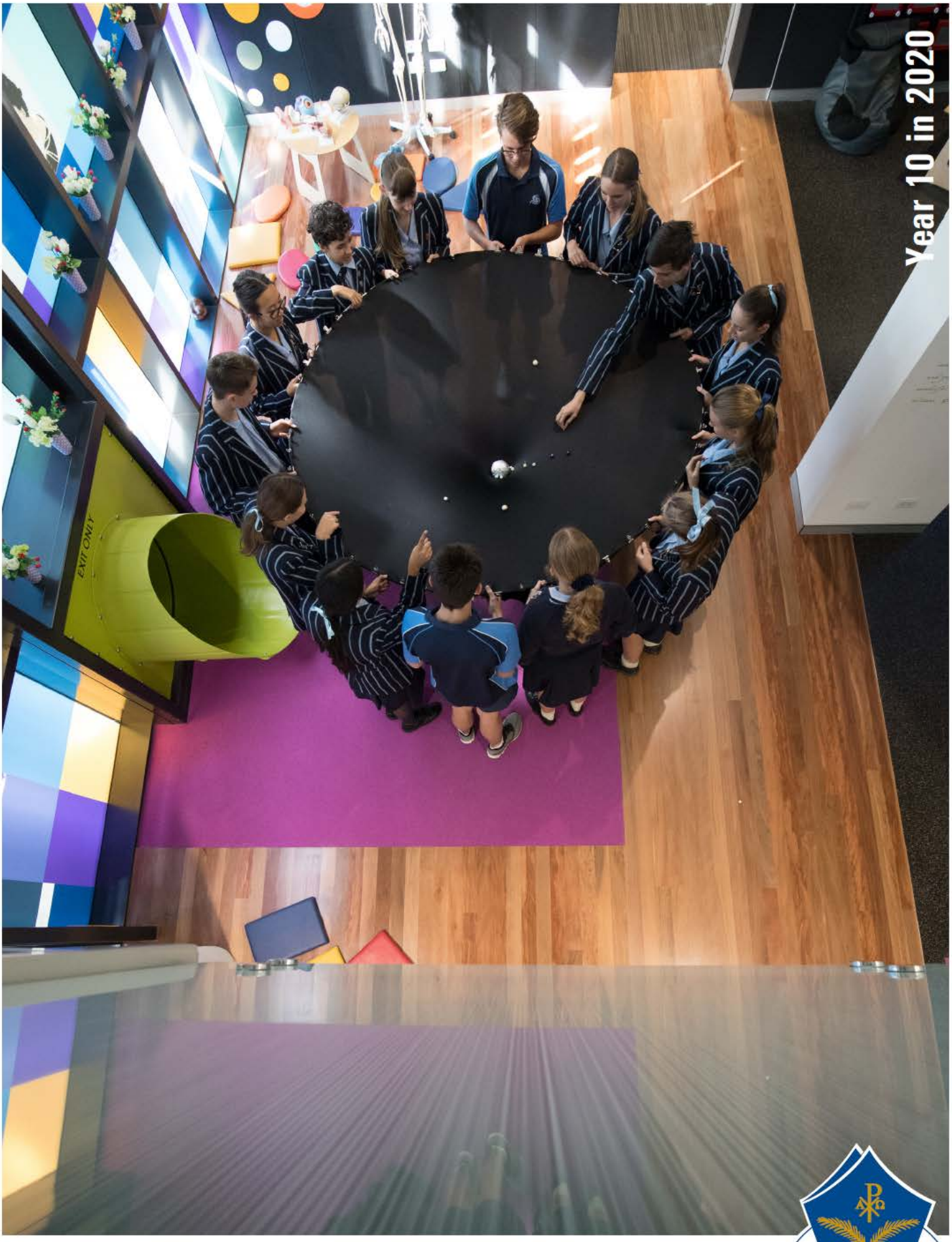

Year 10 Subject Selection Guide

All Saints Anglican School

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POLICY STATEMENT

The curriculum encompasses all of the planned and guided learning experiences offered to students. The individual student with his/her needs, abilities and interests, is the centre around which the curriculum is developed. The whole environment of the School, with its many varied experiences, contributes to the total growth of the individual student. The contribution of each student enables the development of the curriculum in its broadest sense.

As a co-educational Anglican school, our curriculum policy rests firmly on Christian values. We believe that the most effective instructional program appeals not only to the mind, but also to the heart; encouraging and inspiring students to enquire, to analyse and ultimately, on the basis of sound judgement and personal conviction, to act. The basis for sound teaching and learning is a respect for the exercise of those capacities of feeling and thought which enhance the dignity of all men and women, and an appreciation of the uniqueness and potential of each human being.

In providing Senior Schooling, we are dedicated to an education that inspires students to strive for excellence. Acknowledging individual differences, we offer students opportunities commensurate with their abilities and which challenges them to reach their full potential.

We believe that the development of enquiring minds demands an environment of freedom, opportunity and discipline, established and sustained by a commitment to thoughtful participation in a rigorous and varied educational program. We encourage our students to nurture their skills and talents, developing a respect for hard work and a love of learning that will endure for a lifetime. Fundamental to our purpose is the commitment to foster in our students' self-respect, diligence and an insatiable intellectual curiosity.

THE AUSTRALIAN CURRICULUM

The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. The Australian Curriculum describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community.

Increasingly, in a world where knowledge itself is constantly growing and evolving, students need to develop a set of skills, behaviours and dispositions and general capabilities that apply across disciplines and equip them to be lifelong learners, able to operate with confidence in a complex, information-rich, globalised world.

The Australian Curriculum includes a focus on seven general capabilities (literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding) and three cross-curriculum priorities (Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability).
In 2020, All Saints will offer implementation of the Australian Curriculum in English, Mathematics, Science, Humanities and Health and Physical Education.

FROM THE HEADMASTER

Dear Parents and Students,

At All Saints we are able to offer an impressive range of subjects for students in Year 10. I would urge you to take an appropriate amount of time to talk through the various issues surrounding subject selection.

Various tensions inevitably exist as a result of the different factors which might influence subject selection. The All Saints way is to aim high and then work hard to achieve the goals we set ourselves. However, my advice is certainly to attempt to choose, where possible, a balanced selection of subjects. Students are free to choose from the elective units. Most of the elective units are designed to lead directly into the Year 11 subject that bears the same name. While none of the elective units are strictly pre-requisites for Year 11, in some cases, students may find themselves at a slight disadvantage in Year 11 if they choose to do a subject for which they did not complete the corresponding Year 10 elective course. As an extension of this forward planning, some students who already have firm ideas on particular tertiary courses should be aware that certain subjects offered at tertiary level require candidates to have studied pre-requisite subjects in Years 11 and 12. If there is any concern about this, please be sure to ask a teacher, the Director of Studies or the Director of Careers/VET.

It is certainly true that the academic demands placed on students as they enter their final three years of secondary study are increased. These increasing demands are applied incrementally, and where students have been performing steadily in Year 9, the increased demands of Year 10 should be subtle and quite manageable. Those most likely to succeed are those who develop a realistic and flexible study timetable, with ample time built in for sport, recreation and leisure. It also remains true that students who have the confidence to ask questions whenever they are unsure about something are far more likely to come up with the answers when the pressure is on.

In terms of the overall performance of students, it is vital to keep the channels of communication open at all times. With this in mind, I urge parents and students to establish a regular de-briefing time, even if it is just five minutes, at the end of each week day. If problems do emerge, contact the Head of House to see what can be done about them as soon as possible.

Finally, it is important to achieve that delicate balance between working hard and effectively, and yet not allowing the academic program to become too burdensome and overwhelming. Students should enjoy school as much in Year 10, and indeed Years 11 and 12, as they have during previous years. Maintaining a balanced approach to life is of paramount importance to the healthy development of the individual, and this balance should be reflected in the subjects chosen for Year 10, as well as in one's approach to life as a whole.

I hope students and parents are looking forward to joining the Senior School. It promises to be a year of interesting challenges, meaningful work and many new experiences. The Senior School staff are looking forward to sharing with you the important and influential last three years of Secondary schooling.

Patrick S. Wallas
Headmaster

THE TIMETABLE

The Senior School timetable is constructed around seven subject lines with each line having two one hour lessons and two forty minute lessons each week. Year 10 will have a weekly Chapel on Tuesday and a weekly Year level meeting on Thursday. A Senior School Assembly (50 minutes) and House meeting (35 minutes) alternate each Wednesday. Students meet with their Tutors each morning for roll. Every Friday afternoon is designated for the School Sporting program. Performing Arts rehearsals generally occur on Tuesday afternoons from 3.30pm to 5.30pm. Sports training in the APS season is held on a Wednesday from 3.30pm to 4.45pm.

