

Year 10 Pathways

2017



**AMBROSE TREACY
COLLEGE**

From the Principal

Dear Parents, Guardians of Year 9 students

As the year draws to an end, important decisions have to be made with regard to your son's subject preferences for 2017. In Year 10, students enter the first year of the Senior Phase of learning. While they will continue to have the opportunity to study the 'entitlements' of the national curriculum, Ambrose Treacy College is committed to ensuring that each student is able to aspire to their personal excellence. The implication of this is that, while we would strongly encourage most of our students to continue with their national curriculum 'entitlement', we acknowledge that some students may wish to depart from this, in order to maximise their success and interest in other areas.

To this end, students in Year 10 will study a combination of compulsory core subjects and elective subjects. Compulsory core subjects include:

- English – English or English Communication
- Mathematics – Advanced or General
- Religious Education

While the national curriculum requires the delivery of Science, History and HPE to all students in Year 10, students at Ambrose Treacy College who have not yet experienced success in these subjects, or whose post-school pathway will not be advantaged by studying them, may opt out of their 'entitlement', providing this is determined to be in their best interests. Although the College provides this flexibility to students, it strongly urges students and parents to consider the benefits of studying Science, History and HPE, each of which introduce students to important key content and skills.

To assist students and parents in making these important decisions, all students in Year 9 will be invited to attend an academic mentoring interview, where they will receive subject preference advice specific to their needs. Members of the College, who are undertaking the academic mentoring meetings, will provide advice on the basis of:

- Your son's ability, as indicated in his studies so far
- Whether your son has met the pre-requisites for entry into certain subjects and their likelihood for success
- Your son's areas of interest and post-school ambition
- The desirability of keeping more than one pathway open and for a rounded, broad and balanced education.

Academic mentoring meetings can be accessed via our online Booking System (www.sobs.com.au), which will be open from Friday 5th August. Parents will be able to select appropriate times with their allocated academic mentor. Each meeting will be for approximately 20 minutes and your son should attend these with you. Once these meetings have been finalised, Year 10 students will be required to select a maximum of 7 subjects (three of which must be English, Mathematics and Religious Education). While the current ambiguity about the State Government's review of Senior Schooling means that the College is unable to fully pre-empt the structural arrangements for Year 11 and 12, we anticipate that students in Year 11 will need to drop one of their four electives. Before a student can proceed into Year 11, he must show from his Year 10 performance that he is capable of handling the subjects offered.

We look forward to working further with you in your son's education.

Yours sincerely



Mr Michael Senior
Principal

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Introduction and Guidelines

Some Considerations for Choosing Subjects for Years 10

Taking the time to think carefully about your selection of subjects for Years 10 is important because your choice may affect:

- How you feel about school
- Your success at school
- Your future options and pathway preparedness
- The objective of a broad and balanced education.

OVERALL PLAN

A good overall plan is to choose subjects:

- In which you are interested
- That use your strengths and abilities
- That keep your options open
- That develop useful life and study skills
- That assist you in being prepared for possible future pathways

GUIDELINES

Keep your options open

It is important to select subjects which keep your options open because:

- At this stage you may not know what you want to do when you finish school, or
- The career ideas you have now might change as you grow older

To help you keep your options open, you are required to study the following core subjects:

- English (English or English Communication) – 9 periods a cycle
- Mathematics (Advanced or General) – 9 periods a cycle
- Religious Education – 6 periods a cycle
- Formation – 2 periods a cycle

You will need to choose four other subjects from a range of electives. These electives will be studied for a whole school year. They should either be subjects you are interested in studying in Year 11 or 12, or be subjects which help you achieve success in future endeavours. They will be studied for 8 periods in a cycle.

Consider your learning style and strengths

When selecting your elective subjects, it is helpful to think about your preferred learning style. Do you learn best by looking and listening or are you more of a hands-on learner? It is also important to consider your strengths and abilities. Your past performance at school should give you some idea about these.

Think about your future options – should I opt out of the national curriculum entitlements – Science, History and HPE?

It is also helpful to have some ideas about the subjects you might like to study in Years 11 and 12. While students have the flexibility to opt out of subjects like History, Health and Physical Education and Science, doing so may limit success at Year 11 and 12, as well as post-school pathways. Some university courses have Science subjects as a pre-requisite, so choosing not to study a Science, will limit your options. While it is likely many students won't leave school with the aim of 'being a Historian' studying History improves both your social capital and knowledge of the world, as well as your capacity to cope with research and manage time – something that is absolutely essential in any post-school university study. Equally, Health and Physical Education exposes students to important information about their own well-being. The decision to not study the 'entitlements', should not be taken lightly. Generally, you should only consider opting out of these entitlements if you are not currently passing the course, or if you are intending on a vocational education pathway.

Find out about the course requirements

Even though you have studied a wide range of subjects in the Middle School, it is important to find out as much as possible about the subjects offered in 10. Some of the subjects will be new. Others, with the same name as in Year 9, may be a little different. To find out about these subjects:

- Read the subject descriptions in this booklet
- Talk to Heads of Faculties, Subject Coordinators and teachers of particular subjects
- Listen carefully at the subject selection evening

When investigating a subject, find out about the content (i.e. what topics are covered in the subject) and how the subject is taught and assessed. For example:

- Does the subject mainly involve learning from a textbook?
- Are there any field trips, practical work or experiments?
- How much assessment is based on exams compared to assignments?
- What is the amount of theory compared to practical work, written compared to oral work?

Make a decision about a combination of subjects that suits you

You are an individual, and your particular needs and requirements in subject selection may be quite different from those of other students. Therefore, **do not** select a subject just because:

- Someone told you that you will like or dislike it
- Your friends or siblings are or are not taking it
- You like or dislike the teachers you predict might be teaching it.

Be honest about your abilities and realistic with your future goals. There is little to be gained by continuing with or taking advanced levels of subjects that have proved very difficult even after you have put in your very best effort.

Also, if your career aims require the study of certain subjects, do you have the ability and determination to work hard enough to achieve the necessary results in those subjects? If you do not like the subject and achieve poorly in it, then it is unrealistic to study it for a prolonged time. Education isn't just about a qualification. Ensure you enjoy what you choose as much as possible.

Be prepared to ask for help

If you need more help, ask for it. Talk to your parents, teachers and counsellors. There are many people at ATC who will gladly help you.

