COLUMBA CATHOLIC COLLEGE
CHARTERS TOWERS

Shine at Columba

YEAR 10
CURRICULUM HANDBOOK
2026

CONTENTS

COLUMBA CATHOLIC COLLEGE
CHARTERS TOWERS

Shine at Columba

MISSION STATEMENT

Columba Catholic College inspires day and boarding students, in a climate of Courage, Commitment and Compassion, to grow in faith, purpose and knowledge. Founded on Catholic traditions, the College community encourages students to use their gifts and talents to pursue excellence and to be a 'Light to the World.'

PRINCIPAL'S MESSAGE

Dear Parents, Caregivers and Students,

Year 10 signals the commencement of the senior phase of learning. Our Year 10 Curriculum Handbook provides general information about the pathways available to students entering Year 10, as well as specific information about the course content in each of the subjects offered.

Year 10 provides further transition from the middle school to the senior school and is the culminating year of the Australian Curriculum. Year 10 studies will be more demanding than in Year 9 as the level of rigor and expectations are raised and students work towards becoming more independent learners.

Each semester, students will be required to complete all assessment tasks and maintain high levels of attendance in each of their subjects. Research suggests that students with a high record of attendance are more likely to achieve success in learning.

In Year 10 students will continue to study core subjects and will be provided with an opportunity to choose some elective subjects. The range of subjects available will allow students to prepare for their senior education and future career pathways. When moving to the senior phase of learning, students have the opportunity to choose subjects for a University (ATAR) pathway; TAFE or other educational provider pathway; or transition to the workforce pathway.

When choosing subjects it is important for students to consider building on their strengths and interests. Students are encouraged to choose subjects which will enable them to meet career and personal goals, provide academic challenge and experiences necessary for their future success.

Students are encouraged to strive for excellence in their studies as they live out the College values of:

- Courage
- Commitment, and
- Compassion.

Students and parents are asked to read this Handbook thoroughly and engage in discussion with a variety of people before making a decision. Please be aware that for subjects to be offered by the College there must be sufficient numbers of students and resources available. Teachers are very happy to discuss subjects with you, as well as the suitability of your child for various subjects. We know your child and can assist in the development of a pattern of study that allows breadth, challenge and the option to follow a variety of pathways to prepare them well for their senior years.

Best wishes in this important decision-making process.

Shayne Harrison
PRINCIPAL

COURAGE | COMMITMENT | COMPASSION

YEAR 10 CURRICULUM INFORMATION

Year 10 is a very important year for students as it provides further transition from middle school to senior school. The curriculum for Year 10 students at Columba Catholic College reflects the subjects in Version 9 of the Australian Curriculum and is delivered through 9 key Learning Areas.

Columba Catholic College's nine Key Learning Areas are:

- English
- Health and Physical Education
- Humanities
- Languages – Chinese
- Mathematics
- Religion
- Science
- Technologies (Digital Technologies and Design and Technologies)
- The Arts (Drama and Music).

YEAR 10 ACADEMIC PROGRAM

The Year 10 curriculum consists of both core and elective subjects which students will study.

YEAR 10 CORE SUBJECTS

The Year 10 curriculum offers the following compulsory core subjects which are considered essential learning and must be studied by all Year 10 students:

- Religion
- English
- Mathematics
- Science

Year 10 students will also study the following as part of their course of study:

- Career Education Short Course**
- Certificate II in Active Volunteering**

**NOTE: ****The Short Course and certificate qualification if completed to a satisfactory standard will accrue credits towards the students' Queensland Certificate of Education.

YEAR 10 ELECTIVE SUBJECTS

In Year 10, students will make choices about elective subjects that not only relate to their interests and abilities, but that will also deepen their understanding and support future pathways. The Year 10 curriculum provides students with the opportunity to study elective subjects for the whole of the 2026 academic year. Students must choose three electives for the year to study and 3 reserve subjects (6 subjects in total). These must be selected in order of preference, with choice one being the subject students want to study the most.

In Year 10 the College will offer the following elective subjects. Note all elective subject combinations are one year in length.

DEPARTMENT	SUBJECT
HEALTH AND PHYSICAL EDUCATION	• Health and Physical Education (Semester 1) and either Health and Physical Education **OR** Physical Education Foundations (Semester 2)
HUMANITIES	• History (Semester 1) and Ancient History Foundations (Semester 2) • Economics and Business (Semester 1) and Civics and Citizenship (Semester 2)
TECHNOLOGIES	• Digital Technologies • Design and Technologies: Agriculture Specialisation • Design and Technologies: Food Specialisation • Design and Technologies: Material Technologies and Specialisation – Wood and Metal Specialisation
THE ARTS	• Music • Visual Art

TIPS FOR SUBJECT SELECTION

CHOOSING SUBJECTS

The curriculum offered in Year 10 allows students to begin to make choices. The best preparation for Year 11 and Year 12 is active engagement with core and elective options linked to subjects that a student wishes to continue with after Year 10.

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

- they are interested in and enjoy
- they have already had some success in
- reflect their ability level
- may help them reach a chosen career / pathway in the future
- may lead to subjects they may be considering for their senior phase of learning (Year 11 and 12).

The following factors should also be taken into account with regards to the selection and running of elective subjects:

- All elective subjects are dependent on enough students selecting them. If required minimum numbers are not met, the subject may not be offered. The College reserves the right to withdraw a subject if the numbers are too small for it to be viable.
- While every attempt will be made to ensure that students are able to study their first choice of elective subjects, the reserve selections will be considered should this not be possible.
- Students who enrol late or return their subject selections forms late, may not be able to enrol in their preferred subject due to class size restrictions.
- Students who wish to change subjects need to be aware that this may not be possible as students may not meet the prerequisite requirements and / or the class may be full.
- A Subject Change Form available from the College office must be completed before the subject change will occur.
- Once the new academic year commences students are encouraged to remain in their selected subject.

HOMEWORK/STUDY

All students will be required to complete homework each night. This can take the form of work set by the teacher, a review of the day's work, assignment work or general revision of work completed earlier in the semester. Homework/study should be done under conditions where distractions, such as television, electronic devices and social media, are kept to a minimum.

RECOMMENDED STUDY TIMES

Students should be spending 1 – 1.5 hours 4 to 5 times a week completing homework. There will be times when these suggested timings are exceeded, especially prior to examinations and the submission of major assessment work. Care should be taken to maintain balance between study, sporting, recreational and part-time work commitments.

SUBJECT CHANGES

Changes to subjects are not recommended but may be needed due to:

- A continuing medical condition
- Family/personal change of circumstances
- Lack of success

All changes must be discussed with the relevant Teacher, Curriculum Leader, Deputy Principal Learning and Teaching and be supported by parents/caregivers. Changes are dependent on several factors including class availability.

RECOMMENDATIONS

Year 11 Subject	Faculty	Recommendation	General Subject
Agricultural Practices	Science		
Agricultural Science	Science	C in Science	✓
Ancient History	Humanities	C in Year 10 English	✓
Biology	Science	C in Year 10 English, B in Year 10 Science	✓
Business	Humanities	C in English	✓
Chemistry	Science	C in Year 10 English, B in Year 10 Science, B in year 10 Mathematics	✓
Economics	Humanities	C in Year 10 English	✓
English	English	C in Year 10 English with at least a C in both written and spoken tasks	✓
Essential English	English		
Essential Mathematics	Mathematics		
General Mathematics	Mathematics	B in Year 10 Mathematics	✓
Hospitality Practices	Technologies		
Industrial Technology Skills	Technologies		
Information and Communication Technology	Technologies		
Mathematical Methods	Mathematics	B in Year 10 Mathematics	✓
Music in Practice	Arts		
Physical Education	HPE	C in Year 10 English	✓
Physics	Science	C in Year 10 English, B in Year 10 Science, B in Year 10 Mathematics	✓
Religion and Ethics	Religion		
Sport and Recreation	HPE		
Visual Art	Arts	C in Year 10 English	✓
Visual Arts in Practice	Arts		

RELIGIOUS EDUCATION

RELIGION

FOCUS

Religious Education plays an important role in the life of Columba Catholic College and is studied by all students. Religious Education aims to develop students' religious literacy, so that they may participate effectively in the life of their faith communities and wider society.

- In Religion classes students grow in their knowledge and appreciation of the Catholic faith tradition, other Christian traditions and other religions through studying scripture, the teachings of the Church, historical events and persons, as well as contemporary life. Religion classes provide opportunities for students to think critically and reflectively, engage in discussions and develop an understanding of the need for tolerance, sensitivity and justice in our world.
- The classroom teaching and learning of Religion is organised around four strands with three sub-strands for each:
  - Sacred Texts (Old Testament; New Testament; Christian Writings and Wisdom)
  - Beliefs (Trinity: God, Jesus the Christ, Spirit; Human Existence; World Religions)
  - Church (Liturgy and Sacraments; People of God; Church History)
  - Christian Life (Moral Formation; Mission and Justice; Prayer and Spirituality)

Religion at Columba Catholic College incorporates elements of the Religious Life of the school such as liturgy, prayer, meditation and retreat as compulsory additions to the course.