SENIOR SCHOOL ROUTINE TIMES

<table>
<tr><th>MON</th><th>TUES</th><th>WED</th><th>THUR</th><th>FRI</th></tr>
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ASSEMBLY/HOUSE
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LUNCH (60)

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PERIOD 5
10 CHAPEL
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PERIOD 5
10 MEETING
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SPORT
&
ACTIVITIES
(120)

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<tr><td></td><td>3.30-5.30pm
PA Rehearsals</td><td>3.30-4.45pm
Sports Training</td><td></td><td></td></tr>
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ONE-TO-ONE PROGRAM

In our quest to support a rich learning environment, where academic achievement is a priority, we are pleased to announce our updated One-to-One Program for 2020, providing students with an innovative tablet and a digital stylus to enhance opportunities for learning and enquiry, thus enabling the digital generation by nurturing individual and collaborative learning experiences.

The device for Year 10 students will be a Surface Book, the leading computer in its class and offers students an outstanding pen experience. It is powerful, lightweight and has the battery life to last students an entire day. An added advantage of the Surface Book is that the current Year 9 students will have used a Surface Pro 4 at the School for all of 2019 and are familiar with the platform and its use.

The program includes the licensed installation of all the necessary software applications such as the Office 365 suite and the latest Adobe Suite, plus specialist software for subjects such as music and graphics. In addition, the computer will be protected by a commercial grade antivirus software and internet filtering software when on site. Computers in the ASAS Senior School One-to-One Program can connect seamlessly to the ASAS network of shared drives and printers.

In 2020, your child will receive a new tablet computer to use exclusively for the next three years. The cost is $200 per semester and after participating in the program for three years (end of year 12), parents can take full ownership of the device at no additional cost. The school software will be removed, and a retail version of the Windows 10 operating system will be reinstalled. The device will be covered by a comprehensive three-year parts and labour warranty and supported by an onsite help desk. If your child's computer cannot be repaired in the same day he/she will be issued with a spare hot swap device to use until their computer issue is solved. In addition, computers in the ASAS Senior School One-to-One Program will be covered by accidental damage insurance to repair the device in case of an accident. (For more details about the accidental damage insurance, please see the One-to-One Program contract).

More information about all aspects of the program is published on the All Saints Anglican School website.

YEAR 10 COURSE OF STUDY

The Year 10 curriculum offered at All Saints aims to ensure that all students continue to receive a balanced education. The Year 10 course of study will run for three terms, with the fourth term being the beginning of their Queensland Certificate of Education (QCE) Unit One studies. Students will choose their subjects for fourth term at the start of term three 2020, after experiencing the majority of their Year 10 subjects.

There are THREE compulsory courses in Year 10: English, Mathematics and Rotation. These consist of one line (4 lessons) of each English and Mathematics and a third line, called Rotation, that includes Health and Physical Education (two lessons), Christian Living (one lesson) and one other lesson that alternates between a careers-based Futures programme and the Wonder Project - an All Saints initiative. This leaves four lines each for three terms, meaning students will have 12 units to choose. Of these 12 units, four must be chosen in the following pattern: two of the Science subjects - Biology, Chemistry, Physics and Psychology; and two of the three main Humanities subjects - Ancient History, Geography and Modern History. These each run for one term. Your remaining eight units (which are all one term in length) can be chosen from the other 25+ elective subjects on offer. We ask you to choose eight electives in the order of your preference.

COMPULSORY SUBJECTS

English

There are two top stream classes, chosen by focusing on Year 9 English results but also taking into consideration the Year 9 NAPLAN results. All other English classes are mixed ability.

Mathematics

By the time students reach Year 10, the cohort's ability level in Mathematics can be very broad. To enable students to achieve at a level appropriate to their needs, different ability classes are offered in this discipline.

Science

All students will choose to study two of: Biology, Chemistry, Physics and Psychology. All classes are mixed ability.

Humanities Studies

All students will choose to study two of: Ancient History, Geography and Modern History. All classes are mixed ability.

Students currently on a modified programme in Year 9 will have their subject selection for Year 10 discussed on an individual basis with the Director of Studies and Mrs Morrison, our Senior School Educational Support teacher.

ENGLISH

Subject Outline:

In Year 10 English, students interpret, create, evaluate, discuss and perform an increasingly complex range of texts. They use and experiment with the English language to further develop a sense of its richness, purpose and power to influence others. The Year 10 course delves deeper into an appreciation of literature via the exploration of contemporary and classic authors, including traditional works by Aboriginal and Torres Strait Islander peoples as well as texts from and about Asia. Students also increase their critical awareness through the study of contemporary media. These texts represent a range of perspectives related to human experience, cultural significance, ethical and global dilemmas. Through the interpretation and creation of spoken, written and multimodal texts, students build on literacy skills with the purpose of enhancing fluency, accuracy, style and meaning.

Assessment:

Tasks will assess the receptive modes of reading, listening and viewing, as well as the productive modes of writing, speaking and creating. Students complete a range of imaginative, informative and persuasive text types, including written assignments and exams, as well as individual and group speaking tasks.

Skills used in and developed by studying this subject:

- Reading
- Listening
- Viewing
- Writing
- Speaking
- Creating
- Interpreting
- Collaborating

Future Pathways:

At School	Beyond School
The Year 10 course will provide learning experiences to assist students in preparation for both the General and Applied English courses offered in Years 11 and 12. Students choosing Literature should be coping well with imaginative spoken and written tasks as well as literary analysis under exam conditions.	A pass in one of the General Senior English subjects is a prerequisite for entry into most tertiary courses. Careers in such fields as journalism, law, psychology, publishing, advertising, teaching, creative writing, film and television require outstanding proficiency in English. Essential English (Applied) is suitable for students intending to enter traineeships or the workforce.

MATHEMATICS

Subject Outline:
Mathematics is organised into three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Topics covered in this course will include: number, measurement, algebra, consumer maths, coordinate geometry, graphs, plane geometry, trigonometry, quadratic equations, parabolas, probability, exponential relations, variation, statistics and circle geometry. All classes will cover the content of the 10 Mathematics course; some classes will cover the additional 10A Mathematics material.
Assessment:
End-of-term written examinations.
Skills used in and developed by studying this subject:
• Organisational skills • Working independently • Working in small groups • Effective time management and planning skills • Problem solving skills • Computational literacy • Communication skills • Understanding and using data and information to make well-considered decisions

Future Pathways:	
At School	**Beyond School**
The 10 Mathematics course is tailored to meet the individual needs of students with its focus being the preparation of students for General Mathematics or Essential Mathematics in Years 11 and 12. Students wishing to choose Mathematical Methods should be coping well with the 10A Mathematics curriculum.	The skills taught in this course are needed not only in the traditional careers of engineering or the physical sciences but also in fields as diverse as agriculture, food technology, geography, biology, economics and management.

CHRISTIAN LIVING

Subject Outline:

What comes to mind when you think of courageous living? Someone prepared to go into a war zone to help the wounded? A life-saver struggling against a powerful rip to rescue a drowning child?

One thing that may not immediately come to mind is Christian Living classes. Yet there are many people who would argue that the Christian way of life is as courageous as it gets – a life of conviction, compassion and challenge.

All Year 10 students are given the opportunity to explore Christianity in a fresh, contemporary setting, respectfully engaging with the content and one another.

Christian Living is a compulsory subject for all students in Year 10 and consists of one period a week for the year. It underpins and informs the very culture of our school.

The course is interactive in that students utilise various forms of media to explore issues that are relevant to the Christian faith. On occasion, students may be required to create dramas, video, multimedia and/or artwork to communicate their beliefs and values to the rest of the class. They are introduced to reflective practice, and philosophical enquiry, both of which encourage affective domain, higher order thinking.

In the first semester, students consider some of life's biggest questions in a unit of work called 'Searching For A Life Worth Living'. Examining the human quest for meaning and purpose, students are encouraged to think deeply about existential questions and the pursuit of happiness. This includes a unit on the life and teachings of Jesus, placing them firmly into a 21st Century context.

The second semester challenges students to use these teachings to inform the significant relationships in their lives, including human sexuality. The movie "Juno" provides the stimulus for discussions around the value of life, teen pregnancy, termination of pregnancy, pornography, cyber-safety and the importance of responsible decision making.

The year finishes with the students exploring issues that relate to social justice in the world, emphasising one of the School's central values, compassion.

Assessment:

There are no formal assessment items as part of Christian Living.

