



# Curriculum Handbook

## Year 10 2025



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Siena  
CATHOLIC COLLEGE

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# Information for Students and Parents

## Choosing Year 10 Subjects and Electives

Year 10 reflects a significant time of transition from the open and experiential Middle Years curriculum to the formality and disciplinary study of the Senior Years.

### Curriculum Offerings

#### *Core Subjects*

All students in Year 10 study Religious Education, English, Mathematics and Science across both semesters.

Additionally, each student is also required to complete a minimum of one semester of a Humanities and Social Sciences subject.

#### *Elective Subjects*

Along with studying the core subjects, Year 10 students are required to select **three elective subjects** and **three reserve elective subjects**). While every attempt will be made to ensure that students are able to study their first choice of elective subjects, the reserve selections will be considered should this not be the case.

The subject descriptions contained in the body of this booklet should be read carefully. In making their choices, students need to carefully consider their strengths, weaknesses and level of interest in various subjects. When selecting elective options for Year 10 consideration should be given to recommendations for students wishing to undertake linked subjects in the senior school.

In Year 10 course material for core and elective options are drawn from Australian Curriculum documents which, in turn, have also informed the QCAA development of Subject Syllabus documents for Year 11 and Year 12 which was implemented in 2019. From this perspective, the best preparation for Year 11 and Year 12 is active engagement with core and elective options linked to subjects that a student wishes to continue with after Year 10.

In Year 11 and 12, students will be required to select one option from each of Religious Education, English and Mathematics plus three other options. The other options may be drawn from the full range of subject offerings, including Vocational Education and Training options.

The table on the following page outlines the links between Year 10 core subjects and electives with the corresponding proposed subject offerings for 2025.

#### *W156*

In Year 10, students engage in the W156 program which occurs each Wednesday in Periods 1, 5 and 6. The College engages presenters, both internally and externally to present to the Year 10s on a range of topics with aims to support the personal and social development of students at this age and, in alignment with the Australian Curriculum, in particular the Health & Physical Education learning area. The table on page 5 outlines the W156 presentations, in accordance with the corresponding content descriptors, taken from the Australian Curriculum V9. Further information regarding the content of each incursion can be viewed within the Student Formation, Service & Wellbeing Overview.

### Timetable Schedule

The timetable is structured as a 10-day (two week) cycle consisting of 60 periods.

### Subject Selection Online

Subject selections are facilitated through an online subject selection system.

# Curriculum Offerings

| Year 10 Core Subjects          | Semester Length | Type | Year 11/12 Subject Link  |
|--------------------------------|-----------------|------|--|
| 10RE – Religion                | 2               | Core | <ul style="list-style-type: none"> <li>▪ Study of Religion</li> <li>▪ Religion &amp; Ethics1</li> </ul>  |
| 10ENG – English                | 2               | Core | <ul style="list-style-type: none"> <li>▪ Essential English1</li> <li>▪ English</li> <li>▪ Literature</li> </ul>  |
| 10MATC1 – Mathematics          | 2               | Core | <ul style="list-style-type: none"> <li>▪ Essential Mathematics1</li> <li>▪ General Mathematics</li> <li>▪ Mathematics Methods</li> <li>▪ Specialist Mathematics</li> </ul> |
| 10MATC2 – Mathematics Advanced | 2               | Core |  |
| 10SCI – Science                | 2               | Core | <ul style="list-style-type: none"> <li>▪ Biology</li> <li>▪ Chemistry</li> <li>▪ Physics</li> <li>▪ Psychology</li> </ul>  |

| Year 10 Elective Subjects  | Semester Length | Type     | Year 11/12 Subject Links  | Semester Offered |
|--|-----------------|----------|---|------------------|
| <b>Health and Physical Education</b>   |                 |          |   |                  |
| 10HPE – Health and Physical Education (Practical Applications of Anatomy and Physiology)   | 1               | Elective | <ul style="list-style-type: none"> <li>▪ Health Education</li> <li>▪ Physical Education</li> <li>▪ Cert III in Fitness<sup>1,2</sup></li> </ul>   |                  |
| 10HPEM – Health and Physical Education (Movement and Physical Activity)  | 1               | Elective |   |                  |
| <b>Humanities and Social Sciences</b><br>Students are required to select at least one HAS subject, additional HAS subjects may also be selected. |                 |          |   |                  |
| 10HIS – History  | 1               | Elective | <ul style="list-style-type: none"> <li>▪ History</li> <li>▪ Geography</li> <li>▪ Legal Studies</li> <li>▪ Business</li> <li>▪ Business Studies<sup>1</sup></li> <li>▪ Diploma in in Business<sup>1,2</sup></li> </ul> | 1 & 2            |
| 10GEO – Geography (Our Changing World)   | 1               | Elective |   | 1 & 2            |
| 10CIV – Civics and Citizenship (Government, Democracy and Legal Studies)   | 1               | Elective |   | 1 & 2            |
| 10ECBUSC1 – Economics and Business   | 1               | Elective |   | 1                |
| 10ECBUSC2 – Economics and Business (Financial Literacy)  | 1               | Elective |   | 2                |
| <b>Languages</b>   |                 |          |   |                  |
| 10ITLC1 – Italian (Family, Friends and Travel)   | 1               | Elective | Italian   | 1                |
| 10ITLC2 – Italian (Creativity, Italian Style, and Who are You?)  | 1               | Elective |   | 2                |

