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ST PATRICK'S COLLEGE  
TOWNSVILLE

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# *Curriculum Handbook*

## YEAR 10 PATHWAY - 2024

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## **FROM THE DEPUTY PRINCIPAL - ACADEMIC**

### **TO STUDENTS**

This handbook is designed to provide you with information about subjects which may be offered at St Patrick's College Townsville. It will help you in the process of selecting the course of study that best suits your individual pathway.

As you progress through secondary schooling and into Years 10, 11 and 12, the demands and expectations will increase. You are the person responsible for your study and the results that you achieve. The Year 10 Pathways year is designed to assist you to select the subjects that suit you to find your true interests before you progress into Year 11 and 12.

Parent/Guardians and teachers can offer guidance and support, but ultimately your success will rely on your ability to apply yourself to your studies, establish good study habits, set goals, revise work consistently and persevere. In making subject choices for Year 10, you do need to consider your pathway ensuring you take into account any prerequisite subjects for potential tertiary study.

Teachers, Heads of Faculty, Heads of House, the Head of Faculty - Careers and Vocational Education and I are very happy to answer questions that you may have and provide further information to support you to make well-informed decisions about your course selection.

### **TO PARENTS/GUARDIANS**

St Patrick's College Townsville aims to provide a rich and varied curriculum for our students with a high degree of relevance to their needs and chosen pathways.

This handbook is just a starting point. Teachers are available to provide information you may require to help your daughter with her course selection. Course and careers information may be obtained from various sources, including tertiary institutions, our Careers Office and the [College Careers Website](#). Please feel free to contact myself or the Head of Faculty - Careers and Vocational Education for information and assistance. Please also note that we will endeavour to offer all subjects, however, the timetable and subject offerings will be dependent on the combination of student preferences, student numbers and resourcing.

A handwritten signature in black ink, appearing to read 'Amy Byrnes'.

**Amy Byrnes**  
**DEPUTY PRINCIPAL – ACADEMIC**

# CURRICULUM MATRIX

|   | YEAR 10 PATHWAY  | YEAR 11 & 12  |
|---|--|---|
| <b>CAREERS/<br/>VOCATIONAL<br/>EDUCATION</b>          | <ul style="list-style-type: none"> <li>Careers</li> </ul>  | <ul style="list-style-type: none"> <li>Certificate III Business**</li> <li>Dual Qualification: Certificate II Health Support Services, Certificate III Health Services Assistance**</li> <li>Certificate II in Sport and Recreation/Certificate III in Sport and Recreation**</li> <li>TAFE/Private Provider Options***</li> <li>Careers</li> </ul> |
| <b>DRAMATIC ARTS,<br/>DANCE &amp;<br/>PERFORMANCE</b> | <ul style="list-style-type: none"> <li>Dance</li> <li>Drama</li> </ul>   | <ul style="list-style-type: none"> <li>Drama</li> </ul>   |
| <b>ENGLISH &amp;<br/>LANGUAGES</b>                    | <ul style="list-style-type: none"> <li>English</li> <li>Essential English*</li> <li>Japanese</li> </ul>  | <ul style="list-style-type: none"> <li>General English</li> <li>Essential English*</li> <li>Japanese</li> </ul>   |
| <b>HEALTH &amp; PHYSICAL<br/>EDUCATION</b>            | <ul style="list-style-type: none"> <li>Physical Education</li> <li>Sport and Recreation*</li> </ul>  | <ul style="list-style-type: none"> <li>Physical Education</li> </ul>  |
| <b>HOSPITALITY &amp;<br/>FUNCTIONS</b>                | <ul style="list-style-type: none"> <li>Hospitality Practices*</li> </ul>   | <ul style="list-style-type: none"> <li>Hospitality Practices*</li> </ul>  |
| <b>HUMANITIES</b>                                     | <ul style="list-style-type: none"> <li>Accounting</li> <li>Economics</li> <li>Geography</li> <li>History</li> <li>Legal Studies</li> </ul>               | <ul style="list-style-type: none"> <li>Accounting</li> <li>Ancient History</li> <li>Economics</li> <li>Legal Studies</li> <li>Modern History</li> </ul>   |
| <b>MATHEMATICS &amp;<br/>DIGITAL<br/>TECHNOLOGIES</b> | <ul style="list-style-type: none"> <li>General Mathematics</li> <li>Mathematical Methods</li> <li>Essential Mathematics*</li> <li>Engineering</li> </ul> | <ul style="list-style-type: none"> <li>General Mathematics</li> <li>Mathematical Methods</li> <li>Essential Mathematics*</li> <li>Specialist Mathematics</li> <li>Engineering</li> </ul>  |
| <b>MUSIC &amp;<br/>PERFORMANCE</b>                    | <ul style="list-style-type: none"> <li>Music</li> <li>Music in Practice*</li> </ul>  | <ul style="list-style-type: none"> <li>Music</li> <li>Music in Practice*</li> <li>Music Extension (Unit 3 and 4 only)</li> </ul>  |
| <b>PERSONAL<br/>DEVELOPMENT</b>                       | <ul style="list-style-type: none"> <li>Personal Development</li> </ul>   | <ul style="list-style-type: none"> <li>Personal Development</li> </ul>  |
| <b>RELIGION</b>                                       | <ul style="list-style-type: none"> <li>Study of Religion</li> <li>Religion and Ethics*</li> </ul>  | <ul style="list-style-type: none"> <li>Study of Religion</li> <li>Religion and Ethics*</li> <li>Religion, Meaning &amp; Life*</li> </ul>  |
| <b>SCIENCE</b>  | <ul style="list-style-type: none"> <li>Physical Science – Physics/Chemistry</li> <li>Natural Science – Biology/Marine Science</li> </ul>                 | <ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>Marine Science</li> <li>Physics</li> <li>Aquatic Practices*</li> </ul>   |
| <b>SPORT &amp; FITNESS</b>                            | <ul style="list-style-type: none"> <li>Health &amp; Fitness</li> </ul>   |   |
| <b>VISUAL ARTS &amp;<br/>EXHIBITIONS</b>              | <ul style="list-style-type: none"> <li>Visual Art</li> <li>Visual Arts in Practice*</li> </ul>   | <ul style="list-style-type: none"> <li>Visual Art</li> </ul>  |