Skills used in and developed by studying this subject:

The goals of this unit are to:

- Equip and empower students to make appropriate and informed lifestyle choices.
- Broaden students' knowledge of social justice issues in Australia and overseas
- Challenge them to think critically about their own values and attitudes
- Foster a sense of compassion for the plight of others
- Encourage them to be part of the solution rather than simply spectators.

Future Pathways:

At School and Beyond

The Year 10 Christian Living course is designed to be a relevant and challenging stage in a student's academic and spiritual development.

FUTURES

Subject Outline:
Futures is our school's career education programme. The programme aims to encourage students to consider their career pathways and understand how to achieve those goals. It provides students with the confidence to investigate potential career options and their own suitability for those fields. We encourage students to consider a range of options in terms of tertiary study as well as apprenticeships, traineeships, Australian Defence Force and free time employment. It is our goal that students develop knowledge which will assist them to make informed decisions about their future study and/or work options. Students will also develop skills in resume writing, interview processes and employability skills. Students will develop a Career Action Plan which will document their current considerations regarding career options post-Year 12, and their plan for how they will achieve those goals.
Assessment:
There is no assessment in this subject
Skills used in and developed by studying this subject:
• Self-reflection • Personal interests and strength identification • Career research skills • Tertiary study research skills • Employability skills • Resume writing • Interview skills

Future Pathways:	
At School	**Beyond School**
The Futures class provides students with the knowledge and skills to determine the best subject choices in Years 11 and 12 according to their strengths, interests and for the careers they are considering beyond school.	During Futures students will learn about the many opportunities beyond school including employment, traineeships and apprenticeships, Australian Defence Force Careers, TAFE, private colleges and university options.

WONDER PROJECT

Subject Outline:

The *Wonder Project* gets its name, and finds its purpose and direction, from the two possible applications of the word *wonder*. The first is to *wonder at* (the glory, magnificence, ingenuity, simplicity, splendour of things, places, ideas and actions), while the second is to *wonder about* (how, why, what if, therefore). The Project will allow students to wonder at and about subjects as diverse as philosophy; popular and unpopular culture; ethics and values; the natural, physical and human sciences; the Arts; psychology; language; other peoples and cultures; and, the great writers, thinkers and wonderers.

The *Wonder Project* is a compulsory subject for all Year 10 students and is timetabled in a 40-minute lesson every second week throughout the year.

The course follows four major principles including a focus on:

- The most productive attitudes and behaviours for effective thinking and learning
- The nature and acquisition of knowledge
- General knowledge, student interest, current affairs and areas of multiple intelligences
- Thinking strategies and approaches

Assessment:

There are no formal assessment items as part of The Wonder Project.

Skills used in and developed by studying this subject:

- Optimise student engagement in and understanding of the learning process.
- Develop student command over systems of thinking and learning.
- Encourage the students' intellectual and emotional problem solving abilities.
- Encourage a broadening of student understanding of the world in which they live.
- Inspire students with examples drawn from the finest academic, artistic, spiritual, musical and physical traditions.
- Develop values, skills and knowledge that nurture and develop wellbeing, and that support harmonious and effective engagement in the world.
- Deepen the love of learning in the school community.

Future Pathways:

At School and Beyond

The course is designed to respond to areas of student interest and developments within the broader community ensuring that it remains dynamic and relevant to adolescent curiosities and needs.

HEALTH AND PHYSICAL EDUCATION

Subject Outline:

Core Health and Physical Education is one of the compulsory subjects studied by Year 10 students. The School considers personal, social and community health together with movement and physical activity as an integral part of educating the whole child, consequently all students are required to complete this course. The Movement and Physical Activity units refine a range of skills and movement strategies in games and sport. These are then linked to relevant health and fitness concepts. The course offers opportunities for self-paced game sense learning.

Assessment:

Assessment for Health and Physical Education consists of:

- Demonstrating and transferring movement concepts and strategies across a range of complex activities.
- Making and applying discerning judgements about the refinement of skills and movement activities.
- Providing and applying solutions to movement challenges

Movement performance assessment is ongoing and continuous through Physical Education lessons and there is a written assignment or activity each term.

Skills used in and developed by studying this subject:

The learning experiences in Health and Physical Education are designed to allow students to develop as increasingly self-directed, interdependent and independent learners with:

- The capacity to be healthy, safe, active and enhance their own and others' personal health and wellbeing through participation in physical activity
- An understanding that physical activity will enrich and sustain happy healthy communities
- Enhanced communication skills, an ability to work in a team and socially interact, rational and creative thought, kinaesthetic awareness, physical and emotional confidence and self-expression
- A pride in their performance and respect for the performance of others

Future Pathways:

At School	Beyond School
Many of the skills learnt will benefit those students intending to continue their Health and Physical Education studies in Years 11 and 12.	Career options are broad and constantly evolving in the areas of Sport and Human Movement. Some pathways would include: Health and Physical Education teacher, sport psychologist, health scientist, nurse, dietician, sports coach, fitness instructor, physiotherapist, exercise physiologist and sport manager. Courses relevant to this subject could include sports marketing, sports management, physiotherapy, exercise science, sports physiology, sports administration, human movement studies.

HUMANITIES

ANCIENT HISTORY

Subject Outline:

Ancient History is an examination of past events up to and including the Medieval period. An understanding of past events and indeed our own human origins is essential in understanding who we are as modern humans, and how we got here. A knowledge of significant historical events is of course important in this understanding, but it is also important to analyse how these events have been portrayed by ancient sources and archaeology, and indeed, what the modern perspective is. Therefore, much of the focus in Year 10 Ancient History is on the identification, interpretation and evaluation of available evidence, both ancient and modern.

The course will begin with an examination of written evidence and archaeology, with specific emphasis on early human migration. This is a fascinating and continually evolving area of study. Pompeii and Herculaneum, amongst the world's best preserved archaeological sites, will then be studied as a major case study. In the second part of this course, students will be able to embark on an individual study of any area of Ancient History in which they may have a specific interest. Students will be assisted in framing their own research questions and forming their own hypothesis. They will present these findings as an oral presentation. This will give students the opportunity to delve more deeply into an issue, event or personality from the ancient world.

Assessment:

Students will complete a short response to stimulus test where they will need to respond to a number of ancient and modern sources in order to draw insightful conclusions about events from the past. Students will also be required to engage in a short research task on a topic of their own choice which will culminate in a short oral presentation.

Skills used in and developed by studying this subject:

Students who succeed in this subject usually have a passion for history. They are motivated when engaging in individual research tasks and enjoy a little extra reading. Students will develop their skills in:

- Analysing and evaluating historical evidence
- Detecting bias
- Identify the differences between ancient and modern perspectives
- Students will also further develop their research skills.

Future Pathways:

At School	Beyond School
Year 11 Ancient History would be the logical choice for any student who chose this subject in Year 10. However, the skills developed in this course are applicable to any subject where analysis and evaluation of information is required. The research skills are extremely relevant in most senior subjects. Ideally, students who choose this subject would usually have a specific interest in historical events.	There are many tertiary courses relating to studies of history. Students who choose these courses could potentially become researchers, teachers or even lecturers. Archaeology is also a fascinating avenue that students may pursue. In terms of specific skills, the research skills taught in this subject are extremely beneficial for every tertiary course. In addition, any course or career which requires people to critically analyse and evaluate information would be suitable for someone who had succeeded in and enjoyed this subject. The ability to evaluate all that we hear and see is a vital skill for any young adult.

GEOGRAPHY

Subject Outline:

Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. In Year 10, All Saints Geography students will study the Geographies of human wellbeing. This unit of study focuses on investigating global, national and local differences in human wellbeing. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate. (Australian Curriculum, 2017) Human wellbeing is the recognition that everyone around the world, regardless of geography, age, culture, religion or political environment, aspires to live well. Wellbeing is not necessarily bound by income, rather, it is an individual's thoughts and feelings about how well they are doing in life, contentment with material possessions and having relationships that enable them to achieve their goals. Many factors impact upon an individual's ability to live well including war, conflict, social fragmentation, inequality, poverty, malnourishment as well as access to resources. (Global Education, 2013)

The Year 10 Geography course at All Saints is directly connected to the Australian Curriculum and Geography General Senior Syllabus 2017, therefore the content, skills, learning experiences and assessment techniques are reflected throughout the course.

Assessment:

Assessment types are consistent with those that can be expected in Years 11 and 12 Geography and may include: a field report, combination exams (short and extended responses) and practical inquires.