Changing Subjects

Students may have the ability to change elective subjects at the conclusion of a semester ONLY. This will be dependent on availability of spaces in classes. Changing a subject mid semester puts you at a potential disadvantage.

Subject Selection Process

This year, the subject selection process will be completed online using web Preferences.

SELECTION INSTRUCTIONS

Compulsory Core

Students must select from the following choices:

- English (C minimum) or English Communication
- Advanced Mathematics (B- minimum) or General Mathematics
- Religious Education

Electives

In addition to the three subjects above, students are able to select 4 electives. In Year 10, Australian students are expected to complete the 'entitlement' of the national curriculum. The national curriculum positions Health and Physical Education, History and Science as compulsory entitlements for all Year 10 students. Ambrose Treacy College strongly encourages all students to access the entitlement of the national curriculum, in keeping with a commitment to a balanced and broad education for our boys. Given the College's position that Year 10 constitutes the first year of Senior Schooling, the College will allow students a degree of flexibility in their subject preferences, but strongly recommends that students opt for at least two of the three 'entitlements' (Health and Physical Education, History and Science. Only in exceptional circumstances, and in consultation with the Dean of Learning, will students be permitted to opt out of more than one. A full list of subject electives is available in the Pathways booklet. Students will also need to select one reserve subject.

Classes

The number of classes to be run in a subject in 2017 will depend upon the number of students who select that subject in their preferences. Due to the combinations of subjects selected by the cohort of students, it may be necessary to select the student's reserve subject.

To access the online subject selection process go to <https://www.selectmysubjects.com.au>. Please follow the steps below.

1 Internet Access	You will need a computer with an internet connection and a printer. We recommend using Firefox, you may also use Google Chrome or IE 6.0 and above.
2 Log In	<p style="text-align: center;">Click here to open Web Preferences</p> <p style="text-align: center;">Student Access Code:</p> <p style="text-align: center;">Password:</p>
3 Home Page	<p>To view your subject information click "View Subject Details" at the top right of the screen. (Please note that your reserve elective subjects for Year 9 are also listed)</p> <p>To select/change your preferences, click "Add New Preferences" at the top right of the screen.</p>

<p style="text-align: center;">4 Preference Selection</p>	<p>Firstly, complete the text answers (in conjunction with ATC Careers website). Record your Year 9 subjects and the results you achieved in Semester 1.</p> <p>Then select your subjects from the drop down lists, you have 30 minutes to do so.</p> <ul style="list-style-type: none"> - Select English or English Communication - Select Advanced or General Mathematics - you must select Religious Education - then select 4 electives plus 1 reserve <p>Once complete, click "Proceed".</p> <p>Note: You are not finished yet.</p>
<p style="text-align: center;">5 Preference Validation</p>	<p>If you are happy with your preferences click "Submit Valid Preferences" which will open your "Preference Receipt".</p> <p>Or if you would like to make changes to your preferences click "Cancel" and this will take you back to the Preference Selection page.</p>
<p style="text-align: center;">6 Preference Receipt</p>	<p>You can print your "Preference Receipt" by clicking "Open Print View" and clicking "Print Receipt".</p> <p>To continue click "Return to Home Page".</p> <p>If you want to change your preferences, repeat the process by clicking "Add New Preferences".</p> <p>You have 1 opportunity to change your selection so select carefully. Any issues with this please see Mr Gardiner.</p> <p>Otherwise exit by clicking "Log Out". End of steps.</p>

Due Dates and Subject Selection Follow Up

Subject selection preferences should be entered no later than Thursday 11th August 3pm These preferences represent an 'initial' selection by students and parents. Subsequent to receiving these preferences, the College will provide academic mentoring for students and parents, in Weeks 6 and 7 of Term 3. Parents and students will be assigned an academic mentor; with whom they will need to make an appointment via our Parent Teacher Interview Booking System (SOBS). Members of the Academic Mentoring team include:

- David Gardiner - College Deputy Principal
- Conor Finn - College Dean of Formation
- Kath Little - College Dean of Learning
- Greg Quinn - College Assistant Dean of Learning
- Matt Warr - College Assistant Dean of Formation
- Cam McConnell - Head of Year 9
- Kate Nankivell - College Counsellor

Table 1 Year 10 Subject Pre-requisites

In order to be eligible to select certain subjects in Year 10, you must consider the pre-requisites and recommendations in the table below.

Senior Subjects	Pre-requisites	Recommendations	Pathway Suitability
Accounting and Economics		C in Business and Economics - Year 9	University Pathway
English	No less than a C in English in Year 9		University Pathway
English Communication			Vocational Pathway
Drama		C in Drama – Year 9	University / Vocational Pathway
Food Technology		Participation in Food Technology in Year 9.	Vocational Pathway
Geography		C in Geography – Year 9 C in English – Year 9	University Pathway
History		C in History – Year 9 C in English – Year 9	University Pathway
Information Processing and Technology		C+ in Digital Technology – Year 9	University Pathway
Industrial Skills (Cert I)		C in Design Tech – Year 9	Vocational Pathway
Japanese	C in Japanese Year 9		University Pathway
Advanced Mathematics	No less than a B- in Mathematics in Year 9.	C+ in Year 10 Advanced Mathematics	University Pathway
General Mathematics			University / Vocational Pathway
Music		C in Music in Year 9	University Pathway
Physical Education		C in Physical Education – Year 9	University / Vocational Pathway
Science		C in Science – Year 9	University Pathway
Tech Studies		C in Design Tech – Year 9	University / Vocational Pathway
Visual Art		C in Visual Art – Year 9	University / Vocational Pathway

Table 2 Year 11 and 12 Pre-Requisites

In selecting electives in Year 10, students may wish to think forward to the prerequisites for Years 11 and 12.