UNITS OF STUDY

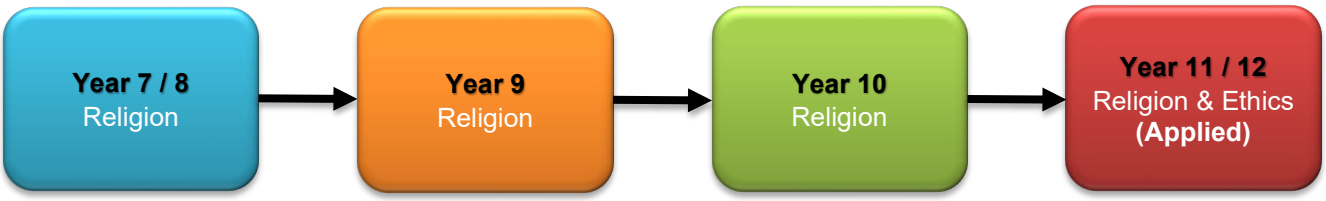
- Introduction
- Mission and Justice
- Creative Representations of the Divine
- Ultimate Questions
- World Religions: How can prayer change our world?

This program of study prepares students to effectively engage in subjects such as Religion and Ethics.

ASSESSMENT

Students are assessed on their performance in each unit in a variety of ways, such as portfolios, oral presentations, exams, multi-modal presentations and journals.

SUBJECT PATHWAY



ENGLISH

FOCUS
The Australian Curriculum: English Version 9 aims to enhance students' communication and literacy skills through a structured approach. It focuses on three main strands—Language, Literature, and Literacy—to build proficiency in Standard Australian English. Students will learn the key skills of listening, speaking, reading, viewing, and writing, as well as how to adapt their language use to suit various contexts, purposes, and audiences. By engaging with diverse texts and integrating literacy throughout the curriculum, the study of English prepares students for academic success and effective participation in society. This approach equips them with essential tools for critical thinking and lifelong learning.

COURSE OUTLINE
At the beginning of Year 10, students will study the following in Semester One: English (ACARA V9 Curriculum for Year 10). At the conclusion of Semester One, pending results, pre-requisites and recommendations from the school, students will study one of two courses for Semester Two.

- **Option 1**: SHORT COURSE IN LITERACY – Targeted preparations for Essential English in Year 11 and 12.
- **Option 2**: ENGLISH – Targeted preparation for General English and Essential English in Year 11 and 12.

LEARNING EXPERIENCES: ENGLISH
Students will engage in a variety of learning experiences designed to build their literacy and communication skills. They explore and analyse diverse texts including literature, media, and non- fiction written by First Nations Australians, Australian and world authors, to develop their understanding of different genres and perspectives. Activities include critical reading and viewing, creative writing, and structured discussions, all aimed at enhancing their ability to express ideas clearly and adapt their language for various purposes and audiences. These experiences foster critical thinking, creativity, and effective communication, preparing students for future academic and personal success.

ASSESSMENT
Units of work in Year 10 include Documentaries, Classic Literature, Introduction to Shakespeare, and War Poetry. Students complete a variety of written and spoken assessment tasks. Examples of assessment include analytical essays, persuasive speeches, feature articles, and narratives through both assignments and examination.

LITERACY (SHORT COURSE)

WHY STUDY THE LITERACY SHORT COURSE?
Literacy is a one-unit course of study, developed to meet the literacy requirements of the Queensland Certificate of Education. It has been designed to align with the Australian Core Skills Framework (ACSF) Level 3.

Literacy is considered integral to a person's ability to function effectively in society. It enables individuals to develop the knowledge, understanding and skills needed to interpret and create texts in a range of contexts for different audiences and purposes and is thus integral to learning across all areas of the curriculum and in all aspects of life.

When students become literate, they can manage situations in real contexts such as everyday life, work and further learning. They have agency in navigating their world, empowering them to become confident in interpreting, constructing and making judgments about the meanings of a range of texts. This learning should take place in contexts that are relevant, cooperative, supportive, enjoyable and non-competitive.

PATHWAYS
A course of study in Literacy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the literacy used by various professional and industry groups.

OBJECTIVES

By the conclusion of the course of study, students will:

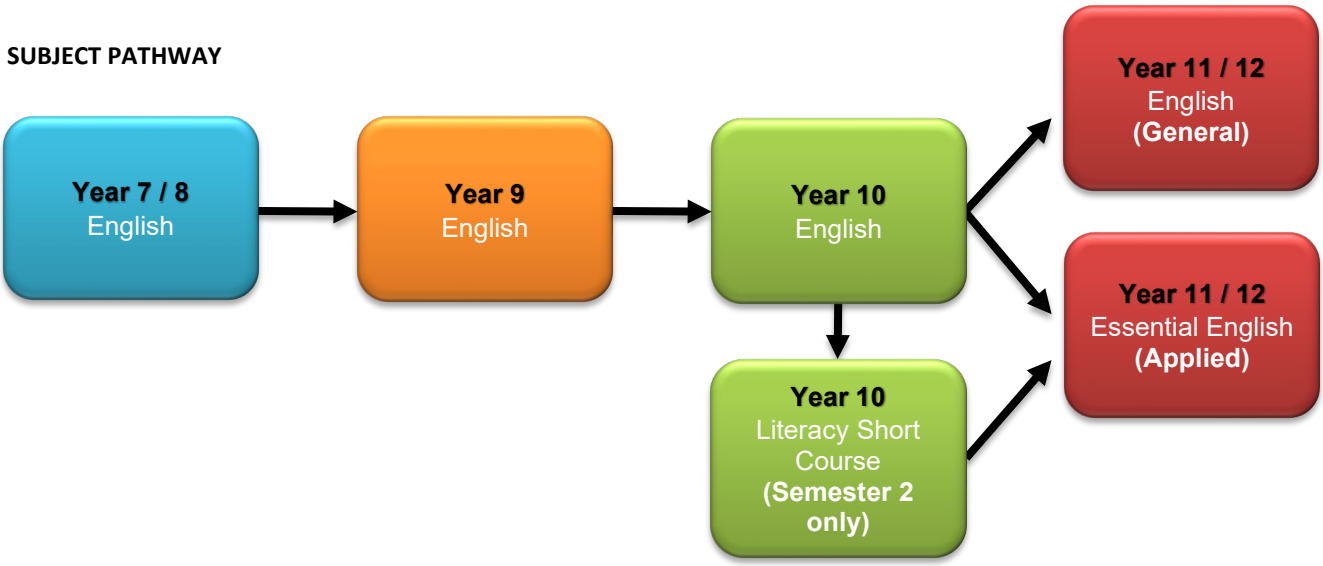
- Comprehend ideas and information in familiar and unfamiliar text.
- Communicate ideas and information.

STRUCTURE AND ASSESSMENT

Students must complete two assessment tasks. One task must relate to Topic 1, and the other task must relate to Topic 2.

Examples of assessment instruments include written response, spoken or multimodal response and reading comprehension examination.

SUBJECT PATHWAY



MATHEMATICS

MATHEMATICS

FOCUS

Mathematics is both a fascinating and essential discipline, driven by our desire to understand and explain the world around us. Through the study of number, algebra, measurement, space, statistics, and probability, students develop foundational skills that are vital in everyday life and a wide range of careers. In an era shaped by rapid advancements in computing, digital systems, automation, artificial intelligence, economics, and data-driven decision-making, mathematics plays a crucial role in helping us quantify, reason, and solve problems. The study of mathematics aims to equip students to become confident, capable, and effective users and communicators of mathematical ideas—able to investigate, represent, and interpret real-world situations, think critically, and make informed decisions as active and engaged citizens.

Students wishing to study Mathematical Methods in Year 11 & 12 should aim for an A/B in Year 10 Maths. If students wish to study General Mathematics in Year 11 & 12, they should aim for a B in Year 10 Maths.

COURSE OUTLINE

At the beginning of Year 10, students will study the following in Semester One: MATHEMATICS (ACARA V9 Curriculum for Year 10).
At the conclusion of Semester One, pending results, pre-requisites and recommendations from the school, students will study one of two courses for Semester Two.

- Option 1: SHORT COURSE IN NUMERACY – targeted preparation for Essential Mathematics in Year 11 and 12.
- Option 2: MATHEMATICS - targeted preparation for Mathematical Methods, General Mathematics or Essential Mathematics in Year 11 and 12.

LEARNING EXPERIENCES: MATHEMATICS

In Year 10, students build on their previous maths skills with a variety of learning methods to deepen their understanding. They develop skills in problem-solving and decision-making through practice and reasoning.

