COLUMBA CATHOLIC COLLEGE
CHARTERS TOWERS

Shine at Columba

YEAR 10
CURRICULUM HANDBOOK
2024

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 and in life.

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.

Melissa Turner
PRINCIPAL

COURAGE | COMMITMENT | COMPASSION

YEAR 10 CURRICULUM INFORMATION

At Columba Catholic College, Year 10 is placed within our senior schooling Curriculum Framework. Year 10 reflects a time of transition from the open and experiential middle years curriculum to the formality and disciplinary study of the Senior Years. The curriculum for Year 10 students at Columba Catholic College reflects the subjects in the Australian Curriculum and is delivered through 9 key Learning Areas: English, Health and Physical Education, Humanities & Business, Languages (Chinese), Mathematics, Religious Education, Science, Technologies (Digital Technologies and Design Technologies), and The Arts (Drama, Music and Visual Arts). Students will study both core and elective subjects.

CORE SUBJECTS:
All students in Year 10 will study the following core subjects:

- Religion
- English
- Health & Physical Education
- History
- Mathematics: Advanced Mathematics or Mathematics
- Science
- Career Education Short Course**

**NOTE: ** ** The Short Course if completed to a satisfactory standard will accrue credits towards the student's Queensland Certificate of Education.

YEAR 10 ELECTIVE SUBJECTS:
Students will study two elective subjects in 2024 for the whole year. Year 9 and 10 elective subject classes will be combined. Students are to choose one subject on each line and one reserve subject. 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.

ELECTIVE COURSES

Learning Area
Economics and Business
Digital Technologies
Design & Technologies: Agricultural Science
Design & Technologies: Food Specialisations
Design & Technologies: Material Technologies and Specialisations
THE ARTS – Drama
THE ARTS – Music
THE ARTS – Visual Art

Please Note: The College reserves the right to withdraw a subject if the numbers are too small for it to be viable.

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

TIPS FOR SUBJECT SELECTION

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

- that they enjoy and are interested in
- in which they have already had some success
- which may help them reach a chosen career / pathway
- that lead to subjects they may be considering for their senior phase (Year 11 and 12) of learning (pre-requisites)
- which will develop skills, knowledge and attitudes useful throughout their life.

It is important for students to remember that they are an individual, and that their particular needs and requirements in subject selection will be quite different from those of other students. This means that it is unwise to either take or avoid a subject because:

- someone told you that you will like or dislike it
- your friends are or are not taking it
- you like or dislike the teacher.

The curriculum offered in Year 10 allows students to begin to make choices. These choices are usually influenced by their enjoyment in that area of study in their earlier years of schooling. However, as fourteen and fifteen year old students continue to develop their own identity, their decisions are influenced more by the future they may wish to pursue. These futures may include further study (Universities / Colleges / Private Providers), the workforce or a combination of both (Apprenticeships / Traineeships).

ADDITIONAL INFORMATION

Homework/Study

Each student 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

The following is a guide to the quantity of time to be spent completing homework and study at each year level. 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.

YEAR LEVEL	QUANTITY OF HOMEWORK
10	1.5-2 hours 4 to 5 times a week

Subject Changes

Changes to your subjects is not recommended but may be needed due to:

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

The following examples are not reasons for requesting a subject change:

- Changing your mind
- Dislike of the subject

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

PREREQUISITES LIST

Year 11 Subject	Faculty	Recommended Prerequisites	General Subject
Agricultural Practices	Science	No prerequisite	
Ancient History	Humanities	C in Year 10 English	✓
Biology	Science	C in Year 10 English, C in Year 10 Science	✓
Business	Humanities	C in English	✓
Chemistry	Science	C in Year 10 English, B in Year 10 Science, C in Year 10 Advanced Mathematics or B in year 10 Mathematics	✓
Drama in Practices	Arts	No prerequisite	
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	No prerequisite	
Essential Mathematics	Mathematics	No prerequisite	
General Mathematics	Mathematics	C in Year 10 Mathematics	✓
Hospitality Practices	Technologies	No prerequisite	
Industrial Skills	Technologies	No prerequisite	
Information and Communication Technology	Technologies	No prerequisite	
Mathematical Methods	Mathematics	B in Year 10 Advanced Mathematics	✓
Music in Practice	Arts	No prerequisite	
Physical Education	HPE	C in Year 10 English	✓
Physics	Science	C in Year 10 English, B in Year 10 Science, B in Year 10 Advanced Mathematics	✓
Religion and Ethics	Religion	No prerequisite	
Sport and Recreation	HPE	No prerequisite	
Visual Art	Arts	C in Year 10 English	✓
Visual Arts in Practice	Arts	No prerequisite	

RELIGIOUS EDUCATION

RELIGION

WHY STUDY RELIGION?

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.

COURSE CONTENT

- In Religious Education 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. Religious Education 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)

Religious Education 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.

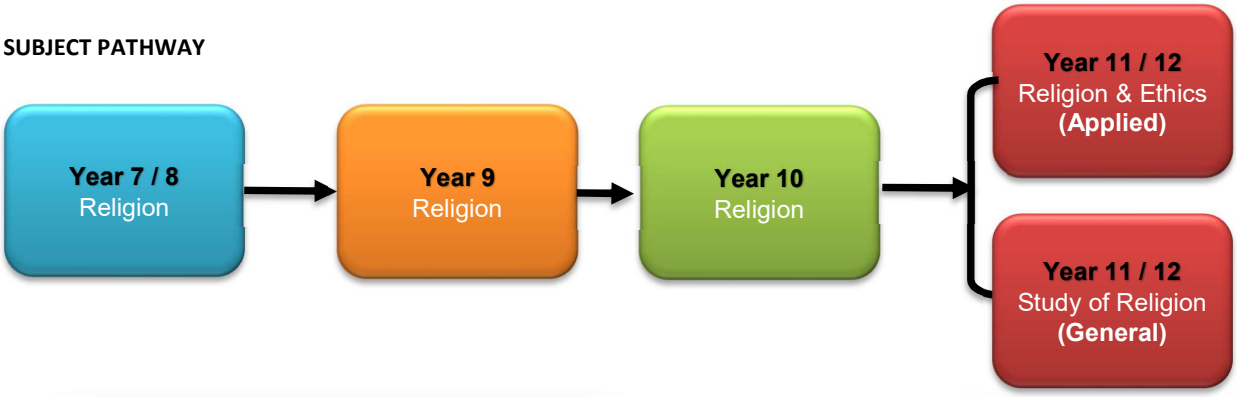
UNITS OF STUDY

- Mission and Justice: What is lost when many do nothing?
- The Mystery of God: Who is God and how do we encounter the Holy Spirit?
- The Catholic Church in a Changing World: Making Amends, Moving Forward
- World Religions: How can prayer change our world?