Senior Subjects	Requirements	Recommendations
Accounting	C in Accounting strands, Year 10 Accounting and Economics	C in Year 10 Maths
Biology	C in Science	C in English
Chemistry	B in Science and C in Mathematics	C in English
Drama	C in English	C in Drama. Ability to work independently and in groups.
Economics	C in English	Essay, Discussion and Research Skills
Construction (Cert I)/and Manufacturing Studies		Ability to work independently and progressively, including in work placement building site. C in Tech Studies or completed Industrial Skills – Year 10.
Geography	C in English or English Communication	Research Skills
Information Processing and Technology	C+ in Advanced Mathematics – Year 10 C in Information Technology – Year 10	
Japanese	C in Japanese	
Pre-Vocational Mathematics		
Mathematics A		C in General Mathematics – Year 10 Students interested in a trade pathway should consider Maths A as a starting point. Pre-Vocational Mathematics is below the trade entry requirement.
Mathematics B	C+ in Year 10 Advanced Maths Mathematics	
Mathematics C	B in Year 10 Advanced Maths Mathematics	Advisable that Mathematics B is also being studied
Modern History	C in English and History Year 10	
Music	C+ in Music or Grade 4 AMEB (Practical exams)	
Physical Education		C in Health & Physical Education – Year 10
Physics	B in Science and a C+ in Advanced Mathematics	C in English
Recreation Studies (Cert III)		C Health & Physical Education – Year 10
Tech Studies	C in Tech Studies – Year 10	
Visual Art	C in Visual Art. If no Visual Art studied an interview and Folio is required.	C in English

Compulsory Core Subjects

English:

Head of Department: Mrs Lisa Holohan

Why study English?

English is part of the mandatory National Curriculum developed by the Australian government. At Ambrose Treacy College in 2017, students in Year 10 may choose between English and English Communication. English is a more rigorous course of study, which requires student engagement with challenging literature and other texts and a focus on critical literacy. The English program encompasses not only the operational aspects of writing, speaking, viewing, listening and reading, but an understanding and appreciation of text structures, text types and language features. Students of English analyse the ways in which meaning is communicated, at different levels, across different contexts, by different authors, for different purposes.

English in Year 10 is both challenging and enjoyable. It develops skills to enable students to experiment with ideas and expression, to become active, independent learners, to work with each other and to reflect on learning. Students will learn not only how to analyse texts, but to make their own.

Prerequisite – C in Year 9 English

What is studied in Year 10?

Students studying **English** will understand how ideas can be explored in a variety of genres including novel, short story and film. They will consider the development of key concerns in a range of texts and the elements of good writing. They will draw on this knowledge to create their own texts. Students will understand how the style of a text influences its reading. They will learn how to trace character development and relationships. Students will prepare creative and analytical responses in relation to the texts in order to understand a rich array of concepts through the study of this range of text types.

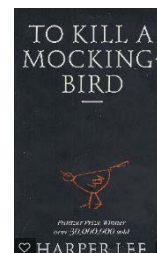
Units of study for 2017 include:

Term 1 The Classics – Novel Study – To Kill a Mockingbird

Term 2 Shakespeare – Play Study – Merchant of Venice

Term 3 Novel versus Film

Term 4 Creative Writing



How are students assessed?

Students are assessed in the following modes: oral, written and multimodal. Assessment will be completed in a range of conditions including:

- Open conditions: prior notice of question, access to drafting advice and consultations;
- Supervised conditions: examination style of assessment, time, and prior notice of topic and/or access to resources are controlled.

A selection of modes for assessment include:

- Text Responses
- Analysis of Language
- Creative Writing
- Oral Presentations
- Exam

Employment opportunities and pathways

Most university courses and career pathways require a competent level of spoken and written English.

Careers which focus on a more controlled and finessed use of the language including: teaching, research, journalism and new media, public relations, event management, advertising, business, law, medical fields, management, human resources, publishing and editing, politics and international relations.

English Communication:

Head of Department: Mrs Lisa Holohan

Why study English Communication?

Students studying English Communication will engage with a range of accessible texts to improve their practical literacy. The aim of the course is to improve the operational literacy of students, enhancing their capacity to communicate in practical contexts, at school and in the work force. Students taking this course most likely do not intend to go to university after school, and certainly are not looking to study courses which require a finessed use of English language.

What is studied in Year 10?

Students studying **English Communications** will complete some parallel topics with the Year 10 English program and some additional topics to develop practical English skills to improve writing skills.

- Term 1: students will explore the classic **film**, 'To Kill a Mockingbird' based on the novel by Harper Lee. The themes running throughout this unit link with studies in History and Religion and will support understandings in cross curricula areas.
- Term 2: students will investigate an entertaining and accessible **graphic novel** to study Shakespeare's 'The Merchant of Venice.' The incorporation of a graphic novel and side-by-side modern English translation – the kind of English people actually speak today, provides a creative and fun avenue for the English Communications student to engage with one of history's most famous writers.
- Term 3: students will compare various literature to examine multiple stories of growing up in Australia. Students will have a choice of a **novel or audio book** to analyse and evaluate how Australian adolescents are represented.
- Term 4: students will examine the theme of transition. Students will listen to guest speakers, read **short stories** and view multimodal representations of how different cultures transition from one phase of life to the next.

How are students assessed?

Students are assessed in the following modes: oral, written and multimodal. Assessment will be completed in a range of conditions including:

- Open conditions: prior notice of question, access to drafting advice and consultations;
- Supervised conditions: examination style of assessment, time, and prior notice of topic and/or access to resources are controlled.

A selection of modes for assessment include:

- Term 1 Weekly language conventions tests, and a multimodal persuasive spoken task
- Term 2 Weekly reading comprehension tasks, and a prepared written letter
- Term 3 Weekly language conventions tests, and an Oral presentation; Interview with an adult about growing up in Australia
- Term 4 Weekly comprehension tasks, and a multimodal transition short story narrated by the student

Employment opportunities and pathways

Most university courses and career pathways require a competent level of spoken and written English. English Communication is a more suitable course for students not looking to study in the Humanities field at university, or students who are planning on entering the workforce.

Advanced Mathematics:

Head of Department: Mr Mark Watson

Why study Mathematics?

Students in Year 10 may study General or Advanced Mathematics. Advanced Mathematics is generally a course for students who are interested in a university pathway, typically in the Mathematics or STEM field. Learning mathematics creates opportunities for and enriches the lives of all Australians. Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability.

Mathematical ideas have evolved across all cultures over thousands of years, and are constantly developing. Digital technologies are facilitating this expansion of ideas and providing access to new tools for continuing mathematical exploration and invention. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Prerequisite – B- in Year 9 Maths

What is studied in Year 10?

Advanced Mathematics students will study content in the strands of Algebra, Trigonometry, Statistics and Linear and Non-Linear relationships. Unlike students in General Mathematics, students in Advanced Mathematics will study additional more complex material in these strands including: logarithms, exponential equations, irrational numbers and conics. In order to cover this additional material, students in an Advanced Mathematics class will be required to work at a faster pace than those in General Mathematics and take more responsibility for seeking additional help should they fall behind the pace of the teacher.