*Continued next page*

| Year 10 Elective Subjects                       | Semester Length | Type     | Year 11/12 Subject Links  | Semester Offered |
|---|-----------------|----------|---|------------------|
| <b>Technologies</b>                             |                 |          |   |                  |
| 10DIGTEC – Digital Technologies I               | 1               | Elective | <ul style="list-style-type: none"> <li>▪ Digital Solutions</li> <li>▪ Design</li> </ul>   | 1                |
| 10DTMAT – Design Technology Materials I         | 1               | Elective | <ul style="list-style-type: none"> <li>▪ Design</li> <li>▪ Industrial Technology Skills<sup>1</sup></li> <li>▪ Certificate 1 in Construction<sup>1,2</sup></li> <li>▪ Industrial Graphics Skills<sup>1</sup></li> </ul> | 1                |
| 10DTEPS - Engineering Principles and Systems I  | 1               | Elective |   | 1                |
| 10DTFPP - Textiles and Fibre Production I       | 1               | Elective | <ul style="list-style-type: none"> <li>▪ Design</li> <li>▪ Food and Nutrition</li> <li>▪ Certificate II in Hospitality / Certificate III in Tourism<sup>2</sup></li> </ul>  | 1                |
| 10DTFS - Food Specialisation I                  | 1               | Elective |   | 1                |
| 10DIGTEC – Digital Technologies II              | 1               | Elective | <ul style="list-style-type: none"> <li>▪ Digital Solutions</li> <li>▪ Design</li> </ul>   | 2                |
| 10DTMAT – Design Technology Materials II        | 1               | Elective | <ul style="list-style-type: none"> <li>▪ Design</li> <li>▪ Industrial Technology Skills<sup>1</sup></li> <li>▪ Certificate 1 in Construction<sup>1,2</sup></li> <li>▪ Industrial Graphics Skills<sup>1</sup></li> </ul> | 2                |
| 10DTEPS - Engineering Principles and Systems II | 1               | Elective |   | 2                |
| 10DTFPP - Textiles and Fibre Production II      | 1               | Elective | <ul style="list-style-type: none"> <li>▪ Design</li> <li>▪ Food and Nutrition</li> <li>▪ Certificate II in Hospitality / Certificate III in Tourism<sup>2</sup></li> </ul>  | 2                |
| 10DTFS - Food Specialisation II                 | 1               | Elective |   | 2                |
| <b>The Arts Electives</b>                       |                 |          |   |                  |
| 10DANC1 – Dance I                               | 1               | Elective | Dance   | 1                |
| 10DANC2 – Dance II                              | 1               | Elective |   | 2                |
| 10DRAC1 – Drama I                               | 1               | Elective | Drama   | 1                |
| 10DRAC2 – Drama II                              | 1               | Elective |   | 2                |
| 10MEDAC1 – Media Arts I                         | 1               | Elective | Film, Television & New Media  | 1                |
| 10MEDAC2 – Media Arts II                        | 1               | Elective |   | 2                |
| 10MUSC1 – Music I                               | 1               | Elective | Music   | 1                |
| 10MUSC2 – Music II                              | 1               | Elective |   | 2                |
| 10VARTC1 – Visual Arts I                        | 1               | Elective | Visual Art  | 1                |
| 10VARTC2 – Visual Arts II                       | 1               | Elective |   | 2                |

<sup>1</sup>Applied Subject – Only one of these subjects can contribute to the calculation of a student’s ATAR

<sup>2</sup>Vocational Education and Training Subject

| W156 Program                                      |  |
|---|--|
| W156 Activity                                     | Associated Content Descriptors (taken from HPE Australian Curriculum V.9)  |
| Unlocking Personal Potential (UPP)                | <p>Design, implement and evaluate personalised plans for improving or maintaining their own or others' physical activity levels to achieve fitness, health and wellbeing outcomes <a href="#">AC9HP10M06</a></p> <p>Plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing <a href="#">AC9HP10P10</a></p> <p>Critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions <a href="#">AC9HP10P09</a></p>  |
| Year 10 Camp Preparation (bush walking, canoeing) | <p>Participate in physical activities designed to enhance health, wellbeing and fitness, and design, apply and evaluate strategies for incorporating these activities into their lives (<a href="#">AC9HP10M04</a>)</p> <p>Apply movement concepts in new or challenging movement situations and analyse the impact each concept has on movement outcomes <a href="#">AC9HP10M03</a></p>   |
| Shape your Destiny                                | <p>Plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing <a href="#">AC9HP10P10</a></p> <p>Propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities <a href="#">AC9HP10P05</a></p> <p>Analyse factors that shape identities and evaluate how individuals influence the identities of others <a href="#">AC9HP10P01</a></p>   |
| RYDA – Driver Awareness Training                  | <p>Plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing <a href="#">AC9HP10P10</a></p>   |
| Real Talk   | <p>Plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing <a href="#">AC9HP10P10</a></p> <p>Critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions <a href="#">AC9HP10P09</a></p> <p>Examine how strategies, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs can support the development of respectful relationships, including sexual relationships <a href="#">AC9HP10P07</a></p> <p>Evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships <a href="#">AC9HP10P04</a></p> |

| W156 Program    |  |
|-----------------|--|
| W156 Activity   | Associated Content Descriptors (taken from HPE Australian Curriculum V.9)  |
| Year 10 Retreat | <p>Plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing <a href="#">AC9HP10P10</a></p> <p>Critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions <a href="#">AC9HP10P09</a></p> <p>Propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities <a href="#">AC9HP10P05</a></p> <p>Evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships <a href="#">AC9HP10P04</a></p> |

## Strategy for Choosing Subjects

As a basic strategy, it is suggested that you choose subjects:

- that you enjoy
- in which you have already had some success
- which may help you reach a chosen career
- that lead to subjects you may be considering for your senior phase of learning (Year 11 and 12)
- which will develop skills, knowledge and attitudes useful throughout your life

It is important to remember that you are an individual, and that your particular 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 you that you will like or dislike it
- your friends are or are not taking it
- you like or dislike the teacher

## Further Information

### Homework/Study

Each student should endeavour to complete approximately 1 to 1½ hours of homework/study each night during Year 10. This can take the form of work set by the teacher, a review of the day's work or general revision of work completed earlier in the semester. Homework/study should be done under conditions where distractions, such as television, are kept to a minimum.

### Assessment Policy and Guidelines

During the course of the students' schooling, they will be required to complete assessment tasks and submit work to teachers for evaluation. The assessment tasks may include research or practical assignments, performances, essays and formal examinations.

Guidelines related to the completion and submission of assessment tasks may be found on the Parent and Student Portal. Parents and students are encouraged to familiarize themselves with expectations in this area.

## Senior Education and Training (SET) Plan Meetings

The SET plan is a key component of the College's curriculum program. It is a process whereby key stakeholders reflect and create a plan of action to support students' to engage positively in their senior schooling and develop a plan for senior secondary, post-school education and work.

