



# CARMEL COLLEGE

LET YOUR LIGHT SHINE

## **SUBJECT SELECTION BOOK**

**Year 10**  
**2023**

# CONTENTS

<b>Information Letter</b>	<b>3</b>
<b>Looking Ahead to Years 11 and 12</b>	<b>4</b>
<b>Considerations for Year 10</b>	<b>6</b>
<b>Curriculum Links</b>	<b>8</b>
<b>Subject Selection Process</b>	<b>9</b>
<b>Advice for Choosing Subjects</b>	<b>10</b>
<b>Religion (Compulsory)</b>	<b>11</b>
<b>English (Compulsory)</b>	<b>12</b>
<b>Mathematics (Compulsory)</b>	<b>14</b>
<b>Economics and Business (Elective)</b>	<b>17</b>
<b>Digital Technologies(Elective)</b>	<b>18</b>
<b>Law &amp; Government (Elective)</b>	<b>19</b>
<b>Design &amp; Technologies: Design (Elective)</b>	<b>20</b>
<b>Design &amp; Technologies: Engineering Principles &amp; Systems (Graphics) (Elective)</b>	<b>21</b>
<b>Design &amp; Technologies: Food Specialisation (Elective)</b>	<b>22</b>
<b>Design &amp; Technologies: Materials &amp; Technologies (Textiles) (Elective)</b>	<b>23</b>
<b>Hospitality (Elective)</b>	<b>24</b>
<b>Athletic Development Program (Elective)</b>	<b>25</b>
<b>Health Education (Elective)</b>	<b>26</b>
<b>Physical Education (Elective)</b>	<b>27</b>
<b>Recreation &amp; Fitness (Elective)</b>	<b>28</b>
<b>History (Elective)</b>	<b>29</b>
<b>Geography (Elective)</b>	<b>30</b>
<b>Japanese (Elective)</b>	<b>31</b>
<b>Mathematics Extension (Elective)</b>	<b>32</b>
<b>Science (Elective)</b>	<b>33</b>
<b>Science 21 (Elective)</b>	<b>34</b>
<b>Dance (Elective)</b>	<b>35</b>
<b>Drama (Elective)</b>	<b>36</b>
<b>Music (Elective)</b>	<b>37</b>
<b>Visual Art (Elective)</b>	<b>38</b>

## INFORMATION LETTER

Dear Year 9 Parents and Students,

We are pleased to begin the subject selection process for Year 10 in 2023. This process involves creating a GET SET Plan, which will be revisited at the end of Year 10. Carmel College Year 10 students study six (6) subjects. Each student's timetable will consist of:

- Religion
- English
- Mathematics
- Three (3) elective subjects relevant to their future pathway and career interests.

Students will be supported to recognise that their choices in Year 10 may impact their overall Senior Education and Training Plan, including Year 11 and 12 subjects and career pathways. In order to be successful in Year 10, students will need to choose an appropriate individual pathway (which matches their interests and abilities) for learning during this first year of their senior phase of education.

Each subject area has developed a suite of courses for Year 10 that set students up to pursue related senior studies. This range of options expands on those available to the students when choosing subjects for Year 9. The Year 10 structure is also designed to familiarise students with the content, assessment methods and standards associated with various senior subjects.

Subject selection will occur via the *Subject Selection Online* program. Students will be supported to access this program, with further information provided to students and families.

### Key Information and Dates:

- **Week 4** -Students receive the Subject Selection Handbook.
- **Week 5**- 'Q and A', Information session via Teams will be conducted by Tamara Thomas and Leree Mazzer on August 10<sup>th</sup> at 4.30pm. Link will be sent via email. This is an important session for parents and students. It will be recorded. Year 9 Year Level Assembly with information, 'Myth Busting' and 'Q and A'.
- **Week 6- Wednesday 17<sup>th</sup> August** Final date for students to submit printed and signed copies of the completed *Subject Selection Online* form to Pastoral Care Teacher.

We look forward to working with you through this subject selection process.

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## LOOKING AHEAD TO YEARS 11 AND 12

From 2020 Queensland Year 12 students were ranked for tertiary entrance using the Australian Tertiary Admission Rank (ATAR). The ATAR is a system that identifies a student's position when their results are compared to others. This important move aligns Queensland with other Australian states and replaces the Overall Position (OP) as the primary mechanism for ranking students for undergraduate admissions, which many people are familiar with.

### **Syllabus Redevelopment – Senior School**

The Queensland Curriculum and Assessment Authority (QCAA) redeveloped senior syllabuses to support the implementation of the new Queensland Certificate of Education (QCE) from 2019 onwards. The revised suite includes General and Applied syllabuses. The General subject syllabuses form the foundation for the ATAR. The Applied subject syllabuses are subjects that ATAR eligible students may also choose to include in their studies. Students who choose a Vocational Education and Training (VET) or blended pathway choose from a range of Applied and VET offerings, including Certificates that relate to their future career aspirations. At Carmel College, all students in Years 10-12 study Religion, English and Mathematics, at the level most appropriate for their future pathway.

### **ATAR Calculation**

Queensland ATARs will be based on a student's five best subject results. This may include five (5) General subjects, *or* four (4) General subjects and one Applied subject *or* four (4) General subjects and a completed VET qualification at Certificate III or higher.

Satisfactory completion of an English subject (C or better) is compulsory to qualify for an ATAR. However, a student's result in English will only be included in their ATAR calculation if it is among their five best results.

### **What is the difference between the ATAR and OP?**

- The ATAR is a finer grained rank order of students than the OP.
- It's a number between 0.00 and 99.95 with increments of 0.05, whereas the OP consists of 25 bands.
- The ATAR is commonly used in other states and territories.

## THE QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

### **What is the QCE?**

The Queensland Certificate of Education (QCE) is Queensland's senior schooling qualification. The Queensland Curriculum and Assessment Authority (QCAA) is responsible for certifying academic results for Senior study and will be responsible for issuing the QCE. To be awarded a QCE, a young person must complete a set (or minimum) amount of learning at a set standard and must also demonstrate a minimum standard of literacy and numeracy.

### **How does the QCE work?**

The QCE recognises broad learning options (pathways) and offers some greater flexibility in what, where and when students learn. A wide range of learning, including academic subjects, vocational education, workplace learning and university subjects, can contribute towards the QCE.

Different types of learning attract different numbers of credits. Students must have at least **20 credits** to be awarded a QCE. A credit is awarded when a student completes a certain amount of learning at a set standard. In addition, students must demonstrate a minimum standard in Literacy and Numeracy in order to qualify for the QCE.

Whilst there are a variety of forms of learning which can contribute to the QCE, most students will use their study in Senior subjects to qualify. To gain the required 20 credits, students will need to study the equivalent of 20 Units of Senior subjects (e.g. 5 subjects by 4 Units – 2 in Year 11 and 2 in Year 12) and obtain a pass standard. This is why it is so important that students select appropriate subjects and understand the requirements of Senior courses.

### **Registering Young People**

Every student in Year 10 in the state must be registered with the QCAA. When students are registered, the QCAA opens an individual, web-based learning account for them. All students are then assigned a **Learner Unique Identifier (LUI)** which they will use to access their learning account. A student's learning account records any "recognised learning" no matter where it is completed. For example, it will record details of Senior study at Carmel along with learning from TAFE, or School-based Traineeship or Apprenticeship or results from AMEB Music examinations, just to name a few. A student's learning account even follows that person if a change of schools in Queensland is made.

### **Where does a Learning Account lead?**

Each learning account stores information about the different learning undertaken. The account may contribute towards:

- ✓ a **QCE** – this confirms that the student has completed a significant amount of learning at a set standard (and has also met literacy and numeracy requirements).
- ✓ a **Senior Statement** – this lists all learning undertaken and the results achieved during the Senior Phase of Learning. Students who did not achieve a QCE would still receive a Senior Statement.
- ✓ an **ATAR** – this is used for the purpose of tertiary entrance and indicates a student's rank order position based on overall achievement in QCAA Authority subjects.
- ✓ a **Queensland Certificate of Individual Achievement (QCIA)** – this certifies achievements by students with special needs on individualised learning programs (formerly known as Certificate of Post-Compulsory School Education).
- ✓ a **VET Certificate** – this certifies competence in a nationally recognised course or qualification level.