Skills used in and developed by studying this subject:

- Organisational skills
- Discussion and debating skills
- Report Writing
- Research and Investigation skills
- Presentation skills & Communication skills
- Working independently and in small groups
- Effective time management and planning skills
- Higher order thinking skills
- Problem solving skills
- Interpretation & analysis
- Cartography, map creation & spatial technology skills
- Fieldwork (Working with a range of materials in a safe and efficient manner)
- Mathematics (number operations, statistics, graphing & data mapping)
- Information and communication technologies (ICT) skills

Future Pathways:

At School

This Year 10 course leads to the study of Senior Geography in Years 11 & 12. Studying Geography at Year 10 level is desirable but not a mandated prerequisite. Studying Geography prepares students to become active and informed citizens of the future.

Beyond School

There are many tertiary courses where Geography can be studied as a major. Careers that studying this subject in Year 11 and 12 can lead to include urban and environmental design, planning & management, biological and environmental science, conservation, land management, emergency response and hazard management, oceanography, surveying, global security, economics, business, law, engineering, architecture and information technology, education, and science. Further information can be found at geocareers.net.au/resources/GeoCareers1_77.pdf

MODERN HISTORY

Subject Outline:

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges.

Assessment:

Assessment types are consistent with those that can be expected in Years 11 and 12 Modern History and may include: examinations including short responses and essays in response to historical sources in addition with assignments including, independent source investigations and historical essays based on research.

Skills used in and developed by studying this subject:

The process of historical inquiry develops transferable skills, such as:

- The ability to ask relevant questions
- Critically analyse and interpret sources
- Consider context
- Respect and explain different perspectives
- Develop and substantiate interpretations
- The ability to communicate effectively
- Organisational skills
- Discussion and debating skills
- Research and investigation skills
- The ability to work independently
- The ability to work in small groups
- Effective time management and planning skills

Future Pathways:

At School	Beyond School
This Year 10 course leads to the study of Senior Modern History in Years 11 & 12. Studying Modern History at Year 10 level is desirable but not a mandated prerequisite. Studying Modern History may also lead to other subjects in the Humanities domain.	A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis. The skills developed in Modern History can be used in students' everyday lives — including their work — when they need to understand situations, place them in perspective, identify causes and consequences, acknowledge the viewpoints of others, develop personal values, make judgments and reflect on their decisions.

SCIENCE

BIOLOGY

Subject Outline:
Topic 1 - Students will gain a more detailed understanding of how body temperature, blood glucose levels and water balance are regulated via the process of homeostasis. They will also acquire a general knowledge of nervous/hormonal communication and control. **Topic 2** - Students will be introduced to the following: 1) the structure and function of DNA, 2) the core principles of inheritance and 3) the key concepts of natural selection and evolution.
Assessment:
Supervised examination
Skills used in and developed by studying this subject:
Students will have the opportunity to develop the following skills: • Recall and application of knowledge/understanding • Interpretation and analysis of data • Critical evaluation of scientific sources
Future Pathways:

At School	Beyond School
Studying Biology in Year 10 is essential for studying Biology in Years 11 & 12.	The study of Biology would be very beneficial to those wishing to pursue the following careers: pathology, pharmacology, forensic science, medicine, nursing, veterinary science, wildlife biology, marine biology, health sciences, diet and nutrition, science education, genetics counselling, psychology, physiotherapy.

CHEMISTRY

Subject Outline:
Chemistry is the understanding of the materials around us and why they behave as they do. The focus is on chemical nomenclature, the periodic table, types of chemical reactions, rates of reaction and the mole.
Assessment:
Supervised examination
Skills used in and developed by studying this subject:
Students will have the opportunity to develop the following skills: • Research and investigation skills • Working in small groups • Working with a range of materials in a safe and efficient manner • Problem solving skills • Communication Skills
Future Pathways:

At School	Beyond School
Studying Chemistry in Year 10 is essential for studying Chemistry in Years 11 & 12.	Chemistry is desirable for a number of tertiary university courses including engineering, forensic science, medical fields, pharmacology, physiology and psychology. Other career options could include biologist, dentist, geologist, oceanographer, pilot, radiologist and veterinarian.

PHYSICS

Subject Outline:
Physics – the study of matter, energy and motion and of the relationships that exist between matter and energy. The focus is on energy, motion, forces and work.
Assessment:
Supervised examination
Skills used in and developed by studying this subject:
Students will have the opportunity to develop the following skills: • Analysis and interpretation of data • Graphing skills • Investigative skills • Problem solving skills
Future Pathways:

At School	Beyond School
Studying Physics in Year 10 is essential for studying Physics in Years 11 & 12.	The study of Physics would be valuable to those wishing to pursue the following careers: engineering, radiography, architecture, climatology, medical physics, geology, meteorology, health sciences and astronomy.

PSYCHOLOGY

Subject Outline:
Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on individual behaviour. Students examine individual thinking and how it is determined by the brain, including perception, memory, and learning. Furthermore, they consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.
Assessment:
Supervised examination
Skills used in and developed by studying this subject:
Students will have the opportunity to develop the following skills: • Recall and application of knowledge/understanding • Interpretation and analysis of data • Critical evaluation of scientific sources.
Future Pathways:

At School	Beyond School
Studying Psychology in Year 10 is essential for studying Psychology in Years 11 and 12.	Psychology is a general subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

THE ARTS

DRAMA

Subject Outline:

Year 10 Drama is a term-based course which works towards the Year 11 and 12 General Drama Syllabus.

The objectives of the Drama course are to develop students' knowledge, skills and understanding in the making and responding to dramatic works to help them realise their creative expressive potential as individuals. The unique learning that takes place in Drama promotes a deeper and more empathetic understanding and appreciation of others and communities.

Throughout the term, students will work as an actor in a class ensemble to create a complete class production (including all theatre technologies: set, lights, costume) performed to a live audience of family and friends.

Assessment:

Assessment in Drama is both practical and written. The following tasks are completed over the term:

- Performance Project – a class performance and director's vision
- Responding – an analytical response to a live theatre production.

Skills used in and developed by studying this subject:

- Organisational Skills
- Presentation skills
- Working independently
- Working in small groups
- Effective time management and planning skills
- Problem solving skills
- Creativity skills
- Communication Skills
- Improvising Skills
- Analytical Skills
- Listening and Evaluation skills
- Performance skills
- Directing skills

Future Pathways:

At School	Beyond School
While this subject is not a pre-requisite for Year 11 and 12 Drama (General Subject) or Year 11 and 12 Drama in Practice (Applied Subject), the skills developed will assist students intending to take these subjects.	The demand for creativity in employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Drama develop transferable 21st century skills essential for many areas of employment. As people are asked to think innovatively and differently, unconventionally and from new perspectives, the role of 'the creative' across many workplaces is increasingly in demand.

MUSIC

Subject Outline:

Year 10 Music is a term-based course which is modelled on and works towards the Year 11 and 12 General Music Syllabus. During the course, students will perform (both group and solo), compose and analyse music in different styles. The course will cover 5 main areas:

- Instrumental and Vocal Music
- Jazz
- Popular Music
- Music for Piano and Voice
- Recording Techniques

Assessment:

Assessment in Music is both practical and written. The following tasks are completed over the term:

- Performance – a solo performance
- Project involving Musical Analysis and Composition

Skills used in and developed by studying this subject:

- Organisational Skills
- Presentation skills
- Working independently
- Working in small groups
- Effective time management and planning skills
- Problem solving skills
- Creativity skills
- Computer skills on Music Software
- Communication Skills
- Aural Skills
- Musicianship
- Improvising Skills
- Analytical Skills
- Listening and Evaluation skills

Future Pathways:

At School	Beyond School
While this subject is not a pre-requisite for Year 11 and 12 Music (General) or Year 11 and 12 Music in Practice (Applied) the skills developed will assist students intending to take this subject. It is strongly advised that you have previous experience and/or private tuition lessons on your chosen instrument (including voice).	The demand for people who can work creatively and collaboratively is part of the skill-set desired by employers in the 21st Century. Studying music can also lead to careers specific to the industry including: performer/musician, composer/arranger, music teacher, audio engineer or DJ/producer.

MUSIC EXTENSION

Subject Outline:

Year 10 Music Extension is a term-based course which is modelled on the Year 12 Senior Music Extension Syllabus. It is designed to enable students to develop their performance or compositional skills and is intended for students who have completed the Year 10 Music course or have completed a significant amount of individual study on a musical instrument, voice or composition. The recommended minimum performance level is Grade 4 AMEB or equivalent.