\* Applied Subject

\*\* Vocational Qualifications – delivered as a timetabled subject in Year 11 and 12. Please liaise with the Head of Faculty – Careers and Vocational Education regarding these qualifications.

\*\*\*There are other external courses available through TAFE and Private Providers. These can include apprenticeships and school-based traineeships. These options can be investigated in consultation with the Head of Careers/Vocational Education.

\*Religion, Meaning & Life is a non-timetabled course that does not contribute to an ATAR or QCE credits.

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

# YEAR 10 PATHWAY

The College's curriculum has been designed to encourage students to acquire depth in learning experiences, as a foundation from which future career options may be explored. The aim is for each student to choose a course of study which will cater to her individual interests and abilities. The pathways year in Year 10 will allow students to study a similar curriculum to the one they will study in Year 11 and 12. The Year 10 program is designed to allow students to explore ATAR or non-ATAR pathways and subjects that they enjoy and have success in before they have to make choices for Year 11 and 12. Students will study core subjects of English, Mathematics and Religion, as well as Health and Fitness, Personal Development and Careers. Each student then chooses the balance of their course from elective subjects designed to appeal to their particular skills and abilities, encouraging them to engage with subjects they find relevant and meaningful in preparation for her progression into Year 11 and 12.

Students in Year 10 must study SIX (6) Core Subjects, and FOUR (4) Electives. A student wishing to pursue an ATAR Pathway in Year 11/12 can only undertake one (1) Applied\* pathway subject in Year 10. Please note: Not all combinations of electives may be possible.

## CORE SUBJECTS

- Careers
- English
  - English
  - Essential English\*
- Health and Fitness
- Personal Development
- Mathematics
  - Mathematical Methods
  - General Mathematics
  - Essential Mathematics\*
- Religion
  - Study of Religion
  - Religion and Ethics\*

## ELECTIVE SUBJECTS

### GENERAL PATHWAY

- Accounting
- Dance
- Drama
- Economics
- Engineering
- Geography
- History
- Japanese
- Legal Studies
- Music
- Natural Science – Marine Studies/Biology
- Physical Education
- Physical Science – Physics/Chemistry
- Visual Art

### APPLIED PATHWAY

- Hospitality Practices\*
- Music in Practice\*
- Sport and Recreation\*
- Visual Arts in Practice\*

# CONSIDERATIONS WHEN CHOOSING SUBJECTS

1. **Take subjects you will enjoy**
2. **Take subjects in which you will do your best**
3. **Take subjects in which you are interested**
4. **Select a broad range of subjects**

Choose a selection of subjects which make it possible for you to 'keep your options open'. This includes keeping your options open for any prerequisite requirements for possible tertiary courses. It is the time to explore areas of interest before you need to narrow your choices in the future.

5. **Find out more about subjects**

Even though you have studied a wide range of subjects in Year 9, it is important to find out as much as possible about the subjects offered in Year 10. Many of the subjects will be new, talk to teachers about the subjects they teach, read the subject descriptions in this handbook and speak with older students who have experienced these subjects.

6. **Some subjects will be prerequisites for subjects offered in Year 11 and 12**

It will be impossible in the future to take Mathematical Methods and Specialist Mathematics without a background in this pathway which is offered in Year 10. Chemistry and Physics subjects also benefit from the same Year 10 Mathematics pathway of Mathematical Methods. Music and Languages almost always require previous study in Year 10.