- Term 1: Money and Financial Maths, Patterns and Algebra, Measurement and Geometry (Chapters 1, 2 and 3)
- Term 2: Patterns and Algebra, Pythagoras and Trigonometry and solving Trigonometric Equations (Chapters 5 and 6)
- Term 3: Geometric Reasoning, Factor Theorems and Manipulation of Non-Linear Equations (Chapters 8, 9 and 10)
- Term 4: Data Representation and Interpretation, Chance and Probability, Rational and Irrational Numbers, Logarithms (Chapters 7, 11 and 12)

How are students assessed?

Students are assessed in the criteria of 'Communication', 'Knowledge and Fluency' and 'Problem Solving and Reasoning' using a variety of assessment techniques including:

- Modelling and Problem Solving tasks
- Mathematical Investigations
- Supervised assessments - Written test, Response to stimulus

Employment opportunities and pathways

Mathematics is a recommended precursor to tertiary studies in subjects with high demand in mathematics, especially in the areas of science, medicine, mining and engineering, information technology, mathematics, finance, and business and economics.



General Mathematics:

Head of Department: Mr Mark Watson

Why study Mathematics?

Students in Year 10 may study General or Advanced Mathematics. Advanced Mathematics is generally a course for students who are interested in a university pathway, typically in the Mathematics or STEM field. Learning mathematics creates opportunities for and enriches the lives of all Australians. Mathematics in middle school provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Mathematical ideas have evolved across all cultures over thousands of years, and are constantly developing. Digital technologies are facilitating this expansion of ideas and providing access to new tools for continuing mathematical exploration and invention. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

What is studied in Year 10?

Students in General Maths will study content in the strands of Algebra, Trigonometry, Statistics and Linear and Non-Linear relationships. However, General Mathematics students will work at a slower pace and will not cover the more complex material needed for inclusion in Mathematical Method (previously known as Maths B) and Specialist Mathematics (previously known as Maths C). Content which is omitted from the General Mathematics course includes: applying logarithms and logarithmic laws, solving trigonometric equations, graphing trigonometric functions, manipulation of non-linear equations, irrational numbers and conics.

- Term 1: Money and Financial Maths, Patterns and Algebra (Chapters 1, 2)
- Term 2: Measurement and Geometry, Patterns and Algebra, Pythagoras and Trigonometry (Chapters 3, 4 and 5)
- Term 3: Geometric Reasoning, Modelling Non-Linear Equations (Chapters 8, 9)
- Term 4: Data Representation and Interpretation, Chance and Probability (Chapters 7, 11)

How are students assessed?

Students are assessed in the criteria of 'Communication', 'Knowledge and Fluency' and 'Problem Solving and Reasoning' using a variety of assessment techniques including:

- Modelling and Problem Solving tasks
- Mathematical Investigations
- Supervised assessments - Written test, Response to stimulus

Employment opportunities and pathways

Students who study General Mathematics are eligible for University entrance to almost all subjects. However, students wishing to study courses which require advanced mathematic skill, such as Physics, Chemistry, Medicine, Engineering, and IT, may either be ineligible for study, or unlikely to meet the standards required for entry and passing. Typically, General Mathematics is suitable for careers or courses including: finance, business and economics, accounting and nursing. Students wishing to study in the Arts or Humanities field are not currently restricted by taking General Mathematics. General Mathematics is also a precursor to further study and training in the technical trades such as toolmaking, sheet-metal working, fitting and turning, carpentry and plumbing, auto mechanics, tourism and hospitality, and administrative and managerial employment in a wide range of industries.

Religious Education:

Co-ordinator: Mrs Sara Condon

Why study Religious Education?

As a Catholic school in the Edmund Rice tradition, we are called to be authentic to the Charter of Edmund Rice Education. We aspire to be faithful to the four touchstones of The Charter: Liberating Education; Gospel Spirituality; Inclusive Community; Justice and Solidarity. At Ambrose Treacy College Religious Education is a core subject in Year 10.

Religious Education provides for a study of religion in our contemporary culture. This study of religions and religious issues provides students with opportunities for clarifying their own beliefs and values. It aims at helping students acquire knowledge, understanding and affective appreciation of the Christian religious tradition in the context of the modern world. Special emphasis is given to areas of study that are of particular relevance to developing adolescents.

What is studied in Year 10?

Students cover a range of topics.

- Term 1 they look at the focus questions 'Who is God?' across a range of different religions, namely Hinduism, Buddhism, Christianity, Islam and Judaism.
- Term 2 students will look at emerging threats within our world and how we as Christians, respond to those threats.
- Term 3 the unit studied is Morality in the world today. Students will look at the concept of morality and how to apply it in our contemporary society.
- Term 4 they look at Christianity in the Modern World where students look at the development and changes of Christianity throughout the Modern era and they build an understanding of how those changes have affected and helped to shape Christianity today.

How are students assessed?

Students will complete a range of assessment tasks including:

- Research Assignment
- An essay under exam conditions
- A multimodal
- Short answer and extended response to stimulus exam

Employment opportunities and pathways

Religious Education can establish a basis for university Bachelor's degrees in Theology, Arts, Journalism, and Cultural Studies. Employment fields related to Religious Education include: ministry, priest, youth work, social work, research, teaching and journalism.



Elective Subjects: Strongly Recommended

(part of the National Curriculum Entitlement)

Health and Physical Education

Co-ordinator: Mr Tim Walker

Why study Health and Physical Education (H.P.E)?

The Health and Physical Education learning area teaches students to enhance and explore their own and others' health and physical activity in diverse and changing contexts. Development of the physical, intellectual and social capacities necessary for healthy living and intelligent performance are key components of the curricula in the senior years at Ambrose Treacy College.

The Year 10 Health and Physical Education course will offer a range of units designed to give students experiences in both the academic and vocational areas of study that will be offered as part of the senior program. At the core of the H.P.E curriculum area is the establishment of the values and knowledge providing a foundation to develop an appreciation of the benefits of a lifelong relationship with movement and physical activity. (See diagram: *a physically educated student*)



What is studied in Year 10?

Units of study will vary to reflect the two streams of senior study being the competency based VET course and the Authority Subject: Physical Education. Students should be well placed to make an informed decision about their subject choices for Year 11 & 12. Units studied in 2017 include:

- Skill Acquisition & European Handball
- Training Programs & Fitness
- Participation in Physical Activity and Sport & Recreational Games
- Coaching & Table Tennis

How are students assessed?