In Year 10, students will:

- Understand how accurate decimal values are and use special scales for very large or small numbers
- Solve and graph linear equations and inequalities in different ways
- Use algebra with quadratic and exponential expressions
- Apply mathematical modelling to real-life problems involving growth and decay with linear, quadratic, and exponential functions.
- Solve surface area, volume, and space problems using Pythagoras' theorem and trigonometry
- Use geometric rules to solve problems and interpret diagrams like networks
- Explore probability using simulations, samples, and conditional situations
- Compare different types of data displays and use scatterplots to find patterns between variables

ASSESSMENT

Students will demonstrate their learning through examinations and through problem-solving and modelling tasks. These tasks involve real-life scenarios where students apply their mathematics skills to find solutions and make sense of practical situations.

NUMERACY (SHORT COURSE)

WHY STUDY THE NUMERACY SHORT COURSE?

The Numeracy Short Course is a one-unit course of study, developed to meet the numeracy requirements of the Queensland Certificate of Education (QCE). Successful completion of the Numeracy Short Course will contribute one credit towards a student's Queensland Certificate of Education. This course has been designed to align with Level 3 of the Australian Core Skills Framework (ACSF). Results in this course do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation.

Numeracy is an essential life skill that helps students make sense of the world around them. It allows them to use mathematics in real situations—at home, at work, in the community, and in future learning. In this course, students learn how to identify and understand mathematical information, choose the right maths to apply in different situations, and clearly explain their thinking.

As students become more numerate, they build the confidence to handle everyday tasks that involve numbers—like budgeting, interpreting data, or understanding measurements. They practise using maths in ways that are practical, relevant, and meaningful. Learning happens in supportive, engaging environments where students work together and apply maths in real-world contexts.

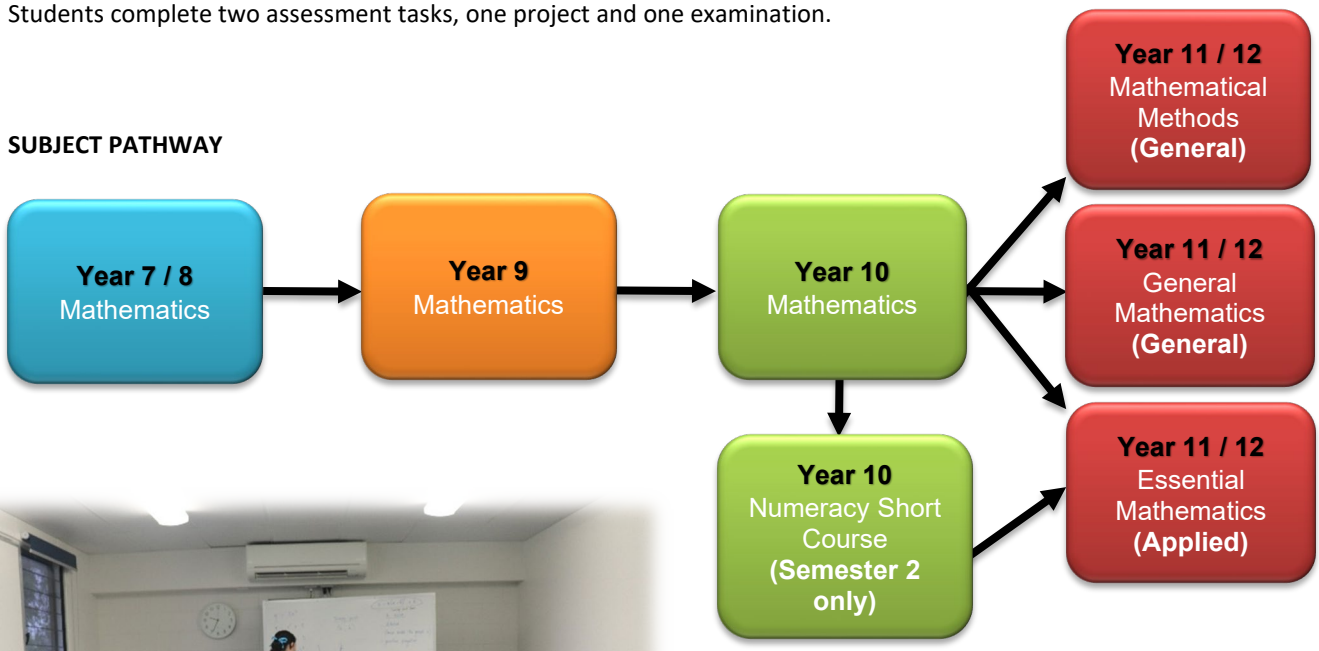
PATHWAYS

The Numeracy Short Course prepares students for life beyond school. It builds a foundation for further study or work in areas like trades, business, community services, and industry. Students focus on the kinds of maths they are likely to use in everyday jobs and adult life—making it a valuable and practical course for a wide range of future pathways.

STRUCTURE AND ASSESSMENT

Students complete two assessment tasks, one project and one examination.

SUBJECT PATHWAY



USE OF CALCULATORS

The best buy for students in Year 10 is a scientific calculator that will last through the years of secondary schooling. Recommended: Casio FX-82AUPLUS.

SCIENCE

FOCUS

Science is an exciting and creative field that comes from our curiosity to understand the world around us. By studying science, students learn key ideas and processes, how scientific knowledge is built, and how science shapes our culture and society. It also helps students gain the knowledge and skills needed to make smart choices about issues in their communities and the world, and prepares them for careers in science.

LEARNING EXPERIENCES

In Year 10, students explore evidence for concepts like natural selection and the Big Bang theory. They study evolutionary processes, how energy drives Earth's systems, and how climate models work. They deepen their understanding of atomic theory and periodic table patterns, and learn how motion and forces are linked through physical laws and maths. They analyse data from various systems to create evidence-based explanations and recognise that all models have assumptions that can affect prediction accuracy.

They may explore questions such as:

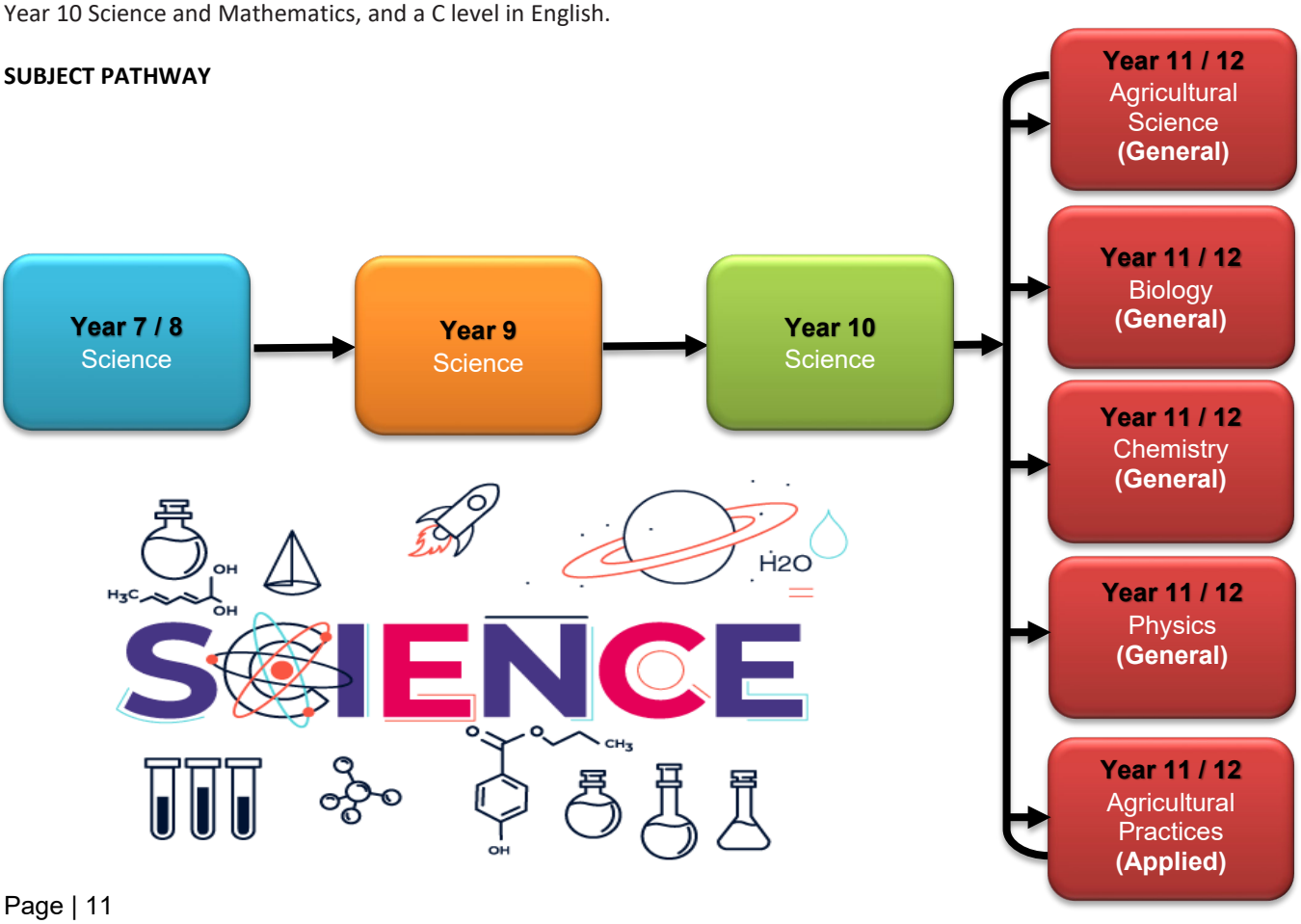
- Why is the periodic table such a big deal?
- How do we know what is science and what is pseudoscience?
- Why is accelerating climate change a threat to biodiversity?
- Just because we can, should we?
- How have advanced computing and big data changed science?

