



Curriculum handbook

2022

Year 10

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Welcome to Year 10 and the Senior School

Year 10 is the beginning of the senior phase of learning. It is the transition year that connects the middle and senior phases of learning and contributes to the continuity of learning across the 12 years of schooling. In this year, students will be given support to plan their intended senior phase of learning, education and training. It is also the year students will make important decisions about study for Years 11 and 12, and which of the pathways to pursue in Years 11 and 12, such as University entrance (ATAR) or Vocational Education.

In the senior years at Trinity Lutheran College we emphasise the importance of always setting high academic goals and students striving to achieve their personal best. Our aim is to encourage students to become mature, self-aware and reflective learners. From the start of Year 10, there is an increasing expectation that students will take greater responsibility for their learning and engage with the greater complexity of more disciplinary based or technical subjects.

Building upon the solid foundations established in the junior and middle years, the senior years curriculum focus is on the capabilities students need to work with knowledge to grow and to become lifelong learners. Year 10 is an important juncture, which makes connections with prior learning and the learning in the specialised syllabuses in Years 11 and 12. The Year 10 program has been developed to provide insight into Year 11 and 12 studies by providing the necessary support and scaffolding students need to meet the challenges of the senior phase of learning. Students are encouraged to establish clearly-defined goals for the future, including post-school destinations and to endeavour to choose subjects with these goals in mind.

Please read the accompanying information carefully. I look forward to a successful and rewarding journey with students and parents through the senior years.

We wish you and your family God's richest blessings.

God Bless

Matthew Qualischefski
Head of Campus Middle and Senior Years

Excellence in Education, Love for Humanity

Trinity Lutheran College is a school of the Lutheran Church of Australia. As such we aim to be a secure place, offering warm caring relationships and a safe environment for all. We respect individual gifts and differences. A strong partnership between students, parents and staff is emphasised. We strive to develop in students a spirit of service, stewardship and tolerance of the views of others. That is, we learn with our **head, heart and hand**. A true Trinity Lutheran College learner is a student who learns and enacts this to improve the lives of themselves and those in their community.

Lutheran schools seek to create a learning context in which values are recognised as having their source in God. Values have implications in all areas of life, by giving attention to the child's spiritual needs as well as his or her intellectual, physical, social, emotional and aesthetic needs. It is clear in our curriculum that we provide opportunities for all these values to not only be demonstrated, but also developed.

Year 10 Overview

Year 10 at Trinity Lutheran College is structured in a manner that allows students to choose subjects and pathways to match their God given talents, goals and interests. There is a clear and direct focus on preparation for the new Senior system for the QCE and ATAR. It is important that students understand the implications of choices as it can determine their future subject pathways.

More specifically, Year 10 is structured in a manner that allows all students to begin to specialise in their studies in a manner that will best prepare them for the content and expectations of year 11 and 12. Added to the core subjects are a suite of specialist subjects that focus on developing the knowledge and application for subjects that require a high degree of academic rigour. These subjects include:

Mathematical Methods or Mathematics General
Science – Senior Sciences preparation.
English focusing on higher level senior English
Physical Education.

Those students who do not wish to pursue specialisation in these chosen disciplines will have the opportunity to study core units of work and essential units. Essential units are designed for students who do not wish to take an academic pathway and may wish to study the vocational pathway. Year 10 will allow students to begin to study in a manner now that will suit this future study option.

Our subject offerings reflect this learning context and provide a strong and balanced curriculum which takes into account global trends and influences, as well as ensuring our students have the greatest possible opportunity to be successful in their chosen pathway.

Changing employment and workforce facing our students.

It is important that when considering subjects and a career pathway, that students and families are aware of current trends in employment and the need for graduating students to be fully prepared for new challenges. With the rise in automation, globalisation and more flexible work, students will need to navigate options that will open doors to employment and opportunity. Foundation for Young Australians (2015) suggest that 60% of Australian students are preparing for jobs in which over than two thirds of these jobs will be fully automated. This will increase competition for the limited number of jobs while also force underprepared students into retraining, underemployment or even unemployment.