The course covers the following dimensions:

- Solo Performance
- Investigation into Performance or Compositional Styles
- Musicology

Assessment:

Assessment in Music is both practical and written. The following tasks are completed over the term:

- Solo Performance
- Project (Composition or Performance)
- Musicology Exam

Skills used in and developed by studying this subject:

- Organisational Skills
- Presentation skills
- Working independently
- Working in small groups
- Effective time management and planning skills
- Problem solving skills
- Creativity skills
- Communication Skills
- Aural Skills
- Musicianship
- Analytical Skills
- Listening and Evaluation skills
- Research Skills

Future Pathways:

At School	Beyond School
While this subject is not a pre-requisite for Year 12 Music Extension (General Subject), the skills developed will assist students intending to take this subject and Year 11/12 Music. Students who are intending to only study one Music subject in Year 10 should choose “Music” in preference to “Music Extension,” as key developmental components for Music in Years 11 and 12 are not covered in this subject. Students will benefit from private tuition lessons on their chosen instrument or voice.	Studying music can lead to careers far beyond that of Performer/Musician. It can also provide a solid foundation for careers in: composer/arranger, music teacher, audio engineer or DJ/producer. In fact, Music is perfect for any career that requires creativity.

VISUAL ART – DIGITAL AND NEW MEDIA

Subject Outline:

This course will explore combining digital technologies in contemporary image making. Students will use DSLR cameras in association with the editing program, Premiere Pro. Digital recordings will be overlaid with an audio component and based on concepts developed throughout the unit designed to communicate meaning. Projection will also be explored.

Assessment:

- Making – A series of digital artworks
- Responding – Multimodal task

Skills used in and developed by studying this subject:

- Critical thinking – analysis, problem-solving, decision-making, reasoning, reflecting and evaluating, intellectual flexibility.
- Communication skills – oral and written communication, non-verbal communication, understanding symbols and text, communicating with diverse audiences.
- Personal and social skills – time management and planning, emotional intelligence, mindfulness, leadership, citizenship, cultural awareness, ethics.
- Creative thinking – innovation, initiative, curiosity, making links, identifying alternatives, generating and applying new ideas
- Collaboration and teamwork – recognising diverse perspectives, tolerance, participation and contribution, relating to others.
- ICT – accessing and analysing information, productively using technology for outcome, digital citizenship (safe, positive and responsible online).

Future Pathways:

At School	Beyond School
Digital and New Media prepares you to study: • Visual Art *and/or* • CUA31115 - Certificate III in Visual Art *and/or* • Design in Year 11 and 12.	Visual Art can lead students to any career that requires creativity, including but not limited to: • Advertising: art director, brand specialist, content marketer, photographer, graphic artist • Arts administration and management: agent, art project manager, events /festivals manager • Communication: writer, communication strategist, journalist, editor, blogger/vlogger, web content producer • Creative industries: visual artist, illustrator, photographer • Design: architect, designer: fashion, environmental, graphic, industrial, interior, stage, textiles, fashion marketer • Education: specialist classroom teacher • Galleries and museums: exhibition designer, curator, director, public programs officer • Film and television: animator, storyboard artist, post-production specialist, art director, concept artist, costume designer, camera operator, producer • Science and technology: visual translator, medical illustrator, computer game developer/programmer, digital communication specialist, digital content producer, multimedia • Designer, web designer, computer graphics modeller, forensic photographer

VISUAL ART- FOUNDATION STUDIES IN VISUAL DESIGN

Subject Outline:

Visual art encourages intellectual engagement. This drawing and painting unit will focus on skills required for visual communication which is so much a part of the 21st century. Foundation Studies will teach the interpretation of concepts in visual art, as well as the selection and composition of imagery for effective communication to a broad audience.

Assessment:

- Making - Practical folio of experimental and resolved artworks
- Responding – Written report

Skills used in and developed by studying this subject:

- Critical thinking – analysis, problem-solving, decision-making, reasoning, reflecting and evaluating, intellectual flexibility
- Communication skills – oral and written communication, non-verbal communication, understanding symbols and text, communicating with diverse audiences
- Personal and social skills – time management and planning, emotional intelligence, mindfulness, leadership, citizenship, cultural awareness, ethics
- Creative thinking – innovation, initiative, curiosity, making links, identifying alternatives, generating and applying new ideas
- Collaboration and teamwork – recognising diverse perspectives, tolerance, participation and contribution, relating to others
- ICT – accessing and analysing information, productively using technology for outcome, digital citizenship (safe, positive and responsible online)

Future Pathways:

At School	Beyond School
Foundation Studies prepares you to study: • Visual Art *and/or* • CUA31115 - Certificate III in Visual Art *and/or* • Design in Year 11 and 12.	Visual Art can lead students to any career that requires creativity, including but not limited to: • Advertising: art director, brand specialist, content marketer, photographer, graphic artist • Arts administration and management: agent, art project manager, events /festivals manager • Communication: writer, communication strategist, journalist, editor, blogger/vlogger, web content producer • Creative industries: visual artist, illustrator, photographer • Design: architect, designer: fashion, environmental, graphic, industrial, interior, stage, textiles, fashion marketer • Education: specialist classroom teacher • Galleries and museums: exhibition designer, curator, director, public programs officer • Film and television: animator, storyboard artist, post-production specialist, art director, concept artist, costume designer, camera operator, producer • science and technology: visual translator, medical illustrator, computer game developer/programmer, digital communication specialist, digital content producer, multimedia designer, web designer, computer graphics modeller

FASHION

Subject Outline:

Through undertaking this course students will be challenged to use their imagination to create, innovate and express themselves and their ideas, and to design and produce design solutions in fashion contexts. The subject Fashion explores what underpins fashion culture, technology and design. The course will cover:

- Design principles and skills - using inspiration to create garment designs
- Pattern making
- Garment production
- Fashion styling
- Technology in fashion

Assessment:

1. Design Folio
2. Product (garment production)

Skills used in and developed by studying this subject:

- Technical skills – Work with materials and machines in a safe and efficient manner, pattern styling techniques and sewing techniques
- Communication skills – write coherent prose, verbal and written instructions
- Critical thinking skills – analyse information, data and problems
- Creative thinking – develop solutions to fashion based problems
- Personal and social skills – organisational skills
- Plan and manage time, tasks and resources
- Work independently and collaboratively in a team
- ICT – use technology platforms to represent design ideas, create fashion blog

Future Pathways:

At School	Beyond School
Design (General) Fashion (Applied)	Fashion, having a basis in creativity could provide the foundations for: fashion designer, art and graphic design, costume designer, garment technologist, fashion writer, fashion illustrator, textiles designer, visual merchandising, fashion stylist, personal stylist, fashion public relations, pattern maker and fashion marketing and merchandising.

FOOD AND NUTRITION

Subject Outline:

Through undertaking this course students will study Food and Nutrition in the context of nutrition, food science and food technology. Students will actively engage in food and nutrition problem solving, experimentation and prototype design that contributes positively to contemporary issues in food and nutrition.

In The Science of Food, students will study the following:

- Food system – impact of processing on nutrients
- Understanding the chemical and functional properties of food
- Use food science experiments to determine how food components respond to acids, heat, etc.
- Sensory profiling of food
- Consumer drivers, food product development and food trends

Assessment:

Project Folio – experimentation, design, prototyping and market a food product to meet a real world needs

Skills used in and developed by studying this subject:

- Communication skills – make and document observations, verbal and written reporting
- Critical thinking skills – analyse information, data and problems
- Creative thinking – develop solutions to food and nutrition based problems, conduct practical foods experiments, design and product prototype products
- Personal and social skills – plan and manage time, tasks and resources
- Personal and social skills – work collaboratively in a team or group leader
- ICT – use technology platforms to analyse, record, report and design

Future Pathways:

At School	Beyond School
Food and Nutrition (General)	The food and nutrition and food product development is a growth area in employment. This subject leads into a Bachelor of Science in Food Technology. Food and Nutrition provides the skills for students who are thinking of following the career paths of: food technologist/scientist, exercise and nutrition science, dietician, product design and manufacturing, food marketing, sports science/fitness, public health, food safety/legislation, food writer and graphic design/packaging.

BUSINESS

ACCOUNTING

Subject Outline:

Accounting is for students with a special interest in business, commerce, entrepreneurship and the personal management of finances. Students are introduced to accounting concepts through reading and analysing real world company reports, including profitability from the Statement of Profit or Loss and financial strength from the Statement of Financial Position. Every day business transactions are recorded in journals, ledgers and trial balances, and students learn how to do this and why it's important.

Accounting provides real-time processing of transactions, so that digital technologies, including spread sheeting and computerised accounting systems, form the basis of all recording and reporting.

Accounting is a universal discipline which is a foundation of all organisations across all industries and is a way of systematically organising, critically analysing and communicating financial data and information for decision-making. The skills learned in the study of Accounting are transferable and enhance future study or employment. If students want to own a business one day, Accounting is the perfect subject to help them understand the importance of managing finance and analysing performance.