Prior to the SET planning process, students are provided with several opportunities to engage with presenters, both internally and externally to support them in identifying their preferred senior pathway. Following these presentations, the SET planning process commences.

A SET plan is developed for each student based on their individual needs and aspirations and can include any, or a combination of the following:

- Programs undertaken at school
- Vocational education and training at TAFE or with another registered training organisation
- University subjects
- An apprenticeship or traineeship
- Employment skills development programs.

During the SET planning process, students identify their intended learning option to be achieved through the compulsory participation phase. Students engage in initial discussions with parents and caregivers with views to identify their preferred senior pathway. Parents and students are provided with longitudinal academic, engagement, behavioural and participation data to assist them in making appropriate decisions with regards to both their senior pathway and suite of subjects which they will engage with. This information is made available via the Subject Selection Online platform allowing clear communication between student, parents and carer sand the College community.

Following these discussions, parents, carers and students meet with key members of the College community to discuss their thoughts surrounding their SET plan and have the opportunity to ask questions or request guidance in this process. Once all stakeholders reach a consensus regarding the students' preferred pathway, the SET plan is published.

The SET planning process aims to allow students to:

- Include flexibly and coordinated pathway options.
- Assist them to examine number options across education, training, and employment sectors.
- Promote ongoing conversations between the student, their parent / carer and the College.
- Promote learning that is aligned with their aspirations and abilities, and which leads to the awarding of the combination of a Queensland Certificate of Education, Certificate based qualification/s or ATAR Score
- Serve as a reference point or map for the student through the Senior Phase of Learning as they work to achieve their learning goals and move across education, training and employment sectors.



# Subjects (Core and Elective)

## Religion

Core Subject – Compulsory

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**Subject Title:** 10RE – Religion

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### Subject Overview

Catholic Education is a lifelong experience, inviting all involved to be anchored in a vision that is personal and public, reflective and active, nurturing and transformative. Religious Education comprises two complementary dimensions – teaching people to be religious and teaching people about Religion.

Teaching people to be religious is a faith development activity focused on nurturing the religious, spiritual and faith growth of students. At Siena, this occurs in the context of the school and the wider community. It encompasses a range of activities, both in and out of the classroom, all of which help to create a sense of purpose and identity in a community that values right relationships, compassion and justice. Our involvement in the Community Assistance Program during Year 10 Religious Education classes is one way we show this commitment.

Teaching people about Religion is an educational activity focused on teaching and learning. It utilises a range of learning processes and resources that are designed to develop student’s knowledge and understanding, so that they will have the skills to participate critically and effectively in the life of their faith communities and the wider society.

Through engagement with both dimensions of Religious Education, students are challenged to be authentic witnesses to the mission of Jesus Christ in the world.

The Religion Curriculum involves four interrelated strands: Sacred Texts, Beliefs, Church, and Christian Life, all of which are integrated across a variety of topics.

#### *Topics include:*

- The Mystery of God
- World Religions – their core beliefs and practices
- The God of Hebrew and Christian Scriptures
- Christian Spiritual Writings
- Personal and communal prayer

### Assessment

Students’ understanding of Religion will be assessed through a variety of methods, including but not limited to:

- Formal Letter or Feature Article
- Investigation (inquiry response)
- Extended, written response
- Response to Stimulus Examination

### Further Comments

Religious Education is a compulsory subject in the Senior School with the Junior Religious Education program providing access to:

- Study of Religion
- Religion & Ethics

### Cost

Costs associated with this subject will be included in the College Fees.

# English

## Core Subject – Compulsory

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**Subject Title:** 10ENG – English

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### Subject Overview

The English curriculum is built around the 3 interrelated strands of Language, Literature and Literacy. Together, the 3 strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

A range of texts will provide opportunities to:

- Understand audience, purpose and context of texts
- Investigate the impact of language and images on meaning
- Explain issues and ideas
- Analyse evidence and meaning
- Select details from texts
- Identify different perspectives
- Use personal knowledge and experiences to express a point of view
- Create texts for a range of purposes and audiences
- Refine editing skills – spelling, grammar, vocab
- Take part in class and group discussions, presentations
- Further experience of writing under exam conditions in different genres.

The course will comprise of four units of work:

- Historical context explored through a novel (narrative writing prepared exam)
- Documentaries – a study of genres, purpose and impact (processed feature article)
- Representations in *Romeo and Juliet* (analytical essay prepared exam)
- Lyrics of Protest – exploring context, audience impact, and techniques (persuasive speech)

This English course supports students in developing the skills of analysis in response to other texts and continues to develop the quality of their written and oral communication.

The content, learning experiences and response conditions are designed to prepare students for Year 11.

### Further Comments

English is a compulsory subject in the Senior School with the Junior English program providing access to:

- Essential English
- English
- Literature

### Cost

Costs associated with this subject will be included in the College Fees.

# Mathematics

## Core Subject – Compulsory

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**Subject Title:** 10MATC1 – Mathematics  
10MATC2 – Mathematics Advanced

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### Subject Overview

All Year 10 Mathematics students will be exposed to a wide range of mathematical understandings, processes and skills in ways that encourage them to develop an appreciation of the power and beauty of Mathematics and its usefulness in our society.

Students will complete topics from the Australian Curriculum in the following strands:

- Number
- Measurement
- Algebra
- Geometry
- Statistics and Probability

### Assessment

Students in all units will be assessed through tests each semester and an assignment.

The following criteria will be assessed:

- Fluency and understanding
- Problem solving and reasoning

Mathematics units will be offered sequentially across Semester 1 and 2 in 2 levels:

- Mathematics
- Mathematics Advanced

At the end of Year 9, students should assess how they are performing in their current course and decide on the course most applicable to them. Only those students maintaining a solid B level in Year 9 should elect to do the Mathematics Advanced course.

### Mathematics

The Mathematics course covers both purely mathematical and life-related aspects. Emphasis is on ensuring that students have a solid skills grounding for Senior Mathematics. They are also given support in developing problem-solving skills. Students who undertake Mathematics at this level would normally take Essential Mathematics or General Mathematics in Year 11 and 12.