ASSESSMENT

Students will demonstrate their learning through a mix of assessments, including examinations, experiments, and research investigations, as well as class activities that develop essential skills in collecting, analysing, evaluating, and presenting data. Where appropriate, this might take them into the lab or out into the field, giving them hands-on experience and a chance to apply their knowledge in real-world settings.

If students wish to undertake General Science subjects in years 11 and12, it is recommended they should aim for an A/B in Year 10 Science and Mathematics, and a C level in English.

SUBJECT PATHWAY



HUMANITIES AND SOCIAL SCIENCES

HISTORY AND ANCIENT HISTORY FOUNDATIONS

FOCUS

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

LEARNING EXPERIENCES

In Year 10 History, students engage in two in-depth studies over a semester – 'World War Two' and 'Rights and Freedoms' – to understand the historical significance of the period from 1918 to the present. The curriculum explores how global conflict and international cooperation shaped the modern world, Australia's development, its global role, and the pursuit of rights and recognition by First Nations Australians. Students will investigate key events, ideas, and perspectives from the interwar years and post-World War Two developments.

Students will engage in a variety of learning experiences, including analysing primary and secondary sources, participating in group discussions, and conducting research and investigations. All these experiences are aimed at deepening their understanding of key events, ideas, and perspectives from the period studied.

COURSE OUTLINE

In Year 10, students can choose to study History as an elective subject. In Semester One students will study History (ACARA V9 Curriculum for Year 10). In Semester Two, Ancient History Foundations will be **'adapted from'** selected aspects of the History achievement standard.

SEMESTER ONE: HISTORY

Topic 1: World War Two

Students investigate the causes and course of World War II, examining the rise of fascism, global conflict, and key turning points. They explore Australia's involvement in the war, including the home front, the experiences of soldiers, and the role of women. The Holocaust and other war crimes are studied as examples of the devastating consequences of global conflict, and students consider the war's legacy for international relations.

Topic 2: Rights and Freedoms

Students examine the struggle for human rights in the post-war period. In Australia, they focus on the civil rights campaigns of Aboriginal and Torres Strait Islander Peoples, including the 1967 Referendum and the Mabo decision. They also explore the global context, such as the U.S. Civil Rights Movement, and evaluate how activism, law reform, and changing values contributed to greater freedoms.

SEMESTER TWO: ANCIENT HISTORY FOUNDATIONS

Topic 3: Ancient Rome

Students explore the political, social, and cultural features of ancient Roman society. Key areas include the structure of the Republic and Empire, the role of the military, and daily life in Rome.

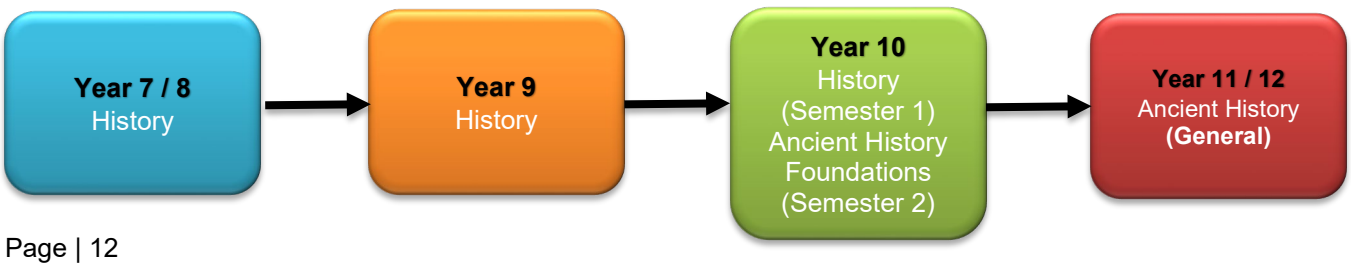
Topic 4: Ancient Greece

Students examine the achievements and legacy of Ancient Greece, focusing on its politics, culture, and philosophy. They investigate the origins of democracy in Athens, the role of citizens and non-citizens, and the significance of warfare, including the Persian and Peloponnesian wars.

ASSESSMENT

Various assessment techniques are used to determine standards throughout the course. Students may complete assessments such as a project, investigation, source analysis, and examination.

SUBJECT PATHWAY



CIVICS AND CITIZENSHIP

FOCUS

The Year 10 Civics and Citizenship program investigates how Australia's democracy, legal system, and global responsibilities shape society. Students examine the features of Australia's political system, compare it with another system in the Asia–Pacific region, and evaluate how the Constitution and High Court protect rights and freedoms. They also explore the role of citizens, interest groups, and media in influencing change, as well as Australia's participation in international organisations and responses to global challenges. By developing skills in inquiry, analysis, and argumentation, they learn to evaluate civic and legal issues, consider diverse perspectives, and communicate reasoned judgments effectively.

LEARNING EXPERIENCES

In Civics and Citizenship two topics will be explored.

Topic 1: Australia's Democracy in a Regional Context

Students compare Australia's system of government with another system in the Asia–Pacific region. They analyse similarities and differences in structures, representation, and decision-making, and evaluate how democratic values and principles are sustained in each system.

Topic 2: A Fair Go? Wellbeing and Action in Australia

Students investigate how rights and freedoms are protected in Australia and examine issues of inequality that challenge the idea of a "fair go." They explore the role of the Constitution, the High Court, and democratic values in supporting fairness and justice. Students also evaluate how individuals, groups, and governments take civic action to improve wellbeing and equality in Australian society.

ASSESSMENT

Examples of assessment techniques include investigations, projects and examinations.

SUBJECT PATHWAY

ECONOMICS AND BUSINESS

FOCUS

The Year 10 Economics and Business program investigates how economies and businesses operate at local, national, and global levels. Students learn to analyse data, evaluate government and business decisions, and explore how economic performance and innovation influence living standards. They develop financial literacy, problem-solving, and strategic decision-making skills, preparing them for senior pathways in Business and Economics.

LEARNING EXPERIENCES

In Economics and Business two topics will be explored.

Topic 1: Economic Growth and Performance

Students examine how economic performance is measured using indicators such as GDP, inflation, and unemployment. They explore the factors that drive economic growth and analyse the impact of the business cycle on households, businesses, and governments.

Topic 2: Standard of Living

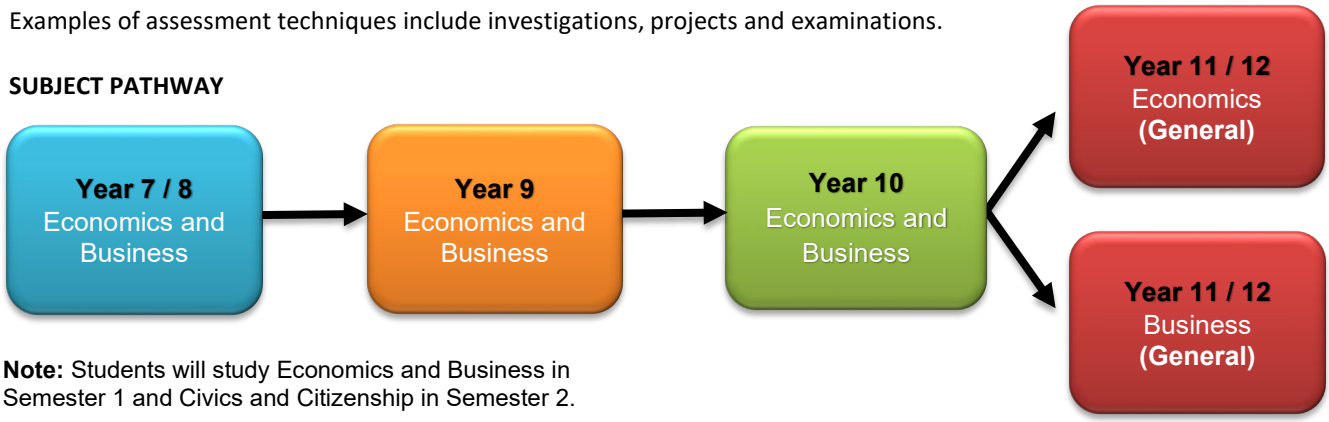
Students compare living standards within and between countries, investigating factors such as income distribution, access to resources, education, and employment. They evaluate strategies governments and organisations use to improve wellbeing and reduce inequality.