7. **Do not choose subjects based on other people's value judgements**

It is important to make decisions that suit you. It is unwise to take or avoid a subject because your sister said it was boring, your friends aren't taking it or you like or dislike the teacher.

8. **Be realistic about your ability**

Be honest about your abilities and realistic with your career aims. There is little to be gained by continuing with or taking advanced levels of subjects that have proven difficult even after you have put in your best effort. Similarly, if your career pathway requires the study of certain subjects; ask yourself do you have the ability and determination to work hard enough to achieve the necessary level of results in those subjects?

# CORE SUBJECT DESCRIPTIONS

## ENGLISH

In Year 10, students will choose from one of two English Pathways. The English Pathway is designed to be a preparatory course for the General subject of English. The Essential English Pathway is designed to be a preparatory course for the Applied subject of Essential English.

### ***ENGLISH***

English is studied through three strands: language, literature and literacy. Through studying English, students learn to listen, speak, read and view, write and create increasingly sophisticated texts with accuracy, fluency and purpose. Students come to appreciate the nature of the English language and understand how it works to construct countless meanings. The study of English helps to extend and deepen relationships, better understand individual identities, navigate the changing world and to become ethical, thoughtful and well-versed citizens. It also seeks to engage student's imaginations through literature, to understand and appreciate the historical literary journey.

Whilst the focus is on producing and presenting analytical, creative and persuasive texts, students will also have the opportunity to develop skills in information and communication technology (ICT), literacy, critical and creative thinking. They will develop a sense of personal and social competence, intercultural understanding and ethical behaviour. Students also engage with:

- A range of texts including novels, plays, poetry, film, advertising and short stories
- Shakespearian plays and sonnets
- Written tasks are imaginative, analytical, persuasive, reflective and informative

Assessment will include a variety of instruments, including:

- Examinations
- Assignments
- Oral Presentations with Integrated Technology

Students must research prerequisite subjects for any future tertiary studies as English is a prerequisite for most courses.

### ***ESSENTIAL ENGLISH\****

The subject Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts.

Students are offered opportunities to develop as purposeful writers by drawing on a range of resources to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language use varies according to context, purpose and audience, content, modes and mediums and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations
- skills to choose generic structures, language, language features and technologies to best convey meaning
- effective use of language to produce texts for a variety of purposes and audiences
- creative and imaginative thinking to explore their own world and the worlds of others
- enjoyment of contemporary literary and non-literary texts, including digital texts

The Essential English subject will run for one year as a pathway subject for students who are considering a vocational pathway in Year 11 and 12. During one semester, students will also complete the Queensland Curriculum and Assessment Authority (QCAA) Literacy short course. This will provide students with the opportunity to work towards their Literacy requirements for the Queensland Certificate of Education (QCE).

In this course of study students:

- learn a variety of 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 written, oral, visual and multimodal texts
- evaluate and communicate ideas and information in written, oral, visual or digital modes
- learn and use textual features and conventions, including vocabulary and grammatical structures.

It is recommended that students enrol in this subject if they intend to study the applied subject Essential English in Year 11 and 12. In considering this subject pathway, students are encouraged to check prerequisite requirements for any further study or courses.

## **MATHEMATICS**

In Year 10, students will choose from one of three Mathematics Pathways. General Mathematics Pathway is designed to be a preparatory course for the General subject of General Mathematics, Mathematical Methods Pathway is designed to be a preparatory course for the General subject of Mathematical Methods and Essential Mathematics is designed to be a preparatory course for the Applied subject of Essential Mathematics.

### **GENERAL MATHEMATICS**

The General Mathematics Pathway is designed to prepare students with a general understanding of Mathematics in order to succeed in the General Mathematics course in Year 11 and 12. It is recommended that students taking this pathway are achieving a C or above in Year 9 Mathematics. In this pathway, students recognise the connection between simple and compound interest. Students solve surface area and volume problems relating to composite solids. They find unknown values after substitution into formulas. Students solve simple pairs of simultaneous equations. They use triangle and angle properties to prove congruence and similarity. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They list outcomes for multi-step chance experiments and assign probabilities for these experiments.

Students must research prerequisite subjects for any future tertiary studies as Mathematics is a prerequisite for some courses.



## ***MATHEMATICAL METHODS***

The Mathematical Methods Pathway is designed to provide extensive and advanced learning to equip students with knowledge necessary for success in the Mathematical Methods course in Year 11 and 12. It is recommended that students taking this pathway are currently achieving a B or above in Year 9 Mathematics. In this pathway, students solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. They recognise the relationships between parallel and perpendicular lines. Students expand binomial expressions and factorise monic quadratic expressions. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations. They use trigonometry to calculate unknown angles in right-angled triangles.

Students wishing to study Chemistry, Physics and Specialist Mathematics in Year 11 and 12 must study Mathematical Methods in Year 10.