### Mathematics Advanced

The subject matter for Year 10 Mathematics Advanced will be taught at an accelerated rate. The students will be challenged by more exposure to content and problem-solving activities at the upper end of the complexity and initiative continuum. Completion of these units will allow students access to General Mathematics, Mathematics Methods and Mathematics Specialist in Year 11 and 12. Only those students maintaining a solid B level in Year 9 should elect to do the Advanced course.

### Cost

Costs associated with this subject will be included in the College Fees.

# Science

## Core Subject – Compulsory

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**Subject Title:** 10SCI – Science

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### Subject Overview

In Year 10 students explore the biological, chemical, geological and astronomical evidence for different theories, such as the theory of natural selection and the big bang theory. Through investigating natural selection and processes of heredity they come to understand the evolutionary feedback mechanisms that ensure the continuity of life. They appreciate how energy drives the Earth system and how climate models simulate the flow of energy and matter within and between Earth's spheres. Students develop a more sophisticated understanding of atomic theory to understand patterns and relationships within the periodic table. They understand that motion and forces are related by applying physical laws and can be modelled mathematically. Students analyse and synthesise data from systems at multiple scales to develop evidence-based explanations for phenomena. They learn that all models involve assumptions and approximations, and that this can limit the reliability of predictions based on those models.

Inquiry questions can be used to help excite students' curiosity and challenge their thinking. The following are examples of inquiry questions that may be used to prompt discussion and exploration:

- Why is the periodic table such a big deal?
- How do we know what is science and what is pseudoscience?
- Why is accelerating climate change a threat to biodiversity?
- Just because we can, should we?
- How have advanced computing and big data changed science?

### Assessment

Assessment includes both formative and summative assessment techniques including:

- Student Experiments
- Research Investigations
- Supervised Exams/Data Tests

The assessment criteria will be based on two dimensions:

#### *Understanding*

- Science Understanding
- Science as a Human Endeavour

#### *Skills*

- Questioning and predicting
- Planning and conducting scientific investigations
- Communicating
- Evaluating
- Processing, interpreting and analysing data and information

### Student Resources

- Pearson Science 2<sup>nd</sup> Edition Textbook
- Pearson Activity Book
- Teacher-prepared units and Teams pages/One Note notebooks
- Stile online program

### Cost

Costs associated with this subject will be included in the College Fees.

# Health and Physical Education – Health and Physical Education (Equity in Sport and Training Programs)

## Elective Subject

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**Unit Title:** 10HPE – Health and Physical Education (Equity in Sport and Training Programs)

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### Unit Overview

This course provides a unique opportunity for each student to enhance his or her knowledge and skills in a wide range of physical and theoretical experiences. They will understand how to evaluate performance and select and implement strategies to improve their own and others performance.

- Students will develop an understanding of the need to create and maintain environments supportive of optimum health and wellbeing and appreciate the benefits of participation in regular physical activity. Theoretical units studied will include: Equity and Access to Physical Activity and Fitness and Training Principles and Methods.

### Assessment

- Fitness and Training Programs – Exam
- Equity and Access to Physical Activity – Multi-Modal-Persuasive Presentation
- Practical Activities – Physical performance tasks completed throughout the semester with supporting evidence in the form of video footage.

### Further Comments

This course is suited to those students who are interested in studying PE/Cert III Fitness/Sport and Recreation as a Senior subject but is **not a prerequisite**.

As this is a very practical subject a high level of participation in physical activity is expected.

Depending on the semester that this subject is selected (1 or 2) sports and activities may vary. Associated sports and activities for the unit are:

- Badminton
- Netball

### Cost

Costs associated with this subject will be included in the College Fees.

# Health and Physical Education – Health and Physical Education (Movement and Physical Activity)

## Elective Subject

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**Unit Title:** 10HPEM – Health and Physical Education (Movement and Physical Activity)

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### Unit Overview

This course provides an opportunity for each student to enhance their knowledge and skills in specialised physical and theoretical experiences. This unit will focus on skill development and biomechanics. Theoretical units studied are linked to the practical aspects of the course and will focus on Skill Acquisition and the learning of physical skills, and the Biomechanics of specialised movements.

### Assessment

- Biomechanics - Exam
- Skills Learning Journal and Research Report – Skill Acquisition
- Practical Activities - Physical performance tasks completed throughout the semester with supporting evidence in the form of video footage.

### Further Comments

This course is suited to those students who are interested in studying PE/Cert III Fitness/Sport and Recreation as a Senior subject but is **not a prerequisite**.

As this is a very practical subject a high level of participation in physical activity is expected.

Depending on the semester that this subject is selected (1 or 2) sports and activities may vary. Associated sports and activities for the unit are:

- Volleyball
- Touch

### Cost

Costs associated with this subject will be included in the College Fees.

# Humanities and Social Sciences – History

## Elective Subject

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**Unit Title:** 10HIS – History

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This unit can be studied in either Semester 1 or Semester 2.

### Unit Overview

In History, students will study the following topics:

#### *World War II*

This topic aims to help students understand the causes and key events that took place between 1920 and 1945. WWII was one of the defining events of the 20th Century. The war played out across Europe, the Pacific, the Middle East, Africa and Asia. Students will investigate war time experiences through a study of WWII. This includes coverage of the causes, events, outcomes and broad impact of the conflict, as a part of global history.

Students focus on:

- The causes of WWII and what course did it take?
- The Holocaust: the persecution and murder of Jews
- The atomic bomb and the bombing of Hiroshima and Nagasaki

#### *Migration Experiences*

This topic aims to help students understand the waves of post-World War II migration to Australia, including the influence of significant world events. Because of its location, Australia has always been a country that has relied on migration. As an island nation at the junction of two of the world's major oceans, Australia is full of migrants and their descendants.

Students focus on:

- The impact of changing government policies on Australia's migration patterns
- The concept of 'Populate or Perish' and the abolition of the White Australia Policy
- Policies of assimilation, integration and multi-culturalism and their impact on Australian society.

### Assessment

- World War II: Independent Source Investigation
- Migration Experiences: Response to stimulus test

### Cost

Costs associated with this subject will be included in the College Fees.

# Humanities and Social Sciences – Geography

## Elective Subject

---

**Unit Title:** 10GEO – Geography - Our Changing World

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This unit can be studied in either Semester 1 or Semester 2.