Students will engage in activities such as case studies, business plans, analysing data, and market analysis, allowing them to apply economic and business concepts in real-world scenarios. These experiences will enhance their understanding of how businesses operate and how economic decisions are made. Visits to local businesses will provide students with insights into how businesses operate.

ASSESSMENT

Examples of assessment techniques include investigations, projects and examinations.

SUBJECT PATHWAY



Note: Students will study Economics and Business in Semester 1 and Civics and Citizenship in Semester 2.

HEALTH AND PHYSICAL EDUCATION

HEALTH AND PHYSICAL EDUCATION

FOCUS
In Year 10 Health and Physical Education (HPE), students continue to extend their knowledge, skills, and understanding to prepare for senior pathways in Physical Education, Sport and Recreation, and other health-related studies. The program aligns with the Australian Curriculum, supporting students to develop health literacy, advanced physical performance, and the personal and social capabilities necessary for lifelong wellbeing.

COURSE OUTLINE
In Year 10, students can choose to study Health and Physical Education as an elective subject. In Semester One, students will study Health and Physical Education (ACARA V9 Curriculum for Year 10).
In Semester Two, students will study either Health and Physical Education OR Physical Education Foundations which will be **'adapted from'** selected aspects of the Health and Physical Education achievement standard. The subject offered in Semester Two will be dependent on student interest and numbers.

HEALTH AND PHYSICAL EDUCATION
Health Education: Students investigate issues relevant to adolescents and young adults, including road and driver safety, respectful relationships, mental health, and strategies for managing risk. They learn to critically evaluate health information, examine the influence of peers and media, and apply decision-making skills to support safe and healthy behaviours for themselves and others.

Physical Education: Practical components build on movement competency, game sense, and tactical awareness across a range of sports and physical activities. Students refine skills using biomechanical and physiological principles and begin to design training approaches to improve performance. Both competitive and recreational opportunities are emphasised, encouraging students to value physical activity as part of a healthy lifestyle.

LEARNING EXPERIENCES
Year 10 Health and Physical Education requires full participation in both theory and practical lessons. Students are expected to demonstrate courage, commitment, and compassion in all activities and to wear the correct sports uniform during practical classes.

Key Learning Outcomes:

- Refine advanced movement skills and apply strategies in a variety of physical contexts.
- Analyse the connection between physical activity, health, and wellbeing.
- Investigate contemporary health issues and apply decision-making strategies to promote safety and resilience.
- Strengthen teamwork, leadership, and communication in diverse physical and social environments.
- Use reflection and feedback to evaluate personal performance and set meaningful goals for improvement.

By the end of Year 10, students will have developed the confidence and capabilities to engage in healthy, active lifestyles and be well prepared for senior Health and Physical Education subjects.

ASSESSMENT

Students will demonstrate their learning through a variety of assessment tasks, including:

- Investigation reports and examinations on contemporary health issues.
- Multimodal presentations or folios combining research, communication, and analysis.
- Performance-based assessments evaluating practical skills, tactical application, and teamwork.

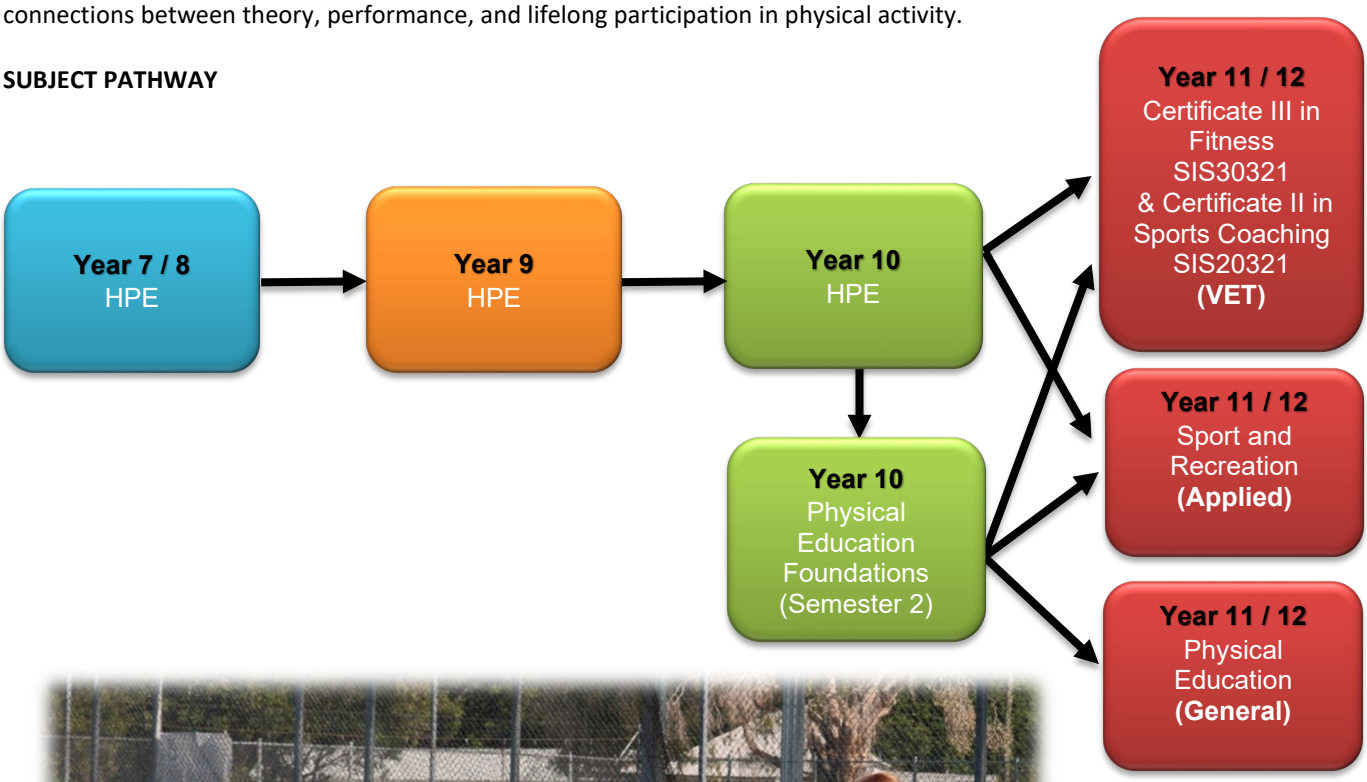
SEMESTER 2: PHYSICAL EDUCATION FOUNDATIONS

Physical Education Foundations provides students with the knowledge and skills required to transition successfully into Senior Physical Education**.** The course emphasises the integration of theoretical concepts and practical performance, allowing students to explore how movement is influenced by anatomy, biomechanics, training principles, and skill acquisition. Physical Education Foundations may be offered in Semester 2 depending on student interest and numbers.

Theoretical Learning: Students investigate topics such as the musculoskeletal and cardiorespiratory systems, movement analysis, and the principles of biomechanics. They also examine how training programs can be designed and evaluated to improve performance, building a strong base for senior Physical Education studies.

Practical Learning: Practical components focus on applying theory to sport and physical activity contexts. Students refine advanced movement skills, analyse their performance using observation and video feedback, and implement strategies to improve outcomes. Activities emphasise both competitive and recreational experiences, encouraging students to make connections between theory, performance, and lifelong participation in physical activity.

SUBJECT PATHWAY



TECHNOLOGIES

DIGITAL TECHNOLOGIES

FOCUS

Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

LEARNING EXPERIENCES

The subject consists of two units.

In the first unit *'Robotics and Embedded Systems'*, students will investigate the world of robotics stretching from simple robots to complex AI controlled automated systems. They will examine how our daily lives are impacted by the increasing automation of daily tasks by robots and the development of AI software (ChatGPT, Amazon Alexa, TensorFlow) and how the simple principles upon which robots and AI are designed, developed, and programmed.

In this unit, students will:

- Develop an understanding of the basic principles of robot and AI programming.
- Examine automated operating and control systems.
- Develop an understanding of branching algorithms.
- Design and implement a variety of skills to develop robots to perform simple tasks.

In the second unit *'Building a Digital World for the 22nd Century'*, students will use the principles of the increasingly digital world that we live in every day. They will examine the rise of digital platforms and social media and investigate the concept of data security and 'ethical hacking'.