Assessment:

Exam - Multiple choice, short answer analysis and practical recording in Microsoft Excel.

Skills used in and developed by studying this subject:

- Numeracy
- Literacy
- Technical
- Financial
- Critical thinking
- Decision-making
- Problem solving
- Communicating recommendations

Future Pathways:

At School	Beyond School
Business Accounting Economics Legal Studies	As the universal language of business (Helliar 2013), Accounting provides the possibility of studies with a variety of future opportunities, enabling a competitive advantage in entrepreneurship and business management in many types of industries, both locally and internationally. Accounting has moved beyond mere bookkeeping and is the door to a global career focusing on decision-making and problem solving. Career opportunities are boundless and include but are not limited to all of the following: accounting, commerce, law, finance, banking, economics, management, consulting, property development, entrepreneurship and environmental accounting. The potential earnings for students with a degree in Accounting is substantial.

BUSINESS

Subject Outline:

Studying Business inspires students to pursue additional career options of self-employment and gives students the confidence to set up their own business or social enterprise, as well as offer the academic grounding of theoretical practice and principle to allow application to further educational settings. Students often develop ideas that can be taken forward into growth or high-technology enterprises and engagement with business education can help make this happen, as evidenced by the success of so many of our All Saints alumni.

Regardless of career intention, business and enterprise education can encourage those who take part to reflect on their particular strengths, weaknesses and key values. It can help address practical skills such as researching, oral communication and written communication and personal skills such as being creative, being able to influence and negotiate, and being flexible and open-minded. It can encourage a 'can do' confidence, creative questioning and a willingness to take risks.

Assessment:

Business pitch (in pairs) requiring research and analysis of business environments and strategies.

Skills used in and developed by studying this subject:

- Numeracy
- Literacy
- Financial literacy
- Analytical thinking
- Decision making
- Researching
- Oral communication
- Verbal communication
- Working in a team

Future Pathways:

At School	Beyond School
Business Accounting Economics Legal Studies	Studying this subject in Year 11 and 12 could lead to jobs in: accounting, consulting, entrepreneurship / small business, finance, human resources, leadership development programs, marketing, real estate, retail, sales social entrepreneurship / corporate responsibility.

ECONOMICS

Subject Outline:

The discipline of Economics is integral to every aspect of our lives: our employment opportunities, business operations and living standards. The subject challenges us to use evidence and be innovative when solving problems in a world of complex global relationships and trends, where a knowledge of economic forces and flows leads to better decisions. In Economics, decision making is core: how to allocate and distribute scarce resources to maximise well-being.

Economic literacy is essential for understanding current issues: to make informed judgments and participate effectively in society. Students develop knowledge and skills to comprehend, apply analytical processes and use economic knowledge.

The subject appeals to students interested in the Humanities and Business, and in the broader relevance of Mathematics, Technology and Science because of their connection with economic forces. The subject positions students to think deeply about the challenges that confront individuals, business and government, and provides students with tools to think creatively beyond what is known and predictable.

Topics studied in the Year 10 elective course include: the Basic Economic Problem and other introductory concepts; consumer and business behaviour; an introduction to Macroeconomics with a particular focus placed on economic growth, inflation and unemployment.

Assessment:

Assessment will involve:

- A short and extended response test
- A research and presentation task

Skills used in and developed by studying this subject:

Students of Economics develop a host of practical and transferrable skills that benefit them in education and in the world of work. These include:

- Critical thinking
- Problem-solving
- Creative thinking
- Oral and written communication
- Collaboration and teamwork
- Personal and social skills
- ICT

Future Pathways:

At School	Beyond School
Accounting Business Economics Geography Legal Studies Mathematics Science	The study of Economics provides students with knowledge and skills that are relevant for living in present-day society, and are useful for a range of careers including those in: commerce, industry, government, journalism and education. The potential earnings for students with a degree in Economics is among the highest for all graduates.

LEGAL STUDIES

Subject Outline:

Many significant legal and social issues face individuals and groups in Australian society. To deal with these issues, people need to be informed of their legal positions, rights and responsibilities. They need to be able to investigate and understand the Australian legal system and how it affects their basic rights, obligations and responsibilities. Informed citizens are better able to constructively question and contribute to improvement of laws and legal processes.

Legal Studies is principally intended to help students develop knowledge, skills and attitudes to enhance their ability to participate as informed, proactive and critical members of society. Students are encouraged to understand the impact of the law, legal system and legal processes in their daily lives. The immediate relevance of the course to students' lives should promote and motivate students to make constructive assessments and informed commentaries on the law, its system and processes, from practical and constructively critical social perspectives.

Assessment:

Examination

Skills used in and developed by studying this subject:

- Numeracy
- Literacy
- Oral communication
- Verbal communication
- Working in teams

Future Pathways:

At School	Beyond School
Legal Studies Business Economics	A course of study in Legal Studies can establish a basis for further study in the fields of: law, law enforcement, criminology, justice studies, social work, government, corrective services, business, education, economics and politics.

TECHNOLOGY

DESIGN

Subject Outline:
The Design subject focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit innovative ideas. Students will develop an appreciation of designers and their role in society. They will learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Design equips students with highly transferrable, future-focused thinking skills relevant to a global context.
Assessment:
Assessment for this subject may either be a project folio or an examination (design challenge).
Skills used in and developed by studying this subject:
Students will develop an appreciation of designers and their role in society. Students learn the value of: • Creative thinking and building of resilience as they experience iterative design processes • Trial and error • Willingness to take risks and experiment with alternatives • Highly transferrable, future-focused thinking skills relevant to a global context
Future Pathways:

At School	Beyond School
This subject leads to Senior Design and is not a prerequisite, however it is recommended.	Design is a general subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

DIGITAL SOLUTIONS

Subject Outline:

The Digital Solutions subject will explore the technical and conceptual aspects of our digital world. Students will investigate the key concepts of digital solutions investigating programming languages, software solutions including interfaces, operating systems and information processing.

Students will engage in problem-based learning that enables them to explore and develop ideas, describe, store and process information, generate digital solutions and evaluate components, solutions and impacts. Problem solving skills will be developed in the context of analysing problems and applying computational, design and systems' thinking processes.

The most successful students in this subject will be those with a background in maths and logics and an interest in becoming active participants in our ever-innovating digital world.

Assessment:

Students undertaking the Digital Solutions subject will be assessed through a series of practical activities, as well as an examination at the end of the term.

Skills used in and developed by studying this subject:

By the end of this subject, students should be able to:

- Analyse problems to develop a set of requirements for a solution
- Break down problem solving tasks into simple steps
- Identify and describe of the structural components of the programming languages used
- Apply computational techniques to develop algorithms that can solve data problems
- Evaluate a computational solution and develop steps towards improvement

Future Pathways:

At School	Beyond School
This subject leads to the Digital Solutions subject in Years 11 and 12.	Digital Solutions will provide students with a foundation for developing further technological skills. Students specifically interested in coding can study this at a tertiary level. The study of algorithms in this subject will support the future of students considering study in any scientific field.

ENGINEERING

Subject Outline:
Engineering provides students with an opportunity to experience, first-hand and in a practical way, the exciting and dynamic work of real-world engineers. Students learn transferrable 21st century skills that support their life aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. The study of Engineering inspires students to become adaptable and resilient. They appreciate the engineer's ability to confidently and purposefully generate solutions that improve the quality of people's lives in an increasingly complex and dynamic technological world.
Assessment:
Assessment for this subject may either be a project based folio or an examination.
Skills used in and developed by studying this subject:
• Problem-solving process in Engineering involves the practical application of science, technology, engineering and mathematic's (STEM) knowledge to develop sustainable products, processes and services. • Engineers use their technical and social knowledge to solve problems in ways that meet the needs of today's individuals, communities, businesses and environments, without compromising the potential needs of future generations. • Students who study Engineering develop technical knowledge and problem-solving skills that enable them to respond to and manage ongoing technological and societal change.
Future Pathways:

At School	Beyond School
This subject leads to Senior Engineering and is not a prerequisite, however it is recommended.	Engineering is a general subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including but not limited to: civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

INDUSTRIAL TECHNOLOGY STUDIES

Subject Outline:

This subject focuses on the underpinning industry practices and production processes required to manufacture products in a variety of industries. This includes two core topics — Industry practices and Production processes. Industry practices are used by manufacturing enterprises to manage the manufacturing of products from raw materials. Production processes combine the production skills and procedures required to create products. Students explore the knowledge, understanding and skills of the core topics through selected industry-based electives in response to local needs, available resources and teacher expertise.