### Unit Overview

Students will study topics from both social and physical Geography.

#### *Topic 1 – Environmental Change and Management: Coastal and Marine Environments (Excursion)*

This unit investigates environmental Geography through an in-depth study of a specific environment. This unit focusses on developing student understanding of the human-induced environmental changes that challenge the sustainability of coastal and marine environments. Students consider the causes and consequences of these changes and how threats such as micro-plastics and oil spills can be managed. Management proposals are evaluated based on social, economic and environmental factors. Students complete this investigation by participating in a field trip to a local coastal area.

Students focus on:

- Identifying human-induced environmental changes in coastal and marine ecosystems
- Discussing the challenges that these environmental changes pose for sustainability
- Evaluating management options to sustain natural systems into the future
- Examining world views and how these influence decisions on how to manage environmental change

#### *Topic 2 – Global Wellbeing: An Unequal World*

This unit investigates the global differences in human well-being between people and places. This unit examines the different levels of human wellbeing and the causes of global differences in development between countries. Students explore and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between developed and developing countries.

Students focus on:

- Identifying human well-being issues that developing countries face
- Investigating how individuals and organisations make a difference to the well-being of people suffering from poverty
- Discussing how differences between places and changes in environments be explained using geographic data
- Evaluating management options to sustain human and natural systems into the future
- Examining how worldviews influence decisions on how to manage economic and social change

### Assessment

- Practical Exam
- Research Report

### Cost

Costs associated with this subject will be included in the College Fees.



# Humanities and Social Sciences – Civics and Citizenship

## Elective Subject

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**Unit Title:** 10CIV – Civics and Citizenship - Government, Democracy and Legal Studies

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This unit can be studied in either Semester 1 or Semester 2.

### Unit Overview

In Government, Democracy and Legal Studies, students develop an understanding of Australia's system of government through comparisons with other systems of government in the Asian region. They examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained. Australia's court and legal systems will also be examined. Students will investigate how human rights are protected by Australia's legal system.

Students focus on:

- How is Australia's democracy defined and shaped by the global context?
- How are government policies shaped by Australia's international legal obligations?
- What are the features of a resilient democracy?
- Features of Australia's court and legal systems.
- How are human rights protected?

#### *Topics covered:*

- Government and democracy
- Laws and citizens
- Human Rights

### Assessment

- Case Studies
- Short Response Test

### Cost

Costs associated with this subject will be included in the College Fees.

# Humanities and Social Sciences – Business

## Elective Subject

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**Unit Title:** 10BUSC1 – Business

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This unit can be studied in either Semester 1 or Semester 2.

### Unit Overview

Students will study topics to provide them with a basis for understanding the operations of a business, innovation, competition, and the changing work environment.

#### *Topics covered:*

- What is Business?
- Consumer decisions
- Innovation
- Emerging technologies
- Competitive advantages
- The changing work environment

Students focus on:

- Influences on consumer choice
- Corporate social responsibility
- Consumer behaviour
- Employment in the future
  - Influences on the way we work
  - Exploring the ways businesses respond to changes in consumer trends
  - SWOT analysis

### Assessment

- Class exercises
- Examinations
- Assignments

### Cost

Costs associated with this subject will be included in the College Fees.

# Languages – Italian I

## Elective Subject

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**Unit Title:** 10ITLC1 – Italian I – Family, Friends and Travel

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### Unit Overview

Studying Italian connects students to the rich world of European culture, history, language and cuisine. It offers opportunities for travel and successful global careers. Specifically, Italian students at Siena have the possibility of hosting Italian visitors or participating in the month-long Italian exchange program.

Italian classes are lively, communicative and fun, and students benefit from a better understanding of their own language. Study of Italian gives students 21st century skills such as critical thinking, communication and personal and social skills.

#### *Topics covered:*

- Friends and free time
- Passion for travel
- Connected and informed

### Assessment

Students will be assessed through class work, tests and assignments which mimic senior assessment structures.

### Further Comments

- It is recommended that students take both semesters of Italian.
- Study of the language of at least one semester in Year 9 is compulsory.
- Year 10 studies can lead to further studies of Italian at the senior level.
- The learning of a language other than English allows students to develop knowledge and understanding of another culture and to see events from the view of another culture.
- The study of language is of special significance for trade, business and tourism. Encouraging linguistic diversity is a valuable national resource.
- The Italian program aims to develop students as lifelong learners. In order to achieve this, we utilise a wide range of teaching and learning strategies.
- Learning Italian paves the way for further studies of other languages, especially Spanish, French and Portuguese.

### Cost

Cultural excursions to local venues may incur a small cost to be determined nearer to the date of the excursion.

# Languages – Italian II

## Elective Subject

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**Unit Title:** 10ITLC2 – Italian II – Creativity, Italian Style, and Who are You?

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### Unit Overview

Studying Italian connects students to the rich world of European culture, history, language and cuisine. It offers opportunities for travel and successful global careers. Specifically, Italian students at Siena have the possibility of hosting Italian visitors or participating in the month-long Italian exchange program.

Italian classes are lively, communicative and fun, and students benefit from a better understanding of their own language. Study of Italian gives students 21st century skills such as critical thinking, communication and personal and social skills.

#### *Topics covered:*

- A passion for fashion
- Italians in the world
- Being Italian

### Assessment

Students will be assessed through class work, tests and assignments.

### Further Comments

- It is recommended that students take both semesters of Italian.
- Study of the language of at least one semester in Year 9 is compulsory.
- Year 10 studies can lead to further studies of Italian at the senior level.
- The learning of a language other than English allows students to develop knowledge and understanding of another culture and to see events from the view of another culture.
- The study of language is of special significance for trade, business and tourism. Encouraging linguistic diversity is a valuable national resource.
- The Italian program aims to develop students as lifelong learners. In order to achieve this, we utilise a wide range of teaching and learning strategies.
- Learning Italian paves the way for further studies of other languages, especially Spanish, French and Portuguese.

### Cost

Cultural excursions to local venues may incur a small cost to be determined nearer to the date of the excursion.

