit: Cooking Around the World, Semester 2 (10DTF2)

- Students investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating.
- Students critically analyse factors (including social, ethical and sustainability considerations) that impact on design solutions for global preferred futures and apply design thinking as they develop a specialised food product, service or environment for a challenging client eg. a mountaineer, a homeless person, a person with food intolerances.
- Students critically evaluate the challenging food needs of diverse people.
- Students investigate the principles of food safety, preservation, preparation and the impact of social, cultural and individual preferences on food products generate design ideas for products (food items), services (marketing) and environments (safe, hygienic spaces to produce food)
- Students select and use appropriate technologies skilfully and safely to produce high-quality food products evaluate ideas, processes and solutions against comprehensive criteria for success, including sustainability and client needs.
- Students collaborate and work individually throughout the process manage by using digital technologies to develop project plans that include time, cost, risk and production processes.

Food Technologies Pathways

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ELECTIVE

Textiles Technology

Elective: Textiles Technology, Semester 1 (10DTT1) & Semester 2 (10DTT2)

Design and Technologies – Textiles, in which student use design thinking and technologies to generate and produce design solutions for authentic needs and opportunities in the area of textiles. The practical nature of this Technologies learning area engages students in critical creative thinking including understanding interrelationships in systems when solving complex problems. The learning area's systematic approach to experimentation, problem-solving, prototyping, production and evaluation instill in students the value of planning and reviewing processes to transform ideas into solutions.

Content Descriptors:

- Analyse how people in design and technologies occupations consider ethical, security and sustainability factors to innovate and improve products, services and environments.
- Analyse the impact of innovation, enterprise and emerging technologies on designed solutions for global preferred futures.
- Analyse and make judgments on how characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions.

Unit: Hoodie Haven, Semester 1 (10DTT1)

Students will explore the elements of design while considering how characteristics and properties of materials can be considered to create the designed solution of a hoodie. Students will explore foundational skills of the fashion industry including reading sewing patterns and the ability to adjust these. The unit will delve into how various materials and tools can be used to produce a hoodie. Students will gain a deep understanding of how these materials can be transformed into comfortable, stylish hoodies that not only serve a practical purpose but also contribute to the aesthetics of fashion.

Content Descriptors:

- Analyse how fibres are produced in managed environments and how these can become sustainable.
- Analyse and make judgement on the ethical, secure and sustainable production and marketing of fibre enterprises.
- Analyse and make judgments on how characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions.

Unit: Fashion Forward, Semester 2 (10DTT2)

This unit invites students to investigate the environmental and ethical impact of fast fashion and respond with their own sustainable design solution. Students will delve into the world of fast fashion, examining it's environmental footprint and the role of sustainability and ethics mitigating these effects. They will explore how clothing is being produced to meet the demands of the modern day consumer. The practical component of this unit involves designing and producing a skirt as a sustainable slow alternative to fast fashion. Students will consider factors such as material selection, durability, aesthetics, and user experience in their designs. They will also analyse the life cycle of their skirt, from fibre production to end of life disposal, and explore strategies for making each stage more sustainable.

Textiles Technologies Pathways

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ELECTIVE

Japanese

Elective: Japanese, Semester 1 (10JAP1) & Semester 2 (10JAP2)

Japanese is Year 10 gives students the opportunity to improve their communication skills and reinforce basic vocabulary and grammar studied during Year 9, with a greater emphasis placed on script writing and recognition. Cultural aspects are identified and built upon throughout both semesters, with manga, anime, origami, cooking and Japanese games also addressed. Students have the opportunity to interact with Japanese students from our sister school, Shijonawate Gakuen, in Term 3 and also participate in a culture-based excursion to Brisbane before the year's end.

It is strongly recommended that students study the 4 units across Years 9 and 10 consecutively, as vocabulary and grammar is built on continually to maximise success.

Semester 2 units provide important grammar in preparation for Senior Japanese, as well as information that relates to the biannual Japanese language and culture tour to Japan. Students develop skills across communicating and understanding the language including reading, writing and speaking in context.

Unit 1: Let's Travel to Japan, Semester 1 (10JAP1)

Topics studied include:

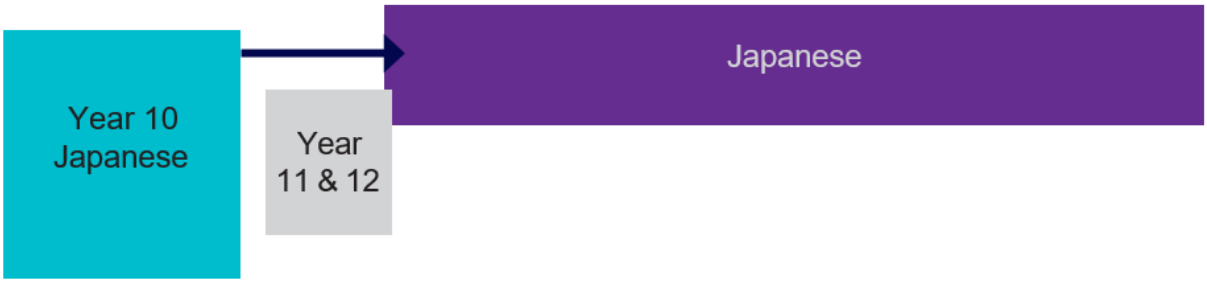
- Schedules and itineraries
- Accommodation and sightseeing
- Transport options and reading timetables
- Fashion (Traditional and Western)
- Health