In this unit, students will:

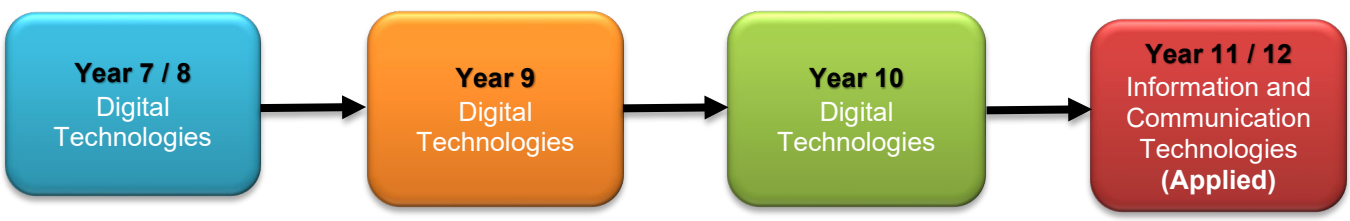
- Investigate the role of hardware and software on managing, controlling and securing the movement of and access to data in networked systems.
- Design and validate algorithms and programs.
- Develop skills in the programming of algorithms and data structures.
- Investigate principles and ethics in social media use.

ASSESSMENT

Examples of possible assessments instruments include:

- Investigations
- Programming Skills
- Project Folio
- Examination

SUBJECT PATHWAY



DESIGN AND TECHNOLOGIES

WHY STUDY DESIGN AND TECHNOLOGIES?

The Design and Technologies subjects provide opportunities for students to use design thinking and practical skills to generate, produce and evaluate solutions that reflect the dynamic and innovative nature of technology.

Using a scaffolded design process as a central process, students gather information and develop skills to respond to design challenges in a diverse range of contexts. Design challenges are situations, problems or tasks which require students to make cognitive and practical responses that draw on their technology knowledge, skills, and reasoning.

The College's specialised Technology rooms (i.e. workshops, kitchen, textiles room, College farm and agricultural facilities) allow students to combine the design process and practical skills to produce high quality designed projects. As part of the production phase of these subjects, students are taught and required to demonstrate a clear understanding of Workplace Health and Safety (WHS) practices including the safe use of tools and equipment.

Within the Design Technology area at Columba, we offer three specialisations that students may study. These are:

- Material Specialisation (Wood & Metal)
- Food Specialisation
- Agriculture Specialisation

DESIGN AND TECHNOLOGIES: FOOD SPECIALISATION

FOCUS

Food specialisation provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationship. It addresses the importance of hygienic and safe working practices and legislation in the production of food. Students will develop food specific skills, which can then be applied in a range of contexts enabling students to produce quality food products.

LEARNING EXPERIENCES

The subject consists of two units.

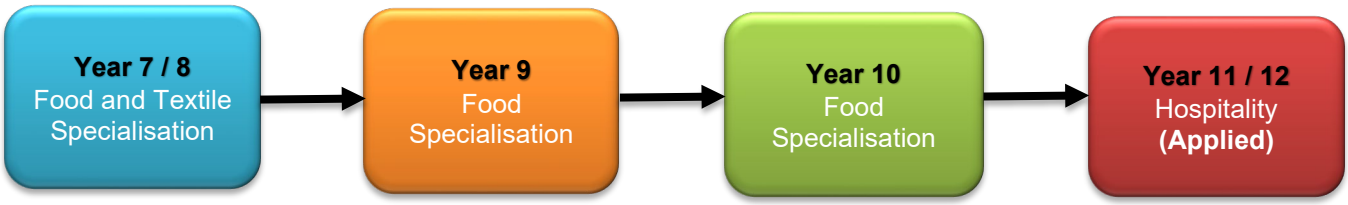
In the first unit *'Make and Market'*, students will investigate the rise of pre-prepared meals in an increasingly time poor society as well as concepts like "Hello Fresh", "Dinnerly" and "Every Plate". They will investigate and make judgements on how the characteristics and properties of ingredients can be combined to create healthy meals designed for time conscious people looking for healthy alternatives. They critically analyse factors, including social, ethical and sustainability considerations, that impact on the design, production marketing and packaging of pre-prepared food options.

In the second unit '*The Beginner Chef'*, students will investigate the hospitality sector focussing on food and beverage production and service. They will be introduced to the various roles in a commercial hospitality setting. Also, students will critically analyse factors, including social, ethical and sustainability considerations, that impact on the planning and running of events.

ASSESSMENT

- Investigations
- Design Folio and Project

SUBJECT PATHWAY



DESIGN AND TECHNOLOGIES:
MATERIALS AND TECHNOLOGIES SPECIALISATIONS

FOCUS

Materials and technologies specialisation provides a practical opportunity for students to use design thinking and practical skills with various materials.

With a focus of timber and metal, students will investigate the characteristics and properties of materials, components, hand tools and equipment to engage with the design process to research, generate, develop, produce and evaluate ideas and products.

During this process, students will explore and gain experience in operating hand and power tools as well as undertake various woodworking and metal fabrication processes to design and produce solutions to specific design problems.

LEARNING EXPERIENCES

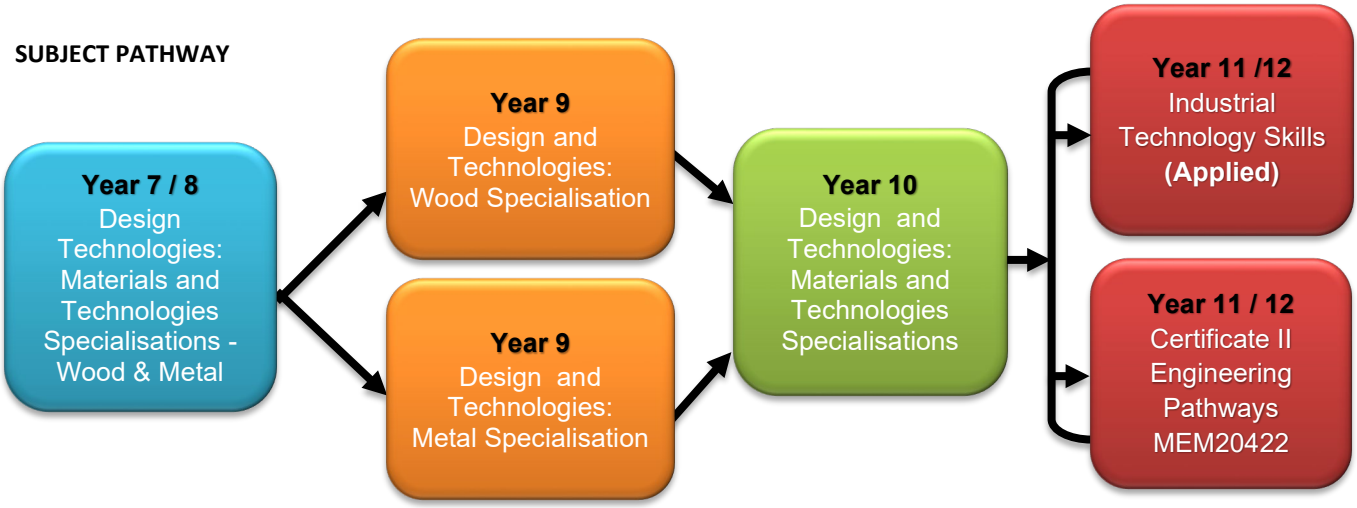
The subject consists of 2 units

- **Display and Store (Wood)**
- Students will explore the use of various cabinetmaking techniques, tools and equipment to design and produce a clock.
- **Heat Source (Metal)**
- Students will explore the use of various fabrication techniques, tools and equipment to design and produce an item that can be used as or near a heat source.

ASSESSMENT

- Practical Exercises
- Design Folio and Project

SUBJECT PATHWAY



DESIGN AND TECHNOLOGIES: AGRICULTURE SPECIALISATION

FOCUS

In Agriculture Specialisation, students learn, through practical and hands-on experiences, the importance of growing food and fibre sustainably in Australia and globally. Supported by our College farm and agricultural facilities, we are blessed to be in a unique position to offer Agriculture Specialisation at Columba.

The Agriculture Specialisation Curriculum is driven by the Australian Curriculum documents produced by the Australian Curriculum Assessment and Reporting Authority (ACARA) including Design Technologies and Science. Together, the two areas focus on developing students' knowledge, understanding and skills in investigating, analysing, evaluating and designing.

LEARNING EXPERIENCES

Students work with animals and plants on the College farm, as well as on off-campus excursions, to further understand the role of food and fibre production.

