

Student Handbook

Year 10 Studies at Our Lady's College



*Inspiring young women
since 1964*



*Mutual
Respect*



Creative Courage



*Conscious
Compassion*



Intentional Inclusivity

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Message from the Deputy Principal



Dear Parents/Carers and Students,

This handbook provides information to assist you in understanding the subject offerings and curriculum framework at Our Lady's College. It is designed to help you to make elective choices from the subjects offered.

Year 10 is an important year in both personal and academic formation. The knowledge, skills and processes learnt, and the study techniques developed, will form the basis from which further habits and skills will grow. It is important that each student feels happy and successful in their studies. Hence, it is important that choices are considered carefully.

The Australian Curriculum v9 provides direction for the College's course structures and delivery. Our Lady's College draws on this to offer a broad-based education in the middle years with opportunities for student specialisation, enrichment, and extension. Core subjects including Religious Education, English, Mathematics and Science, provide strong foundations.

The following pages contain valuable information about each of the subjects offered in Year 10 at Our Lady's College. Subject choices are best made when parents and students spend some time together discussing the options available. In making your selection, it is wise to reflect on personal interests and talents to choose a relevant, realistic course of study that will prove to be both personally rewarding and a solid foundation for senior studies. Subject teachers, Curriculum Leaders and our Guidance Counsellor are also available to assist you in the decision-making process.

Always remember that the College motto "Ad Altiora—Ever Higher" encourages us to "lift our hearts" and to be active in striving to make our ideals a reality in our lives.

Best wishes,

Anthony Stevens
Deputy Principal



The College Vision & Mission Statement

The community of students, parents, teachers and friends of Our Lady's College seeks to uphold the ideals of St Mary of the Cross MacKillop (foundress of the Josephite Order) and values excellence as embodied in the College motto, "Ad Altiora - Ever Higher". Within the wider context of the universal Catholic Church, we believe in the importance of the family and respect the dignity of each person.

As students begin this journey, it's a great opportunity to reflect on some important questions:

Our Mission

Our Mission is to provide a high-quality Catholic education for young women in a vibrant, caring and engaging environment that prioritises Tradition, Excellence and Community.

Our Vision

Our Vision is to empower young women to become self-directed and reflective individuals who enact Christ's mission by contributing positively to a changing world.

Our Values

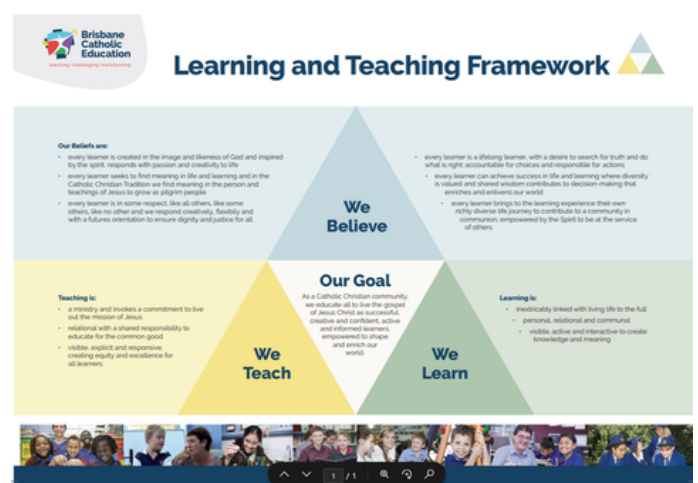
Our values of compassion, justice, integrity and service, as lived through the example of St Mary of the Cross MacKillop, are strengthened through the three priorities of Tradition, Excellence and Community.

Curriculum Overview

The curriculum at Our Lady's College is flexible and relevant to the needs of all our students. Quality teaching and learning are valued and all students are encouraged to strive for excellence by achieving to their full potential.

In Year 10, students have access to the Australia Curriculum. This provides a comprehensive basis for subject choices in later years increasing pathway options available to all students. The curriculum program is designed in core and elective semester units. Each unit provides links to the academic rigour of senior schooling, to assist with the smooth transition into the senior phase of learning.

Literacy and Numeracy will be a focus for all Key Learning Areas where responsibility is shared across the curriculum.



Curriculum Design

Year 10 students study six subjects each semester, consisting of core and electives.

Core include the following Key Learning Areas:

- Religious Education (two semesters)
- English (two semesters)
- Mathematics (two semesters)
- Science (two semesters)

Students will study Religious Education, English, Mathematics, and Science for both semesters.