ASSESSMENT

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

SUBJECT PATHWAY



ENGLISH

WHY STUDY ENGLISH?

Across the *Australian Curriculum: English*, students explore diverse classic and contemporary literature from Australia (including the perspectives of Aboriginal and Torres Strait Islander peoples), Asia, and beyond. Through English, students learn to analyse, understand, communicate, and build relationships with others and the world around them. Additionally, students acquire, develop, and refine their skills in grammar, punctuation, spelling, vocabulary, reading, comprehension, and visual literacy.

The structure of the *Australian Curriculum: English* is organised into three interrelated strands that support learners' growing understanding and use of Standard Australian English (English). Together the three strands focus on developing learners' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

- *Language:* knowing about the English language
- *Literature:* understanding, appreciating, responding to, analysing, and creating literature
- *Literacy:* expanding the repertoire of English usage.

Content descriptions in each strand are grouped into sub-strands that present a sequence of development of knowledge, skills, and understandings. The sub-strands are:

- *Language:* language variation and change, language for interaction, text structure and organisation, expressing and developing ideas, (sound and letter knowledge - F-2).
- *Literature:* literature and context, responding to literature, examining literature, creating literature
- *Literacy:* texts in context, interacting with others, interpreting, analysing and evaluating, creating texts

The *general capabilities* and *cross curriculum priorities* are explicitly included in the content descriptors and elaborations across the strands, as appropriate.

In Year 10, each strand is used to develop, expand and consolidate students' skills in listening to, reading, and viewing increasingly complex and sophisticated texts, and speaking, writing, and creating their own. Students listen, speak, read, view, and write in an integrated and interdependent way as outlined in the *Australian Curriculum: English* content descriptors.

COURSE CONTENT

The content for English in Year 10 at Columba Catholic College is organised into semester-based units. Each unit is designed to develop students' knowledge and understanding in accordance with the *Australian Curriculum: English*.

Rebel Yell

The unit focuses on the use of literary texts as social commentary. Students analyse how directors and authors make specific choices to foreground and privilege issues, as well as how some groups and opinions are marginalised or silenced in texts. They will also explore what we can learn from literature and how an author's voice can be important in changing the society in which we live. Students analyse the themes, symbols and imagery used, and reflect on the text's lasting impact and relevance.

Tragedy In Verona

In this unit, students focus on how our experiences have shaped our values, attitudes and beliefs; this will develop their understanding of their place in the world by engaging with literary texts which detail the experiences of others, which may differ vastly from our own. They analyse how poets and authors shape representations of concepts and identities, and use similar techniques to construct perspectives of their own.

ASSESSMENT

- Students complete a wide variety of formative tasks and summative assessment composed in written or spoken modes, and either analytical, creative, or persuasive.
- Examples of assessment include analytical essays, persuasive speeches, feature articles, narratives through both assignments and examinations.
- In Year 10, all summative assessment is profiled in folios of student work and matched to the Australian Curriculum as evidence of learning.

During Term 2, students will consider the English options they will study in Year 11 2024 according to Term 1 and 2 results. At the discretion of the English Curriculum Leader some students will be invited to consider completing the Literacy Short Course during Semester 2, 2024. Students who choose to undertake the Literacy Short Course will only be eligible to study

Essential English in Year 11 and 12. Should students attain a C or better, this will contribute one credit to the student's QCE and provide the literacy requirement for the QCE.

LITERACY (SHORT COURSE)

WHY STUDY THE LITERACY SHORT COURSE?

Literacy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Literacy is integral to a person's ability to function effectively in society. It involves the integration of speaking, listening and critical thinking with reading and writing.

Students learn strategies to develop and monitor their own learning, select and apply reading and oral strategies to comprehend and make meaning in texts, demonstrate the relationships between ideas and information in texts, evaluate and communicate ideas and information, and learn and use textual features and conventions.

Students identify and develop a set of knowledge, skills and strategies needed to shape language according to purpose, audience and context. They select and apply strategies to comprehend and make meaning in a range of texts and text types, and communicate ideas and information in a variety of modes. Students understand and use textual features and conventions, and demonstrate the relationship between ideas and information in written, oral, visual and multimodal texts.

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:

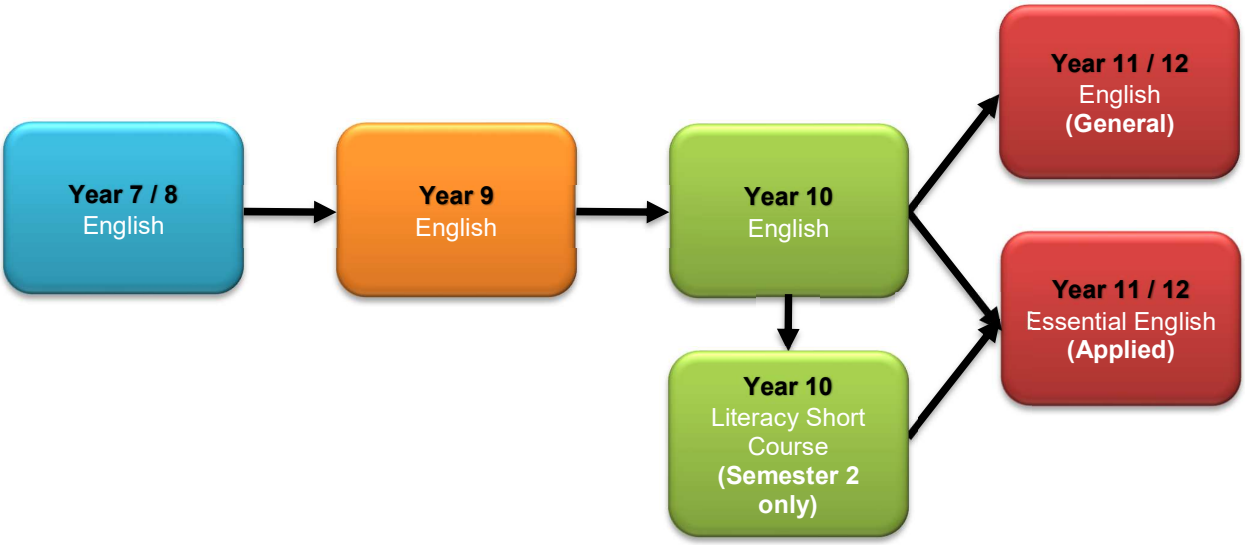
- evaluate and integrate information and ideas to construct meaning from texts and text types
- select and apply reading strategies that are appropriate to purpose and text type
- communicate relationships between ideas and information in a style appropriate to audience and purpose
- select vocabulary, grammatical structures and conventions that are appropriate to the text
- select and use appropriate strategies to establish and maintain spoken communication
- derive meaning from a range of oral texts
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.