Unit 2: A Tourist's World, Semester 2 (10JAP2)

Topics studied include:

- Tourists
- Tourist attractions
- Cities, towns and amusement parks

Japanese Pathways



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ELECTIVE

French

Elective: French, Semester 1 (10FRE1) & Semester 2 (10FRE2)

French in Year 10 gives students the opportunity to improve their communication skills and reinforce basic vocabulary and grammar studied during Year 9. Cultural aspects are identified and built upon throughout both semesters.

Ideally students continue their study from Year 9, though, as some topics are revisited in more depth, there is the possibility of joining or re-joining the class. Students develop skills in comprehending and composing through Listening, Reading, Speaking and Writing in French. It is strongly recommended that students study the four units across Years 9 and 10 consecutively, as vocabulary and grammar are built on continually to maximise success.

Unit 1: Vous payez comment? & Quelle histoire! Semester 1 (10FRE1)

Topics studied include:

- Modes of transport
- Purchasing tickets, taking public transport and departure boards
- Announcements in a train station
- Castles
- Fairy tales
- Childhood memories
- Talking about what happened in the past (le passé composé and l'imparfait)
- Cultural topics including composter le billet, Chamonix-Mont-Blanc, La Tartiflette Savoyarde, Trains in France, Le Val de Loire and Le Chateau de Chambord

Unit 2: Vivre écolo & Projets d'avenir Semester 2 (10FRE2)

Topics studied include:

- Environment
- Climate change
- Education and career choices
- Talking about the future (le futur proche and le futur simple)
- Cultural topics including famous landmarks and specialties in la Bretagne and la Normandie, discover le Mont Saint-Michel, Claude Monet's house and gardens at Giverny, Le château de Chantilly, and France's World War I connections with Australia and New Zealand

French Pathways

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ELECTIVE

Music

Elective: Music, Semester 1 (10MUS1) & Semester 2 (10MUS2)

In Music, students develop practices and skills for listening to, composing, performing and responding to music. They explore a diverse range of styles, traditions and contexts. Students learn to read and write music in traditional and graphic forms and utilise music technology to become independent learners.

Unit 1: Greatest Hits, Semester 1 (10MUS1)

Presenting and Performing
- Play classical pieces on Keyboard, Guitar or your preferred instrument
- Play or sing your favourite songs on your preferred instrument in small groups or solo

Creating and Making
- Arrange music for small instrumental groups or compose an original piece of music for instruments

Exploring and Responding
- Listen to, explore and analyse famous Classical pieces
- Explore to jazz and rock songs that have become classic hits
- Learn about musical styles and elements

Unit 1: Music of the Media, Semester 2 (10MUS2)

Presenting and Performing
- Play film music pieces on Keyboard, Guitar or your preferred instrument
- Play or sing your favourite songs on your preferred instrument in small groups or solo

Creating and Making
- Create music for a film or video game using music software

Exploring and Responding
- Explore and analyse the purpose of and ways composers use music in films and gaming
- Learn about musical styles and elements in film music and gaming

Music Pathways

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ELECTIVE

Drama

Elective: Drama, Semester 1 (10DRA1) & Semester 2 (10DRA2)

Drama is a subject in which through play and imagination you learn expression and practice vital communication skills. Drama is one of the only subjects where collaboration through group work is necessary – a critical skill of working within teams. Drama enhances students' artistic and creative abilities and gives students a better understanding of themselves and their world contexts such as: identity, societies, cultures, ideologies, gender, time, and change, and therefore students are able to critically reflect. The study of drama covers a diverse range of practical and theoretical components.

These involve:

- Vocal skills
- Movement and basic stage techniques
- Reading play texts and writing scripts
- Forms, styles and genres of dramatic action
- Acting spaces and dramatic conventions

Students will have the opportunity to view performances through incursions/excursions. Drama students are encouraged to audition for musicals and perform at events such as Skits & Semiquavers.