Electives

Over the course of Year 10, students will be asked to study three semester units across various key learning areas in “elective” mode.

Students will be required to select their choices of units at the end of Year 9 or at the time of their enrolment if entering studies during the Year 10 academic year.

Choosing a Course of Study

All students will study the core suite of subjects in Year 10 as listed above. In addition, they will need to choose three elective units which will be studied over the course of Year 10. Elective units are discrete and can be studied in isolation of other units.

Students are asked to select semester units of electives to complete their curriculum plan. In making choices, it is important for students to choose what they enjoy and what they are good at. These choices in Year 10 are intended to be career forming rather than career informing. That is, they will give students an idea of what they might like, or not like, to pursue in the future. Where there is a conflict with courses, students are encouraged to select the course that they wish to know more about, rather than focusing on a course that they already are sure that they wish to study in Year 11.

Subject choices made at this stage should not be designed to feed into a career path. Whilst consideration towards what this might look like has its place, the decision to study (or not) an elective should not be based on whether one wants to work in this industry. It should be understood, that in many cases career paths are as individual as those working in the career. So, with this in mind, the decision should be based on whether the student has an interest in this area which can be utilised to develop the global problem solving, communication, research and presentation skills which can be found in all elective courses. Importantly, students should select subjects in which they will experience success. This success will allow higher level skill sets to be accessed throughout the course of study which will transfer across all areas when mastered in the subject of interest.

It is important that decisions (and back-up choices) are based on a student's particular strengths, needs and requirements which can be quite different their friend's choices.

We advise students to take time to read the course overview provided in this handbook for each subject offered and to talk further with classroom teachers. This will ensure that the decision is an informed one.

Students will be allocated their classes for core subjects.

Choosing elective units...

1. Using the codes listed for each unit in the Year 10 Handbook (e.g. 10ECBUSc21 to choose the Humanities unit titled Accounting), students will, on the subject selection planning form, indicate the units that they wish to complete in priority from the most desired to least desired.
2. Subjects in the Australian Curriculum v9 have outcomes provided as either "Year Level Outcomes" or as "Band Outcomes". Please note that codes beginning with "10..." will be Year 10 only classes (following the Year 10 Outcomes), whereas codes beginning with "MY..." will have combined offering for Year 9 and Year 10 students (Middle Years - following the 9/10 Band Outcomes.)
3. On the subject selection planning form, all students are asked to also include additional preferences for each line and semester in case the first preference becomes no longer available.

It is important to note that subjects will not run **if there is insufficient interest from the required number of students**. Similarly, classes will be allocated in order of receipt and some popular classes may fill quite quickly.

Please take the time to write down your choices as, whilst it is not common, there have been cases where students forget their choices and assume that there was an error in the allocation of classes. Students who change their mind after the allocation of subjects may find that changes to subjects may not be possible due to space limitations in courses.

Key Learning Areas

Course and Unit Outlines

Religious Education

CORE

General Information and Course Aims

The term 'Religious Education' refers to a wide range of activities that take place in homes, parishes, schools and elsewhere. While all of these activities focus on aspects of religion, many of them reflect quite different aims, objectives, styles, expectations and requirements. The subject Religious Education refers to the classroom teaching of religion. This subject follows similar guidelines with regards to learning experiences, assessment and reporting as other curriculum subjects.

This course seeks to:

- promote knowledge, skills, attitudes and values that enable students to participate as active and informed members of the Church and Society
- encourage students to be actively involved in gaining knowledge and understanding of the Catholic/Christian tradition, but also some awareness of other religious traditions
- examine the interaction between culture and faith
- foster values based on the dignity of the human person in the Catholic tradition
- develop a variety of ICLT skills in presentation of work
- foster the desirability of a spirit of service in families, church communities and the wider community.

Course Outline

The validated programme is linked to both the current Archdiocesan Religious Education Guidelines and the Liturgical Year.

Year 10:

- The Mystery of God
- Living Justly
- Responding to the World
- Religious Voices

Assessment

Oral presentations, written tasks, research tasks, short response exams, response to stimulus exam. Some assessment tasks will be individual and others small group. There will be a variety of assessment genres across each year. Assessment tasks have been designed to provide a smoother transition into Senior Schooling.

General Information and Course Aims

This course follows the Australian Curriculum subject – English v9.