STRUCTURE AND ASSESSMENT

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

Topic 1: Personal identity and education	Topic 2: The work environment
One assessment consisting of two parts: • an extended response — written (Internal assessment 1A) • a student learning journal (Internal assessment 1B).	One assessment consisting of two parts: • an extended response — short response (Internal assessment 2A) • a reading comprehension task (Internal assessment 2B).

SUBJECT PATHWAY



MATHEMATICS

MATHEMATICS

WHY STUDY MATHEMATICS?
Mathematics provides students with the skills to be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations both at school and in their lives outside of school. The Australian Curriculum: Mathematics, provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. This allows students to apply mathematics in their everyday lives, from managing their finances, planning building and design projects, reading diagrams, tables and graphs, and to develop the numeracy capabilities that all students need in their personal, work and civic life. Students also develop reasoning and communication skills that assist them in all their subject areas.

Students entering Year 10 will have the option of studying 10 Mathematics or 10 Advanced Mathematics:

10 Mathematics
Students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports. Students expand binomial expressions and factorise monic quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges.

ADVANCED MATHEMATICS

10 Advanced Mathematics
10 Advanced Mathematics is a pre-requisite for students who intend on studying Mathematical Methods in Senior years. In 10 Advanced Mathematics students acquire a deeper ability to apply their understandings of real numbers, patterns and algebra, and linear and non-linear relationships. They graph and solve quadratic equations in abstract and real-life context. They further explore measurements in relation to composite shapes, and develop their understanding and application skills in geometry and trigonometry. Pythagoras' theorem is applied to three-dimensional shapes and real-life scenarios. Students continue to develop their understanding and ability to interpret data representations. They also examine the use of chance in real-life scenarios.

ASSESSMENT
Assessment can take many varied forms ranging from exams, in-class tasks, assignments and problem-solving modelling tasks.

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.

During Term 2, students will consider the Mathematics options they will study in Year 11 2024 according to Term 1 and 2 results. At the discretion of the Mathematics Curriculum Leader some students will be invited to consider completing the Numeracy Short Course during Semester 2, 2024. Students who choose to undertake the Numeracy Short Course will only be eligible to study Essential Mathematics in Year 11 and 12. Should students attain a C or better, this will contribute one credit to the student's QCE and provide the numeracy requirement for the QCE.

NUMERACY (SHORT COURSE)

WHY STUDY THE NUMERACY SHORT COURSE?

Numeracy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Numeracy is integral to a person's ability to function effectively in society. Students learn strategies to develop and monitor their own learning, identify and communicate mathematical information in a range of texts and real-life contexts, use mathematical processes and strategies to solve problems, and reflect on outcomes and the appropriateness of the mathematics used.

Students identify, locate, act upon, interpret and communicate mathematical ideas and information. They represent these ideas and information in a number of ways, and draw meaning from them for everyday life and work activities. Students use oral and written mathematical language and representation to convey information and the results of problem-solving actvities.

PATHWAYS

A course of study in Numeracy 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 mathematics used by various professional and industry groups.

OBJECTIVES

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

- select and interpret mathematical information
- select from and use a variety of developing mathematical and problem-solving strategies
- use oral and written mathematical language and representation to communicate mathematically
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.

STRUCTURE AND ASSESSMENT

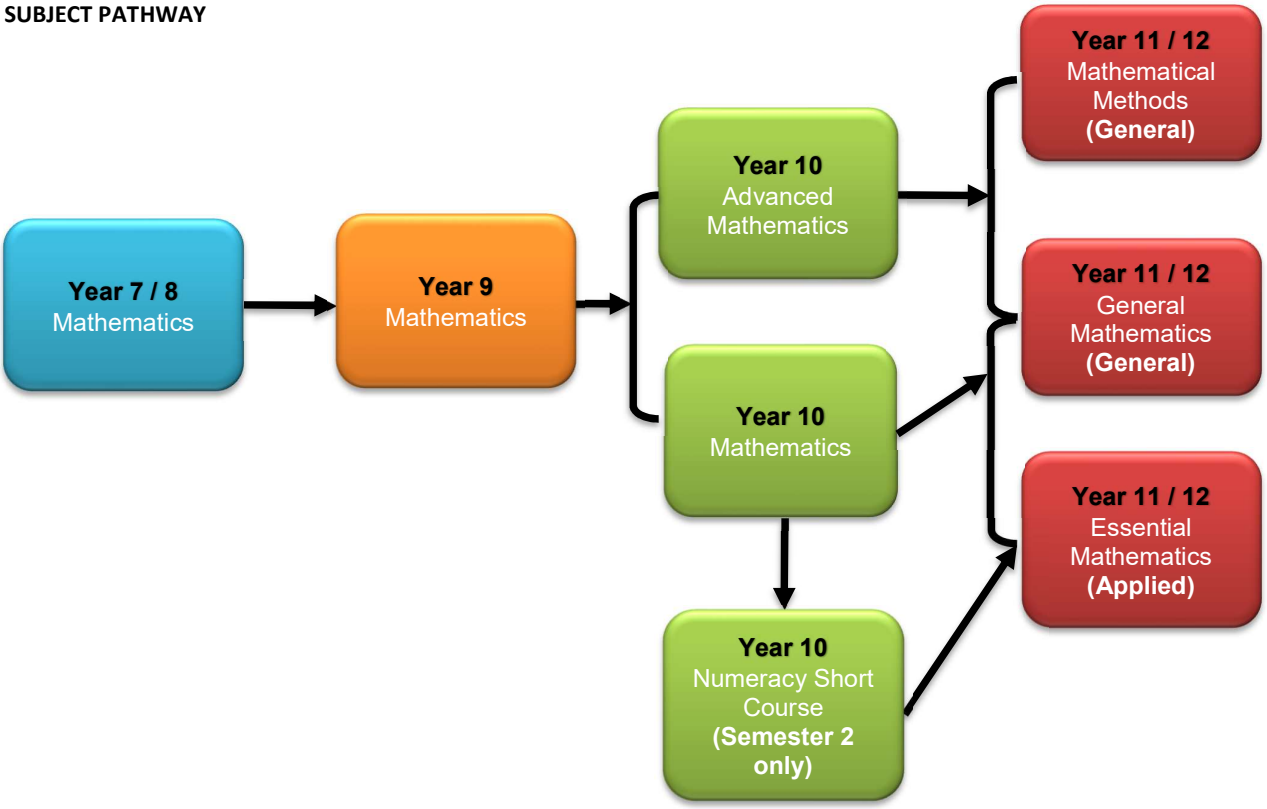
Schools develop *two* assessment instruments to determine the student's exit result.