Students are assessed across both theoretical and practical domains. Assessment emphasises the depth of conceptual understanding, the sophistication of skills and the ability to apply essential knowledge expected of students. Each unit requires students to complete one assessment task based on theory learnt in the classroom. The mode of assessment varies and includes:

- Short and extended response exam
- Research Report
- Multimodal presentation
- Health Promotion Project

Students are also assessed in the practical domain. This mode of assessment is on-going and occurs throughout the course of the term.

Employment opportunities and pathways

The study of H.P.E can lead to university study in Bachelor's degrees in Human Movements, as well as Certificate courses in Sport and Community Recreation and Fitness.

H.P.E can establish a basis for employment in the fields of: environmental health, exercise science, health administration, naturopathy, fitness instruction, nursing/physiotherapy, nutrition and dietetics and education.

History:

Head of Department: Mrs Lisa Holohan

Why study History?

The study of History up until the end of Year 10 is part of the mandatory National Curriculum developed by the Australian government. History provides students with a context which explains how the world came to be the way it is today. Students of History develop a strong understanding of significant concepts, people and events that have shaped national and global progress. Further, they develop an understanding of the extent to which the story of the past is 'constructed' through competing perspectives. Through the study of History, students are encouraged to develop civic consciousness and to reflect on how we can learn from the mistakes of the past.

In addition to learning about the past, students of History develop important skills which will help them in the Senior phase of learning, and throughout life. These skills include: developing arguments, defending arguments with evidence, analysing the strengths and limitations of evidence, critical analysis, organising extended written text, speech making and research. History students are exposed to high level literacies and learn a great deal about time management and interrogating evidence.

What is studied in Year 10?

This is an inquiry based subject that follows the Australian Curriculum. The course focuses on issues that have challenged the world from 1945. Each inquiry will explore the impacts of conflict on Australian society. Students will investigate how Australia emerged from the war and the key social issues that shaped modern Australia. Students will gain an appreciation for the Aboriginal Civil Rights movement during the 1960s and 1970s and how these were shaped by events in the United States of America. Units of study for 2017 include:

- World War II - What were the causes, events, outcome and broader impacts of the conflict of World War II? The war in Europe and the Pacific
- Rights and Freedoms – The Civil Right movement in the US and Australia
- Migration Movements

How are students assessed?

Students will complete a range of assessment tasks including:

- Content and Short Answer Response to Stimulus Tests
- Extended Essays in Response to Stimulus Tests
- Written and Oral Research Assignments

Students are assessed in the criteria including Historical Knowledge and Understanding, Historical Processes and Communication.

Employment opportunities and pathways

History can establish a basis for university Bachelor's degrees in Arts, Journalism, Political Science, Classics and International Relations. Employment fields related to History include: research, international relations, public service: department of defence and foreign affairs, archaeology, teaching, journalism, law, business management and international diplomacy.



Science:

Head of Department: Mr Mark Watson

Why study Science?

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

Students develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. This supports students to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods.

What is studied in Year 10?

Students study one term each of Chemistry, Physics and Biology as an introduction to the rigours of these branches of Science before they are required to specialise in Years 11 and 12. This is followed by a term of Earth and Space Science.

- Term 1: Students will analyse how the periodic table organises elements and use it to make predictions. They will also explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions.
- Term 2: Students will explain the concept of energy conservation and represent energy transfer and transformation within systems. They will apply relationships between force, mass and acceleration to predict changes in the motion of objects.
- Term 3: Students will investigate DNA and genetic hereditary in the context of Forensics. They will evaluate the evidence that underpins scientific theories that explain the diversity of life on Earth and explain the processes that underpin evolution.
- Term 4: Students will describe and analyse interactions and cycles within and between Earth's spheres. They will evaluate the evidence for scientific theories that explain the origin of the universe.

How are students assessed?

Students are assessed in the criteria of 'Communication', 'Knowledge and Understanding' and 'Scientific Processes, using a variety of assessment techniques including:

- Research tasks
- Scientific Reports
- Extended Experimental Investigations
- Supervised assessments - Written test, Response to stimulus

Employment opportunities and pathways

Science can establish a basis for further education in Medicine, Biology, Physics, Marine Biology, Engineering, Nursing and Chemistry. Fields of employment relating to Science include: medicine, health (e.g. physiotherapy, occupational therapy, audiologist, geneticist), education, marine biology, environmental and scientific research, micro-biology, chemical engineering, pharmacy, radiology, dentistry, veterinary, forensic science, oceanography, geophysics, meteorology, physics, audiology and electrics.

Additional Elective Subjects

Accounting and Economics:

Co-ordinator: Mr Patrick Howell

Why study Business and Economics?

Accounting and Economics explores the ways individuals, families, the community, businesses and governments make decisions in relation to the allocation of resources. It aims to enable students to understand the process of economic and business decision-making and its effects on themselves and others, now and in the future. Accounting specifically examines the processes of managing the financial records of business enterprises.

The study of Accounting and Economics develops the knowledge, understanding and skills that will inform students about the economy and encourage them to participate in and contribute to it. The curriculum examines those aspects of economics and accounting that underpin decision-making at personal, local, national, regional and global levels. Students learn to appreciate the interdependence of decisions made, as well as the effects of these decisions on consumers, businesses, governments and other economies. Students are also introduced to the concept of Double Entry Accounting and are exposed to running the books of a service based enterprise.

The Accounting and Economics curriculum builds awareness of resource allocation and making choices; the business environment; consumer and financial literacy; and work and work futures. At the same time, students are exposed to and encouraged to develop enterprising behaviours and capabilities such as embracing change; seeking innovation; working with others; showing initiative, flexibility and leadership; using new technologies; planning and organising; managing risk; and using resources efficiently. In studying economics and accounting students will develop transferable skills that enable them to identify contemporary economic and accounting issues or events; investigate these by collecting and interpreting relevant information and data; apply economic and accounting reasoning and concepts to make informed decisions; and reflect on, evaluate and communicate their conclusions.

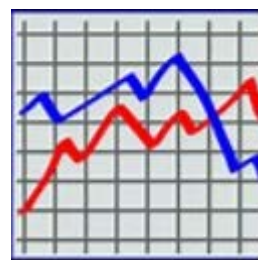
What is studied in Year 10?