The English program is focused on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students will analyse, interpret, evaluate, discuss, create and perform a wide range of texts, including film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multimodal texts. The texts studied will include literature of First Nations Australians as well as classic and contemporary literature from wide-ranging Australian and world authors. They will explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas in real-world and fictional settings.

Students will also develop their skills by using complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of images and graphics. The English program is intended to prepare students for the challenges of Year 11 and 12 General English.

Course Outline

Year 10

Students will undertake more intensive study of set texts to develop their critical awareness of text structures.

The units are:

Enhancing Language and Literacy Practices: Students will investigate how language features, images and vocabulary can be manipulated by writers to achieve particular effects. Students select their own contemporary YA novel from a curated list.

World Poetry: Students will read and analyse a variety of poetry in order to interpret subject matter, themes, socio-historical context and poetic devices.

Voices: Literature circle novel study: Students develop their awareness of the values, beliefs and attitudes that the text supports as well as how authors use voice to position readers. To Kill a Mockingbird by Harper Lee, The Guernsey and Literary Potato Peel Pie Society by Mary Ann Schaffer and Annie Barrows; Social Queue by Kay Kerr; Clap When You Land by Elizabeth Acevedo.

Let's Look at the Classics: Shakespeare

Students will investigate the nature of tragedy and the play's representation of human experience. They will investigate the ways in which language has evolved and demonstrate their understanding of representation issues, audience positioning and performance techniques. The text studied is *Romeo and Juliet*.

Assessment

In this year level, the genres used for assessment in Year 11 and 12 General English are introduced. Year 10 English assessment will include:

- a persuasive speech
- an analytical essay
- creative writing - monologue
- an essay for a public audience

General Information and Course Aims

This course follows the Australian Curriculum subject – Mathematics v9.

The study of mathematics is central to the learning, development and prospects of all young Australians. Mathematics provides students with essential mathematical knowledge, skills, procedures and processes in number, algebra, measurement, space, statistics and probability.

Mathematics has its own value and aesthetic. In Year 10, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. Mathematics provides opportunities for students to apply their mathematical understanding creatively and efficiently.

Optional content for post-Year 10 mathematics pathways

In Year 10, students will consider possible pathways to senior secondary mathematics study. Preparation for subsequent study of Mathematical Methods Units 1 and 2 can be supported by further development of aspects of mathematics content in Year 10 as a basis for building understanding that underpins formal treatment in Mathematical Methods. Students, parents and teachers work together during Terms 1 and 2 to plan for students wanting to pursue Mathematical Methods and/or Specialist Mathematics.

Assessment

Problem-solving and modelling tasks (PSMT) and exams.
Students are assessed upon the four proficiency strands:

- understanding
- fluency
- problem solving
- reasoning

These proficiency strands provide the language across the content strands to describe students' achievements and help with subject choices for senior years.

General Information and Course Aims

This course follows the Australian Curriculum subject – Science v9.

Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world. Through science, we explore the unknown, investigate universal phenomena, make predictions and solve problems. Science gives us an empirical way of answering curious and important questions about the changing world we live in. Science knowledge is revised, refined and extended as new evidence arises and has proven to be a reliable basis for action in our personal, social and economic lives.

We aim to ensure that students develop:

- an interest in science as a way of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world they live in
- a solid foundation of knowledge of the biological, Earth and space, physical and chemical sciences, including being able to select and integrate scientific knowledge and practices to explain and predict phenomena and to apply understanding to new situations and events
- an understanding of scientific inquiry and the ability to use a range of scientific inquiry practices, including: questioning; planning and conducting experiments and investigations based on ethical and interculturally aware principles; generating and analysing data; evaluating results; and drawing critical, evidence-based conclusions
- an ability to communicate scientific understanding and findings to a range of audiences, to justify claims with evidence, and to evaluate and debate scientific explanations and arguments
- an ability to solve problems and make informed decisions about current and future uses of science while taking into account ethical, environmental, social and economic implications of decisions
- an understanding of the dynamic nature of science knowledge including historical and global contributions, and an understanding of the relationship between science and society including the diversity of science careers.

Course Outline

Over the year, students study a board range of topics as described in the Australian Curriculum for Science. These topics are grouped in the following areas:

- Biological Sciences
- Chemical Sciences
- Earth and Space Sciences
- Physical Sciences

Each area is studied for approximately one term.