Students must research prerequisite subjects for any future tertiary studies as Mathematics is a prerequisite for some courses.

## ***ESSENTIAL MATHEMATICS\****

The Essential Mathematics Pathway aims to provide students with core numeracy skills to study the Essential Mathematics course in Year 11 and 12. It is particularly suitable for students who are considering entering the workforce or learning a trade immediately after Year 12. In this pathway, students 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, and evaluate statistical reports. Students calculate quartiles and inter-quartile ranges. They recognise the connection between simple and compound interest and solve surface area and volume problems relating to composite solids.

The Essential Mathematics subject will run for one year as a pathway subject for students who are considering a vocational pathway in Year 11 and 12. During one semester, students will also complete the QCAA Numeracy short course. This will provide students with the opportunity to work towards their Numeracy requirements for the QCE.

It is recommended that students enrol in this subject if they intend to study the subject Essential Mathematics in Year 11 and 12. In considering this subject pathway, students are encouraged to check prerequisite requirements for any further study or courses.

## **RELIGION**

In Year 10, students will choose from one of two Religious Education Pathways. The Study of Religion Pathway is designed to be a preparatory course for the General subject of Study of Religion. The Religion and Ethics Pathway is designed to be a preparatory course for the Applied subject of Religion and Ethics.

## ***STUDY OF RELIGION***

This subject will be for students considering an ATAR pathway and interested in studying the General (ATAR) subject Study of Religion in Year 11 and 12.

Students will explore topics including:

- Vedic Religions – Hinduism and Buddhism
- Judaism
- Islam
- Independent Investigation – Student Choice

Assessment will include a variety of instruments, including:

- Short Response Examinations
- Response to Stimulus Examinations
- Inquiry Investigations

## **RELIGION AND ETHICS\***

In this subject, students will study a broad course to prepare them for the Applied (non-ATAR) subject Religion and Ethics.

Students in Religion and Ethics will explore the following topics:

- Heroes and Role Models
- Morality and Ethics
- World Religions
- What is a World View?

Assessment will include a variety of instruments, including:

- Short Response Examinations
- Creative Projects
- Written Investigations

# **ELECTIVE SUBJECT DESCRIPTIONS**

## **GENERAL SUBJECT PATHWAY**

### **ACCOUNTING**

Year 10 Accounting has been designed to act as a pathway to Accounting in Year 11 and 12. Accounting is a universal discipline, encompassing the successful management of financial resources of the public sector, businesses and individuals. It is foundational to all organisations across all industries. Accounting is a subject for students with a special interest in business, commerce, entrepreneurship and the personal management of financial resources.

Topics in this subject may include:

- Accounting Basics
- Business Accountability
- The Accounting Process (no GST)
- Financial Statements
- Computer Accounting eg Excel and MYOB

Assessment will include a variety of instruments, including:

- Examinations
- Research Assignments
- Spoken Tasks with Integrated Technology

### **DANCE**

In the Year 10 Dance curriculum, students develop their skills in creating and performing dances at a more sophisticated level, with a focus on meaningful communication through movement. They engage in dance composition processes to explore, organize, and refine movement for choreography and performance, utilizing dance elements to express ideas. A crucial aspect of the Year 10 Dance curriculum is the analysis of movement in others, which deepens students' understanding of different movement styles, techniques, and artistic choices. This analysis enhances their ability to effectively convey their intended messages through their own performances, self-choreographed pieces, and viewed dance sequences. Additionally, the Dance curriculum serves as preparation for the ATAR pathway subject of Dance in Year 11, equipping students with the necessary skills, knowledge, and understanding to excel in advanced studies of Dance at the senior level.

## Semester One:

- Kinaesthetic study of the body:
  - Promote deeper understanding of physicality and expressiveness in dance
  - Explore intricacies of body's movement potential
  - Enhance knowledge and skills in movement studies and safe dance practices
- Diverse range of dance options:
  - Jazz, Tap, Modern, Contemporary, Hip-Hop, Ballet
- Improving dance skills:
  - Create and perform dances at a more sophisticated level
  - Focus on meaningful communication through movement
- Dance composition processes:
  - Explore, organize, and refine movement for choreography and performance
  - Utilize dance elements to express ideas for audiences.