This subject studies the two disciplines of Accounting and Economics. The Accounting component of the course focuses on all Accounting principles for Service Businesses which includes such topics as Double entry accounting, Debit and Credit Rules and the Accounting Process from Source Documents to Trial Balance. There is also a focus on the interpretation of Final Accounts such as Income Statements and Balance Sheets. The Economic component of the course focuses on issues relating to Economic Performance, Living Standards, Government Management of Economies, Major Consumer Decisions and Business Productivity and how businesses respond to Economic Conditions.

How are students assessed?

Students will complete a range of assessment tasks including:

- Content and Short Response questions
- Report Writing/Extended Response Questions and Practical Accounting Responses



Employment opportunities and pathways

The Study of Business and Economics can lead to university study, including Bachelors' degrees in Business, Accounting, Economics and Commerce.

Employment pathways include: accountancy, business management, financial consultancy, human resource management, commerce, marketing, advertising, stock broking, teaching.

Drama:

Head of Department: Mr Jason Goopy

Why study Drama?

Students of the Dramatic Arts learn both to perform and to critically reflect on performance, developing skills of creativity and evaluation. Drama assists students to develop their mind creatively and their abstract and creative thinking. Students learn to empathise with others' stories and understand a range of situations and perspectives, helping to develop their social and cultural skills and understandings.

Students also develop their communication and self-expression and build relationships in a range of contexts. It helps with building self-confidence, speaking in public, and developing interpersonal skills. Drama will help students become more aware of how their physical presentation can impact performance. Furthermore, students develop a range of skills to develop them as artists, and students in other subjects as they develop their perseverance and ability to overcome obstacles, lateral thinking, problem-solving, ability to translate ideas from one form to another and expression of ideas.

What is studied in Year 10?

Students immerse themselves in two Drama styles as they develop the understanding of elements of drama, conventions and varying styles. In Semester 1 students explore Verbatim Theatre and documentary drama elements, styles which draw on real experiences and stories of people to create plays. Students will view and perform published scripts in the verbatim style and script their own original works.

In Semester 2 students develop their expression and physical communication skills as they explore Physical Theatre; a performance style which uses the body and movement as the primary tool for communication of meaning. Drawing on the skills and conventions of this style students will devise and perform for a community audience pieces of Physical theatre as well as analysing others works in the style.

How are students assessed?

Students will be assessed in a number of different ways, including:

- Forming – creation and making of original ideas and works
- Performance – presentation of scripted and original works
- Responding – analysis and critical reflection on performance



Students will be asked to participate in group work and performance work for others as an integral part of the course. This will help students to explore relationships on and off stage. It will also help communication skills.

Employment opportunities and pathways

The study of Drama can lead to a number of different pathways including direct employment in the industry and the wider creative industries field or tertiary study including university and / or TAFE courses such as bachelor degrees in the Arts, Creative Industries and Education as well as Certificates in Acting, Business or Technical Theatre.

Employment pathways include: Actor (stage, film, TV), applied theatre practitioner, casting director, choreographer, costume designer, movement coach, director (stage, film, TV), film/TV editor, lighting designer/technician, playwright, production management, publicity manager, radio announcer, scriptwriter, sound recordist/technician, stage manager, stunt performer, technical producer, television presenter, theme park entertainer, voice coach and wardrobe supervisor.

Food Technology:

Co-ordinator: Mrs Jill Rau/Miss Kath Little

Why study Food Technology?

Food is a big part of our lives, though we often don't realise it. In Food Technology students will engage with significant issues related to food, including the ethics of food production and food service. Importantly, they will improve their understanding of the impact of food selection in our health and well-being, learning about how culture, tradition, scarcity, sustainability and nutrition impact choices we make around food selection.

As well as providing students with a theoretical understanding of the core issues impacting food, Food Technology is a practical subject which invites students to experiment with food design and creation, while at the same time, providing students with strong work place health and safety practices. Students of Food Technology will learn how to work productively as part of a team, observing the conventions of professional practice. This is a course designed for students who are interested in a vocational pathway.

What is studied in Year 10?

Students investigate a range of influences on food production, food service and food environments. They will apply learned knowledge and understanding of nutritional principles to evaluate meal plans for specific population groups based on their health and development needs. Students will design menus for nominated population groups and create meal plans which reflect dietary needs, culture, geography and food sustainability, justifying their choice of food technologies to be used.

- Term 1: Barista skills, coffee production, ethics and sustainability
- Term 2: Cultural dishes, cultural and geographical influences on food production, international eating habits and health indicators across populations
- Term 3: Food storage and transportation practices, sustainability and nutrition. Local produce and fresh ingredients, menu creation and design.
- Term 4: Food security and sustainability in the 21st century.

How are students assessed?

Students will be assessed in both theoretical and practical elements of the course. Assessment will include both individual and group tasks.

- Written assessment will include: Reports, Menu Planning, Journal
- Practical assessment will include: Designing packaging, Food making tasks

Employment opportunities and pathways

The study of Food Technology can lead to future certificate courses, through TAFE, in hospitality. Employment pathways include the hospitality and services industry, including: front of house, wait staff, barista, cook, chef, caterer, event planner.



Geography:

Head of Department: Mrs Lisa Holohan

Why study Geography?

Geography integrates the natural sciences, social sciences and humanities to build a holistic understanding of the world. Geography provides skills that can be applied in everyday life and at work. It teaches students to respond to questions critically, plan an inquiry, collect, evaluate, and interpret information, and suggest responses to what they have learned. Students conduct fieldwork, map and interpret data and spatial distributions, and use spatial technologies. This work can help to improve the numeracy and literacy skills of students.

What is studied in Year 10?

Students will understand the geographic characteristics of natural landscapes and explain how they are developed by natural processes, including extreme natural events. They will also understand how to analyse and explain the changes in natural environments due to natural processes and human activity. They will understand how to conduct fieldwork and collect and process data that can be represented using a range of geographic techniques and media. In Semester 2 students will understand how to describe and explain the geographic characteristics of different types of rural and urban environments and analyse and explain changes due to human activities. They will appreciate how to sort, process and represent spatial data related to the formation of natural landscapes using GIS (Geographic Information Systems). Units of study for 2017 include:

- Semester 1: Geographies of Human Wellbeing
- Semester 2: Environmental Change Management

How are students assessed?