# Technologies – Digital Technologies I and II

## Elective Subject

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**Unit Title:** 10DIGTECC1 – Digital Technologies I  
10DIGTECC2 – Digital Technologies II

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### Unit Overview

In a workforce where automation is either deeply embedded in day to day routines or replacing traditional jobs all together, Digital Technology is an incredibly relevant and rewarding course. As our government leaders say, "The Australia of the future has to be a nation that is agile, that is innovative, that is creative, Coding is the New Literacy!". The application of Digital Technologies develops effective thinking, patience and resilience and, of course, creativity: all skills which employers of the future will be desperate to find.

The Digital Technology course is structured to support students who have a range of experience in coding, including those who have never coded before. The learning experiences within Digital Technology are based upon the skills of students up to a Year 7 level and as a result students of any ability or interest will find success in the course.

Here are four good reasons to study 'Digital Technologies':

- growth in jobs
- even non-technical employees can benefit from knowing some programming
- learning to code promotes abstract thinking and problem solving
- you can develop applications for your own personal use or to sell on the App Store

Student learning involves the hands-on use of computers and programs, which allow for the development of a variety of solutions integrating the development iPhone/iPad software, coding to apply iPhone/iPad hardware along with Internet and web technologies. The lesson content is completely flexible and follows the interests and imagination of the student. As students progress the opportunities to select a personalised learning path increase. Future application of the skills can be applied to e-commerce, data and statistics (including social media and sport), along game development and augmented reality. Students may find themselves employment opportunities while at school, both with and without coding duties, as the demand for computing knowledge is high within a wide range of industries.

### Assessment

The content and assessment have been designed specifically for individualisation. Unlike exam based subjects, all products generated in the assessment are designed to be personally used or sold to a wider audience with a larger purpose. Students are solving problems that they determine requires a digital solution. At no stage will students be required to memorise code or work within a closed environment. All assessment is completed under real world conditions with resources always available and collaboration at the forefront.

### Further Comments

Students will be encouraged to work independently so that they can extend their programs to a degree consistent with their ability and interest.

### Cost

Costs associated with this subject will be included in the College Fees.

# Technologies – Engineering Principles and Systems I and II

## Elective Subject

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**Unit Title:** 10DTEPS I – Design and Technologies – Engineering Principles and Systems (Move It)  
10DTEPS II – Design and Technologies – Engineering Principles and Systems (Move It)

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### Unit Overview

In this unit, students will be investigating and making judgments on how the characteristics and properties of materials are combined with force, motion and energy to create engineered prototype solutions using a variety of materials and technologies. They will do this through analysing the relationship between materials of properties, forces and safety in engineered systems such as bridges. Using the design process, students will explore and devise solutions to design challenges. They will produce folios, research systems and justify decisions. Possible projects for the unit may include:

- Land Yacht
- Marble Lift
- Bridge Production and Testing
- Fan Multiplier

### Assessment

Students will be assessed through project booklets and practical projects.

### Cost

Costs associated with this subject will be included in the College Fees.

# Technologies – Textiles and Fibre Production I and II

## Elective Subject

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**Unit Title:** 10DTFFP I – Design and Technologies – Textiles and Fibre Production  
10DTFFP II – Design and Technologies – Food and Fibre Production

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### Unit Overview

A combination of food culture and textile/clothing-based areas of study are covered in this unit. Students in this unit will complete two real-world challenge competitions for HEIA Q and Wool Australia.

The challenges allow students to work with a brief and constraints in order to develop a designed solution. Possible topics in each of the challenges include.

#### *Designing for Preferred Futures*

- Recycle Repurpose Reuse
- Investigate cotton and denim, recycled bottles in boardshorts
- Excursion to investigate design opportunities in upcycling clothing
- Design competitions (both state and national) for interested students
- Design challenge: repurpose/reuse clothing for a particular market

### Pathways

- Designing for Preferred Futures unit linking studies into **Year 11 and 12 Design**

### Assessment

Students will be assessed through ongoing assignment work and practical projects.

### Cost

- Costs associated with this subject will be included in the College Fees.
- Students will be required to bring some ingredients from home.

# Technologies – Food Specialisations I and II

## Elective Subject

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**Unit Title:** 10DTFS I – Design and Technologies – Food Specialisation (MasterChef)  
10DTFS II – Design and Technologies – Food Specialisation (MasterChef)

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### Unit Overview

Students undertaking food specialisations subject will have the opportunity to create design solutions in a variety of contexts. Students will work independently and collaboratively using design thinking skills to produce design solutions connected to relevant occupations and industry. Ability to think creatively, increase confidence and independence working with food are all skills required for preferred futures. Applying time management, minimising risks and working safely to manage projects efficiently will enable students to be successful. Students are continuously learning to transfer theoretical knowledge to practical situations across a range of tasks.

Students focus on:

- Basic terminology used in food preparation and service
- Methods and techniques used in cookery
- Food presentation
- Food hygiene and safety
- Menu planning
- Food presentation and styling
- Goal setting and time planning
- Table setting and service
- Practical cookery (methods of cookery): appetizers, entree, mains, desserts
- Guest chef presentations
- Following the design process to organise and collaboratively manage a two-course restaurant luncheon for consumers

### Pathways

- Linking studies into **Year 11 & 12 Hospitality and Tourism**

### Assessment

- Students will be assessed through folio work, assignments and ongoing practical tasks.
- Practical assessment: Celebrity Chef Challenge and planning of a two-course meal to invited guests.

### Cost

- Costs associated with this subject will be included in the College Fees.
- Students will be required to bring some ingredients from home.



# Technologies – Design Technologies Materials I

## Elective Subject

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**Unit Title:** 10DTMAC1 – Design Technologies Materials I (Industrial Design)

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### Unit Overview

This subject has a strong focus on the produce element of the design process and is based mainly in the workshops.

Students analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment. Students will be solving design problems by working through a design process to produce products and prototypes using a variety of materials (wood, metal, plastics) and technologies (hand and portable power tools).

Design problems may include:

- Bar-B-Que tools
- Hack saw handle
- Desk lamp

### Assessment

Students will be assessed through design folios and practical projects.

### Cost

Costs associated with this subject will be included in the College Fees.