## Semester Two:

- Project-style inquiry into professional dance:
  - Gain insights into creative process and industry practices
  - Explore future trends in virtual spaces and dance on film
- Peer-devised and directed showcase:
  - Collaborate on a showcase for a target community audience
  - Apply skills and knowledge in a practical setting
  - Develop deeper understanding of movement and enhance creative expression

Making and Responding Assessment will include:

- Practical Performances
- Choreographic Works
- Project presentations
- Examinations - Written Responding Tasks that prepare students for theoretical work in Year 11 and 12

## DRAMA

The Year 10 Drama course prepares students for the captivating world of Year 11 and 12 Drama. Students dive into character exploration, bringing their stories to life through unique perspectives and rich relationships. They gain confidence in presenting to peers and parents, mastering techniques to engage and captivate any audience. Students experience the magic of live productions, sharpening their visual literacy skills and developing a deep appreciation for the dramatic arts. Drama allows students to ignite their creativity, expressiveness, and critical thinking abilities. Year 10 Drama allows students to discover the power of storytelling and witness how relationships shape unforgettable characters. Drama allows for a transformative journey that nurtures confidence, fosters collaboration, and empowers artistic expression. By the end of Year 10 Drama, students are equipped with the skills and knowledge to excel in Year 11 and 12 Drama. Throughout Year 10 Drama, students will cultivate an appreciation for live productions and enhance their visual literacy, essential in our visually driven society.

Topics studied in Year 10 Drama include:

- Exploration of Character and Mime - based on WWII border crossings
- Scripted Group Drama – A study in prejudice, fearmongering and McCarthyism explored in *The Crucible*
- Directorial Concepts and Movement (Physical Theatre) – Exploration of how ancient forms of theatre have influenced contemporary performance
- Critical Reviews – Development of Visual Literacy skills and an understanding of the Dramatic Language as viewed in Contemporary and Heritage Texts, through Realism and Stylised Theatre
- Workshops with Theatre iNQ or Queensland Theatre and live viewing of dramatic works

Forming, Presenting and Responding Assessment will include:

- Individual Performances (Scripted and Original Text)
- Group Performances (Improvised or Scripted)
- Directorial Concepts (Individual or Group devised works that tell a story)
- Examinations - Written Responding Tasks that prepare students for theoretical work in Year 11 and 12

## **ECONOMICS**

Year 10 Economics has been designed to act as a pathway to Economics in Year 11 and 12. Students learn through contemporary issues, events and case studies that cover different contexts including personal, local, regional, national and global. Students develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. The way governments manage the economy to improve living standards is explored, along with the reasons why economic performance and living standards differ within and between economies. Students also examine the need for business owners to be abreast of the constantly changing nature of the global economy and marketplace, in order for them to respond and foster productive and competitive business models which still operate in an ethical and socially responsible way.

Topics may include:

- Indicators of Economic Performance
- Measuring Economic Performance and Living Standards
- Economic Flows and Market Forces
- Government Management of The Economy
- Business Productivity and Innovation
- Business Ethics and Corporate Social Responsibility

Assessment will include a variety of instruments, including:

- Examinations
- Research Assignments
- Spoken Tasks with Integrated Technology

## **ENGINEERING**

Engineering is a subject which will provide students with the opportunity to critically analyse, design and solve technology and engineering type problems. Students will receive advanced education in Microsoft Excel for improved statistical and mathematical manipulations enabling them to perform regression analysis, statistical comparisons and perform complex calculations using technology as is conducted in modern professions. Students will also be taught how to use other software programs such as Microsoft PowerPoint, Microsoft Project and design and modelling programs.

Teaching the process of how to analyse a complex problem to come up with the optimal solution is an important component of this course and using iterative and collaborative techniques will help students learn how to break more complex problems into smaller more manageable tasks. Students use these skills along with software programs to generate solutions to assigned problems. Communication and presentation of these results is seen as critical and this course will focus on technical writing which will assist students not only in this subject but also in their mathematical and scientific report writing.

Engineering prepares students for the general (ATAR) subject of Engineering in Year 11 and 12.

## **GEOGRAPHY**

Throughout Year 10 Geography, students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world, and propose actions designed to shape a socially just and sustainable future. Within this subject, students use Geographical Inquiry and Skills including observing, questioning and planning; collecting, recording, evaluating and representing; interpreting, analysing and concluding; communicating; and reflecting and responding.

Topics may include:

- Environmental Change and Management
- Geographies of Human Wellbeing
- Geographies of Interconnections

Assessment will include a variety of instruments, including:

- Examinations – Theory and Practical Focus
- Research Assignments and Field Study
- Oral Presentations with Integrated Technology
- Field Studies and Reports

## **HISTORY**

Year 10 History has been designed to act as a pathway to studying Ancient or Modern History in Year 11 and 12. In History, the Ancient and Modern World, as well as aspects of Australia's history are studied. In particular, through studying this historical period, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. Students analyse the causes and effects of events and developments and explain their relative importance, as well as the context for people's actions in the past. The significance of such events is examined, as well as developments from a range of perspectives, including different interpretations of the past.

Topics may include:

- World War II
- Rights and Freedoms
- A dip into the Ancient Past
- Popular Culture

Assessment will include a variety of instruments, including:

- Examinations
- Research Assignments
- Source Interrogations
- Spoken Presentations with Integrated Technology

## **JAPANESE**

Learning Japanese assists students to improve their business relationship skills with Japanese people and/or companies, which increases students' potential employment prospects. People who speak Japanese are in demand as diplomats, teachers, translators, interpreters, and in business and tourism. Learning Japanese will enrich students' lives. It gives insight into a nation of people with a long history and complex culture.