Topic 1: Personal identity and education	Topic 2: The work environment
One assessment consisting of two parts: • an extended response — oral mathematical presentation (Internal assessment 1A) • a student learning journal (Internal assessment 1B).	One assessment consisting of two parts: • an examination — short response (Internal assessment 2A) • a student learning journal (Internal assessment 2B).

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.

SUBJECT PATHWAY



SCIENCE

WHY STUDY SCIENCE?

The Foundation to Year 10 Australian Curriculum: Science is designed to develop students' interests in science and an appreciation of how science provides a means of exploring and understanding the changing world. It provides an understanding of scientific inquiry methods, a foundation of knowledge across the disciplines of science, and develops an ability to communicate scientific understanding and use evidence to solve problems and make evidence-based decisions. Students are given many opportunities to engage in practical work throughout the course.

How is the Foundation to Year 10 Australian Curriculum: Science structured?

The Foundation to Year 10 Australian Curriculum: Science is organised in three interrelated strands:

- Science understanding – which focuses on the important science concepts from across different areas of science.
- Science as a human endeavour – which focuses on the nature and influence of science.
- Science inquiry skills – which focuses on skills essential for working scientifically.

What are the overarching ideas?

There are a number of overarching ideas that represent key aspects of a scientific view of the world and bridge knowledge and understanding across the disciplines of science.

In the Foundation to Year 10 Australian Curriculum: Science, six overarching ideas support the coherence and developmental sequence of science knowledge within and across year levels. The overarching ideas frame student learning, and can contribute to developing students' appreciation of the nature of science.

The six overarching ideas that frame the Foundation to Year 10 Australian Curriculum: Science are:

- Patterns, order and organisation
- Form and function
- Stability and change
- Scale and measurement
- Matter and energy
- Systems

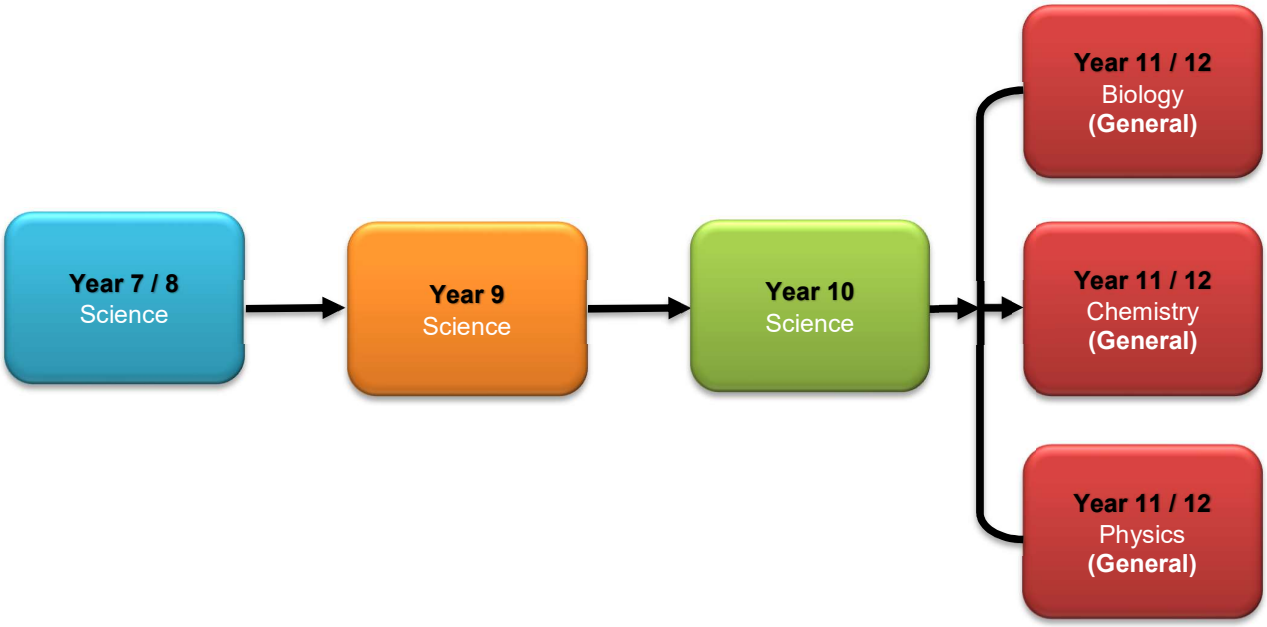
COURSE CONTENT

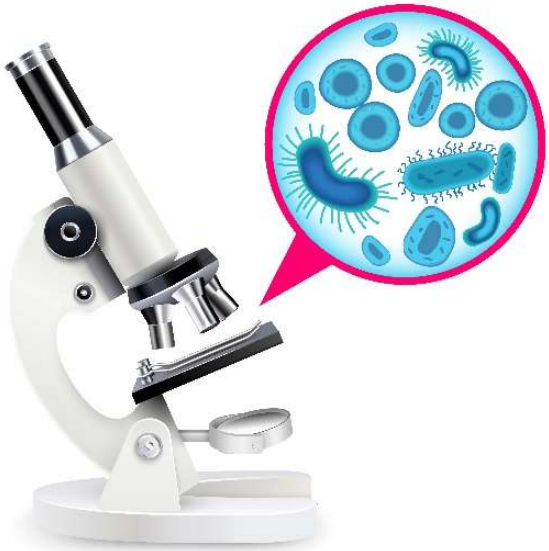
- **Biology:**
  - Genetics
  - Evolution
- **Chemistry:**
  - The Periodic Table
  - Rates of Reactions
- **Earth and Space:**
  - Earth Systems – Climate Change
  - The Universe
- **Physics:**
  - Newton's Laws of Motion
  - Kinematics

ASSESSMENT

Assessment techniques focus primarily on specific scientific skills and preparing students for the types of tasks they will encounter in the Senior Sciences. They include data tests, research investigations, student experiments, and examinations.

SUBJECT PATHWAY





HUMANITIES AND SOCIAL SCIENCES

HISTORY

WHY STUDY HISTORY?

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.

In Year 10, students undertake two in depth studies which familiarise them with the historical significance of the period between 1918 and the early 21st century.

UNITS OF STUDY

- World War II
- Building modern Australia.