# Technologies – Design Technologies Materials II

## Elective Subject

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**Unit Title:** 10DTMAC2 – Design Technologies Materials II

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### Unit Overview

This subject has a strong focus on the produce element of the design process and is based mainly in the workshops.

Students analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment. Students will be solving design problems by working through a design process to produce products and prototypes using materials and processes used in the Construction Industry.

Design problems may include:

- Outdoor furniture
- Planter boxes
- Saw horse

### Assessment

Assessment may include drawing folios and products/prototypes.

### Cost

Costs associated with this subject will be included in the College Fees.

# The Arts – Dance I

## Elective Subject

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**Unit Title:** 10DANC1 – Dance I

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This unit is offered in Semester 1

### Unit Overview

In Dance, students will have the opportunity to explore dance as an art form through choreography, performance and appreciation. They will explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of dance as they make and respond to dances. Students will endeavor to build on their awareness of the body and to improve their performance skills including confidence, accuracy and clarity of movement. They will also evaluate the choreographic intent and expressive skills in dances they view and perform.

Students will study the following units:

- Create It Your Way
- Dancing Longer, Dancing Stronger

### Assessment

Students will be assessed in the following areas:

- Making
- Responding

Students will be assessed on self-devised choreography which they and others perform, with a written justification of the elements of dance and choreographic choices made. They will also learn the importance of safe dance practice, to enhance their knowledge of the anatomical body and dance technique.

### Further Comments

This semester units studied in Year 10 will provide students with a range and balance of learning activities and skills that extend on from dance in previous years, however this elective can be undertaken without previous dance experience. Units are designed to cater for a variety of interests and levels of experience from beginner to experienced dancers. Dance promotes self-confidence and self-expression, which allows students to use their creativity to express themselves through movement.

### Cost

Costs associated with this subject will be included in the College fees.

# The Arts – Dance II

## Elective Subject

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**Unit Title:** 10DANC2 – Dance II

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This unit is offered in Semester 2

### Unit Overview

In Dance, students will have the opportunity to explore dance as an art form through choreography, performance and appreciation. They will explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of dance as they make and respond to dances. Students will endeavor to build on their awareness of the body and to improve their performance skills including confidence, accuracy and clarity of movement. They will also evaluate the choreographic intent and expressive skills in dances they view and perform.

Students will study the following units:

- Industry Dance
- Dance and Technology

### Assessment

Students will be assessed in the following areas:

- Making
- Responding

Students will learn about various careers within the dance industry and will be assessed on their performance of a chosen dance genre in the style of a showreel. Students will also be assessed on self and group devised choreography to a stimulus of their own choice, which they will develop into a dance film. A written analysis and evaluation of the elements of dance and choices made will reflect the process the students undertake.

### Further Comments

This semester the unit studied in Year 10 provides students with a range and balance of learning activities and skills that extend on from dance in previous years, however this elective can be undertaken without previous dance experience. Units are designed to cater for a variety of interests and levels of experience from beginner to experienced dancers. Dance promotes self-confidence and self-expression which allows students to use their creativity to express themselves through movement and technological devices.

### Cost

Costs associated with this subject will be included in the College fees.

# The Arts – Drama I

## Elective Subject

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**Unit Title:** 10DRAC1 – Drama I

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This unit is offered in Semester 1

### Unit Overview

In Drama, students explore, depict and celebrate human experience by imagining and representing other people through live performance. Students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in the drama they devise, interpret, perform and view.

This semester students will explore Contemporary Issue Based Theatre, Physical Theatre and reimagine play texts into a contemporary setting. They will develop and sustain different roles and characters for given circumstances and intentions. They will perform devised and scripted drama in different forms, styles and performance spaces. They will collaborate with others to plan, direct, produce, rehearse and refine performances. They will select and use the elements of drama, narrative and structure in directing and acting to engage audiences. Students will learn to refine performance and expressive skills in voice and movement to convey dramatic action.

Students will study the following units:

- Let's Get Physical!
- Envisioning Contemporary Performance

### Assessment

Students will be assessed in the following areas:

- Making: Forming and Performing
- Responding

Students will be assessed through a combination of performance work, written assignment tasks, oral expression and self/peer evaluation.

### Further Comments

Semester units studied in Year 10 provide students with a range and balance of learning activities and skills that develop in complexity from the Year 9 Drama course. Units are designed to cater for a variety of interests and prepare students for further study in Senior Drama courses. Drama promotes self-confidence and develops students' skills in oral presentation for a variety of situations now and in the future.

### Cost

Costs associated with this subject will be included in the College Fees.

# The Arts – Drama II

## Elective Subject

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**Unit Title:** 10DRAC2 – Drama II

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This unit is offered in Semester 2

### Unit Overview

In Drama, students explore, depict and celebrate human experience by imagining and representing other people through live performance. Students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in the drama they devise, interpret, perform and view.

This semester students will explore Australian Theatre including the foundations of ritual and ensemble work as a theatre device. They will develop and sustain different roles and characters for given circumstances and intentions. They will perform devised and scripted drama in different forms, styles and performance spaces. They will collaborate with others to plan, direct, produce, rehearse and refine performances. They will select and use the elements of drama in directing and acting to engage audiences. Students will learn to refine performance and expressive skills in voice and movement to convey dramatic action.

Students will study the following units:

- Aussie, Aussie, Aussie – Oi, Oi, Oi
- Creating a Vision of Australia through a Contemporary Lens

### Assessment

Students will be assessed in the following areas:

- Making: Forming and Performing
- Responding

Students will be assessed through a combination of performance work, written assignment tasks, oral expression and self/peer evaluation.

### Further Comments

Semester units studied in Year 10 provide students with a range and balance of learning activities and skills that develop in complexity from the Year 9 Drama course. Units are designed to cater for a variety of interests and prepare students for further study in Senior Drama courses. Drama promotes self-confidence and develops students' skills in oral presentation for a variety of situations now and in the future.

### Cost

Costs associated with this subject will be included in the College Fees.

# The Arts – Media Arts I

## Elective Subject

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**Unit Title:** 10MEDAC1 – Media Arts I

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This unit is offered in Semester 1

### Unit Overview

In Media Arts, students develop knowledge, understanding and skills in the creative use of communications technologies and digital materials to tell stories and explore concepts for diverse purposes and audiences. They use genre and media conventions and shape technical and symbolic elements for specific purposes and meaning. Students collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions.