Topics include:

- Fashion
- Healthy Lifestyle
- Travel
- Homestay
- Music
- Celebration
- Anime
- Dreams of Future

Assessment will include a variety of instruments, including:

- Spoken, Reading and Listening Examinations
- Assignment/Project Work

To undertake Japanese in Year 10, students should have studied Japanese in Years 8 and 9. Likewise, students wanting to study Japanese in Year 11 and 12 must study the subject in Year 10.

## **LEGAL STUDIES**

Year 10 Legal Studies has been designed to act as a pathway to studying Legal Studies in Year 11 and 12. Students develop an understanding of Australia's system of government and examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. Students study the purpose and work of the High Court, and interpret the Constitution. They investigate the values and practices that enable a democratic society to be sustained. Legal Studies focuses on the interaction between society and the discipline of law. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. By studying Legal Studies, students learn to account for different interpretations and points of views, whilst reflecting on their role as a citizen in Australian, regional and global contexts.

Topics may include:

- Government and Democracy
- Human Rights
- Australian Law in a Global Context
- Australia's Court System

Assessment will include a variety of instruments, including:

- Examinations (short and extended responses)
- Essays
- Research Reports

## **MUSIC**

The study of Music encourages the development of the whole musician through a well-trained mind, ear, heart and hand combining the development of cognitive, psychomotor and affective domains through making and responding to music. Performance skills are given priority and are taught through a logical sequence which allows students to practically understand and audiate complex musical theory concepts. Students then practice these skills to improve their performing, reading, writing, analysing, composing and improvising. Students study a range of music genres and styles ranging from the 8th century to modern electronic music production techniques. The inclusion of Digital Music into the program allows students to extend their composition skills and explore variations of rhythms and melodies to create meaningful music in a contemporary style. Active music listening experiences are facilitated, including the exploration of popular, folk, classical and art music. In Year 10, students continue to apply knowledge and develop skills on a variety of instruments including voice, keyboard, ukulele, and percussion.

This pathway is recommended for students who will be looking to study the General (ATAR) subject of Music in Year 11 and 12 and is a pathway to Music Extension in Year 12 (Units 3 and 4).

Students will be assessed through a variety of techniques, such as:

- Performance – Group and Individual Vocal and Instrumental Performances, Musicianship Tasks that develop part-thinking and audiation
- Responding – Dictations, Music and Genre Analysis, Examinations
- Composition – Creation of melodies, rhythms, lyrics in own works, use of technology to compose and record

Students wanting to study Music in Year 11 and 12 must study it in Year 10 or undertake an interview with the Head of Department – Music & Performance.

## **NATURAL SCIENCE – BIOLOGY/MARINE SCIENCE**

This subject is designed for students who are intending on studying at least one or both Biology and Marine Science as a senior General (ATAR) Science subject, or are unsure if they will choose either of these subjects in Year 11 and 12. The purpose of this pathway is to enable students to gain an accurate appreciation of what can be expected in senior General (ATAR) Science subjects such as Biology and Marine Science. This subject also enables students to be best prepared if they choose any of the senior General (ATAR) Science subjects.

Topics studied in Natural Science include:

- Cells and Multicellular Organisms
- Genetics and the Diversity of Life
- Homeostasis and Infectious Diseases
- Climate Change and Impacts on Coral Reefs
- Oceanography (ocean floor, ocean currents and ocean weather)
- Biotic and Abiotic Components of Marine Ecosystems

Assessment is based on three criteria from the Australian Curriculum:

- Science Understanding;
- Science as a Human Endeavour;
- Science Inquiry Skills.

Assessment will include a variety of instruments that closely reflect the types that students will experience in the senior Science pathways, including:

- Examinations
- Data tests
- Student Experiments
- Research Investigations

Students must research prerequisite subjects for any future tertiary studies.

## **PHYSICAL EDUCATION**

The Physical Education course enables students to learn in, through and about physical activity. Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity.

Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

In Year 10, the course acts as a pathway for the General (ATAR) subject of Physical Education and not only continues developing student's knowledge and skills but prepares students for the subject matter and structure in senior Physical Education. A greater depth of investigation and analysis is performed through body and movement concepts.

Each term students will continue to study and expand on subject matter in one of the four units:

- Anatomy and Biomechanics
- Tactical Awareness
- Motor Learning
- Ethics and Integrity

Four physical activities are covered over the year. These are chosen from an extensive list which may include:

- Net and Court - Tennis, Volleyball, Badminton
- Invasion - Netball, Touch, Basketball, AFL, Soccer
- Performance - Track and Field, Lifesaving, Swimming, Golf
- Striking and Fielding - Cricket, Softball

Students will complete a practical and theoretical assessment task each term of equal weighting. These tasks will highlight student's ability to demonstrate their investigation of topics in, through and about the studied physical activity.