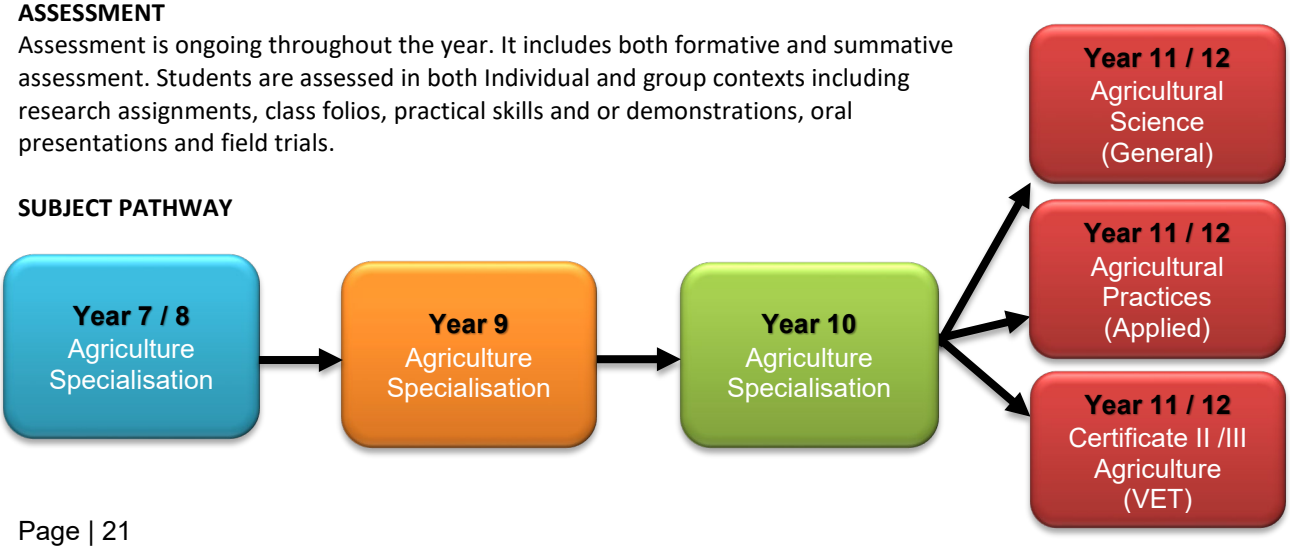
Students are offered the following units:

- **Unit 1: Genetic Gains**
  Students will extend their knowledge of cattle production by exploring breeding, genetics, and herd improvement. They will investigate how producers select for traits such as growth, fertility, and meat quality, and how technologies like artificial insemination, genomic testing, and embryo transfer are shaping the future of the beef industry. Working with real breeding data and industry experts, students will design a sustainable herd improvement plan, justifying their decisions against criteria of profitability, sustainability, ethics, and market demand.
- **Unit 2: Grains of innovation**
  Students will explore the design and management of cropping enterprises, from soil preparation to harvest. They will investigate sustainable practices such as crop rotation, cover cropping, and precision agriculture. Using digital tools and farm technologies, students will design a cropping system that responds to market needs while addressing soil health, water management, and climate challenges.
- **Unit 3: Biosecurity: Protecting the Future**
  Students will explore the critical role of biosecurity in protecting Australia's food and fibre industries. They will investigate threats such as pests, weeds, and diseases, and evaluate strategies to prevent, monitor, and respond to risks. Working with real-world case studies and industry experts, students will design a biosecurity solution and apply their knowledge to mock scenario situations such as potential disease outbreaks or invasive pests.
- **Unit 4: Aquaculture**
  Students will investigate the fast-growing aquaculture industry and its role in global food security. They will explore how species such as barramundi, yabbies, or prawns can be sustainably farmed, analysing water quality, feed systems, and animal welfare. Students will design, prototype, and refine small-scale aquaculture systems, applying technologies to monitor growth and ensure sustainable production.

ASSESSMENT

Assessment is ongoing throughout the year. It includes both formative and summative assessment. Students are assessed in both Individual and group contexts including research assignments, class folios, practical skills and or demonstrations, oral presentations and field trials.

SUBJECT PATHWAY



MUSIC

FOCUS

In year 10, students analyse ways composers and/or performers use the elements of music and compositional devices to engage audiences. They evaluate how music and/or performances in a range of styles and/or from across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning. They evaluate how music is used to celebrate and challenge perspectives of Australian identity.

Students demonstrate listening and aural skills relevant to the styles and/or contexts in which they are working. Students manipulate elements of music and use compositional devices to communicate ideas, perspectives and/or meanings in compositions in selected style/s, form/s and/or using selected instrumentation. They notate, document and/or record their music. They apply knowledge of styles and/or forms when performing their own and/or others' music. They demonstrate appropriate vocal and/or instrumental techniques and performance skills when performing music for audiences. *(ACARA, 2025)*

LEARNING EXPERIENCES

DJ Mix-A-Lot

As technology develops ever faster, the world of electronic music and sound production is growing rapidly. In this unit students understand the historical and stylistic development of electronic music and its functions in entertainment and other areas. They learn about the elements of music (pitch, rhythm, texture, dynamics/expression, form/structure and timbre) and apply them in theoretical and practical musical activities. This unit allows students to gain insight into the development and application of one of the most versatile forms of music ever created. A range of performance skills on contemporary instruments, as well as various electronic music software/controllers, are developed throughout this unit. Students will be assessed on their understanding of these elements.

Rock of Ages

This unit allows students to gain insight through both theoretical and practical activities into one of the most popular styles of music of the past 70 years and how the elements of music are applied to characterise a range of different styles of rock, from its inception to the present day. A range of performance skills on contemporary instruments with a variety of repertoire are developed throughout this unit. Students will be assessed on their understanding of these elements.

ASSESSMENT

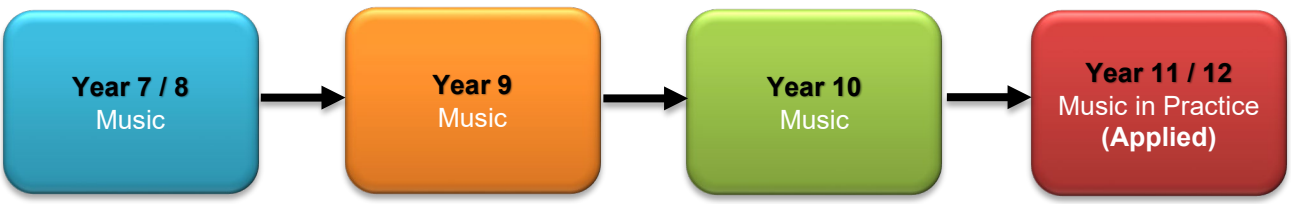
DJ Mix-A-Lot:

- **Responding** – Analyse and evaluate how the Elements of Music are used to reflect the emotion/feeling from a musical piece.
- **Composition** – Create a theme for a character.
- **Performance** – Perform a song from a musical.

Rock of Ages:

- **Composition**: Arranging their own pop/rock composition
- **Performance**: Performing a song of their choice within the studied genres
- **Responding**: Respond to different styles of rock by explaining how the elements of music are used to formulate an identity of a particular style

SUBJECT PATHWAY



VISUAL ARTS

FOCUS

In year 10, students analyse how and why visual conventions, visual arts processes and materials are manipulated in artworks they create and/or experience. They evaluate how and why artists from across cultures, times, places and/or other contexts use visual conventions, visual arts processes and materials in their visual arts practice and/or artworks to represent and/or challenge ideas, perspectives and/or meaning. They evaluate how visual arts are used to celebrate and challenge perspectives of Australian identity.

Students draw inspiration from multiple sources to generate and develop ideas for artworks. They document and reflect on their own visual arts practice. They use knowledge of visual conventions, visual arts processes and materials to create artworks that represent and/or communicate ideas, perspectives and/or meaning. They curate and present exhibitions of their own and or/others' artworks and visual arts practice to engage audiences. *(ACARA, 2025)*

LEARNING EXPERIENCES

Art in Nature

In this unit, students will focus on nature, nature patterns and landscapes as inspiration in the creation of a process journal and fully resolved mosaic piece. They research mosaic art and artists and investigate how artists have used mosaics to create interesting patterns and images. Inspired by their findings, students create their own artworks. Students will have opportunities to study the technical aspects of the process, how to make a mosaic, and will demonstrate their ability to share practical and technical knowledge by designing a video guide – a how-to video – for beginners.

Exploring Identity

In this unit, students will explore how factors such as race, religion and family shape a person's personal identity. They will explore the concept of 'identity formation'. Students will explore a variety of mediums and media styles including sketching, painting, photography, printmaking, collage and digital image manipulation. They will then create self-portraits made up of objects, symbols and/or imagery that represent various parts of their identities.