Students will complete a range of assessment tasks including:

- Content and Short Answer Response to Stimulus Tests
- Geographical Inquiry Research
- Written and Oral Field Investigations

Employment opportunities and pathways

The study of Geography can lead to university pathways, including Bachelor's degrees in Arts, Science and Geology. Career pathways related to Geography include: environmental science, marine biology, geology, meteorology, sociology, research, climatology, dam management, education, public service, journalism, aide work and town planning.



Industrial Skills:

Co-ordinator: Mr Cam McConnell

Why study Industrial Skills?

In an increasingly competitive employment market it is important that students gain valuable knowledge, skills and experiences to enable them to be able to gain employment and to pursue a career in a field that interests them. Industrial skills is a subject focused on developing knowledge and foundation skills for students looking to undertake a trade pathway in future years.

The Industrial Skills course actively engages students in learning experiences that are transferable to Construction and Manufacturing Industries. Students will undertake practical projects designed to emulate competency based training and assessment in preparation for Vocational courses in year 11 and 12. Students build confidence through the use of a wide range of hand and power tools and gain a valuable introduction to future vocational studies. Students wishing to pursue a career in Construction or related trades, trade courses or simply have an interest in this field of expertise are encouraged to select this course.

What is studied in Year 10?

Students will construct and manufacture products focused on the delivery of knowledge and skills related to the construction and manufacturing industries. They will include working safely in the construction industry, planning and organising work, conducting workplace communication, carrying out measurements and calculations, handling materials and undertaking manufacturing and construction tasks.

How are students assessed?

The program is designed to emulate the training and assessment undertaken in vocational education. Competency-based assessment is the process of gathering evidence and making judgments on whether the student can consistently demonstrate and apply knowledge and skill to the standard of performance required in the workplace

There is no mark awarded in competency-based assessment. Students are assessed as either 'competent' or 'not yet competent'. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

Assessment techniques may include practical work, projects, tests, writing tasks and teacher observation.

Employment opportunities and pathways

Industrial Skills is a subject that assists students who wish to pursue a career in the construction or manufacturing sector with employment prospects in carpentry, brick/block laying, concreting, demolition, rigging, electrical, plumbing, roof tiling, plastering, steel fixing, wall and floor tiling, waterproofing, cabinetmaking, shop-fitting etc.



Introduction to Information Processing Technology (IPT):

Head of Department: Mr Mark Watson

Why study IPT?

In a world that is increasingly digitised and automated, it is critical to the wellbeing and sustainability of the economy, the environment and society, that the benefits of information systems are exploited ethically. This requires deep knowledge and understanding of digital systems (a component of an information system) and how to manage risks. Ubiquitous digital systems such as mobile and desktop devices and networks are transforming learning, recreational activities, home life and work. Digital systems support new ways of collaborating and communicating, and require new skills such as computational and systems thinking. These technologies are an essential problem-solving toolset in our knowledge-based society.

Students are empowered to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. They have practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems. IPT helps students to be regional and global citizens capable of actively and ethically communicating and collaborating.

What is studied in Year 10?

Students will investigate data security. They will explain the control and management of networked digital systems and explore the security implications of the interaction between hardware, software and users. Students will evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise.

In their study of programming they will design and evaluate user experiences and implement modular programs using algorithms and data structures.

How are students assessed?

Students are assessed in the criteria of 'Knowledge and Understanding', and 'Processes and Production Skills' using a variety of assessment techniques including:

- Digital Folios
- Collaborative projects
- Supervised assessment – Written test
- Programming tasks

Employment opportunities and pathways

The study of IPT provides students with knowledge and skills that are relevant for living and working in today's information-based society. The course of study can establish a basis for further education and employment in the fields of programming, database administration, IT support, games development, and other fields in information technology.



Japanese:

Teachers: Mr Paul Ramsey/Mrs Jill Rau

Why study Japanese?

Japan's geographical proximity and strong economic partnership with Australia are important reasons why Japanese has long been taught in Australian schools. The strong partnership enjoyed by Australia and Japan require increasing interaction and exchange between Australians and Japanese speaking people. A close proximity and similar time zone allow for easy access and communication, providing Australian learners of Japanese plentiful opportunities for cultural exchange and interaction.

Learning a second language broadens students' horizons, enables them to understand how culture shapes identity and strengthens understanding of their own language and the nature of language. Learning a second language has been shown to be a great asset to the learner's cognitive performance, enhancing skills such as analysis, reflection and critical thinking.

As Japanese is a phonetical and predictable language, choosing Japanese as a second language to learn has numerous benefits. Students of Japanese develop useful communication skills and an appreciation of the Japanese culture and a respect for diversity and difference. Since the year 2000 Ambrose Treacy College has built a strong brother school relationship with Konan School in Kobe, Japan. Students of Japanese have the opportunity to develop their language skills and cultural appreciation through school trips to Japan.

What is studied in Year 10?

The Year 10 curriculum provides students with the opportunity to become more fluent and accurate in both spoken and written language production. Students should be proficient in the use of the 46 Hiragana characters. They gain more control of grammatical and textual elements. Students will continue to expand their knowledge of the more common and useful Kanji characters. They use expressive and descriptive language to discuss feelings, opinions and experiences particularly relating to their family, food, eating habits, daily routines and travel. Key questions of inquiry will include:

- How has the Japanese language changed and evolved in response to intercultural experience, technology, media and globalisation?
- What is the relationship between language, texts and culture?
- How does learning about language and culture impact on my way of learning and thinking?
- What strategies can I employ to decipher meaning in unfamiliar sentence structures, vocabulary and written text?
- How does culture underpin Japanese language and why are some Japanese phrases difficult to translate into English?

How are students assessed?

Students will complete a range of assessment tasks including:

- Translation tests across all modes - reading, writing, listening and speaking
- Written oral presentation about student's own family
- Written assignments planning a holiday schedule in Japanese

Employment opportunities and pathways

Learning a language in the Senior phase can lead to many career opportunities. Japan remains a global economic force and international business, cultural exchanges and tourism are growth areas for young people. The addition of Japanese language to any tertiary course (for example engineering, science, law, medicine, international relations, construction management, teaching, IT and digital technologies etc.) can lead to international opportunities.

Music:

Head of Department: Mr Jason Goopy

Why study Music?