Assessment:

Assessment for this subject may either be a project, practical demonstration or an examination.

Skills used in and developed by studying this subject:

By doing manufacturing tasks, students develop transferable skills relevant to a range of industry-based electives and future employment opportunities.

- They understand industry practices
- Interpret specifications, including technical drawings
- Demonstrate and apply safe practical production processes with hand/power tools and machinery
- Communicate using oral, written and graphical modes
- Organise, calculate and plan production processes
- Evaluate the products they create using predefined specifications

Future Pathways:

At School	Beyond School
This subject leads to senior Industrial Technology Studies and is not a prerequisite, however it is recommended.	A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries, and can help students understand the different careers available. With additional training and experience, potential employment opportunities may be found in the industry areas of aeroskills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

VOCATIONAL EDUCATION & TRAINING

HOSPITALITY

Subject Outline:
During the study of Hospitality, students will develop skills and knowledge required to work in the hospitality industry. Students will work both in the kitchen and in front-of-house learning the fundamental principles that make up this vibrant industry. Cookery, food safety, restaurant set-up, and food and beverage service are just some of the skills students will learn. Learn more about Hospitality at the following link: https://youtu.be/IbPH0cPfv3U
Assessment:
Short written response: This assessment task will assess knowledge of hospitality concepts Practical demonstration and folio of work: Students will be assessed for their practical application of the skills and knowledge covered throughout the course
Skills used in and developed by studying this subject:
• People skills – learning to work with others, both as team members and in customer service settings • Cookery skills – developing knowledge of kitchen safety and food production to restaurant standard • Front of house skills – restaurant set-up, food and beverage service skills • Communication skills – verbal and written • Leadership skills – taking responsibility for sections of the kitchen or front-of-house • Self-management – time management, organisational and planning skills • Problem solving skills – developing initiative to make decisions

Future Pathways:	
At School	**Beyond School**
SIT30616 Certificate III in Hospitality. A Certificate III qualification can be used in the calculation of a student's ATAR. Separate to the ATAR, a Certificate III qualification will be accepted as an individual qualification by some universities as entry to university courses.	The study of Hospitality is valuable for students who are interested in pursuing university studies in hospitality management, event management, tourism management, and nutrition and dietetics. Students can also progress to traineeships in areas of food and beverage management, tourism and events or pursue a career as a chef through an apprenticeship. Students are also highly employable as part-time and casual workers in the hospitality industry during gap years and while undertaking further study. Regardless of career pathways, the people skills, team skills and communication skills learnt in this subject are skills that prepare students well for all career choices.

HEALTH & PHYSICAL EDUCATION

HEALTH

Subject Outline:

Study in Health will highlight the value and dynamic nature of the discipline whilst focusing on the processes and empathy needed to enact change on an individual and global level. Students will learn to apply health information to devise and implement personalised and community plans for maintaining a positive health environment.

Units studied include: shaping identities, resilience, drugs and alcohol and body image

Assessment:

Assessment for Health consists of:

- Recognising and describing a range of health-related topics and issues
- Comprehending and using health frameworks
- Analysing, interpreting and critiquing health related information
- Reflecting and evaluating health action strategies
- Making recommendations that will advocate and enable health promotion

The assessment task is a research assignment.

Skills used in and developed by studying this subject:

The learning experiences in Health are designed to allow students to develop as increasingly self-directed and independent learners who can:

- Explore and enhance their own and others' health
- Create and promote lifelong health, learning and active citizenship
- Analyse and interpret information about health-related topics and issues
- Critique information to distinguish determinants that influence health status
- Develop health action strategies
- Advocate, mediate and enable health promotion

Future Pathways:

At School	Beyond School
Many of the skills learnt will benefit those students intending to continue their Health and Physical Education studies in Years 11 and 12.	The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia, with continued expansion expected with an aging population. Career options are therefore broad and constantly evolving. Some pathways would include: Health and Physical Education teacher, psychologist, health scientist, nurse, dietician, fitness instructor, physiotherapist, exercise physiologist. Courses relevant to this subject could include nursing, physiotherapy, exercise science, physiology, health administration, health science, public health, human movement studies.

PHYSICAL EDUCATION

Subject Outline:

Elective Physical Education offers an opportunity for students interested in physical education to experience a higher standard of performance in several different and more challenging physical activities, as well as to research primary and secondary sources on topical sport related issues. Students will be exposed to advanced team and individual strategies in an environment with likeminded and enthusiastic participants. Physical Education involves students learning in, about and through physical activity and focuses on the inter-relationships between the human performance disciplines of anatomy, exercise physiology and skill acquisition.

Assessment:

Assessment for Physical Education consists of:

- Demonstrating and transferring advanced movement concepts and strategies across a range of complex activities
- Making and applying discerning judgements about the refinement of skills and movement activities
- Providing and applying solutions to movement challenges
- Evaluating the student's physical and fitness suitability in their chosen sport

Performance assessment is ongoing and continuous through the practical Physical Education lessons . There is also a written assignment.

Skills used in and developed by studying this subject:

The learning experiences in Physical Education are designed to allow students to develop as increasingly self-directed, interdependent and independent learners who can:

- Acquire, apply and evaluate a range of physical performance activities, strategies and tactics
- Reflect critically on the physical and fitness requirements of athletes in specific sports
- Challenge and extend themselves with more difficult physical activities

Future Pathways:

Year 11 and 12	Beyond School
Many of the skills learnt will benefit those students intending to continue their Health and Physical Education studies in Year 11 and 12.	Career options are broad and constantly evolving in the areas of Sport and Human Movement. Some pathways would include: Health and Physical Education teacher, sport psychologist, health scientist, nurse, dietician, sports coach, fitness instructor, physiotherapist, exercise physiologist and sport manager. Courses relevant to this subject could include sports marketing, sports management, physiotherapy, exercise science, sports physiology, sports administration, human movement studies.

ENGLISH

CREATIVE WRITING

Subject Outline:
Creative Writing is a subject designed for independent learners who particularly enjoy reading, writing and performing English. Whilst some time will be spent analysing selected texts and exploring the elements of construction, the course is designed to encourage students to discover their own voice through a series of original compositions in different creative styles and genres. Students will be required to grapple with the challenge of sustaining tension, character and narrative development in an extended piece of work. It should be noted that the level and pace at which this course will be conducted may undermine the confidence of students who are not particularly strong in English.
Assessment:
Extended imaginative responses, which may include a writing journal, novella and/or test.
Skills used in and developed by studying this subject:
• Reading • Interpreting • Speaking • Writing • Creating
Future Pathways:

At School	Beyond School
Creative Writing provides useful preparation for all Year 11 subjects by developing competence and innovation in written and oral expression.	The Creative Writing course assists students in strengthening the communication skills required for all forms of tertiary study.

HUMANITIES

PHILOSOPHY AND REASON

Subject Outline:

Philosophy and Reason combines the discipline of philosophy with the associated skills of critical reasoning. The study of philosophy allows students to recognise the relevance of various philosophies to different political, ethical, religious and scientific positions. It also allows them to realise that decisions in these areas are the result of the acceptance of certain ideas and specific modes of reasoning. In addition, critical reasoning and logic provide knowledge, skills and understanding so that students are able to engage with, examine and analyse classical and contemporary ideas and issues. The study of philosophy enables students to make rational arguments, espouse viewpoints and engage in informed discourse. In Philosophy and Reason, students learn to understand and use reasoning to develop coherent world views and to reflect upon the nature of their own decisions, as well as their responses to the views of others. The Year 10 Philosophy & Reason course at All Saints is directly connected to the Philosophy and Reason General Senior Syllabus. Therefore, the content, skills, learning experiences and assessment techniques are reflected throughout the course.

Assessment:

Assessment types are consistent with those that can be expected in Years 11 and 12 and may include: examination (short response) and/or extended response (analytical essay).

Skills used in and developed by studying this subject:

- Organisational skills
- Discussion and debating skills
- Research and investigation skills
- Presentation skills & communication skills
- Effective time management and planning skills
- Problem solving skills
- Interpretation & analysis
- Critical thinking
- Creative thinking
- Collaboration and teamwork
- Personal and social skills
- Information & communication technologies (ICT) skills

Future Pathways:

At School	Beyond School
This subject leads to the study of Senior Philosophy & Reason in Years 11 and 12. Studying Philosophy at Year 10 level is desirable but not a mandated prerequisite.	Careers this subject could lead to include: business, communication, ethics, journalism, law, politics, professional writing, psychology, science research and teaching.