## CONSIDERATIONS FOR YEAR 10

### Balancing part-time/casual work and school

Students in Year 9 and 10 often begin part time or casual work as they progress through Secondary School. They spend approximately 30 hours at school each week (not counting travel time). It is advised that in Year 10 a minimum of 7½ - 10 hours of home study (e.g. the equivalent of 1½ to 2 hours each night) is required for students to achieve their potential in their studies. Education is therefore a Year 10 student's full-time job.

We also recognise that students must achieve balance in their lives. It is important to spend time exercising (whether in organised sporting activities or otherwise), and time relaxing with and socialising with their family and friends and pursuing religious or cultural activities.

While there are many benefits to engaging in casual work. Again, this must be in balance. If students are spending more time engaged in part-time work than in the home-time component of their full-time job (i.e. doing homework), they are not doing themselves justice and their chances of achieving their potential are reduced. It is a concern to us when we learn that some students are working in their part-time or casual jobs for more than 20 hours each week. If they then add the 30 hours spent at school and the minimum time recommended for home study, they would be "working" in excess of 60 hours each week - difficult for many adults to cope with, yet alone our young people who are also coping with the physiological and psychological changes which occur during adolescence.

There are two Acts of Parliament (laws) designed to reduce working hours for students in compulsory education (i.e. which apply to Year 10 students). Parents need to be aware of these laws and should monitor the amount of part-time or casual work that their children engage in, not only in Year 10, but throughout their Senior studies. In summary, the provisions set out under these laws are outlined below:

#### **Child Employment Act (Feb 2006)**

Applies to compulsory schooling:

- No child to work in school hours;
- Parents to sign employment agreement;
- No more than 12 hours/week during term and 38 hours/week during holidays;
- Not to work after 10 pm or before 6 am;
- No more than 4 hours on a school day.

#### **Education Bill (2006)**

*"It is a parent's obligation to ensure that their compulsory aged child is not employed at a time when they are required to attend school for their educational program."*

There are penalties for non-compliance.

## Choosing subjects leading into Year 11 in 2024

The information about the new QCE system and the ATAR outlined above will help students currently in Year 9 make informed choices for Year 10 that are likely to have some impact on the subjects they will choose for Senior. Students should choose subjects they are interested in and that take them in the direction they wish to pursue in Year 11 and 12 and beyond. Students and parents are advised to look carefully at the table on the next page that indicates the alignment between subjects in the Middle years and those in Senior. Information for each subject offering is provided, with Learning and Teaching Leaders and expert teacher details included.

### Year 10 Subject Selection

In Year 10 all students undertake compulsory study in areas of Religion, English and Mathematics. Students individualise their program of student through three (3) choices from the Pre-Senior Elective subjects available. The available choices are shown in the table below.

Compulsory Subjects	Elective Subjects
<p><b>Religion</b></p> <p>All students must study one English and one Mathematics subject. Offerings are:</p> <p><b>English</b> <i>either</i></p> <ul style="list-style-type: none"> <li>• Literature 1</li> <li>• English</li> <li>• Essential English 1</li> </ul> <p><b>Mathematics</b> <i>either</i></p> <ul style="list-style-type: none"> <li>• Mathematical Methods or</li> <li>• General Mathematics or</li> <li>• Essential Mathematics2</li> </ul>	<p>All students must make three (3) choices from the following:</p> <ul style="list-style-type: none"> <li>• Athletic Development Program</li> <li>• Economics &amp; Business</li> <li>• Dance</li> <li>• D&amp;T: Design</li> <li>• D&amp;T: DTEPS (Graphics)</li> <li>• D&amp;T: Food Specialisation</li> <li>• D&amp;T: Materials &amp; Technologies (Fashion)</li> <li>• Digital Technologies</li> <li>• Drama</li> <li>• Geography</li> <li>• Health Education</li> <li>• History</li> <li>• Hospitality</li> <li>• Japanese</li> <li>• Law and Government</li> <li>• Mathematics Extension</li> <li>• Music</li> <li>• Physical Education</li> <li>• Recreation &amp; Fitness</li> <li>• Science</li> <li>• Science Extension</li> <li>• Visual Art</li> </ul>

<sup>1</sup> Selections should be made in consultation with Mathematics or English Teacher.

## How Year 10 Pre-Senior Subjects align with Middle Years and Senior Subjects

The table below indicates the connections between subjects studied in the Middle Years, the Year 10 Pre-Senior subjects offered and the corresponding Senior subjects offered in Years 11 and 12.

Year 9	Year 10 Pre-Senior Subject	Year 11 & 12 Senior Subject
Religion	Religion	Study of Religion (General)
		Religion and Ethics (Applied)
English	English	English (General)
	Literature	Literature (General)
	Essential English	Essential English (Applied)
Mathematics Extension Mathematics	Mathematics Extension	Specialist Mathematics (General)
	Mathematical Methods	Mathematical Methods (General)
	General Mathematics	General Mathematics (General)
Essential Mathematics Science	Essential Mathematics Science	Essential Mathematics (Applied)
		Biology (General)
		Physics (General)
Science Extension	Science Extension	Chemistry (General)
Humanities	History	Psychology
		Modern History (General)
		Ancient History (General)
Design and Technologies: Food Specialisation	Geography Design and Technologies: Food Specialisation	Geography (General)
		Food and Nutrition (General)
		Fashion (Applied)
		<i>Early Childhood Education and Care (Certificate III)</i>
Design and Technologies: Materials and Technology	Design and Technologies: Materials and Technologies	<i>Hospitality (Certificate II or III)</i>
Athletic Development Program Physical Education	(Fashion) Athletic Development Program Physical Education Health Education Recreation & Fitness	Physical Education (General)
		Health Education (General)
		<i>Fitness (Certificate III)</i>
Health and Physical Education		
Japanese Economics and Business	Japanese Economics and Business  Civics and Citizenship	Japanese (General)
		Accounting (General)
		Business (General)
		Economics (General)
		Legal Studies (General)
		<i>Business (Certificate III)</i>
Design and Technologies (Design)	Digital Technologies Design and Technologies (Design)	Information and Communication Technologies (Applied)
		Design (General)
		Industrial Technology Skills (Applied)
Design and Technologies: Engineering Principals and Systems (Graphics)	Design and Technologies: Engineering Principals and Systems (Graphics)	Aviation Remote Pilot ( <i>Certificate III</i> ) Industrial Graphics Skills (Applied)
The Arts – Dance The Arts – Drama	Dance Drama	Dance (General)
		Drama (General)
		Drama in Practice (Applied)
The Arts – Music The Arts – Visual Arts	Music Visual Art	Music (General)
		Visual Art (General)
The Arts	All	Visual Art in Practice (Applied) Film and Television (General)



## SUBJECT SELECTION PROCESS

The process for subject selection is as follows:

- **Student preferences** will be entered by students via **Subject Selection Online (SSO)**. An email will be sent to students with log in details. Further guidance will be provided as to how to access the system. Students will be supported by Pastoral Care teachers.
- **Lodgement of preferences will close at 8.50am on Wednesday August 17th**. Students must provide their Pastoral Care teacher with a printed and signed copy of their SSO form by **Wednesday August 17th**.
- Student preferences will be used to devise subject lines which will form the Year 10 timetable. The lines will be developed so that the number of students who receive all their choices is maximised. Those students whose choices cannot be accommodated will be interviewed and asked to select a different subject.
- Factors such as health and safety, specialist rooms and teacher availability may mean that some subjects have a quota which limits the number of places available. If more students wish to study a subject than the quota, one of the following may occur:
  - \* If there are enough students who wish to study that subject, an additional class may be run (if teacher and room resources allow); **OR**
  - \* Some students may be asked to select another subject. Places in the quota classes will be filled according to student performance (attitude, effort, behaviour, and achievement) in the related subject in Year 8 and 9.
- Prior to the final subject choices being confirmed, Learning and Teaching Leaders will examine the choices made. Should a subject choice be considered unwise (based on academic performance or suitability to a subject) parents will be contacted, and if necessary, asked to discuss the selection.
- We will not confirm subjects until all student placements have been finalised. This is often a lengthy process and may not be until the Christmas Holidays. We will keep students and parents informed of when these are finalised via the College newsletter. If you are not subscribed to the College newsletter, please do so via this link: <http://www.carmelcollege.qld.edu.au/community/Pages/Newsletter.aspx>

## **ADVICE FOR CHOOSING SUBJECTS**

### **STUDENTS**

Students, we recommend that you:

- Choose subjects you like or think you would like
- Choose subjects which you know you are good at
- Choose subjects which will keep your future pathway options open.