Coupled with this information is emerging research about the need for students to be:

1. Strong communicators
2. Financially literate
3. Highly skilled to critically assess information/learning
4. Digitally literate
5. Creative and
6. Innovative.

The curriculum and pedagogy at Trinity Lutheran College offers a balanced approach to these demands. That is, we offer a range of subjects that not only create opportunity for student to be formally qualified to meet future employment trends, but also offers the underlying skills (such as a focus on critical analysis) to ensure they have the attained the competencies needed.

ELC – 12 Teaching and Learning Framework at Trinity Lutheran College

Trinity Lutheran College is committed to providing the highest standards of teaching and learning for our students. We have undertaken extensive research into contemporary best practice in pedagogy and we have aligned this with deliberate commitment to the development of an ELC to 12 Teaching and Learning Framework.

This framework has emerged from the College Strategic Plan. The framework will ensure that Trinity teachers are skilled in the delivery of innovative and engaging learning experiences that reflect best practice, as well as being skilled in the provision of programs that support a wide range of student needs.



The 4 key principles of this framework are: *Collaboration, Communication, Diversity & Reflection*, and offer our students a strong advantage in being able to meet future educational challenges.

Senior Education and Training Plans

What is the SET Plan?

A Senior Education and Training (SET) Plan is a document that each student develops in consultation with their parents/carers and the college. A SET Plan is designed to map your individual learning pathway through the Senior Phase of learning. All Year 10 students develop a SET plan. It is quite acceptable for you to change your plan. Trinity will support you by monitoring your Plan and adapting it if required.

The SET Plan should:

- work as a 'road map' to help you achieve your learning goals
- include flexible and coordinated pathway options
- assist you to examine further learning options across education, training and employment sectors,
- help you make decisions about learning pathways
- help you to communicate with the college about these learning pathways

Understanding the essential elements of the Senior System

ATAR system:

The Australian Tertiary Admission Rank (ATAR) will be used to rank eligible Year 12 graduates. ATARs will be calculated and issued by the Queensland Tertiary Admissions Centre (QTAC).

- ATAR is a number between 0.00 and 99.95 with increments of 0.05
- The ATAR is commonly used in other states and territories.

QTAC will calculate ATARs based on either:

a student's best five General (currently Authority) subject results, as is currently the case for the OP system

or

a student's best results in a combination of four General subject results, plus an applied learning subject result.

5 General subjects OR Combination (4 General + 1 applied/VET)	
Best five QCAA General subjects	Best four QCAA General subjects + The best result in a: QCAA Applied (currently Authority-registered subject or Subject Area Syllabus subject) or Certificate III or Certificate IV or Diploma or Advanced diploma

If a student is eligible for an ATAR in both categories, QTAC will use their highest ATAR.

English as a requirement for ATAR eligibility

In the new system of tertiary entrance, eligibility for an ATAR **will** require satisfactory completion of a **QCAA English subject**.

Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects — English, Essential English, Literature (new subject), English and Literature Extension (renamed), or English as an Additional Language.

While students must meet this standard to be eligible to receive an ATAR, it won't be mandatory for a student's English result to be included in the calculation of their ATAR.


*English can be the 6th subject.

21st century skills

To prepare students for future opportunities, teaching, learning and assessment must respond to economic and social conditions. The new syllabuses incorporate the skills identified in research as essential for living, learning and working in the 21st century and build on skills explored in the P–10 Australian Curriculum. In General subjects, students will have many opportunities to learn and practice 21st century skills, and to demonstrate achievement in them.





21st century skills

Preparing students for a changing world









Young people are preparing for a very different world from the one we know.

Young Queenslanders in the 21st century need to be

Innovators 	Entrepreneurs 	Lifelong learners 	Responsible global citizens 
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What are the 21st century skills in the General senior syllabuses?