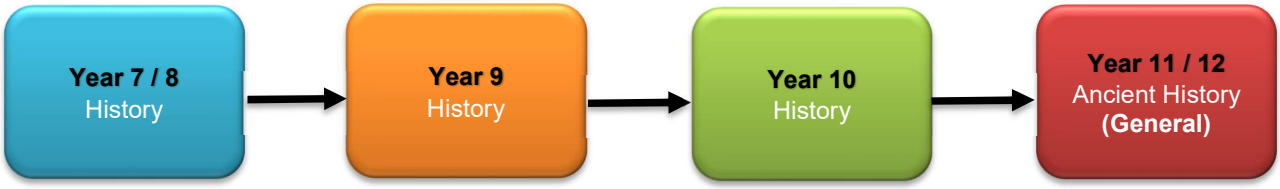
INQUIRY QUESTIONS

- How did the nature of global conflict change during the 20th century?
- What were the consequences of WWII? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?

ASSESSMENT

Various assessment techniques are used to determine standards throughout the course. Students will undertake an examination and source investigation essay.

SUBJECT PATHWAY



ECONOMICS AND BUSINESS

WHY STUDY ECONOMICS AND BUSINESS?
Young Australians will face a number of social, economic and moral challenges in their lifetimes, with contract work, the 'gig economy' and the international nature of the labour force impacting their lives, choices and opportunities. As mass global flows of people, resources, finances and information produce social, economic, political and environmental complexities and challenges, Australia needs enterprising individuals who will make informed decisions and actively participate in society and the economy as individuals and global citizens.

WHAT IS THE STUDY OF ECONOMICS?
Economics provides students with an understanding of the concept of how individuals, businesses, and governments make decisions about the use of scarce resources in a world of unlimited supply and demand. It helps students gain the necessary skills so they can understand how economic markets around the world work. In the process, they build their analytical and problem-solving skills which will help them succeed now as students and in the future as working professionals.

WHAT IS THE STUDY OF BUSINESS?
Business provides students with an understanding and capabilities that will equip them to actively participate in society as individuals and more broadly as global citizens. It empowers students to shape their social and economic futures and contribute to the development of prosperous, sustainable and equitable economies. Students develop knowledge, understanding and skills that assist them to take measures to secure their financial futures, and contribute to the well-being of themselves and others.

Through Economics & Business, students gain opportunities to develop enterprising dispositions and capabilities that will equip them to face future challenges. Through authentic learning opportunities that combine theory with practice and folio work, students learn how to embrace change, seek innovation, work with others, show initiative, lead, demonstrate flexibility, use new technologies, plan for and manage risk, and use resources effectively and efficiently.

UNITS OF STUDY OFFERED IN 2024

Business 101
This unit provides students the opportunity to develop and apply enterprising behaviours and capabilities. Students are introduced to the creation of business ideas and the concept of the marketing. It provides students with opportunities to analyse, interpret and evaluate business strategies for a hypothetical business.

Topic 1: Business Competition
Topic 2: Marketing

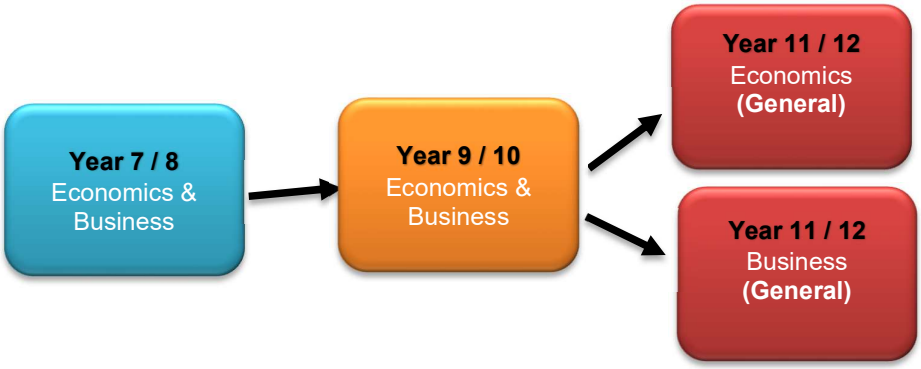
ASSESSMENT
Students are expected to complete a range of inquiry-based assessment tasks including examinations and assignments in the form of written and spoken tasks.

Economics 101
This unit prepares students to develop their concept of supply and demand, shortage and excess. Students explore international economics and trade.

Topic 1: Economic performance and standard of living
Topic 2: Economics and trade

ASSESSMENT
Students are expected to complete a range of inquiry-based assessment tasks including examinations and assignments in the form of written and spoken tasks.

SUBJECT PATHWAY



HEALTH AND PHYSICAL EDUCATION

WHY STUDY HEALTH AND PHYSICAL EDUCATION?

In Health and Physical Education, students will continue to build on their prior knowledge, refining understanding and the ability to contribute to individual and community health and wellbeing. Through practical and theoretical components, students employ video analysis as a means of improving movement strategies and outcomes in a range of challenging situations. They will learn to take positive actions in regards to communication with others, mental health, staying safe online, and staying safe in relevant contexts such as driving, drug use and aquatic environments.

PRE-REQUISITES

Health and Physical Education is a compulsory subject in Years 9 and 10. Students are expected to engage in practical and theoretical components, each making up 50% of overall achievement. Students are strongly encouraged to demonstrate courage, commitment and compassion in all aspects of the subject, including wearing the correct sports uniform for practical lessons.