### **A few words of warning!**

It is important to remember that you are an individual and that your needs and requirements in subject selection will be quite different from those of other students, or perhaps older siblings. This means that it is unwise to either take or avoid a subject because

- someone told you that you would like or dislike it;
- your friends are or are not taking it;
- you think that a particular teacher will be teaching that subject;
- only boys/girls take that subject (all subjects have equal value and purpose for males or females).

### **Be prepared to ask for advice**

If you are uncertain about which subjects you should take, approach any teacher of that subject for further information. They will be happy to help. Details for expert teachers are included in this handbook.

We warn against doing subjects for the wrong reasons e.g. taking Drama when a student is unwilling to attempt to perform in front of others or taking Design and Technology when a student has very little self-discipline. For safety reasons, a student who consistently does not behave in an acceptable and/or safe manner in a class may not be accepted into a class group.

### **PARENTS**

Parents, you are asked to assist your child in making subject selections. Please be realistic about your child's abilities and talents. Do not advise your child to take a subject because you would like to study it or an older sibling enjoyed or did well at that subject. Your child may have different talents. If your child really does not want to take a subject, don't force them. This is a recipe for future behavioural and academic problems.

## RELIGION (COMPULSORY)

(Subject Selection Code 10RE)

Year 10 Religion introduces students to the content and language requirements of Senior School Studies of Religion or Religion and Ethics. Students will develop a deeper understanding of the Christian faith and other world religions including Judaism, Islam, Buddhism, Hinduism and Aboriginal Spirituality.

### WHAT IS RELIGION

Religious Education prepares students for either Religion and Ethics (Applied Subject) or Studies of Religion (General Subject). Students must choose to study one of these subjects as religious education is a compulsory requirement of attendance at Carmel College.

### LEARNING EXPERIENCES WITHIN RELIGION

Students will learn about various ways in which humans understand the mystery of God or 'Other'. Students will have the opportunity to examine the human experience of the created world and examine the valuable insights of the major world religions (Christianity, Islam, Judaism, Hinduism, and Buddhism), as reflected in their core beliefs and values. Students will also examine different representations of the core beliefs and practices of God and study the interaction of faith and social justice.

### ASSESSMENT WITHIN RELIGION

Three models of assessment are used in Year 10, these are an extended response test, a short response test and inquiry response. These types of assessments are indicative of assessments undertaken in Years 11 and 12.

### WHAT PATHWAYS MIGHT STUDY WITHIN RELIGION LEAD INTO?

Senior Subjects	Career Pathways
Study of Religion (General)	<ul style="list-style-type: none"><li>• Medicine, GP, Specialist, Nurse</li><li>• Psychologist, Social Worker</li><li>• Law</li><li>• Education – Secondary, Tertiary</li></ul>
Religion and Ethics (Applied)	<ul style="list-style-type: none"><li>• Science</li><li>• Youth Work, Carer, Child Care, Nurse</li></ul>

### ADDITIONAL INFORMATION

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## **ENGLISH (COMPULSORY)**

**Students must study either Literature, English, Essential English or Literacy**

*(Subject Selection Codes: English:10ENG, Essential English:10ENGC2, Literature: 10ENGC4)*

Proficiency in English enables students to share in and contribute to current and future communities and cultures. Students will engage with a wide variety of literature, mass media and everyday texts. As they study increasingly challenging texts, students will develop their ability to write, speak, view, listen, and think critically. Students are encouraged to gain pleasure from texts while developing an understanding of the power of words to influence, tell stories of a culture and promote shared understandings.

There are no pre-requisites for English as this subject follows on directly from Year 9 English. However, it is recommended that students choose an English subject which aligns with their future pathway and is suitable for their most recent Level of Achievement in Year 9.

**LITERATURE:** This subject is designed to prepare students for Literature (General) in Years 11 and 12 and can contribute to an ATAR and lead to university pathways. It is recommended that students be achieving 'above standard' in Year 9 English.

**ENGLISH:** This subject is designed to prepare students for English (General) in Years 11 and 12 and is necessary for an ATAR and university pathways. It is recommended that students be achieving 'at standard' in Year 9 English.

**ESSENTIAL ENGLISH:** This subject is designed to prepare students for Essential English (Applied) in Years 11 and 12. It does contribute to an ATAR but is not an entry-level subject for university. It is recommended that students be achieving at least 'at standard' in Year 9 English.

### **LEARNING EXPERIENCES WITHIN LITERATURE, ENGLISH AND ESSENTIAL ENGLISH**

In Year 10 English, students will explore and participate in literary and non-literary genres associated with a variety of cultural and social contexts. These genres will be sequenced to provide range and balance in increasing complexity. Students will study novels, short stories, poetry, a variety of multi-media texts and Shakespearean drama (English and Literature only). Wide reading, spelling, grammar, punctuation, and language skill development will also be encouraged throughout the course.

### **ASSESSMENT WITHIN LITERATURE, ENGLISH AND ESSENTIAL ENGLISH**

Assessment will be undertaken using the principles outlined within the Australian Curriculum. A variety and balance of assessment tasks will be completed. The two criteria by which students will be assessed are *Receptive modes* and *Productive modes*. Students will complete assessment that includes assignments, examinations or controlled written tasks and oral presentations. Written tasks range from 500-1000 words while spoken tasks are 3-5 minutes in length. Variation in assessment type and length will apply for students in Essential English.

## WHAT PATHWAYS MIGHT STUDY WITHIN ENGLISH LEAD INTO?

Senior Subjects	Career Pathways
English (General)	Studies in Arts, Journalism, Public Relations, Law, Film, Media, Writing, Publishing, Editing and Psychology may follow from the study of English and Literature.
Literature (General)	
Essential English (Applied)	Traineeship and Apprenticeship pathways
Literacy	

## ADDITIONAL INFORMATION

Learning and Teaching Leader: Ms Rebecca Leber	Expert Teachers: <b>English</b> – Mr Ryan Goleby <b>Essential English</b> – Mrs Brittany Turnbull <b>Literature</b> – Mrs Jessica Finden
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## MATHEMATICS (COMPULSORY)

Students **must** study either **Mathematical Methods** or **General Mathematics** or **Essential Mathematics** in Year 10.

## MATHEMATICAL METHODS

(Subject Selection Code 10MATC3)

Mathematical Methods is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative, and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

### LEARNING EXPERIENCES WITHIN MATHEMATICAL METHODS

The major domains of Mathematical Methods are Algebra, functions, relations and their graphs and Statistics. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Algebra and Statistics are the basis for developing effective models of the world and solving complex and abstract mathematical problems. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

### ASSESSMENT WITHIN MATHEMATICAL METHODS

Over the course of the year, assessment will consist of three short response exams and one problem solving and modelling task. Teachers will use the achievement standards from the Australian Curriculum to make judgements about the quality of learning demonstrated by each student.

### WHAT PATHWAYS MIGHT STUDY WITHIN MATHEMATICAL METHODS LEAD INTO?

Senior Subjects	Career Pathways
Mathematical Methods (General) Specialist Mathematics (General)	A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of: <ul style="list-style-type: none"><li>• Natural and physical sciences</li><li>• Mathematics and science</li><li>• Education</li><li>• Medical and health science</li><li>• Computer science</li><li>• Psychology</li><li>• Business</li></ul>

### ADDITIONAL INFORMATION

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## GENERAL MATHEMATICS

(Subject Selection Code 10MATC2)

General Mathematics is designed for students who want to extend their mathematical skills but whose future studies or employment pathways do not require calculus. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities, and cultural backgrounds. They will develop the ability to understand, analyse and act regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

### LEARNING EXPERIENCES WITHIN GENERAL MATHEMATICS

The major domains of General Mathematics are Number and Algebra, Measurement and Geometry and Probability and Statistics. Learning reinforces prior knowledge and further develops key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of trigonometry to find solutions to practical problems, the exploration of real-world phenomena in statistics and the use of models to solve authentic problems.

### ASSESSMENT WITHIN GENERAL MATHEMATICS

Over the course of the year assessment will consist of three short response exams and one problem solving and modelling task. Teachers will use the achievement standards from the Australian Curriculum to make judgements about the quality of learning demonstrated by each student.