## **PHYSICAL SCIENCE – PHYSICS/CHEMISTRY**

This subject is designed for students who are intending on studying at least one or both Physics and Chemistry as a senior General (ATAR) Science subject, or are unsure if they will choose either of these subjects in Year 11 and 12. The purpose of this pathway is to enable students to gain an accurate appreciation of what can be expected in senior General (ATAR) Science subjects such as Chemistry and Physics. This also enables students to be best prepared if they choose any of the senior General (ATAR) Science subjects.

Topics studied in Physical Science include:

- Periodic Table and Trends
- Atomic Structure
- Chemical Reactions
- Stoichiometry
- Heat and Energy
- Radiation
- Newton's Laws of Motion

Assessment is based on three criteria from the Australian Curriculum:

- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills

Assessment will include a variety of instruments that closely reflect the types that students will experience in the senior Science pathways, including:

- Examinations
- Data tests
- Student Experiments
- Research Investigations

Students must research prerequisite subjects for any future tertiary studies.



## **VISUAL ART**

This course is a recommended prerequisite for students intending to study Visual Art as a General (ATAR) Subject in Year 11 and 12. Year 10 Visual Art is a foundation course for Senior Visual Art and will provide students the opportunities and experiences required for successful participation in that course throughout Year 11 and 12.

Year 10 Visual Art will introduce students to key terms and concepts required for subsequent years and will introduce them to the inquiry model of learning with a focus on research, developing, reflecting and refinement of ideas. Students will produce folios of work across the art forms producing multimedia, 2D and 3D works. During the course of the year, students will be required to produce an independent body of work. Students will be exposed to the practice of others through artist in school opportunities, excursion and exhibition opportunities.

Through both responding and making activities students experience tasks including:

- The Production of Experimental Folios and Resolved Final Works
- Art Theory Including Exposure to a Variety of Contemporary Artists
- Examinations
- Independent Body of Work

## **APPLIED SUBJECT PATHWAY**

### **HOSPITALITY PRACTICES\***

Hospitality provides students with opportunities to consider how solutions that are created now will be used in the future. Students have the ability to make discerning decisions related to the development, use and impact within a food context. Students will learn about nutrition and making informed decisions. Hospitality actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technological contexts. Students consider the economic, environmental and social impacts of technological change and how the choice and use of technologies contributes to a sustainable future.

The two strands of Hospitality — Knowledge and Understanding, and Processes and Production Skills — are interrelated and inform and support each other. Students work independently and collaboratively on projects as they critique, explore and investigate needs and opportunities; generate, develop and evaluate ideas; and plan, produce and evaluate designed solutions. The Hospitality Processes and Production Skills strand is based on the major aspects of design thinking, design processes and production processes. The Hospitality Processes and Production Skills strand focuses on creating designed solutions by:

- Practical skills, decision making and management in the kitchen
- Applying knowledge and understanding to design briefs
- Exploring problems and developing solutions in response to sustainable, ethical and social considerations
- Evaluating design ideas, processes and solutions

This pathway is recommended for students who will be looking to take the Applied (non-ATAR) subject Hospitality Practices in Year 11 and 12.

### **MUSIC IN PRACTICE\***

Music in Practice is a recommended pathway for students who enjoy making and creating music practically. This pathway is not focused on academic performance or analysis of music, but rather enables students to understand music principles as they create, perform, and produce their own and others' music works. Through the musical activities of composing, performing and responding, students apply techniques to express music ideas that serve particular functions and purposes. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

The Music in Practice program has a focus on musical skill development and is founded in sound pedagogical practice based on the Kodály concept of music education. Hungarian, Zoltán Kodály, believed that music is a gift for everyone, and as such, should be taught in a way that allows students the opportunity to access and engage with music while developing a deep understanding of the elements of music. The College classroom music program embraces this philosophy to cater for a diverse range of learning styles.

Students will be assessed through a variety of techniques, such as:

- Performance – Vocal and Instrumental Performances,
- Responding – Dictations, Music and Genre Analysis
- Composition – Creation of melodies, rhythms, lyrics in own works, use of technology to compose and record

This pathway is recommended for students who will be looking to take the Applied (non-ATAR) subject Music in Practice in Year 11 and 12.

## **SPORT AND RECREATION\***

Sport and Recreation activities encompass aspects such as social and competitive sport, fitness programs and outdoor pursuits. These activities are a fundamental part of Australian culture and for many, form a substantial component of their leisure time. Participation in sport and recreation can also provide students with future employment opportunities and make positive contributions to a person's total wellbeing. The subject of Sport and Recreation provides students with opportunities to learn in, through and about sport and active recreation activities.