CHINESE

Subject Outline:

There are many benefits to learning Mandarin Chinese. Apart from much improved job prospects, and exciting travel and leisure opportunities, students also experience a different culture and develop intercultural communication and problem-solving skills.

Mandarin Chinese is the most widely spoken language in the world. China, along with other Chinese speaking countries, is an increasingly dynamic and significant player on the world economic stage. Learning Chinese will certainly place students on the very exciting pathway to being able to communicate with Chinese people throughout the world, in local and professional communities.

The aim of the Year 10 Chinese course is for students to gain practical language skills, which can be used for communication. The course is presented via a range of themes, such as: School Days: school life and socialising; Getting Around: transport and directions; Health: healthy lifestyle; Travel: holiday plans.

Students studying Chinese at All Saints are also offered various opportunities to visit China. They can participate in our wonderful biennial study tour to Shanghai and Beijing, and/or apply for a short-term language scholarship or exchange to China. In addition, a number of students from China visit and reside at All Saints. This offers students many potential opportunities to interact with background speakers and to practise using their Chinese language skills.

The Year 10 course is designed for second language learners. A satisfactory result in Year 9 Chinese is strongly recommended in order to succeed.

Assessment:

Year 10 Chinese is assessed via class tests combining listening, reading or writing skills, as well as spoken tasks. Assessment techniques and structures are in line with the requirements of the Year 11 and 12 Chinese syllabus.

Skills used in and developed by studying this subject:

The Year 10 course encourages students to build on basic language skills already acquired in listening and reading comprehension, as well as spoken and written communication. Students are allowed every opportunity to extend their linguistic competence in a range of communicative settings, including oral presentations, conversation tasks and group activities. More authentic character texts are introduced, and more emphasis is placed on written communication using characters, hand-written and typed. Students also make use of a variety of on-line language learning tools.

Studying Chinese also leads students to develop a broad range of essential cognitive and social skills, including creative thinking, critical analysis, teamwork and the use of ICT.

Future Pathways:

At School	Beyond School
The Year 10 Chinese course paves the way for further study of the language in Years 11 and 12. The vast majority of students who have completed this course, choose to continue with Senior Chinese. In Years 11 and 12, it is possible for Chinese background students to complete a separate course and assessment to that of mainstream Chinese classes.	As China extends its links with the world via trade, business and cultural exchanges, a knowledge of Mandarin Chinese can only increase students' future career prospects. For instance, in law, business, information technology, engineering, education, hospitality, tourism, the armed forces and journalism. There is a wide range of courses where Chinese can be studied as a major. Many students also opt to include their study of Chinese as part of a degree. A number of universities include in-country experience in their Chinese language courses.

FRENCH

Subject Outline:

The syllabus objectives for French reflect the nature of French language acquisition in a communicative and cultural context. Students do not simply learn a language — they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts. They communicate their own aspirations, values, opinions, ideas and relationships, and create a stronger connection with the language.

As students develop the ability to explore cultural diversity and similarities between French and their own language, their engagement fosters intercultural understanding.

Activities and tasks are developed to fit within the student's life experience. The ability to communicate in an additional language such as French is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society.

Communication in French expands students' horizons and opportunities as national and global citizens. Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

Students and teachers interact in French as the language of the classroom. Active language use, in a variety of meaningful everyday situations and contexts, fosters an understanding and appreciation of French language, culture, and their interrelationships.

Assessment:

Assessments are formative. Types and techniques are consistent with syllabus requirements in Years 11 and 12 French and may include:

- Listening, reading and viewing, with responses to short items in English and/or French
- Speaking and writing, with responses across the different media in French to French stimulus texts
- Exchanges of information in French

Skills used in and developed by studying this subject:

French helps develop literacy and numeracy skills as well as the following 21st century skills:

- Critical thinking
- Communication
- Personal and social skills
- Creative thinking
- Collaboration and teamwork
- Information and communication technologies (ICT) skills

Future Pathways:

At School	Beyond School
This Year 10 course leads to the study of Senior French in Years 11 and 12. Studying French at Year 10 level is strongly recommended. Studying French also prepares students to become true global citizens of the future.	French can be studied as a major in tertiary courses as well as incorporated into a degree. In a world in which global relationships are often a necessity for businesses and organisations to thrive, graduates who have studied French have long been in demand across many sectors of business and industry in roles that extend well beyond interpretation and translation, to encompass all elements of cultural exchanges, scientific collaboration, business transaction, international cooperation and politics.

JAPANESE

Subject Outline:

There are many benefits in learning a foreign language. Beyond much improved job prospects, exciting travel and leisure opportunities, language learners obtain a better understanding of the world. They experience new cultures and, in the process, develop a positive and proactive attitude towards problem solving.

Japanese in Year 10 allows students to consolidate and expand upon those skills acquired in previous years and serves to prepare students for the challenges of the Senior Japanese Course. Throughout the course there are several opportunities to visit Japan. Depending on the year, students can participate in our biennial study tour to Japan and also apply for a short-term language scholarship or exchange to one of our sister-schools in Chiba and Osaka. In addition, we often welcome Japanese students who come to visit into our classes or to study at All Saints. This allows students a range of opportunities to interact with native speakers and to practice, as well as to further develop their Japanese language skills. It also provides unique opportunities for students to gain a deeper insight into the many aspects of Japanese culture and varying lifestyles of the Japanese people. Japan is also our third largest trading partner and the only country where English is still not widely used in business, necessitating Japanese speakers in a wide range of areas.

The course is presented via a range of themes including: my space; eating out; shopping; giving directions; home-stay; travelling to Japan; festivals in Japan; and, socialising.

Assessment:

All assessment is topic-based, and covers the four skill areas of listening, speaking, reading, writing in communicative settings.

Skills used in and developed by studying this subject:

The aim of the Year 10 course is for students to gain practical language skills that can be used for communication in a wide range of situations. The course will encourage students to build on basic language skills already acquired in listening and reading comprehension, as well as in spoken and written communication. Students are allowed every opportunity to expand their linguistic competence via language role-plays, oral presentations and a broader range of reading and writing tasks in communicative settings. Students who study Japanese will find the study skills developed in this subject are transferable and will further develop their higher order thinking skills in other study areas.

Future Pathways:

At School	Beyond School
The Year 10 course prepares students for the challenging nature of the Senior Japanese course. Having successfully completed Year 10 Japanese, it has been our experience that the vast majority of students continue with Japanese in Years 11 and 12.	An understanding of the Japanese language and culture brings significant advantages for those students looking to find employment in professional sectors including business; law; health; journalism; graphic design and animation; foreign affairs; translation and interpretation; hospitality; and, tourism and education. Employment opportunities for individuals with second language skills are constantly expanding and will remain numerous into the foreseeable future. There are many tertiary courses where Japanese can be studied as a major. Many students also opt to include their study of Japanese as part of their tertiary courses and go to Japan on the Japan-Australia Working Holiday arrangement.

MATHEMATICS

EXTREME MATHEMATICS

Subject Outline:
Topics covered in this course will include: advanced algebra, number theory and number bases. It should be noted that the level and pace at which this course will be conducted has the potential to undermine the confidence of students who are not strong in Mathematics. It is a course for students who aspire to recognition in State and National Mathematics Competitions.
Assessment:
A formal test of one hour duration will be administered during the term. In addition, the quality of the student's problem solving assignments will be taken into consideration.
Skills used in and developed by studying this subject:
• Organisational skills • Working independently • Working in small groups • Effective time management and planning skills • Problem solving skills • Communication skills • Understanding and using data and information to make well-considered decisions

Future Pathways:	
At School	**Beyond School**
Year 10 Extreme Mathematics provides excellent preparation for higher level problem solving skills found in the Specialist Mathematics course in Years 11 and 12.	This course provides an excellent preparation for the further study of mathematics and other tertiary courses, including engineering and the physical sciences.

SPECIALIST MATHEMATICS

Subject Outline:
Topics covered in this course will include: inequations, graphs of trigonometric and other advanced functions, polynomials, arithmetic and geometric progressions and mathematical proof. This course is designed to give students a taste of Specialist Mathematics in Years 11 and 12.
Assessment:
End-of-term written examination.
Skills used in and developed by studying this subject:
By studying this subject, students will develop the following skills: • Organisational skills • Working independently • Working in small groups • Effective time management and planning skills • Problem solving skills • Computational literacy • Communication skills • Understanding and using data and information to make well-considered decisions

Future Pathways:	
At School	**Beyond School**
Year 10 Specialist Mathematics is recommended as a prerequisite for the Specialist Mathematics course in Years 11 and 12.	This course establishes a basis for further study in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.