### WHAT PATHWAYS MIGHT STUDY WITHIN GENERAL MATHEMATICS LEAD INTO?

Senior Subjects	Career Pathways
General Mathematics (General)	A course of study in General Mathematics can establish a basis for further education and employment in the fields of: <ul style="list-style-type: none"><li>• Business</li><li>• Commerce</li><li>• Education</li><li>• Finance</li><li>• IT</li><li>• Social Science</li><li>• The Arts</li></ul>

### ADDITIONAL INFORMATION

Learning and Teaching Leader Mrs Theresa Geiger	Expert Teachers: Vickie Leong, Sean Freeburn, Brett Ludwig
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## ESSENTIAL MATHEMATICS

(Subject Selection Code 10MAT)

Essential Mathematics is an integral part of a general education. It can enhance understanding of our world and the quality of our participation in a rapidly changing society. Essential Mathematics pervades so many aspects of daily life that a sound knowledge is vital for informed citizenship. Through enhanced understanding of mathematics, individuals can become better informed economically, socially and politically in an increasingly mathematically-oriented society.

### LEARNING EXPERIENCES WITHIN ESSENTIAL MATHEMATICS

The major domains of Essential Mathematics are Number, Data, Location and time, Measurement and Finance. Students will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities.

Students will see mathematics as applicable to their employability and lifestyles and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

### ASSESSMENT WITHIN ESSENTIAL MATHEMATICS

A typical semester will contain one short response exam and one problem solving and modelling task. Teachers will use the achievement standards from the Australian Curriculum to make judgements about the quality of learning demonstrated by each student.

### WHAT PATHWAYS MIGHT STUDY WITHIN ESSENTIAL MATHEMATICS LEAD INTO?

Senior Subjects	Career Pathways
Essential Mathematics (Applied)	A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of: <ul style="list-style-type: none"><li>• Trade</li><li>• Industry</li><li>• Business</li><li>• Community services</li></ul>

### ADDITIONAL INFORMATION

Learning and Teaching Leader Mrs Theresa Geiger	Expert Teachers: Martin Miers, Aisling Brooks-Carey
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## **ECONOMICS & BUSINESS (ELECTIVE)**

*(Subject Selection Code 10ECBUS)*

Students who study Economics and Business will have the opportunity to develop enterprising behaviours and capabilities that will equip them to face challenges in their lifetime. Through authentic learning opportunities, the Economics and Business curriculum fosters enterprising individuals who are able to effectively embrace change; seek innovation; work with others; show initiative, flexibility and leadership; use new technologies; plan, organise and manage risk and use resources efficiently.

Developing foundational business skills will establish student's financial literacy allowing them to actively and effectively participate in economic and business activities now and into the future.

### **LEARNING EXPERIENCES WITHIN ECONOMICS & BUSINESS**

Throughout the course, the emphasis is on contemporary issues and events, and students will develop their understanding of these with reference to case studies. They will develop their skills of explanation, analysis, and evaluation. This knowledge and skill development will enable students to interpret and understand financial and economic data in a way that will enable them to become informed citizens and decision-makers.

Students will explore:

- How consumers and financial entities make short and long-term decisions to achieve their goals.
- Financial management capabilities and develop enterprise skills.
- Business environments and how businesses improve productivity through workplace management.
- Basic accounting principles and the management of financial records.
- Indicators of economic performance and how the government intervenes in markets.

### **ASSESSMENT WITHIN ECONOMICS AND BUSINESS**

Assessment is varied to suit different learning styles. Types of assessment include: examinations and research assignments.

### **WHAT PATHWAYS MIGHT STUDY WITHIN ECONOMICS AND BUSINESS LEAD INTO?**

<b>Senior Subjects</b>	<b>Career Pathways</b>
Accounting (General) Business (General) Economics (General) Legal Studies (General) Certificate III in Business	Employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management, business information systems, banking, and commerce.

### **ADDITIONAL INFORMATION**

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## **DIGITAL TECHNOLOGIES (ELECTIVE)**

*(Subject Selection Code 10DIGTEC)*

Learning in Digital Technologies focuses on further developing Years 7-9 outcomes of understanding and skills in computational thinking. The Digital Technologies curriculum challenges the students to analyse problems and design, implement and evaluate a range of digital solutions to problems. Students may create database-driven websites and artificial intelligence engines and simulations. There is a theoretical component to the course. Basic computer skills (e.g. saving and finding files, printing), and an interest in the use of technology for a range of end-uses is essential.

### **LEARNING EXPERIENCES WITHIN DIGITAL TECHNOLOGIES**

Students of Year 10 Digital Technologies will:

- Manage, control, and secure data (and access to that data) in networked digital systems using hardware and software.
- Manage privacy and security requirements of systems.
- Acquire, store, and validate quantitative and qualitative data from a range of sources.
- Design and implement algorithms and data structures, using programming language.
- Design user experiences of digital systems.
- Evaluate designs against criteria, including functionality, accessibility, usability, and aesthetics and modify them to create alternate designs that meet the needs of users.
- Collaborate to share ideas and information, including online, while planning interactive solutions to projects.

### **ASSESSMENT WITHIN DIGITAL TECHNOLOGIES**

Students will be assessed based on their completion of both theoretical and practical elements of the course through, for example: examinations, research projects, file creation, collaborative group work, and level of technical skill demonstrated.

### **DIGITAL TECHNOLOGIES REQUIREMENTS**

Students will be encouraged to use cloud-based programs to store files.

### **WHAT PATHWAYS MIGHT STUDY WITHIN DIGITAL TECHNOLOGIES LEAD INTO?**

<b>Senior Subjects</b>	<b>Career Pathways</b>
Information and Communication Technology (Applied) Certificate II Engineering/Certificate III Remote Piloting	Content & design: Graphics designer. Web & mobile developer. Product development: Software engineer. Software developer. Business data. Business analyst. Statistician. Technical services: Cloud specialist. Network engineer.

### **ADDITIONAL INFORMATION**

Curriculum Leader: Mr Matthew Lalor  
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## **CIVICS & CITIZENSHIP also known as LAW AND GOVERNMENT. (ELECTIVE)**

*(Subject Selection Code 10CIV)*

Civics and Citizenship (also known as Law and Government) provides students with an understanding of the role and operation of the law and government in an Australian context. It also provides students with an understanding of various legal and political issues that affect Australians of all ages. Studying Civics and Citizenship will assist students to develop the ability to solve problems and make evidence-based decisions with regards to legal and political issues. Students will learn to produce high quality and persuasive communications.

### **LEARNING EXPERIENCES WITHIN CIVICS AND CITIZENSHIP?**

Civics and Citizenship builds students' understanding of Australia's political and legal systems both in a national and international context. Students examine how government is formed and how it shapes our legal system. Students examine Australia's role and responsibilities within the international context, such as its involvement with the United Nations. Students investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. Students also investigate how youth are affected by our legal system.

### **ASSESSMENT WITHIN CIVICS AND CITIZENSHIP?**

Student assessment includes a combination response examination (short and extended response), investigation – inquiry report, and investigation – argumentative essay. Students are assessed in the strands of knowledge and understanding, and inquiry skills.

### **WHAT PATHWAYS MIGHT STUDY WITHIN CIVICS AND CITIZENSHIP LEAD INTO?**

<b>Senior Subjects</b>	<b>Career Pathways</b>
Legal Studies (General)	Teaching, Criminal Justice, Research and Policy Development, Criminology, Advocacy, Human Rights, Mediation and Dispute Resolution, Police Force, Social Welfare, Lawyer, Public Service, Government and Non-Government Agencies.

### **ADDITIONAL INFORMATION**

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## DESIGN & TECHNOLOGIES: DESIGN (ELECTIVE)

(Subject Selection Code 10DT)

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Students will be exposed to the practical application of design thinking, drawing skills and prototyping skills required to develop creative ideas. They are encouraged to solve design problems by working through a design process, investigating and analysing ideas, resources and strategies, implementing plans and evaluating their solutions. Students will develop the design and problem-solving skills required in the senior Design subject.

### LEARNING EXPERIENCES WITHIN DESIGN

Topics studied in Year 10 will be based around problem solving and the design process.