Sport and Recreation encompasses elements from both the sporting components which can include, activities requiring physical exertion, personal challenge and skills as the primary focus, along with the basics of competition and recreation activities, which are those active pastimes engaged in for the purpose of relaxation, health and wellbeing and are recognised as having socially worthwhile qualities.

In Year 10, this course acts as a pathway for the Certificate II and III qualification in Sport and Recreation (dual certificate) offered across years 11 and 12 and begins to develop a base understanding for students of the subject matter and structure of this offering. Students will build on the knowledge, skills and understandings that have taken place in Years 7, 8 and 9 Health and Physical Education.

Over the course of the year, students' study and examine four ideas surrounding Sport and Recreation through topics that may include:

- The relevance of sport and active recreation in Australian culture
- The contribution sport and active recreation makes to employment growth, health and wellbeing
- Factors that influence participation in sport and active recreation
- How physical skills can enhance participation and performance in sport and active recreation activities
- How interpersonal skills support effective interaction with others
- The promotion of safety in sport and active recreation activities
- Technology in sport and active recreation activities
- How the sport and recreation industry contribute to individual and community outcomes.

Accompanying this, four physical activities are covered over the year. These are chosen from an extensive list which may include:

- Active play and minor games - throwing and catching ball games, ultimate frisbee, kanga cricket
- Challenge and adventure activities – stand up paddleboarding, outriggering, rock climbing, hiking, canoeing, orienteering, abseiling, fishing.
- Games and sports – oz tag, soccer, touch football, volleyball, badminton, archery, lawn bowls
- Lifelong physical activities - strength and conditioning training, swimming

Students will complete a total of 4 assessments tasks across the course of the year; 2 practical and 2 theoretical assessment tasks. Students will complete 1 task each term of equal weighting. These tasks will highlight student's ability to demonstrate their investigation of topics and performance in and through Sport and Recreation.

This pathway is recommended for students who will be looking to attain the Certificate II and III (dual certificate) in Sport and Recreation offered in Year 11 and 12.

## **VISUAL ARTS IN PRACTICE\***

This subject has an emphasis on art in the community and allows students to become involved in community arts activities. This subject focuses on students engaging in art making processes and making virtual or physical visual artworks for a purpose. Students will experience visual art in 2D, 3D, multimedia and craft forms. Previous projects in senior Visual Arts in Practice have allowed students to produce work for market stalls, to sell at the Cairns Indigenous Art Fair (CIAF) and for exhibitions at the Perc Tucker Regional Gallery, Townsville.

Students undertake both formative and summative assessments including:

- 2D, 3D, Multimedia and Craft Products
- Art Theory and Appreciation
- Community Directed Projects and Exhibitions.

## **OTHER CURRICULUM SUBJECT DESCRIPTIONS**

### **CAREERS**

Careers Education at St Patrick's College Townsville is structured and planned using the guidelines in the [ABCD: Australian Blueprint for Career Development](#) and with careful consideration of the Employability Skills for the Future. These include communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology.

The St Patrick's College Townsville Career Education Program supports students in planning their own careers journey. Students are exposed to the myriad of future pathways available to them. Tertiary institutions, alternative pathway providers, industry experts and past students address students about current options. Students are shown how to access the most recent and relevant information in order to equip themselves with the appropriate strategies and tools to make decisions about their future pathways. These pathways may include further training, tertiary study or direct entry into paid employment after Year 12.

Topics covered in the Year 10 Careers Education Program include:

- Senior Schooling Terminology
- Senior Subject Selection
- Pathway Options
- Career Planning
- Review/Update Resumes

Further information regarding careers can be found on the [College Careers Website](#).

## **HEALTH AND FITNESS**

Health and Fitness is a non-assessable subject that focuses on health, recreation and fitness. The aim of this subject is for all students to learn and understand that they are in control of their own overall health and wellbeing now and into the future. St Patrick's College Townsville provides students with opportunities to experience physical activities that may be sustainable, or expose further possibilities for physical activities later in life. Students will also study areas of personal health and healthy choices, along with growth and development, both personally and in the community. Health and Fitness is designed to assist our students to be committed and responsible community members in promoting a healthy and active lifestyle.

Students who want to focus on a more academic approach that is assessable in this curriculum area are encouraged to choose Physical Education as part of their elective subjects.

## **PERSONAL DEVELOPMENT**

Personal Development Education allows students to acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. During these lessons, students will develop the qualities and attributes they need to thrive as individuals, family members and members of society.

This program focuses on:

- Student Wellbeing
- Study Skills
- Friendship
- Cyber Awareness
- Safety Knowledge
- Life Skills
- Resilience
- Optimism

The content for these lessons is taken from various sources including Positive Psychology, the health section of the Health and Physical Education curriculum and restorative practices.

## FACULTY EMAIL CONTACT LIST

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