This semester students will explore time, place and culture in film and the world of film trailers, developing skills and their own unique style of film creation. They will learn how to evaluate and analyse genre and media conventions forming an understanding of social and institutional contexts. Through making tasks students will integrate and shape the technical and symbolic elements of film for specific purposes, meaning and audience.

Students will study the following units:

- Sand, Surf and Society
- Genre Flip

### Assessment

Students will be assessed in the following areas:

- Making
- Responding

Students will be assessed in a variety of formats that integrate 21<sup>st</sup> century skills including collaboration, use of technologies and innovative practices.

### Cost

Costs associated with this subject will be included in the College Fees.

# The Arts – Media Arts II

## Elective Subject

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**Unit Title:** 10MEDAC2 – Media Arts II

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This unit is offered in Semester 2

### Unit Overview

In Media Arts, students develop knowledge, understanding and skills in the creative use of communications technologies and digital materials to tell stories and explore concepts for diverse purposes and audiences. They use genre and media conventions and shape technical and symbolic elements for specific purposes and meaning. Students collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions.

This semester students will explore digital storytelling and biographical film, developing skills and their own unique style of film creation. They will learn how to evaluate and analyse genre and media conventions forming an understanding of social and institutional contexts. Through making tasks students will integrate and shape the technical and symbolic elements of film for specific purposes, meaning and audience.

Students will study the following units:

- Digital Storytelling
- Self Portraits

### Assessment

Students will be assessed in the following areas:

- Making
- Responding

Students will be assessed in a variety of formats that integrate 21<sup>st</sup> century skills including collaboration, use of technologies and innovative practices.

### Cost

Costs associated with this subject will be included in the College Fees.



# The Arts – Music I

## Elective Subject

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**Unit Title:** 10MUSC1 – Music I

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This unit is offered in Semester 1

### Unit Overview

In Music, students learn through engagement with a variety of music genres, practices and concepts. Students will learn how to interpret and manipulate the musical elements to create their own individualised style. Music assists students in developing skills in working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences. Students develop highly transferable skills and the capacity for flexible, creative thinking.

This semester students will explore how genres can be altered through cover versions taking inspiration from bands performing on Triple J's Like a Version. They will use their knowledge to develop their own unique style of performance and composition. They will manipulate the elements of music to communicate meaning through individual and small group performances. Students will develop their skills by composing a song with the incorporation of music technologies.

Students will study the following unit:

- Like a Version

### Assessment

Students will be assessed in the following areas:

- Making – performing and composing music
- Responding

Students will be assessed through a combination of performance, composition and written tasks.

### Cost

Costs associated with this subject will be included in the College Fees.

# The Arts – Music II

## Elective Subject

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**Unit Title:** 10MUSC2 – Music II

---

This unit is offered in Semester 2

### Unit Overview

In Music, students learn through engagement with a variety of music genres, practices and concepts. Students will learn how to interpret and manipulate the musical elements to create their own individualised style. Music assists students in developing skills in working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences. Students develop highly transferable skills and the capacity for flexible, creative thinking.

This semester students will explore the biggest bangs and greatest hits of all time. They will use their knowledge to develop their own unique style of performance and composition. They will manipulate the elements of music to communicate meaning through individual and small group performances. Students will develop their skills by composing a song with the incorporation of music technologies.

Students will study the following unit:

- Biggest Bangs and Greatest Hits

### Assessment

Students will be assessed in the following areas:

- Making – performing and composing music
- Responding

Students will be assessed through a combination of performance, composition and written tasks.

### Cost

Costs associated with this subject will be included in the College Fees.

# The Arts – Visual Arts I

## Elective Subject

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**Unit Title:** 10VARTC1 – Visual Arts

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This unit is offered in Semester 1

### Unit Overview

In Visual Arts students learn through direct engagement with two-dimensional, three-dimensional and four-dimensional art practices and concepts. Students will learn how to manipulate materials and techniques to develop, refine and represent ideas and subject matter in their artworks. Students will also learn how to evaluate artworks and analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas.

In Semester 1 students will explore the internal and external worlds through the creation of artworks such as still life, lino printing and landscape painting.

Students will study the following unit:

- Developing a Concept – The World Around You

### Assessment

Students will be assessed in the following areas:

- Making
- Responding

Students will be assessed on practical making tasks, folio /art journal submission and written assignments.

### Further Comments

The Art program provides an extension of the media-based course in Year 9 with emphasis in Year 10 on knowledge and understanding of the elements and principles of design. Year 10 takes a theme-oriented approach where self-expression and creativity as a means of visual communication and art appraisal are emphasised. For students wishing to study Visual Art in Senior school, the selection of Art in both semesters is preferred, but not essential.

### Cost

Costs associated with this subject will be included in the College Fees.

# The Arts – Visual Arts II

## Elective Subject

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**Unit Title:** 10VARTC2 – Visual Arts

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This unit is offered in Semester 2

### Unit Overview

In Visual Arts students learn through direct engagement with two-dimensional, three-dimensional and four-dimensional art practices and concepts. Students will learn how to manipulate materials and techniques to develop, refine and represent ideas and subject matter in their artworks. Students will also learn how to evaluate artworks and analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas.

In Semester 2 students will explore the creation of layers in art, experimenting with materials, deconstructing and reconstructing images and abstracting images. Students will also develop a resolved folio in term 4 that investigates the concept of journey. Students will decide on materials and, making approaches in creating their artworks.

Students will study the following units:

- Reconstructing Art
- Journey

### Assessment

Students will be assessed in the following areas:

- Making
- Responding

Students will be assessed on practical making tasks, folio /art journal submission and written assignments.

### Further Comments

The Art program provides an extension of the media-based course in Year 9 with emphasis in Year 10 on knowledge and understanding of the elements and principles of design. Year 10 takes a theme-oriented approach where self-expression and creativity as a means of visual communication and art appraisal are emphasised. For students wishing to study Visual Art in Senior school, the selection of Art in both semesters is preferred, but not essential.

### Cost

Costs associated with this subject will be included in the College Fees.