These topics may include:

- Problem solving using the design process
- Exploring design problems
- Developing solutions
- Synthesising and analysing design ideas
- Communicating through sketching
- Utilising materials and equipment to produce working prototypes
- Evaluating product

### ASSESSMENT WITHIN DESIGN

Various techniques are used to assess student progress and evaluate achievement over the total course. The information obtained is used to match student performance with expectations set down in the school's work program that has been developed in accordance with the Australian Curriculum (Technologies).

- Design Folios
- Practical Exercises
- Written Solution Evaluation
- Spoken Pitch

### WHAT PATHWAYS MIGHT STUDY WITHIN DESIGN LEAD INTO?

Senior Subjects	Career Pathways
Design (General)	Design <ul style="list-style-type: none"><li>• Industrial</li><li>• Product</li><li>• Commercial</li></ul>

### ADDITIONAL INFORMATION

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## **DESIGN & TECHNOLOGIES: ENGINEERING PRINCIPLES AND SYSTEMS (GRAPHICS) (ELECTIVE)**

*(Subject Selection Code 10DTENG)*

Design and Technologies: Engineering Principles and Systems (Graphics) is a course focusing on graphical communication using computer-aided drawing. Students build upon the skills they have developed in Year 9 and continue to learn about the efficiency and effectiveness of graphical communication and its impact on our technological society. Students are encouraged to be imaginative and creative through problem solving and designing, whether working individually or as part of a team. They develop real-life skills for visualising, investigating, analysing, synthesising and evaluating technical problems. Students will develop the design and problem-solving skills required in the senior Design subject.

### **LEARNING EXPERIENCES WITHIN ENGINEERING PRINCIPLES AND SYSTEMS (GRAPHICS)**

Topics studied are based around design problem solving, these may include:

- Logo design / Business graphics
- Diagrams and charts
- Design and presentation of a transport vehicle
- Architectural design
- Model making
- Sketching
- Presentational techniques

### **ASSESSMENT WITHIN ENGINEERING PRINCIPLES AND SYSTEMS (GRAPHICS)**

Design Folios

- Practical Exercises
- Written Solution Evaluation
- Spoken Pitch

### **ENGINEERING PRINCIPLES AND SYSTEMS (GRAPHICS) REQUIREMENTS**

Students are required to download all of the software necessary to complete this course of study. This is available from the Autodesk Website and at no cost to students.

### **WHAT PATHWAYS MIGHT STUDY WITHIN GRAPHICS LEAD INTO?**

<b>Senior Subjects</b>	<b>Career Pathways</b>
Design (General)	Drafting, Architecture, Design

### **ADDITIONAL INFORMATION**

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## DESIGN & TECHNOLOGIES: FOOD SPECIALISATION (ELECTIVE)

(Subject Selection Code 10DTFS)

Food Specialisation is the study of food in the context of food science, nutrition and food technologies. In Year 10, students are introduced to the basics of the chemical and functional properties of nutrients to start them thinking of concepts and possibilities that could be used to create food solutions that maintain beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious food solutions for the future.

### LEARNING EXPERIENCES WITHIN DESIGN TECHNOLOGIES: FOOD SPECIALISATION?

Students will:

- Learn about and experiment with the chemical, functional and nutritional properties of food.
- Learn the basics of the food system including production, processing, distribution, consumption, waste management, research and development.
- Learn to plan and organise foods to meet needs or opportunities
- Experiment with factors that impact on food design decisions
- Develop food solutions to meet requirements
- Develop an understanding of elements and principles of design
- Explore food for particular uses
- Develop effective time management and organisational skills

### ASSESSMENT WITHIN DESIGN TECHNOLOGIES: FOOD SPECIALISATION?

A variety of assessment instruments will be used including

- Practical folios which will be linked to practical food design challenge
- Written assessment – research tasks or exam

### DESIGN TECHNOLOGIES: FOOD SPECIALISATION REQUIREMENTS

There is a requirement for students to provide their own ingredients from home on a regular basis (usually weekly), to participate in practical work.

### WHAT PATHWAYS MIGHT STUDY WITHIN DESIGN TECHNOLOGIES: FOOD SPECIALISATION LEAD INTO?

Senior Subjects	Career Pathways
Food and Nutrition (General)	Careers in the fields of science, health, community services & technology

### ADDITIONAL INFORMATION

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## **DESIGN & TECHNOLOGIES: MATERIALS AND TECHNOLOGIES (TEXTILES) (ELECTIVE)**

*(Subject Selection Code 10DTFM)*

This course is a subject offered within the Technology area which has a practical focus and allows the student to learn through doing as they engage in a design process to plan, generate and produce fashion items. It also encourages the student to make informed decisions as a consumer in the selection of textile products for everyday living. This course will also provide a foundation for the study of Fashion in Years 11 and 12.

### **LEARNING EXPERIENCES WITHIN DESIGN & TECHNOLOGIES: MATERIALS & TECHNOLOGIES?**

Students will:

- Explore the elements and principles of design and their use in creating products made from textiles
- Explore fibre and fabric properties
- Learn about recycling and reusing to assist with sustainability
- Plan, design and produce textile items suitable for the individual
- Develop their skills using various textiles equipment (sewing machines, overlockers etc)

### **ASSESSMENT WITHIN DESIGN & TECHNOLOGIES: MATERIALS & TECHNOLOGIES?**

A variety of assessment instruments will be used including:

- Practical journals which will be linked to practical design challenge
- Written assessment – research task or exam
- Continuous practical work

### **DESIGN & TECHNOLOGIES: MATERIALS AND TECHNOLOGIES REQUIREMENTS**

Practical tasks constitute a substantial component of the Junior Fashion course and therefore the provision of appropriate resources is essential which includes the provision of fabrics of their own choice and some patterns. To help keep costs down the school provides some patterns and items such as overlocking thread and machine needles. In setting all practical tasks consideration is given to keeping costs as low as possible for families, with maximum notification given to help in the purchase of required resources.

### **WHAT PATHWAYS MIGHT STUDY WITHIN DESIGN & TECHNOLOGIES: MATERIALS AND TECHNOLOGIES LEAD INTO?**

<b>Senior Subjects</b>	<b>Career Pathways</b>
Fashion (Applied)	Design, personal styling, costume design, production, merchandising, retail

### **ADDITIONAL INFORMATION**

Learning and Teaching Leader Mrs Rachel Lax	Expert Teachers: Mrs Louanne O'Connor,
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## HOSPITALITY (ELECTIVE)

(Subject Selection Code 10DTFSC2)

Hospitality in Year 10 provides an opportunity for those students considering a Certificate in Hospitality in Year 11 and 12, to develop foundation skills that will give them a solid foundation for success in senior. The course covers both food preparation and customer service skills.

### LEARNING EXPERIENCES WITHIN HOSPITALITY

Students will:

- Learn about industry standards related to such aspects as hygienic food preparation and service
- Use specialised equipment within the Hospitality kitchen
- Explore specialised diet recipes - lactose free, gluten free, vegetarian
- Participate in practical food preparation around a specific topic (eg. High Tea)
- Create suitable menus for a purpose
- Develop customer service skills
- Prepare food and beverages served in function

### ASSESSMENT WITHIN HOSPITALITY

A variety of assessment instruments will be used including

- Practical journal linked to food preparation / function
- Research assignment
- Continuous practical work
- Written exam

### HOSPITALITY REQUIREMENTS

There is a requirement for students to provide their own ingredients from home on a regular basis (usually weekly), to participate in practical work. Students will also be required to participate in function assessment (usually once a semester) which may require attendance outside of normal school hours.

### WHAT PATHWAYS MIGHT STUDY WITHIN HOSPITALITY LEAD INTO?

Senior Subjects	Career Pathways
Cert II / Cert III Hospitality (VET)	Food and beverage attendant, waiter, Cafe attendant, catering assistant, restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

### ADDITIONAL INFORMATION

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## ATHLETIC DEVELOPMENT PROGRAM (ADP) (ELECTIVE)

(Subject Selection Code 10EP. Please note that a separate, successful application is required prior to selecting ADP within Subject Selection Online.)