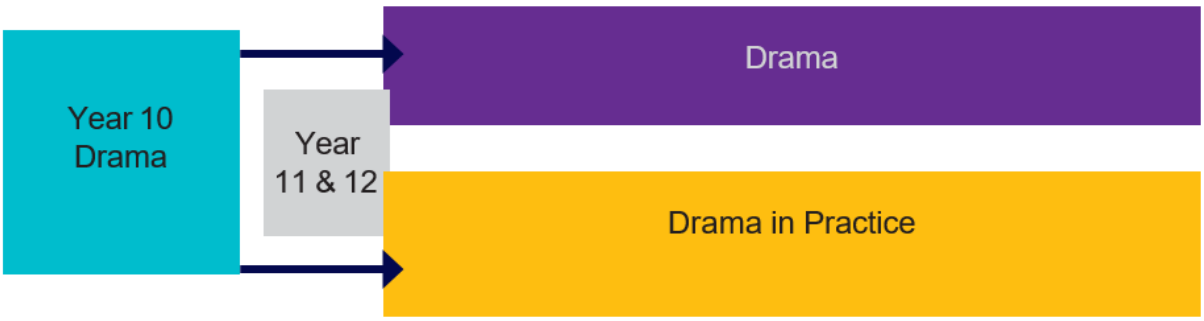
Unit 1: Drama, Semester 1 (10DRA1)

Students manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles.

Unit 2: Drama, Semester 2 (10DRA2)

Students devise and refine scenarios and scripts, both individually and as part of an ensemble. They will practice and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performance spaces, including exploration of those developed by Aboriginal and Torres Strait Islander dramatists.

Drama Pathways



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ELECTIVE

Visual Art

Elective: Visual Art, Semester 1 (10VAR1) & Semester 2 (10VAR2)

Year 10 semester Visual Art electives are about focussing on developing conceptual ideas in their artworks. Students extend on the skills acquired in Year 9 and continue to explore various techniques and media with the ability for greater individualised ideas to further develop a personal aesthetic. Students will experience a range of art forms within the categories of 2D, 3D and 4D (time-based media) ranging from realism to abstraction. Adding to this they will gain a deeper understanding about art history movements, contemporary artists and art practices. Students respond to artworks through informal discussions as well as by writing artist statements about their own outcomes and critiquing Artists' artworks.

Students may have the opportunity to experience an enrichment excursion experience to the local art gallery or industry institution.

Unit 1: Visual Art, Semester 1 (10VAR1)

Students may experience the following art forms:

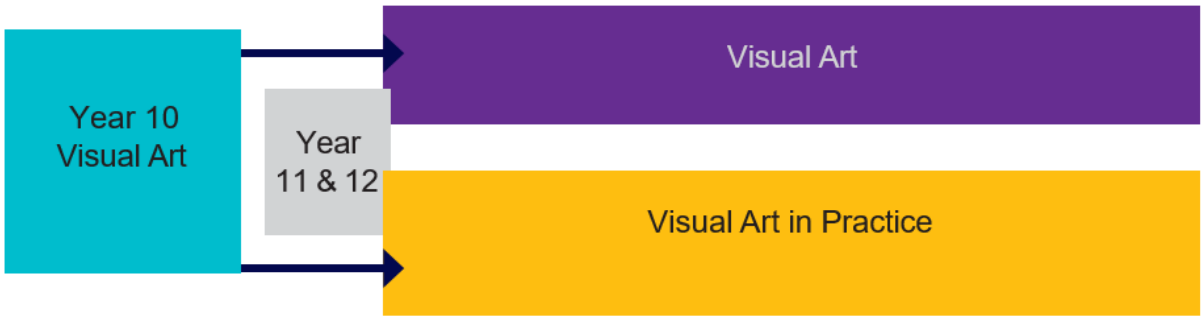
- 2D Drawing eg. Abstract Expressionism
- 2D Painting eg. Surrealism

Unit 1: Visual Art, Semester 2 (10VAR2)

Students may experience the following art forms:

- 2D Printmaking eg. Social Commentary
- 3D Ceramics eg. Hybrid/Anthropomorphic Statuettes
- 4D Digital Art eg. Video Art

Visual Art Pathways



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St Joseph's College
Schedule of Levies 2024

The table below indicates the costs of levies for 2024. This table should be used as a guide only. At the end of 2024, each family will be given a schedule of fees for subject levies once final costings have been determined for 2025.

Subject / Certificate Course	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Biology						$650
Design			$25	$25	$25	$25
Design Technology – Food			$90	$100		
Design Technology – Metal			$60	$60		
Design Technology – Textiles			$50	$80		
Design Technology – Wood			$70	$80		
Drama			$35	$35	$100	$100
Drama in Practice					$100	$100
English	$35	$35	$35			
Fashion					$50	$50
French			$100	$100	$100	$100
Furnishing Skills					$200	$300
Geography						$400
Hospitality Practices					$100	$100
Japanese			$115	$115	$115	$115
Legal Studies					$15	
Music			$25	$155	$155	$155
Physical Education					$50	$50
Tourism					$150	$150
Visual Art			$25	$25	$135	$105
Visual Arts in Practice					$95	$95
Diploma of Business					$2750	
Certificate III in Business					$320	
Certificate III in Fitness + Certificate II in Sport and Recreation					$460	
Certificate III in Information Technology					$345	$260
Certificate II in Health Support Services + Certificate III in Health Services Assistance					$800	
Certificate II in Engineering Pathways					$1200	
Certificate I in Construction + Certificate II in Construction Pathways					$1200	
Camp or Retreat or Work Experience	$335	$490		$20	$305	$335
First Aid & CPR Certificate				$80		