Critical thinking  <ul style="list-style-type: none"> • analytical thinking • problem-solving • decision-making • reasoning • reflecting and evaluating • intellectual flexibility 	Creative thinking  <ul style="list-style-type: none"> • innovation • initiative and enterprise • curiosity and imagination • creativity • generating and applying new ideas • identifying alternatives • seeing or making new links 	Communication  <ul style="list-style-type: none"> • effective oral and written communication • using language, symbols and texts • communicating ideas effectively with diverse audiences 	Collaboration and teamwork  <ul style="list-style-type: none"> • relating to others (interacting with others) • recognising and using diverse perspectives • participating and contributing • community connections 	Personal and social skills  <ul style="list-style-type: none"> • adaptability/flexibility • management (self, career, time, planning and organising) • character (resilience, mindfulness, open- and fair-mindedness, self-awareness) • leadership • citizenship • cultural awareness • ethical (and moral) understanding 	ICT skills  <ul style="list-style-type: none"> • operations and concepts • accessing and analysing information • being productive users of technology • digital citizenship (being safe, positive and responsible online)
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Recommended Prior Learning for 2023

The table below outlines the recommended grades that must be reached in order for students to enroll in particular subjects. If you do not meet the recommended grades, please contact the Head of Learning in the respective subjects.

Year 11 subject	Recommended prior learning for 2023
Accounting	C in Year 10 any Mathematics
Ancient History	C in Year 10 Humanities and English
ATAR Business	C+ in Year 10 English and Humanities
Biology	C in Year 10 Science
Chemistry	B in Year 10 Science and General Mathematics
Dance	C in Year 9 or 10 Dance or equivalent
Drama	C in Year 9 or 10 Drama or C in Year 10 English
Economics	C in Year 10 Humanities and Mathematics
English	C in Year 10 English
English Extension (Year 12)	B+ in Unit 1 & 2 English
Essential English	Below C in Year 10 English
Food and Nutrition	Nil
German	C in Year 10 German
Geography	C in Humanities or English
Industrial Graphics Skills	Nil
Japanese	C in Year 10 Japanese
Legal Studies	C in Year 10 English and Humanities
Literature	C in Year 10 English
Mathematics - Essential	Below C in Year 10 Mathematics
Mathematics - General	C in Year 10 Mathematics
Mathematical Methods	B- in Year 10 Mathematics
Mathematics - Specialist	B in Year 10 Mathematics
Modern History	C in Year 10 Humanities and English
Music	C in Year 9 or 10 Music or equivalent
Music Extension (Year 12)	B in Unit 1 & 2 Music
Physics	B in Year 10 Science and Mathematical Methods. Mathematics Methods must be studied concurrently.
Physical Education	C in English, HPE and Science. Ability to swim is essential.
Psychology	B in Year 10 Science and General Mathematics
Science in Practice	Nil
Social and Community Studies	Nil
Study of Religion	C in English
Visual Art	C in Year 9 or 10 Visual Art
Visual Art in Practice	Nil

CORE SUBJECTS

All students in Year 10 will study Christian Studies, English, Mathematics, Science and HPE/PE.

Christian Studies

Subject Type: This is a core subject studied by all students.

Required Prior Learning: This course builds on Year 9 Christian Studies.

Overview

At Trinity Lutheran College, our senior program follows the syllabus and outcomes of the QCAA SAS subject 'Religion and Ethics'. To meet the teaching hours required by this syllabus, the program runs over the three years of senior school. Year 10 and the first semester of Year 11 is the formative program and units, and the second semester of Year 11 and Year 12 make the summative program and units.

Christian Studies places a focus on Service Learning and the project will allow students to develop their social conscience and reflect on delivery of practical assistance to someone in need. Whilst a variety of world views are discussed and reflected upon, the whole program has a Christ-centred focus based in the national *Christian Studies Curriculum Framework*, developed by Lutheran Education Australia.

The 4 strands of the framework are integrated into each unit of study. These strands are: Christian Beliefs, Christian Church, Christian Living and Christianity in the World.