The Athletic Development Program (ADP) commenced in 2017 and assists talented young sportspeople at the College to balance their sporting goals and academic studies. ADP is our response to ensuring students can develop their sporting talents, as well as succeed in their academic studies. Students selected as part of the program will be involved in practical sport specific curriculum, as well as studying various theoretical concepts that align with the Australian Curriculum for HPE, Senior Physical Education and Exercise Science career pathways. This program offers a range of additional mentoring and wellbeing support services with opportunities to access Physiotherapists, Dietitians, Sport Psychologists, and online wellness content that complement the program. Students who wish to apply for the program must satisfy specific sporting, academic, attitude and behavioural criteria. Participating students are reviewed every six months, based on performance against the criteria, to determine whether they remain in the Athletic Development Program for the following semester. **Students cannot be enrolled in ADP and Physical Education.**

### LEARNING EXPERIENCES WITHIN ADP

Each term, integrated learning will occur that involves holistic athlete development through both practical topics and theoretical topics.

Topics studied include:

- Nutrition for performance (pre-competition and post-competition nutrition)
- Biomechanics in sport and exercise
- Strength, stability and recovery techniques and application
- Using technology to understand energy systems of an athlete in sport
- Speed, movement and coordination techniques and application
- Functional anatomy on an athlete in sport
- Goal setting and individual performance analysis
- Sports injuries and rehabilitation

### ASSESSMENT WITHIN ADP

Assessment will comprise of integrated folios, reports and exams. Each semester practical performance will be assessed through the student submitting 2-3 minutes of video footage of themselves performing the athletic skills developed throughout the semester.

### ADP REQUIREMENTS

This program will have a \$200 fee associated with it to cover the cost of accessing the additional wellbeing support services and an application must be approved prior to being accepted in the program.

### WHAT PATHWAYS MIGHT STUDY WITHIN ADP LEAD INTO?

Senior Subjects	Career Pathways
Physical Education (General) Certificate III Fitness - Sport & Recreation embedded (VET)	Exercise science, human movements, HPE teaching, strength and conditioning coach, sports coach, sport development, health and fitness

### ADDITIONAL INFORMATION

Program Leader: Mr Lachlan Reilly	Expert Teachers: <del>Mr Beattie</del>
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## HEALTH EDUCATION (ELECTIVE)

(Subject Selection Code 10HPEP)

Health involves students building on knowledge and skills that they have developed through junior HPE. Health uses an inquiry approach informed by critical analysis of health information to propose sustainable changes that address identified health issues at personal, societal and community levels. A high level of interest in psychology, social justice and public health is advantageous for this subject. In addition, an ability to complete written tasks to a sound standard is required. If you are considering studying Health in Year 11 and 12, this subject is recommended. Health does not have a practical component.

### LEARNING EXPERIENCES WITHIN HEALTH

Throughout each unit, students will learn to recognise and describe key information related to the selected health issue. They will learn to use health frameworks and theories to propose action strategies that advocate for improved health. This subject will enhance students' knowledge of current health issues in society, teach the value of positive peer influence and enable them to make educated decisions regarding their own health.

Health issues studied include:

- Anxiety
- Homelessness
- Young people and alcohol
- Organ donation.

### ASSESSMENT WITHIN HEALTH

Assessment will comprise a report, analytical exposition and response to stimulus exams. There is one piece of assessment each term that is related to the selected health issue. All tasks require students to undertake a significant amount of research.

### WHAT PATHWAYS MIGHT STUDY WITHIN HEALTH EDUCATION LEAD INTO?

Senior Subjects	Career Pathways
Health (General) Certificate III Health Services (VET)	Health science, public health, health and physical education teacher, allied health, psychology, nursing and medical professions

### ADDITIONAL INFORMATION

Learning and Teaching Leader: Mr Josh Beattie	Expert Teachers: Mrs Sally Falkenhagen
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## PHYSICAL EDUCATION (ELECTIVE)

(Subject Selection Code 10HPE)

Physical Education involves students evaluating their performance and involvement in a variety of physical activities. Students will be involved in the practical performance of these activities as well as in studying various theoretical concepts associated with them. Physical Education is a subject which combines both physical and academic skills. A high level of interest, willingness to participate in practical activities and an ability to complete written tasks to a high standard is required for this subject. If you are considering studying PE in Year 11 and 12, this subject is recommended. **Please note that students cannot be enrolled in ADP and Physical Education.**

### LEARNING EXPERIENCES WITHIN PHYSICAL EDUCATION

Each term, integrated learning will occur that involves a sport and a theoretical topic.

Topics studied include:

- Volleyball and biomechanics
- Netball and energy systems
- Golf and ethics/integrity in sport
- Futsal and functional anatomy

### ASSESSMENT WITHIN PHYSICAL EDUCATION

Assessment will comprise integrated folios and reports. Each term, practical performance is assessed through the student submitting 2-3 minutes of video footage of themselves performing the sport throughout the term.

### PHYSICAL EDUCATION REQUIREMENTS

An additional College sports uniform is recommended for this subject.

### WHAT PATHWAYS MIGHT STUDY WITHIN PHYSICAL EDUCATION LEAD INTO?

Senior Subjects	Career Pathways
Physical Education (General)	Exercise science, human movements, HPE teaching, sport journalism, physiotherapy

### ADDITIONAL INFORMATION

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## RECREATION & FITNESS (ELECTIVE)

(Subject Selection Code 10HPEM)

Recreation and Fitness involves students participating in a variety of sports, recreational activities and associated theoretical content. This subject combines both physical and theoretical learning. A high level of interest, organisation and a willingness to participate in practical activities is required for this subject. If you are considering studying the Certificate III in Fitness (Sport & Recreation) in Year 11 and 12 or enjoy being active and outdoors, this subject is highly recommended.

### LEARNING EXPERIENCES WITHIN RECREATION AND FITNESS

Each term, integrated learning will occur that involves a sport and a theoretical topic. Students will have flexibility over the sports that they study in conjunction with the topics below.

Topics studied include:

- First Aid/sports injuries (an official certificate will be issued)
- Sports coaching and carnival organisation
- Gym programming and various types of resistance training
- Outdoor education

### ASSESSMENT WITHIN RECREATION AND FITNESS

Assessment will comprise short response exams, quizzes and integrated practical tasks.

### RECREATION AND FITNESS REQUIREMENTS

*An additional College sports uniform is recommended for this subject.* This subject will have a \$55 fee associated with it to cover the cost of obtaining a First Aid certificate.

### WHAT PATHWAYS MIGHT STUDY WITHIN RECREATION AND FITNESS LEAD INTO?

Senior Subjects	Career Pathways
Certificate III Fitness - Sport & Recreation embedded. (VET)	Exercise science, human movements, strength and conditioning coach, sports coach, first aider, outdoor education specialist

### ADDITIONAL INFORMATION

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## HISTORY (ELECTIVE)

(Subject Selection Code 10HIS)

History offers students the ability to question and critically think about where their information is coming from. In a world surrounded by misinformation, this will become a valuable skill. History is a subject that opens doors to a variety of different pathways. It enables students to create, be critical and be open-minded.

### LEARNING EXPERIENCES WITHIN HISTORY

Students will be able to engage in both Ancient and Modern History in this subject where they will be able to critically use historical sources through analysis, synthesis and evaluation. Studies within Ancient History will focus on an Ancient Society and a key person. Topics may include: Ancient Egyptian Society, Ancient Greece, Ancient Rome, Akhenaten, Rameses II, Hatshepsut, Cleopatra, Tutankhamun. Studies within Modern History will develop historical inquiry skills built across Years 7-9 Humanities, with a particular focus on 1919 onwards. Modern History topics may include: Pop Culture, World War II, Civil Rights Movement.

### ASSESSMENT WITHIN HISTORY

- Investigation-Independent Source Investigation
- Investigation- Historical Essay based on research
- Examination- short responses to historical sources
- Investigation- Student Choice

### WHAT PATHWAYS MIGHT STUDY WITHIN HISTORY LEAD INTO?

Senior Subjects	Career Pathways
Ancient History (General) Modern History (General)	Forensics, Sociology, Criminology, Psychology, International Relations, Public Relations, Human Resources, Politics, Law & Government, Marketing, Journalism, Science Research, Archaeologist, Heritage Management, Medicine, Social Work

### ADDITIONAL INFORMATION

Curriculum Leader: Mrs Diana Platt	Expert Teachers: Miss Hayley Fletcher
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## **GEOGRAPHY (ELECTIVE)**

*(Subject Selection Code 10GEO)*

Geography is a study of the world and issues that impact humanity, allowing students to develop critical thinking skills and create a deeper understanding of the world around them. Geography uses the ACARA Year 10 Geography syllabus. It will also look at how tourism impacts, sustains or enhances the geographical character of a given place, including its environment, culture, aesthetics, heritage and the well-being of local residents.