Assessment

Our assessments are varied and include models, profiles, quizzes, worksheets and other items as well as a mixture of exams, data tests, student experiments and research investigations.

General Information

This course follows the Australian Curriculum – Health & Physical Education v9

The year 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity and, propose strategies to support the development of preventative health practices that build and optimise community health and wellbeing.

Unit Code

10HPE1

Course Outline

In year 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and movement performances and the movement performances of others. Students analyse how participation in physical activity and sport influence an individual's identity and, explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities

Requirements

Laptops are to be brought to all theory lessons and students must wear correct sports uniform for all Physical Activity lessons. Should any student be unable to participate for any length of time in any physical activity a medical certificate is required.

Students are to arrive at the College in full school uniform and change into their sport uniform as required.

Assessment

Assessment will be in the form of theory and practical components.

Humanities and Social Sciences

The Humanities and Social Science subjects in the Australian Curriculum provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

At Our Lady's College we offer students the opportunity to engage in study strands of:

- History
- Geography
- Accounting
- Legal Studies

History

ELECTIVE

General Information and Course Aims

This course follows the Australian Curriculum subject – History v9.

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills, such as an ability to ask relevant questions, critically analyse and interpret sources, consider context, respect and explain different perspectives, develop and substantiate interpretations, and communicate effectively.

Course Outline

Title: The Modern World and Australia: 1918 - present

This is a one-semester unit. The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

Possible Depth Studies

- World War 2 - Germany and the Holocaust
- Building modern Australia
- The Globalising world (optional)

Assessment

- source investigation journal
- extended written response

Unit Code
10HIS1



General Information and Course Aims

This course follows the Australian Curriculum subject – Geography v9.

Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.

Course Outline

Unit Title: Unit 1 Environmental change and management

Unit Title: Unit 2 Geographies of human wellbeing

Unit Code

10GEO1

Unit Description

'Environmental change and management' investigates environmental geography through an in-depth study of a specific environment. The students will study the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views – including those of First Nations peoples – that influence how people perceive and respond to these challenges. Students investigate human impact on coastal landscapes particularly Main Beach, Gold Coast. They apply human–environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

'Geographies of human wellbeing' examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries and they evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.

Assessment

- Field report
- Folio to class tasks

General Information and Course Aims

This course follows the Australian Curriculum – Economics & Business v9.

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 and assists in discharging accountability and financial control.

Course Outline

Unit title - Accounting

Unit Code

10ECBUSc21

Unit Description

In this unit students will analyse how economic indicators influence Australian Government decision-making. They will also explore the processes that businesses use to manage the workforce and improve productivity. Students analyse factors that influence major consumer and financial decisions and explore the short and long-term effects of these decisions.

Students are introduced to accounting concepts through the analysis of financial statements for companies. Double entry accounting principles are applied to record and process cash and some basic credit transactions for sole trader service businesses. Students will generate written reports and financial statements.

Assessment

Assessment will be in the form of theory and practical components.

Legal Studies

ELECTIVE

General Information and Course Aims

This course follows the Australian Curriculum – Civics and Citizenship v9.

Legal Studies focuses on the interaction between society and the discipline of law.

Course Outline

Unit Title - Legal Studies

Unit Code

10ECBUS1

Unit Description

In this unit students will be studying the key features of government comparing Australia to another system of government. They will also explore Australia's international legal obligations and the challenges to the resilient democracy and the role of the High Court of Australia.

Where appropriate and possible, current contexts based on relevant and contemporary issues are used in this unit. Examples of issues include acts causing injury or death; property offences (for example, extortion and theft), wilful damage (for example, graffiti and arson), and environmental pollution; cybercrime; business, credit card and social security fraud and deception; drug and public order offences; and traffic and vehicle regulatory offences.

Assessment

Assessment will in the form of comprehending questions and an inquiry task.

The Arts

Unit Description

The Key Learning Area, The Arts, will be delivered in across a variety of subjects:

- Drama
- Media Arts
- Music
- Visual Arts

Drama

ELECTIVE

General Information and Course Aims

This course follows the Australian Curriculum – Drama v9.

Drama uniquely explores and communicates the human condition through the enactment of real and imagined worlds. Students work individually and collaboratively as artists and audiences to create, perform, and respond to drama. It is an active, embodied and aesthetically rich subject that engages students cognitively and affectively as they learn in, through and about drama.

Drama aims to develop students' confidence, self-esteem, and develop their skills in analysing and creating dramatic works.