The units explored in year 10 are:

Heroes and Role Models

Students will explore the idea of heroes and role models; how they exist in most communities, exhibit perfections and imperfections and how they assist people to define ideas and the universal desire for human flourishing.

Spirituality

Students will explore the spiritual nature of humans and cultural, social and religious impacts on spirituality. They will consider how spirituality can be expressed by people of different cultures, faiths and backgrounds.

Religions of the World

Students will explore how religions provide a framework for making sense of life and how we live; whilst respecting similarities and differences between religions to help foster a more harmonious society.

What you will know and be able to do

(same)

What is the workload/assessment?

Students will participate in a range of assessment types including an investigation, a short response examination and a project.

English

Subject Type:

English is a core subject. In Year 10 at Trinity Lutheran College, students must select one of three subject offerings in the English Learning Area: English, Literature or Essential English. Students cannot study the courses concurrently. These subjects share common features that include the continuing development of students' knowledge, understanding and skills in listening, speaking, reading, viewing, designing and writing. Differences between the subjects lie in the emphasis on how language and skills are developed and the contexts in which they are applied.

Required Prior Learning: This course builds on Years 6- 9 English.

Overview:

In Year 10 English, students develop skills associated with informative, persuasive, and imaginative genres. Students have opportunities to engage with a range of texts, including novels, film and media that offer diverse perspectives on our world, and explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings. In doing this, students develop their ability to respond to these texts in various ways, producing literary and media analyses, narratives and persuasive responses.

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship and for lifelong learning across a wide range of contexts.

English at Trinity Lutheran College follows the Australian English curriculum and is built around three interrelated strands that support students' growing understanding and use of English:

- **Language** – developing a coherent, dynamic, and evolving body of knowledge about the English language and how it works.
- **Literature** – Understanding, responding to, examining and creating literature: an enjoyment and informed appreciation of how the English language can convey information and influence and engage audiences.
- **Literacy** – the ability to understand and communicate accurately, fluently, creatively, critically, confidently, and effectively in a range of modes and texts designed for specific purposes and audiences.

What pathways does English lead to in Years 11 and 12?

English is a preparatory course for the QCE General English subject. However, after completing English in Year 10, students can still choose to study Literature or Essential English in Years 11 and 12.

Assessment:

Students will complete a total of four summative assessments, including Extended Responses (e.g. assignments) and Supervised Responses (e.g. exams). Students will respond in four genres: analytical, persuasive, media, and imaginative. Responses will be either written or spoken, depending on the type of assessment.

Literature

Subject Type:

Literature is a core subject. In Year 10 at Trinity Lutheran College, students must select one of three subject offerings in the English Learning Area: English, Literature or Essential English. Students cannot study the courses concurrently. These subjects share common features that include the continuing development of students' knowledge, understanding and skills in listening, speaking, reading, viewing, designing and writing. Differences between the subjects lie in the emphasis on how language and skills are developed and the contexts in which they are applied.

Required Prior Learning: This course builds on Years 6- 9 English.

Overview:

In Year 10 Literature, students focus on studying literary texts, developing their abilities as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts.

English at Trinity Lutheran College follows the Australian English curriculum and is built around three interrelated strands that support students' growing understanding and use of English:

- **Language** – developing a coherent, dynamic, and evolving body of knowledge about the English language and how it works.
- **Literature** – Understanding, responding to, examining and creating literature: an enjoyment and informed appreciation of how the English language can convey information and influence and engage audiences.
- **Literacy** – the ability to understand and communicate accurately, fluently, creatively, critically, confidently, and effectively in a range of modes and texts designed for specific purposes and audiences.

What pathways does Literature lead to in Years 11 and 12?

Literature is a preparatory course for the QCE General Literature subject. However, after completing Literature in Year 10, students can still choose to study English or Essential English in Years 11 and 12.

Assessment:

Students will complete a total of four summative assessments, including Extended Responses (e.g. assignments) and Supervised Responses (e.g. exams). Students will respond in analytical and imaginative genres. Responses will be either written or spoken, depending on the type of assessment.