### **LEARNING EXPERIENCES WITHIN GEOGRAPHY**

Students of Geography will analyse the world with a view to gaining an understanding of their biophysical and built surroundings. By undertaking a range of theoretical and practical learning experiences, they learn how they might enact change to promote sustainable places, locally and globally, and to improve physical and human environments around the world. Students will engage in a variety of case studies of real-world examples that exist in our world today. Included in this subject is a field trip to investigate environmental change and management first-hand. Topics include: human wellbeing and development of nations, Eco-Tourism and environmental change and management.

### **ASSESSMENT WITHIN GEOGRAPHY**

- Data Report
- Combination Exams
- Field Report

### **WHAT PATHWAYS MIGHT STUDY WITHIN GEO-TOURISM LEAD INTO?**

<b>Senior Subjects</b>	<b>Career Pathways</b>
Geography (General)	Town Planning, Surveying, Architecture Environmental Management, Hazard Management, Hotel Management, Event Management, Human Resources, Transport, Marketing, Politics, Law & Government, Tour Guide, Travel Agent, Conservationist, Marine and Coastal Management, Environmental Science, Real Estate and Land Development

### **ADDITIONAL INFORMATION**

Learning and Teaching Leader: Mrs Diana Platt	Expert Teachers: Mrs Melina Walton
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## JAPANESE (ELECTIVE)

(Subject Selection Code 10JPN)

Students with an aptitude for language learning, are encouraged to further develop the skills they have already acquired. The study of Japanese at an intermediate (and more advanced) level will contribute to the student's personal, educational, intellectual and cultural development. Further, language learning promotes clear and critical thinking, and clarity of expression all of which have important applications for other learning areas.

### LEARNING EXPERIENCES WITHIN JAPANESE

Japanese at a Year 10 level is designed to build on the knowledge obtained in the Year 9 course whilst developing students' listening, reading, speaking and writing skills through the study of a variety of topics which students should find interesting, challenging and relevant.

### ASSESSMENT WITHIN JAPANESE

Students wishing to undertake Year 10 Japanese need to have a good grasp of reading and writing Hiragana and Katakana script as well as a good knowledge of grammar and vocabulary to a Year 9 level.

Language learning requires discipline and systematic study habits. While written homework will not be given every lesson, to achieve success, students are expected to review and revise daily work every night. This includes learning vocabulary and practising Kanji.

Students will be assessed in the four macro skills: listening, speaking, reading and writing through a variety of mediums including PowerPoint presentations, Teams Assignments, interviews, letters and reports.

### WHAT PATHWAYS MIGHT STUDY WITHIN JAPANESE LEAD INTO?

Senior Subjects	Career Pathways
Japanese (General)	Translator, Interpreter, Liaison Officer, Specialist Language Teacher, Consulate Officer, Tourism and Trade Liaison, Airline Industry Spokesperson

### ADDITIONAL INFORMATION

Learning and Teaching Leader Rachel Ward	Expert Teachers: Mrs Rachel Ward Mr Toshio Nishimoto
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## MATHEMATICS EXTENSION (ELECTIVE)

(Subject Selection Code 10ADMAT)

**Students must be enrolled in Mathematical Methods to enrol in this course.** The Mathematics Extension course supports the Mathematical Methods course in preparing students for the study of Mathematical Methods and Specialist Mathematics in Years 11 and 12. This course teaches students mathematical procedures such as those required to interpret, clarify and analyse in both life-related and abstract situations which will assist students to solve problems found in Physics, Chemistry, Economics, Biology, Mathematical Methods and Specialist Mathematics in Years 11 and 12.

Mathematics Extension covers the content from the National Curriculum (10A) which is recommended for the study of Mathematical Methods and Specialist Mathematics in Years 11 and 12. Students who do the subject provide themselves with the best possible foundation for further studies. This subject is designed to be taken in conjunction with Mathematical Methods. It is assumed that work covered in Mathematical Methods will be known before it is required in Mathematics Extension.

### LEARNING EXPERIENCES WITHIN MATHEMATICS EXTENSION

The major domains of Mathematics Extension are algebra, functions, relations and their graphs, and statistics. Functions are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Algebra is an essential tool for explaining abstract or complex relationships that occur in scientific and technological endeavours.

### ASSESSMENT WITHIN MATHEMATICS EXTENSION

Over the course of the year, assessment will consist of three short response exams and one problem solving and modelling task. Teachers will use the achievement standards from the Australian Curriculum to make judgements about the quality of learning demonstrated by each student.

### WHAT PATHWAYS MIGHT STUDY WITHIN MATHEMATICS EXTENSION LEAD INTO?

Senior Subjects	Career Pathways
Mathematical Methods (General) Specialist Mathematics (General)	A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of: <ul style="list-style-type: none"><li>• Natural and physical sciences</li><li>• Mathematics and science</li><li>• Education</li><li>• Medical and health science</li><li>• Engineering</li><li>• Computer science</li><li>• Psychology</li><li>• Business</li></ul>

### ADDITIONAL INFORMATION

Learning and Teaching Leader Mrs Theresa Geiger	Expert Teachers: Mrs Tanya Parnwell, Ms Natasha Goldsmith, Mr Dan McGrath
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## SCIENCE (ELECTIVE)

(Subject Selection Code 10SCI)

Studying Science contributes to a better understanding of the world around us – both the natural world and the world fashioned by humans. As such, Science helps equip students to critically evaluate the scientific issues that will confront them throughout their lives (e.g. medical developments, environmental issues).

Science is designed to further develop and enhance student knowledge and performance in the strands of Science Understanding, Scientific Inquiry Skills and Science as a Human Endeavour. It covers the content from the National Curriculum, which is recommended for the study of any discipline of science in Years 11 and 12. Student exposure to advanced concepts in this course will help to build enhanced knowledge and skills for prospective Senior Biology, Physics, Psychology and Chemistry courses.

### LEARNING EXPERIENCES WITHIN SCIENCE

Students in Year 9 Science have already studied units within all the Science strands. Year 10 Science will not necessarily extend concepts already encountered in these units, but rather will increase student exposure to a breadth of theories:

- Biology: Genetics and Evolution
- Chemistry: Structure of Reactions
- Physics: Energy and Motion
- Earth Science: Global Systems

Students will be required to complete several investigations over the year, which will allow experimental planning and practical skills to be refined and extended.

### ASSESSMENT WITHIN SCIENCE

Students studying Science will be assessed based on their completion of both formal exams and assignments that may include research tasks and/or scientific reports.

### WHAT PATHWAYS MIGHT STUDY WITHIN SCIENCE LEAD INTO?

Senior Subjects	Career Pathways
Biology (General) Chemistry (General) Physics (General) Psychology (General)	A science qualification leads to an array of occupations including many trades, as well as research, teaching, engineering, medical science (e.g. nursing) and environmental sciences.

### ADDITIONAL INFORMATION

Learning and Teaching Leader Mr Peter Gooley	Expert Teachers: Charles Brunello, Jenna Pleash, Laura Pozdena, Elizabeth Harrington
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## SCIENCE EXTENSION (ELECTIVE)

(Subject Selection Code 10SCIC2)

**Students must be enrolled in Science to enrol in this course.** Science Extension is designed for those students who are strongly considering a science-related career and who may wish to study two or more disciplines of science in Senior. This subject will be chosen in addition to the Science elective to provide additional advanced opportunities for these students to develop their scientific knowledge and skills in preparation for transitioning into the General Senior subjects of Biology, Physics, Psychology and Chemistry.

There will be an extensive experimental component to Science Extension to help develop the skills required in the Senior Sciences. These include developing a research question, designing an experiment and analysing, interpreting and evaluating the data collected to draw scientific conclusions.

### LEARNING EXPERIENCES WITHIN SCIENCE EXTENSION

The course will extend student skills in the areas of scientific analysis, interpretation and evaluation of both primary and secondary data, which is the key focus of the General Sciences assessment items.

The course will focus on:

- Biology: Cells and Multicellular Organisms
- Chemistry: Stoichiometry
- Physics: Energy of the Future
- Psychology: Behavioural studies

Students will be required to complete several investigations over the year, which will allow experimental planning and practical skills to be refined and extended.