ASSESSMENT

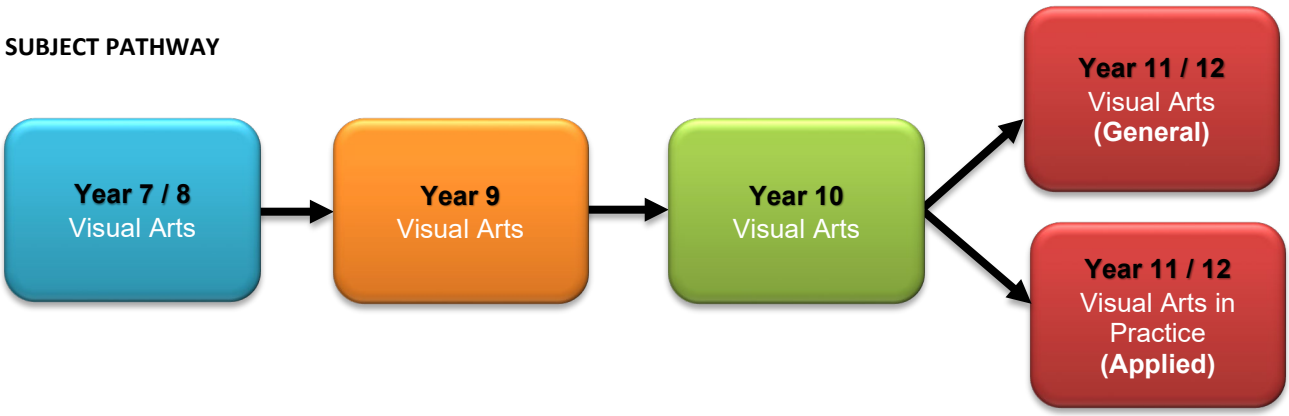
Art in Nature:

- **Making** - Students are to create a progress journal in the form of a 'Body of Work' which documents their process in creating a fully resolved piece. Students will create a mosaic based on Australia's landscapes, flora or fauna.
- **Responding** - Students design an informative video explaining the process behind the creation of a mosaic artwork.

Exploring Identity:

- **Making** - Students create a folio of work exploring their personal identity. They will experiment with a variety of mediums including photography, digital image manipulation, videography, painting and sketching. Students are to create a 4D time-based piece, exploring their personal identity. The video should display a wide variety of techniques learnt in class.
- **Responding** - Multimodal presentation about a selected artist.

SUBJECT PATHWAY



CAREER EDUCATION

CAREER EDUCATION (SHORT COURSE)

The Short Course in Career Education focuses on the development of knowledge, skills, attributes and attitudes that will assist students to make informed decisions to enable effective participation in their future study, work and careers.

The course fosters the connection between school and post-school, as part of the lifelong process of managing life, learning and work. It helps students plan for and shape their futures in the rapidly changing world of work where students face different challenges and opportunities from those of the past. The course focuses on effectively preparing for employment and managing future careers.

In this course, students' learning skills are developed so that they become more independent, lifelong learners. Students focus on their own learning as a purposeful activity undertaken to achieve work and career objectives that they value. They experience and apply a variety of strategies to develop and monitor their own learning, drawing on their prior knowledge and experiences. They develop understanding of themselves as learners to effect control of their employment future. This learning is applied to their employment goals and future roles as workers, as well as the development of an awareness of employer expectations and the diversity of work opportunities.

Students manage their learning through understanding their learner identity, setting goals and pathways, and planning and organising their learning to achieve their work and career goals. The development of self-knowledge, contemporary work skills, entrepreneurial behaviours and resilience is necessary to thrive in the 21st century. In this course, students implement strategies and approaches for locating, organising and examining information; using prior knowledge and scaffolding; and learning with and from others. They use guided reflection in developing strategies to enhance their capacity as self-directed and lifelong learners.

The course is not intended to be a substitute for a quality career education service in a school, nor is it expected that teachers of this subject will provide career guidance to students. Such advice should only be provided by a qualified career counsellor, career guidance officer or other suitably trained professional.

Pathways

A course of study in Career Education may establish a basis for further education, training and/or employment in a range of fields. Students learn within a practical context related to general employment and successful participation in society.

Objectives

By the conclusion of the course of study, students will:

- demonstrate knowledge
- examine information
- apply knowledge to make recommendations
- communicate using oral and written forms
- appraise learning strategies.

Structure and Assessment

Schools develop *two* assessment instruments to determine the student's exit result.

Topic 1: My current skills and attributes	Topic 2: My options for the future
One presentation consisting of two parts: • interview or survey findings • learning journal.	One investigation consisting of two parts: • investigation • learning journal.

Qualification Code and Title	**CHC24015 Certificate II in Active Volunteering**

Registered Training Organisation & RTO Code	This qualification will be delivered at Columba Catholic College on behalf of registered training organisation - Townsville Catholic Education - RTO: 31195. See https://bit.ly/3aQRfm7	
Subject Type	Vocational Education and Training	
Course Delivery Mode and Location	The training and assessment of this qualification will be face-to-face and will take place at your school.	
Course Length and Commencement Date	The course will commence at the beginning of the school year. The course duration is one school year.	
Why study the qualification	This course builds on the basic generic skills required by volunteers in organisations and includes basic administration and communication strategies, working effectively with clients and colleagues, and engaging in safe work practices.	
Entry Requirements and pre-requisites	There are no entry requirements or pre-requisites. Students may be required to complete a language, literacy and numeracy test prior to enrolment.	
Course Structure	Students must successfully complete all units of competency (core and elective units) listed below to achieve the qualification:	
	Core Units CHCDIV001 Work with diverse people CHCVOL001 Be an effective volunteer HLTWHS001 Participate in workplace health and safety BSBCMM201 Communicate in the workplace	Elective Units BSBPEF202 Plan and apply time management HLTFSE001 Follow basic food safety practices FSKLRG009 Use strategies to respond to routine workplace problems
Learning and Assessment	Learning and assessment will include a combination theory and practical activities. In particular, students will be assessed in the following ways: • Written tasks • Observations - practical skills • Projects and portfolios • Oral questioning • Volunteering in the workplace and log	
Work Placement	**As part of the core unit *CHCVOL001 Be an effective volunteer,* students are required to volunteer for a period of at least 20 hours at a not-for-profit organisation with a structured volunteer program. A log book will need to be completed. Some of the hours may include school-based volunteering, however there will also be an outside of school volunteering commitment (approx. 10 hours) that must be met in order to meet the requirements of the qualification.**	
Materials and Equipment Requirements	Materials, equipment and resources required for completion of the qualification will be provided by the school.	
Credit Transfer	Townsville Catholic Education will recognise AQF Qualifications and Statements of Attainment issued by other Registered Training Organisations	
Pathways	Completion of this qualification will allow students to use completed units towards a range of Certificate III qualifications in the areas of community services, business/administration, and/or human rights/justice sectors.	
Cost	Students and parents are not required to pay a fee to complete this qualification. All learning resources are provided by the school at no additional cost to ordinary school fees.	

Program Disclosure Statement (PDS)	**This document must be read in conjunction with the TCE RTO Program Disclosure Statement (PDS). The PDS outlines the services and training products that the TCE RTO provides, as well as those carried out by the school.** **To access the aforementioned PDS, visit: https://bit.ly/3aQRfm7**

The information contained in this document is correct at date of publication: 24/04/2025

STAFF CONTACT LIST

SENIOR LEADERSHIP TEAM

LEADERSHIP POSITION	STAFF MEMBER	EMAIL
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Deputy Principal Learning and Teaching	Maria Peck	mpeck@columba.catholic.edu.au
Deputy Principal Pastoral & Residential (Acting)	Haydn Champion	hchampion@columba.catholic.edu.au
Assistant Principal Religious Education (Acting)	Matthew Tyrie	mtyrie@columba.catholic.edu.au
Assistant Principal Administration	Rebecca Ebelt	rebelt@columba.catholic.edu.au

CURRICULUM MIDDLE LEADERS

If you would like any further information about any of the subjects outlined in this handbook, please contact the relevant Curriculum Middle Leader.

DEPARTMENT	STAFF MEMBER	EMAIL
Religious Education (Acting)	Matthew Tyrie	mtyrie@columba.catholic.edu.au
English	Clare Stead	cstead@columba.catholic.edu.au
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Science	Ben Naughton	bnaughton1@columba.catholic.edu.au
Technologies	Dean Johnston	djohnston2@columba.catholic.edu.au
The Arts	Michael Barker-Hicks	mhicks3@columba.catholic.edu.au
Inclusive Practices Teacher	Jordan Moy	jmoy@columba.catholic.edu.au

PASTORAL LEADERS

POSITION	STAFF MEMBER	EMAIL
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Year 9 and 10 Pastoral Middle Leader	Tom McFarlane	tmcfarlane5@columba.catholic.edu.au
Year 11 and 12 Pastoral Middle Leader	Michael Barker-Hicks (Acting)	mhicks3@columba.catholic.edu.au

CAREERS COORDINATOR

POSITION	STAFF MEMBER	EMAIL
Careers	Helen Milton	hmilton1@columba.catholic.edu.au

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