Essential English

Subject Type:

Essential English is a core subject. In Year 10 at Trinity Lutheran College, students must select one of three subject offerings in the English learning area: English, Literature or Essential English. Students cannot study the courses concurrently. These subjects share common features that include the continuing development of students' knowledge, understanding and skills in listening, speaking, reading, viewing, designing and writing. Differences between the subjects lie in the emphasis on how language and skills are developed and the contexts in which they are applied.

Required Prior Learning: This course builds on Years 6 - 9 English.

Overview:

In Year 10 Essential English, students develop and refine their 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.

As part of the studies, students in Year 10 Essential English at Trinity Lutheran College complete the QCAA Literacy Short Course. The Literacy Short Course is aimed at students who may be at risk of not otherwise attaining the minimum requirements for literacy necessary for awarding the Queensland Certificate of Education at the completion of Year 12.

In the Literacy Short Course, there are two focus topics:

- Personal identity and education, where students develop reading, writing, oral communication and learning skills through expressing personal identity, achieving personal goals, and understanding and interacting with the wider community
- The work environment, where students develop reading, writing, oral communication and learning skills through activities that relate to preparing for and seeking employment, operating in an existing workplace, and/or entering a new work environment.

What pathways does Essential English lead to in Years 11 and 12?

Essential English is closely aligned with the QCE Applied Essential English subject. After completing Essential English in Year 10, students are advised to continue studying Essential English in Years 11 and 12, rather than changing to English or Literature.

Assessment:

Students will complete a total of four summative assessments, including Extended Responses (e.g. assignments) and Supervised Responses (e.g. exams). Students will respond in different genres, including informative, persuasive, multimodal and imaginative. Responses will be either written or spoken, depending on the type of assessment. Students will also complete a journal as part of the requirements of the Literacy Short Course.

Health and Physical Education

In Health and Physical Education students must select one of two subject offerings to complete in Year 10. The core subject Health and Physical Education or Physical Education. Students cannot study the courses concurrently.

Subject Type: This is a core subject, based on the Australian Curriculum. It is intended to prepare students for the Year 11 and 12 subjects Sport and Recreation (applied), Certificate III Sport and Recreation and Certificate III Health Services Assistance.

Overview:

Health and Physical Education provides a foundation for developing active and informed members of society in the pursuit of good health. It is a subject that provides students with opportunities to learn in, through and about sport and active recreation activities. Students understand the health benefits of a physically active lifestyle and explore strategies to enhance this.

What you will know and be able to do?

- Understand the contribution that sport and active recreation makes to health and wellbeing.
- Understand how physical skills can enhance participation and performance in sport and active recreation activities.
- Investigate strategies and practices that enhance your own, others' and community health, safety and wellbeing.
- Develop specialised skills for movement in a variety of sports and physical activities.
- Develop strategies for individual and team games, sports and other physical activities, in particular, offensive and defensive strategies, use of space, co-operation and teamwork.
- Understand the relationship between health, physical activity and fitness.

Frequently asked questions:

What pathways can this subject lead to in Years 11 and 12?

There are several pathways for Years 11 and 12 within the HPE department. This subject prepares students for the applied subject, Sport and Recreation, Certificate III Sport and Recreation and Certificate III Health Services Assistance in Year 11 and 12. It also provides students with the skills and knowledge to lead healthy and active lifestyles beyond school.

Assessment:

Students will be assessed in both the practical and theoretical components of the course.

Physical Education

Subject Type: This is an elective subject based on the Australian Curriculum. This subject is intended to prepare students for the Year 11 and 12 general subject, Physical Education (ATAR).

Required Prior Learning: This course builds on Year 9 HPE.

Overview:

Physical Education provides a foundation for developing active and informed members of society, capable of managing the interactions between themselves and their social, cultural and physical environments. This subject is designed to be a preparatory course for those considering selecting the Year 11 and 12 general subject, Physical Education (ATAR).

Physical Education (ATAR) in Year 11 and 12 is an academic subject that establishes a basis for further tertiary education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching. In Year 10 students are introduced to content and assessment styles covered in senior Physical Education.