### ASSESSMENT WITHIN SCIENCE EXTENSION

Students studying Science Extension will be assessed based on their completion of both formal exams and assignments that may include research tasks and/or scientific reports. Students will be required to complete several investigations over the year, which will allow experimental planning and practical skills to be refined and extended.

### WHAT PATHWAYS MIGHT STUDY WITHIN SCIENCE EXTENSION LEAD INTO?

Senior Subjects	Career Pathways
Biology (General) Chemistry (General) Physics (General) Psychology (General)	A science qualification leads to an array of occupations, including in research, teaching, engineering, medical science (e.g. nursing) and environmental sciences.

### ADDITIONAL INFORMATION

Learning and Teaching Leader Mr Peter Gooley	Expert Teachers: Mrs Niki Taylor, Miss Jenna Pleash.
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## DANCE (ELECTIVE)

(Subject Selection Code 10DAN)

### WHAT IS DANCE?

Dance is a human activity of ancient tradition and an evolving form of expression.

### WHY STUDY DANCE?

The subject engages the mind, body and spirit, allowing students to explore their physical abilities whilst developing creative thinkers and reflective, independent learners. Skills gained in this subject are transferable across other key learning areas, in addition to being a highly valuable foundation for students wishing to pursue post-secondary Performing Arts studies.

### LEARNING EXPERIENCES WITHIN DANCE

Students will explore dance within the following categories

- Popular dance
- Contemporary dance
- Ritual dance
- Impactful dance

### ASSESSMENT WITHIN DANCE

Assessment in this subject is divided into three dimensions: choreography, performance and appreciation. In choreographic tasks, students use dance components and skills to explore and create dance works. Performance tasks require students to develop and demonstrate dance components and skills to interpret and communicate a choreographic intent. In appreciation tasks, students develop their knowledge and understanding of dance components and skills to respond to dance texts. Students are assessed on both theoretical and practical elements.

### WHAT PATHWAYS MIGHT STUDY WITHIN DANCE LEAD INTO?

Senior Subjects	Career Pathways
Dance (General)	Dance Teacher, Choreographer, Performer, Physical Therapist, Producing, Musical Theatre, Cinematography.

### ADDITIONAL INFORMATION

Learning and Teaching Leader: Miss Cher Williams	Expert Teacher: Miss Hailee Speck
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## DRAMA (ELECTIVE)

(Subject Selection Code 10DRA)

Year 10 Drama focuses on students expressing and communicating understandings about human issues and experience through the enactment of real and imagined events. While interacting in a range of roles, relationships, situations and contexts, students investigate feelings, actions and consequences. They develop confidence and self-awareness as they collaborate to prepare and present drama. This course is structured to accommodate and build the foundation for years 11 and 12.

### LEARNING EXPERIENCES WITHIN DRAMA

- Australian Gothic Theatre – Students will apply the skills of concept design to transform drama from one form to another. Students will choose from a range of texts to develop a directorial vision that incorporates conventions of Australian Gothic Theatre, Stagecraft and Contemporary Theatre. This unit will explore the history of Australia, our Indigenous culture and tradition and aspects of stagecraft.
- Ancient Tragedy - Students study the beginnings of drama, as constructed by the ancient Greeks. Through studying a heritage play text, students form and present their own interpretation of the works of Sophocles and Euripides, in traditional choral form.
- Class Production – Students will participate in a full semester class project that will expose them to the style of Realism and the art of Stagecraft. Students will work in role as director, actor, designer and producer to realise the vision of a published Realism text. Students will participate in analysis and evaluation of self and peer work and will justify choices in relation to creating and shaping dramatic action and meaning.

### ASSESSMENT WITHIN DRAMA

Students are assessed on both theoretical and practical elements and develop skills in three areas. Drama consists of Making (Forming and Presenting) and Responding. Students are assessed on their ability to create dramatic pieces of work including scriptwriting, directorial and design work (Forming); to analyse, evaluate and make judgements of plays, written texts and live or recorded productions (Responding) and to prepare and perform dramatic forms and styles to an audience, including Realism, Greek chorus and Australian Gothic Theatre. These are assessed in both individual and group/paired contexts.

### ADDITIONAL INFORMATION:

Students of Drama require appropriate theatre blacks for performance work. Arts polo shirts are encouraged.

### WHAT PATHWAYS MIGHT STUDY WITHIN DRAMA LEAD INTO?

Senior Subjects	Career Pathways
Drama (General)	Drama Teacher, Performing Arts, Stage Manager, Actor-Film/T.V./Stage, Arts Administrator, Set Design, Cinematographer, Copy Writer, Circus Performer, Marketing, Communications.

### ADDITIONAL INFORMATION

Learning & Teaching Leader: Miss Cher Williams	Expert Teachers: Miss Cher Williams
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## MUSIC (ELECTIVE)

(Subject Selection Code 10MUS)

In Year 10 Music, students will develop a broader understanding of music. Students will continue to develop their musicianship skills through performing music, reading and writing music and aurally and visually responding to music. It is strongly recommended that students study their chosen instrument in private lessons and involved in an ensemble applicable to their specialty. It is preferable, though not essential, that students have studied Music in Year 9. Students who have not studied music in Year 9 will need to have some background in private instrumental music. Topics of study in Year 10 Music include; A journey through music history, Music in the Stage and Rock Music.

### LEARNING EXPERIENCES WITHIN MUSIC

Students will explore the various genres, forms and styles of music, and instruments that developed throughout history. Students will develop compositions and perform music in a variety of modes and styles, including music of personal interest. Students will orally and visually analyse and respond to music.

### ASSESSMENT WITHIN MUSIC

Students are assessed through the following methods:

1. Student performances (which may include singing and playing on their own instruments both individually and in ensembles as well as, conducting vocal or instrumental groups). Students choose the instrument they are most comfortable performing on.
2. Student compositions using traditional or contemporary software and methods
3. Student analysis of repertoire through exams and/or research assignments.

It is strongly recommended that students who intend to study music in Year 11 and 12 study music in Year 10.

### WHAT PATHWAYS MIGHT STUDY WITHIN MUSIC LEAD INTO?

Senior Subjects	Career Pathways
Music (General)	Music Therapy, Instrumental Music Teacher, Theatrical work, Sound Engineer, Music Producer, Song Writer, Radio, Recording Engineer, Vocalist, Composer, Program Director. Classroom Music Teacher (Primary/Secondary). Performer. Conductor.

### ADDITIONAL INFORMATION

Learning & Teaching Leader: Miss Cher Williams	Expert Teachers: Mrs Theresa Baker
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## **VISUAL ART (ELECTIVE)**

*(Subject Selection Code 10VARTS)*

Visual Art offers a diverse range of experiences of both Practical and Responding concentrating on aspects of the Australian Curriculum the Arts – Visual Arts. In the Year 10 course, students will be involved in creative learning experiences in the following media areas: 2D Media: Drawing, Painting, Printmaking, Photography; 3D Media: Sculpture, Ceramics; Design: Graphic Design, Illustration; Time Based Media: Electronic Imaging, Computer Aided Multimedia.

### **LEARNING EXPERIENCES WITHIN VISUAL ART**

Year 10 Visual Art is a basic transition from Year 10 to Year 11 Visual Arts covering units of work that comprise areas of concepts, focuses and media. Students will become familiar with making and responding in each concept through the inquiry learning processes of researching, developing and resolving. Topics studied may include Social Commentary; Inside/Outside; Our Land Our Connection; and From Ordinary to Extraordinary. Students will produce a visual response to each of these topics. They will use a range of media and skills including drawing, illustration, multimedia, photography, painting, sculpture, ceramics, design and print making.

### **ASSESSMENT WITHIN VISUAL ART?**

Visual Art assessment has two criteria that provide the framework for the course and its assessment based on The Australian Curriculum the Arts – Responding and Making. Students are assessed continuously, and their work is kept in a visual journal and major portfolio. A profile of student achievement is compiled over the year.

### **WHAT PATHWAYS MIGHT STUDY WITHIN VISUAL ART LEAD INTO?**

<b>Senior Subjects</b>	<b>Career Pathways</b>
Visual Art (General) Visual Art in Practice (Applied)	Art Education, Fine Art, Graphic Design, Photography, Interior Design, Fashion Design, Entertainment Design, Industrial Design, Art Museums and Galleries, Architecture and Publication Design.

### **ADDITIONAL INFORMATION**

Learning & Teaching Leader: Miss Cher Williams	Expert Teachers: Mrs Julia Spargo
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