Course Outline

Unit Title: Storytellers and Storytelling

Unit Code
MYDRA1

Unit Description - Storytellers and Storytelling

The Drama course combines learning that is targeted across years 9 and 10 and involves both making and responding to theatre. Students will develop their performance skills and techniques through individual and group performances. They will use pre-established scripts to guide their work and develop their own through a devising process. Additionally, students will build their knowledge and understanding of theatre styles and forms through analysis of a performance piece, research of theatre styles, and justification of choices to their own and others' dramatic works.

Assessment

- Making task: Project - Individual Performance
- Making task: Project - Group Performance
- Responding task: Multimodal – Individual Research
- Responding task: Script – Collaborative

Media Arts

ELECTIVE

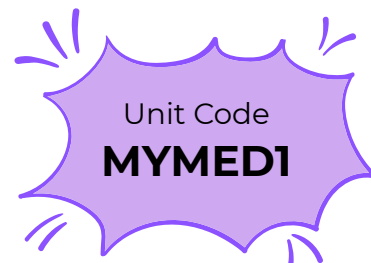
General Information

This course follows the Australian Curriculum – Media Arts v9.

Learning in Media Arts involves students responding to media products, creating and making their own media products, and developing their skills of production in various media forms. Through the creative use of materials and technologies to convey meaning, students manipulate still and moving images, text, sound, and interactive elements. They construct representations and communicate or challenge understandings, ideas, and positions. This is done individually and collaboratively and through the production of products that reflect and make comment on modern, Australian identity.

Course Outline

Unit title - Media Arts



Unit Description – Media Arts

Media Arts draws on the production and consumption of contemporary media products like film and TV and provides students with an opportunity to build their skills in an art form that is ever-present in modern society.

Students will respond to film, photography, and print media products and learn about the various codes and conventions applicable in each form. They will develop an understanding of the production process in media while creating and presenting a range of media products like film, photography, magazines, and podcasts.

Assessment

- Responding task: Short Response – Individual
- Making task: Project – Group Short Film
- Responding task: Multimodal – Individual
- Making task: Project – Individual Media Product

Music



General Information

This course follows the Australian Curriculum – Music v9.

Music has the capacity to motivate, inspire and enrich the lives of all students. Students participate in music learning individually and collectively as listeners, composers, and performers.

Music in Year 10 focuses on developing and expanding students' prior learning and experiences from the Junior years. Through continuous sequential music learning, students will integrate listening, composing, and performing activities, using a variety of technologies which will develop students' confidence to be creative, knowledge and skills for listening, develop respect for music and music practices across global communities, cultures and musical traditions, and understand the aural art form of music.

Music learning enhances students' capacity to perceive and understand musical concepts, and to recognise music's contribution in shaping their identity and their ability to explore personal, local and global issues and ideas. Through the study of music, students increasingly value the power of music in its ability to transform the heart, soul, mind and spirit of individuals and communities.

Course Outline

Unit Title - Snapshots of Time – A study of instrumental and vocal music through the ages



Unit Description

In this unit, students will study instrumental and vocal music through the ages. The purpose of this unit is to develop students' musicianship by exploring and responding, developing their practices and skills, and create and make through presenting and performing.

Students are exposed to historically significant pieces from a range of musical eras including Medieval, Baroque, Classical, Romantic, and Modern times. All secular and sacred music styles and genres will be explored practically and theoretically. Composing, performing, analysing learning experiences and assessment will enable students to explore these historic fundamentals of music, and apply them to capture and express recent times and personal snapshots of time.

Focus

- Analysing repertoire to discover how composers revolutionised genres and styles by manipulating musical elements, traditional compositional devices/techniques
- Deconstructing repertoire to understand compositional techniques/devices
- Comparing/contrasting musical works
- Investigating the relationship between music and other art forms and philosophies throughout history
- Composing for instrumental and vocal groups
- Exploring compositional techniques, notating methods, and performance media
- Performing a variety of instrumental and vocal styles and genres

Assessment (Exploring and Responding / Creating and Making / Presenting and Performing)

- Performance
- Composition
- Project

Visual Art

ELECTIVE

General Information

This course follows the Australian Curriculum – Visual Arts v9.

In Visual Arts, students learn in, through and about visual arts practices, including the fields of art, craft and design. They experience and explore visual artworks created by artists working in diverse contexts, styles and forms, and build understanding of the significance and impact of visual arts practice and culture for themselves and local and global communities.