Music is an enjoyable, challenging and inclusive subject that develops young men intellectually, emotionally, socially and spiritually. The study of Music through active participation can open a lifelong and meaningful connection with music. Students will: broaden their horizon; develop empathy and respect for a range of views; be supported in pursuing their own interests and passions; be encouraged to express their individuality; imagine and create original ideas and solutions to problems; and, learn to communicate and collaborate creatively with others. All students can experience success in this subject and research shows a deeper musical understanding leads to increased musical enjoyment. In particular, students receiving individual tuition on an instrument/voice and involved in the co-curricular ensemble program will benefit from studying class music.

What is studied in Year 10?

Year 10 Music will extend student musicianship sequentially by developing and extending a range of music skills, knowledge and understanding concurrently. Students will benefit from a well-rounded music education incorporating performance, composition, theory, aural development, music technology and investigations into social and historical context. A broad range of music styles and genres will be analysed and evaluated ranging from vocal and instrumental music of the Middle Ages to popular song and new music. Explicit connections will be made between music traditions, genres and technologies of the past, today and the future. Year 10 Music prepares students with the knowledge, skills and understanding to confidently pursue their own musical tastes and interests in their senior schooling years and beyond.

How are students assessed?

Students will engage in a variety of tasks that foster and extend their personal musicianship. The course assessment provides students with the flexibility to pursue their own interests, express their individuality and collaborate with their classmates. Music knowledge, skills and understanding are assessed through both small musicianship tasks and larger projects.

Students are assessed on the following criteria:

- Making: Composing for example re-creation of existing works; arrangements; remixes; and, original compositions (handwritten and using technology)
- Making: Performing for example Solo, small group and large group performances through singing and playing instruments
- Responding for example Aural (listening) and visual (music notation) analysis; and, aural dictation.

Further study and careers

Students can elect to continue studying Music in their Senior years of schooling. Further study options exist for certificates, diplomas and university degrees in music performance, composition, musicology, music theatre, music technology, audio production, popular music, creative industries and education. Many universities also offer dual degree programs. The study of music could directly assist and lead to the following careers: accompanist, arts/music administrator, advertiser, audio engineer, church musician, conductor, composer, DJ, event management, instrument craftsman/builder, marketing, musicologist, music curation, music/entertainment/intellectual property lawyer, music journalist/critic, music librarian, music teacher, music theatre artist, music therapist, producer, professional musician, music retailer, singer songwriter, software engineer, stage management, and video game developer. Music also assists students in meaningful music participation beyond school. This includes for personal enjoyment, being able to participate in community performance ensembles, creating new music to share with others, being an informed audience member and artistic citizen.

Tech Studies:

Co-ordinator: Mr Cam McConnell

Why study Tech Studies?

In an increasingly technological and complex world, it is important to develop knowledge and confidence to critically analyse and creatively respond to design challenges. Knowledge, understanding and skills involved in the design, development and use of technologies are influenced by and can play a role in enriching and transforming societies and our natural, managed and constructed environments.

Tech Studies actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students consider the economic, environmental and social impacts of technological change and how the choice and use of technologies contributes to a sustainable future. Tech Studies is especially relevant in assisting students to cope with present and future technological changes.

The subject motivates young people and engages them in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work. Our rapidly changing world requires students to understand the process of change and to engage positively and creatively with it. Tech Studies emulates these challenges contextually and asks students to react to 'real' situations.

What is studied in Year 10?

Tech Studies requires students to identify and understand a problem or need, select appropriate resources and strategies that may solve that problem, implement a plan and evaluate the outcomes. Students manage projects independently and collaboratively from conception to realisation. They are exposed to a range of intellectual challenges while developing solutions to problems. Students are encouraged to be active participants in invention and innovation.

How are students assessed?

Students are assessed in the criteria of 'Knowledge and Understanding', 'Investigating, Designing and Evaluating' and 'Production Skills' using a variety of assessment techniques including:

- Design Folios including CAD drawings
- Produced Artefacts (projects)
- Research Reports
- Visual presentations, such as data-show, time-lapse movie or multimedia may also be employed.

Employment opportunities and pathways

Tech Studies can establish a basis for further education at university level, in Architecture, Civil Engineering and Project Management. It is also a subject that assists students who wish to pursue a career in the construction or manufacturing sector.

Employment related to Tech Studies includes: graphic design, industrial design, product design, built environment design (architecture, landscape architecture, and interior design), engineering, urban and regional planning, and project management along with the construction and manufacturing trades.



Visual Art:

Head of Department: Mr Jason Goopy

Why study Visual Art?

Visual Art provides students with the opportunity to be expressive, innovative and creative. Through the process of experimenting with art materials students develop their skills and learn to appreciate the artistic practices demonstrated in the work of other artists. By looking at the work of historical, contemporary, national and international artists' students will be challenged to question their own perception of what art is. In turn, this will encourage discussion and allows students to think critically about the work of others and be inspired to create their own unique visual responses to the world around them.

The 21st Century learner engages with digital technology throughout their learning which has led to an increase in employment opportunities within Creative Industries. It has been proven that skills acquired through the study of Visual Arts are admired by employers from various industries and professions. These skills include the ability to approach tasks from different perspectives, analyse and think critically, problem solve, work collaboratively or independently and accept constructive feedback in order to improve.

At the end of the day you don't just study art, you MAKE it!

"The arts enhance the process of learning" and current research shows" it is the driving forces behind all other learning" (Jensen, 2001).

What is studied in Year 10?

- **Semester 1: 2D - Realism to Abstraction** – An exploration of Still Life and the object through the mediums of drawing, digital photography, collage, painting and mixed media.
- **Semester 2: 3D – Sculpture** – An exploration of three dimensional materials such as ceramic, cane, wire and natural fibres.

Each unit will involve skill building activities leading to a self-directed artwork related to the skills learnt.

How are students assessed?

Visual Art students are assessed in the following areas according to Australian Curriculum Guidelines.

Making: Design process, manipulating materials, processes and techniques.

Responding: Analysis of artworks made by themselves and others, research, critical thinking, evaluation and reflection.

Employment opportunities and pathways

The study of Visual Art can lead to a number of different university and / or TAFE courses including bachelor degrees in the Arts, Creative Industries and Education.

Employment pathways include: creative industries, gaming designer, art critic/writer, art teacher, arts administrator, artist, graphic designer - advertising, corporate, interior design, publishing, multi-media specialist, architect, set designer, book illustrator, art therapist, cartoonist, landscape architect, photographer, industrial designer and web designer.