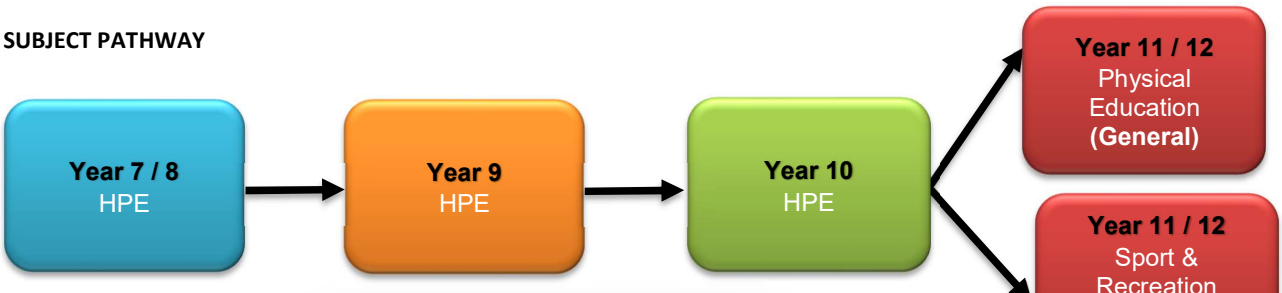
COURSE CONTENT

Lifelong Physical and Mental Wellness	Safety for all Athletics & Team Sports	DriveSafe Outdoors and Active.	PartySafe, International and Indigenous Games
Students explore and develop sustainable physical activities and how it can be incorporated into busy lifestyles. They will investigate the benefits for their physical and mental health. They will use video feedback to analyse and improve movement outcomes in aquatic environments, and participate in aquatic safety scenarios.	Students will explore and evaluate the impacts of respect, empathy, power and coercion have on respectful relationships. Students will use video analysis and feedback to refine and adapt movements in Athletics and team sports.	Students will develop their knowledge and strategies for driver safety. They participate in a range of outdoor recreation and games exploring the benefits of lifelong participation.	Students will develop the knowledge and strategies to stay safe around drug use, including e-cigarettes, cannabis and psycho-stimulants. Students will participate in a range of international and indigenous games.

ASSESSMENT

Assessment techniques prepare students for the types of tasks they will encounter in senior Physical Education and Sport and Recreation. They include project folios, investigation reports and examinations. Practical skills are also assessed.

SUBJECT PATHWAY



TECHNOLOGIES

DIGITAL TECHNOLOGIES

WHY STUDY DIGITAL TECHNOLOGIES?

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

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.

Digital Technologies provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These are all necessary when using and developing information systems to make sense of complex ideas and relationships in all areas of learning. Digital Technologies helps students to be regional and global citizens capable of actively and ethically communicating and collaborating.
(Australian Curriculum Digital Technologies Rationale)

UNITS OF STUDY OFFERED IN 2024

Robotics and Embedded Systems

The concept of AI and robotics was once thought to be a realm based solely in Science Fiction. However now it has become part of our daily lives with increasing automation of daily tasks by robots and the development of AI software (ChatGPT, Amazon Alexa, TensorFlow) for use by the digital user. Regardless of their complexity, all robots and AIs are based upon simple principles upon which they are designed, developed, and programmed.

In this unit, students will:

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

ASSESSMENT

1. Investigation
2. Programming Skills
3. Design Folio – Robot Development

Data Solutions

In an increasing digital world, the use and storage of data has become increasingly important in terms of the individual user and businesses. In particular, the rise of data-centred digital systems such databases, spreadsheets and data analysis has become a large component for numerous different types of users.

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.

ASSESSMENT

1. Investigation
2. Programming skills
3. Design Folio – Data Solutions

SUBJECT PATHWAY

DESIGN AND TECHNOLOGIES

WHY STUDY DESIGN TECHNOLOGY?

The Design & Technology 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 and textiles room) 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 two specialisations that students may study. These are:

- Material Specialisation (Wood & Metal)
- Food Specialisation

DESIGN AND TECHNOLOGIES: FOOD SPECIALISATIONS

UNIT OF STUDY OFFERED IN 2024

Healthy Choices
In this unit, students will investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of healthy eating solutions through the exploration of food choices that impact on a healthy lifestyle. They will then use this information to make healthy food choices by investigating and making judgements on how the characteristics and properties of ingredients can be combined to create meals designed for health-conscious people. They critically analyse factors, including social, ethnical and sustainability considerations, that impact on the design and production of food labels and healthy meals.

In this unit, students will:

- Investigate healthy choices in cooking
- Develop cooking skills
- Develop design and communication skills.

ASSESSMENT

1. Investigation
2. Design Folio and Project– "Healthy Choices"

Design Technology – Food: 'Make and Market'
In this unit, 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, ethnical and sustainability considerations, that impact on the design and production of pre-prepared food options. Also we will examine the marketing and packaging of food items.

In this unit, students will:

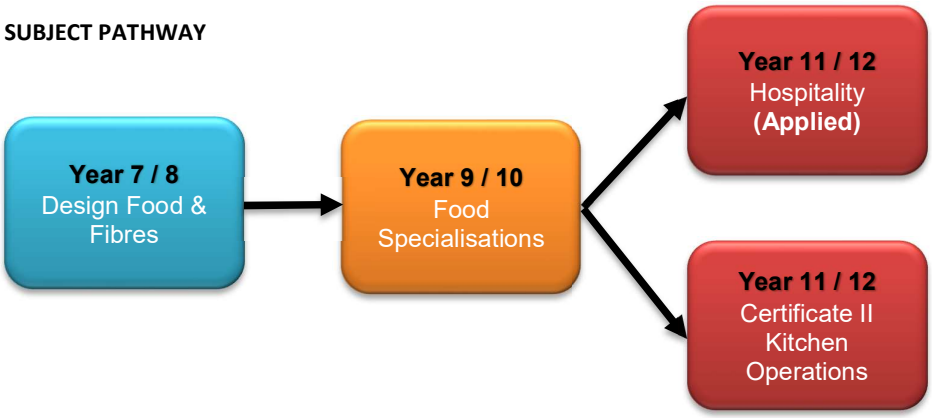
- Investigate various food preparation techniques
- Research marketing and packaging of food items
- Develop cooking skills
- Develop design and communication skills.

ASSESSMENT

1. Investigation
2. Design Folio and Project- "Make and Market"

ESSENTIAL EQUIPMENT
All students must have a pair of black leather school shoes to wear in the kitchen.

SUBJECT PATHWAY



DESIGN AND TECHNOLOGIES:
MATERIALS AND TECHNOLOGIES SPECIALISATIONS

UNITS OF STUDY OFFERED IN 2024

Wood: Energy Saver
In this unit, students will investigate the characteristics and properties of materials, components, woodworking 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 the use of energy saving lighting systems to design and produce a project that incorporates LED lighting.

In this unit, students will:

- Be trained to operate various tools and equipment to produce and modify objects.
- Learn basic wood joints.
- Develop design and communication skills.

ASSESSMENT

1. Investigations
2. Practical Skill Exercises
3. Design Folio and Project– "Energy Saver"

Metal: 'Heat Source'In this unit, students will investigate the characteristics and properties of materials, components, metalworking 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 the various metal fabrication techniques to design and produce a project that can be used in proximity to a heat source.