Year 10 students:

- Experiment with visual conventions, processes and materials to refine skills and develop personal expression.
- Investigate the ways that artists across cultures, times, places and/or other contexts develop personal expression in their visual arts practice to represent, communicate and/or challenge ideas, perspectives and/or meaning with a focus on First Nations Australian artists celebrate and challenge multiple perspectives of Australian identity through their artworks and visual arts practice.
- Experiment with media process and techniques.
- Reflect on how they and artists develop ideas for their work.
- Resolve artworks to communicate meaning and curate works for an audience.

Course Outline

Unit Title - Unit 1 – Surrealism & Unit 2 – Metamorphic Botanicals

Unit Code
MYVAR1



Unit 1 Description: Surrealism

The semester is divided into two units, each focusing on both making and responding in Visual Art. In this unit, students explore the world of Surrealism, investigating how artists use imagination, symbolism, and unexpected combinations to communicate ideas about the unconscious mind and dreamlike realities. Students develop a surreal drawing that expresses a personal concept, experimenting with composition, symbolism, and visual techniques to challenge traditional perceptions of reality. Through researching key Surrealist artists as inspiration, students refine their artistic intentions, build technical drawing skills, and develop a distinctive personal style. This exploration encourages imaginative and expressive thinking while deepening their understanding of how art can communicate ideas beyond the ordinary.

Assessment

- Project: resolved artwork, visual diary, artist statement
- Short response: Investigation

Unit 2 Description: Metamorphic Botanicals

Students will design and create a sculptural artwork inspired by plant forms that have been transformed through imagination and surreal concepts. They will explore how natural structures can be reinterpreted to communicate ideas about growth, transformation, and the connection between nature and the subconscious. Through further researching of Surrealist and contemporary artists, students will investigate how ordinary organic shapes can become extraordinary through creative distortion and symbolism.

Students will develop skills in construction, assemblage, and surface finishing techniques to produce a cohesive and expressive sculpture. This unit encourages experimentation, imaginative thinking, and technical refinement as students bring their own metamorphic botanical forms to life.

Assessment

- Project: resolved artwork, visual diary, artist statement
- Responding: Examination

Technologies

Unit Description

The Key Learning Area, Technologies, will be delivered as two subjects:

- Design & Technology (Hospitality Practices)
- Digital Technology

Design Technology (Food Specialisation)

ELECTIVE

General Information

This course follows the Australian Curriculum subject – Design & Technology v9.

Hospitality Practices develops knowledge, understanding and skills about the hospitality industry and emphasises the food and beverage sector, which includes food and beverage production and service. Students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector and examine and evaluate industry practices from the food and beverage sector.

Course Outline

Unit Title: Hospitality Practices

Unit Code
MYDTFS1

Unit Description

In this unit students will be introduced to some of the core concepts and ideas of Hospitality Practices.

They will gain an understanding of the following:

- The different sectors that make up the hospitality industry
- Essential personal attributes to work in the industry
- Principles of sustainability practiced in the hospitality industry
- The importance of good communication systems within hospitality
- The importance of safe and hygienic work practices within the industry
- Food and beverage production and service

Assessment

Assessment will be in the form of theory and practical components.

Digital Technology

ELECTIVE

General Information

This course follows the Australian Curriculum subject – Digital Technology v9.

Wherever there is a need for communication, whether private or in a business, a working knowledge of computer systems and programs is desirable. Because of the changing nature of technology, which is so integral to our way of life, it is important for students to develop skills, which enable them to be adaptable.

Course Outline

Unit Title: Coding Across Applications



Unit Description

STEM (and particularly Coding) has become the buzzword for the new “must have” skill. This unit will look at the various levels of coding required in different areas of computing with an introduction to the emerging uses of AI and the impacts on society. Students will undertake a variety of tasks designed to increase their understanding of what coding can do to increase the power of their computing tasks.

Focus

- Developing an understanding of how coding is used in computers to achieve functionality.
- Using simple coding (formulas) to control spreadsheets and databases.
- Introduction to programming languages.

Unit Outline

- Brief introduction to computers “under the hood”
- Investigation of current technology and AI (artificial intelligence)
- The nature of data, privacy, protection and safety
- Introductions to algorithms, coding and languages
- Designing an interactive application

Assessment

Assessment will be in the form of a small tests and major project.

Notes

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