In this unit, students will:

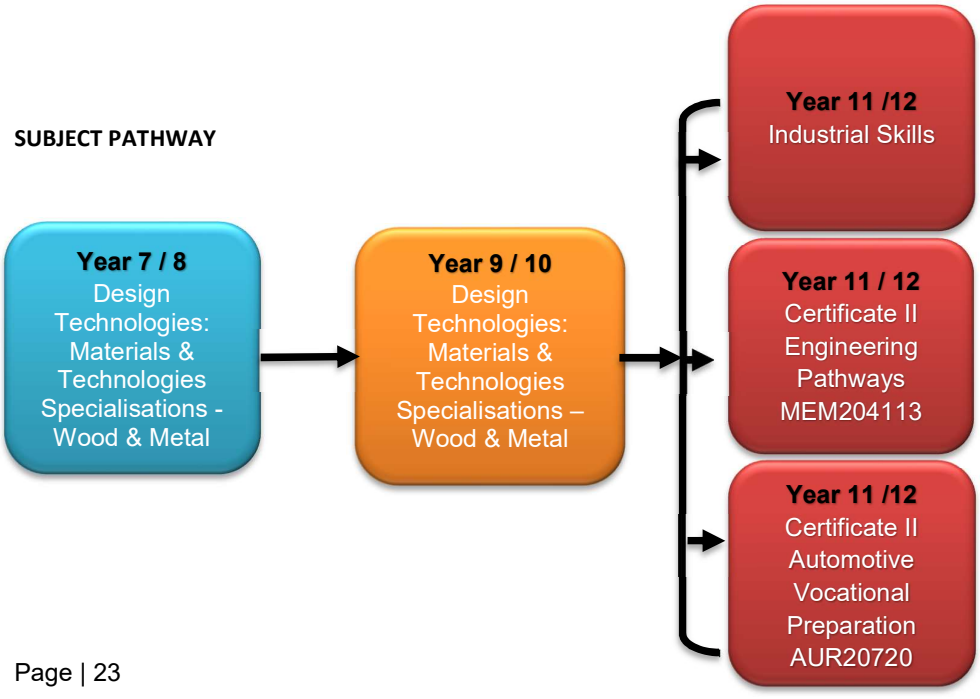
- Be trained to operate various tools and equipment to produce and modify objects.
- Learn metal fabrication skills.
- Develop design and communication skills.

ASSESSMENT

1. Investigation
2. Practical Skills Excercises
3. Design Folio and Project – "Heat Source"

ESSENTIAL EQUIPMENT
All students must have a pair of black leather school shoes to wear in the workshop.

SUBJECT PATHWAY



AGRICULTURAL SCIENCE

WHY STUDY AGRICULTURAL SCIENCE?

Agricultural Science leads to many careers as the contemporary agriculture sector offers opportunities in science, business, design, tourism, farming and engineering. For students who have a passion for science and or animals, a desire to shape the world or want to do their part to safeguard the future, Agricultural Science is the subject to choose. Agricultural Science is designed to provide a basic understanding of the relationships between plants, animals and human beings. The subject aims to highlight to students the importance of sustainability in all facets of everyday life and is therefore of benefit to all students.

All courses provide practical, hands-on experience at the College's Agriculture Farm as well as offsite excursions and theoretical aspects to support learning. Students will encounter and explore a variety of scientific professions and develop an awareness of the contributions of Science and Technology makes to agriculture.

UNITS OF STUDY OFFERED IN 2024

Grazing Management: Paddock to Plate

Students will explore grazing management strategies in a variety of settings as well as maintain and evaluate Columba's cattle property. In doing so, students will investigate grazing management principles and apply these to improve whole farm planning. They will undertake practical tasks such as land classing, soil tests and property management including fencing, feed assessments and cattle management.

ASSESSMENT

- Property Case Analysis
- Paddock Interview
- Property Design

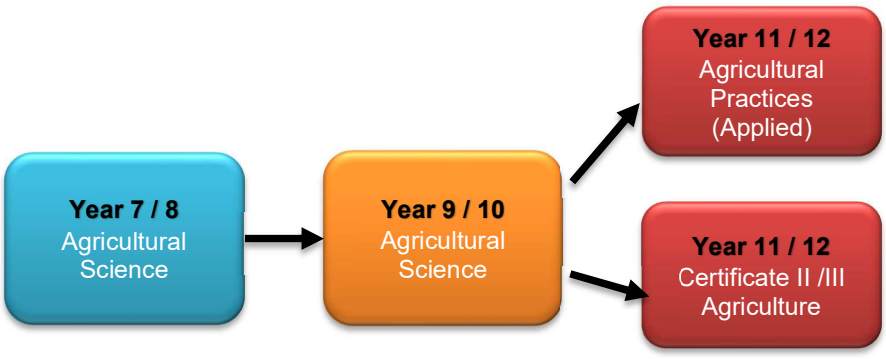
Breeding Technologies: A Sustainable Future

Students will investigate historical and current development of practices in agriculture that enhance and improve yields and sustainability. They will examine how emerging technologies such as robotics, nutritional genomics, sensors, drones and artificial intelligence are used in primary industries. Ultimately, students will understand how science disciplines connect in agriculture.

ASSESSMENT

- Research Poster
- Informative Speech

SUBJECT PATHWAY



DRAMA

WHY STUDY DRAMA?

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the elements and conventions of drama and emerging and existing technologies available to them.

Students learn to think, move, speak and act with confidence. In making and staging drama they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations. They are excited by exploring their imagination and taking risks in storytelling through role and dramatic action.

Students develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.
(ACARA, Drama, Rationale, 2018)

UNITS OFFERED IN 2024

Just for Laughs

Improvisation is an entertaining form of performance and is a valuable tool for exploring and developing Drama work. It requires the performer to think quickly, be inventive and use their imagination. During this semester students will explore improvisation as a form and develop their ability to spontaneously make use of the Elements of Drama. As well as exploring Mime and Improvisation in their modern forms, students will be introduced to the comedic form of Commedia Dell'Arte. Commedia Dell'Arte holds a mirror up to everyday life and asks us to take a peek. It uses stock characters and stereotypes to create performances that force students to delve deep into the relationships between Masters and Servants. Commedia Dell'Arte is an entertaining form of theatre and is a valuable tool for exploring and developing drama work.

ASSESSMENT

- Responding - Students respond to another group's Commedia Dell'Arte performance
- Forming - In groups students will improvise to create and then rehearse a Commedia Dell'Arte performance. They will document their process via vlogs (video logs)
- Performing - Improvisation and mime performance at the 2024 Eisteddfod

Child's Play

Imaginative activities help children to see the world through a new perspective. They help young minds imagine new worlds, new possibilities, and new ideas. During this semester students will explore Children's Theatre and Film techniques to plan, direct and film their own Children's Theatre episode. Students will make use of the Elements of Drama, performance skills, and film techniques.

ASSESSMENT

- Responding - Director's pitch for a children's TV show
- Forming - Create a storyboard, film log and script for the TV episode
- Performing - Present a polished Children's Theatre episode

**Excursions and exposure to live theatre performances as well as actors' workshops are an important feature of Drama programs.

SUBJECT PATHWAY

MUSIC

WHY STUDY MUSIC?

Music is uniquely an aural art form. The essential nature of music is abstract. Music encompasses existing sounds that are selected and shaped, new sounds created by composers and performers, and the placement of sounds in time and space. Composers, performers and listeners perceive and define these sounds as music.

Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in Music fosters understanding of other times, places, cultures and contexts. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding which can be gained in no other way. Learning in Music is aurally based and can be understood without any recourse to notation. Learning to read and write music in traditional and graphic forms enables students to access a wide range of music as independent learners. Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students.

As independent learners, students integrate listening, performing and composing activities. These activities, developed sequentially, enhance their capacity to perceive and understand music. As students' progress through studying Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way, students develop an aesthetic appreciation and enjoyment of music.
(ACARA, Music, Rationale, 2018)

UNITS OFFERED IN 2024

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.

ASSESSMENT

- Compose an original song in the electronic genre by accurately manipulating elements of music within their intended context using stylistic/technical conventions
- Perform a song on an electronic instrument, demonstrating understanding of elements of music and notation systems
- Respond to different styles of electronic music by explaining how the elements of music are manipulated to suit the genre.

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

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

SUBJECT PATHWAY

VISUAL ARTS

WHY STUDY VISUAL ART?

Through participating in Visual Art Activities, students are provided with opportunities to:

- Make and respond using visual arts knowledge, understanding and skills to represent meaning associated with personal and global views, and intrinsic and extrinsic worlds. Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language. Students undertake this journey by using visual techniques, technologies, practices and processes. Learning in the Visual Arts, students become increasingly confident and proficient in achieving their personal visual aesthetic, and appreciate and value that of others.

- Visual Arts supports students to view the world through various lenses and contexts. Students recognise the significance of visual arts histories, theories and practices, exploring and responding to artists, craftspeople and designers and their artworks. They apply visual arts knowledge to make critical judgements about their own importance as artists and audiences. Learning in the Visual Arts helps students to develop understanding of world culture and their responsibilities as global citizens. *(ACARA, Visual Art, Rationale, 2018)*

UNITS OFFERED IN 2024

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 mosaic 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.

ASSESSMENT

- 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.

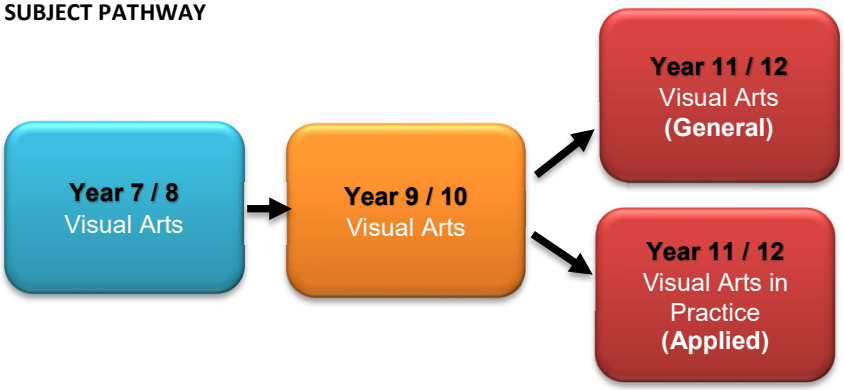
Exploring Identity

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

- 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 video piece exploring their personal identity. The video should display a wide variety of techniques learnt in class.
- Responding - Students will write an artist statement discussing and deconstructing their artwork. They will dissect the meaning and evaluate the effectiveness of their video.

SUBJECT PATHWAY



CAREER EDUCATION

CAREER EDUCATION (SHORT COURSE)

Career Education is a one-unit course, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

It focuses on the development of knowledge, processes, skills, attributes and attitudes that will assist students to make informed decisions about their options and enable effective participation in their future study, working life and career. Career Education can also assist schools in the development of the Senior Education and Training (SET) Plans for students.

Students explore career development and management strategies that help them plan for and shape their future, providing them with essential knowledge, understanding and skills for participation in a rapidly changing world of work. They come to understand what they need to adapt to multiple transitions in work, career and life, and use opportunities to transfer their developing abilities to a range of work-related and career contexts and activities.

As students consider their future directions and prepare to make successful transitions to work, career and further education and/or training, they explore career options that incorporate their interests and skills, set personal goals and implement initial stages of career plans.

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 and understanding of self, work practices and career development processes
- select, analyse and apply information related to work and career development
- use oral and written language to communicate information
- plan, implement and adjust processes to achieve learning outcomes
- apply learning.

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 assessment consisting of two parts: • a spoken/signed presentation — workplace interview or survey (Internal assessment 1A) • a student learning journal (Internal assessment 1B).	One assessment consisting of two parts: • an extended written response — a career investigation (Internal assessment 2A) • a student learning journal (Internal assessment 2B).

STAFF CONTACT LIST

SENIOR LEADERSHIP TEAM

LEADERSHIP POSITION	STAFF MEMBER	EMAIL
Principal	Melissa Turner	principal@columba.catholic.edu.au
Deputy Principal Administration	Maria Peck	mpeck@columba.catholic.edu.au
Acting Deputy Principal Pastoral & Residential	Clare Stead	cstead@columba.catholic.edu.au
Assistant Principal Religious Education	Christine O'Sullivan	cosullivan@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	Christine O'Sullivan	cosullivan@columba.catholic.edu.au
English (Acting)	Neelam Raj	nraj1@columba.catholic.edu.au
Mathematics	Khalid Almaktoum	kalmaktoum@columba.catholic.edu.au
Humanities and Languages	Michael Ku	mku@columba.catholic.edu.au
Health and Physical Education	Callan Newman	cnewman2@columba.catholic.edu.au
Science	Maggie Georgopoulos	mgeorgopoulos@columba.catholic.edu.au
Technologies	Dean Johnston	djohnston2@columba.catholic.edu.au
The Arts & Culture	Georgina Porter	gporter@columba.catholic.edu.au

PASTORAL LEADERS

POSITION	STAFF MEMBER	EMAIL
Year 7 and 8 Pastoral Middle Leader	Madeleine Carter	mcarter2@columba.catholic.edu.au
Year 9 and 10 Pastoral Middle Leader	Mel Stephenson	mstephenson1@columba.catholic.edu.au
Year 11 and 12 Pastoral Middle Leader	Haydn Champion	hchampion@columba.catholic.edu.au

NOTES