Content focuses on ascertaining relationships between biophysical, sociocultural and psychological concepts and principles, and various physical activity contexts. Students will use their knowledge to devise strategies to optimise engagement and performance in physical activity contexts.

What you will know and be able to do?

- Students are introduced to fundamental concepts and principles underpinning their learning of movement sequences and how they can enhance movement from a biomechanical perspective.
- Students broaden their perspective by determining the psychological factors, barriers and enablers that influence their performance and engagement in physical activity.
- Students develop specialised movement strategies and develop tactical awareness of their own and others' performance in physical activity.
- Students explore energy, fitness and training concepts and principles to optimise personal health, fitness and performance.

Frequently asked questions:

What pathways can this subject lead to in Years 11 & 12?

There are several pathways for Years 11 & 12 within the HPE department. While this subject specifically prepares students for the general subject, Physical Education (ATAR) students can still select the applied subject, Sport and Recreation, Certificate III Sport and Recreation or Certificate III Health Services Assistance in Year 11 and 12.

Assessment:

Students will be assessed in both the practical and theoretical components of the course.

Mathematics – 10 General Mathematics

Subject Type: Mathematics is a core subject studied by all students. It is based on the Australian Curriculum.

Required Prior Learning: Year 9 Mathematics

Students will be allocated to classes based on their Year 9 results.

10 General Mathematics – preparation for General Mathematics and Essential Mathematics.

Senior School Pathways:

10 General Mathematics leads to Years 11 and 12 General Mathematics and Years 11 and 12 Essential Mathematics.

Overview:

Learning mathematics creates opportunities and enriches the lives of all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Year 10 Mathematics

The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

By the end of **10 General Mathematics**, students will:

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

Mathematics – 10 Mathematical Methods

Subject Type: Mathematics is a core subject studied by all students. It is based on the Australian Curriculum.

Required Prior Learning: Year 9 Mathematics

Students will be allocated to classes based on their Year 9 results

10 Mathematical Methods - preparation for Mathematical Methods and Specialist Mathematics.

Senior School Pathways:

10 Mathematical Methods leads to Years 11 and 12 Mathematical Methods and Years 11 and 12 Specialist Mathematics.

Overview:

Learning mathematics creates opportunities and enriches the lives of all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Year 10 Mathematics

The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

By the end of **10 Mathematical Methods**, students will:

- define rational and irrational numbers and perform operations with surds and fractional indices
- use the definition of a logarithm to establish and apply the laws of logarithms
- Investigate the concept of a polynomial and apply the factor and remainder theorems to solve problems
- solve simple exponential equations
- describe, interpret and sketch parabolas, hyperbolas, circles and exponential functions and their transformations
- solve problems involving surface area and volume of right pyramids, right cones, spheres and related composite solids
- prove and apply angle and chord properties of circles
- establish the sine, cosine and area rules for any triangle and solve related problems
- use the unit circle to define trigonometric functions, and graph them with and without the use of digital technologies
- solve simple trigonometric equations
- apply Pythagoras' theorem and trigonometry to solving three-dimensional problems in right-angled triangles
- investigate reports of studies in digital media and elsewhere for information on their planning and implementation
- calculate and interpret the mean and standard deviation of data and use these to compare data sets
- use information technologies to investigate bivariate numerical data sets. Where appropriate use a straight line to describe the relationship allowing for variation.

Mathematics – 10 Essential Mathematics

Subject Type: Mathematics is a core subject studied by all students. It is based on the Australian Curriculum.

Required Prior Learning: Year 9 Mathematics

Students will be allocated to classes based on their Year 9 results.

Senior School Pathways:

10 Essential Mathematics leads to Years 11 and 12 Essential Mathematics.

Overview:

Learning mathematics creates opportunities and enriches the lives of all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Year 10 Mathematics

The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

By the end of **10 Essential Mathematics**, students will:

- recognise the connection between simple and compound interest
- solve problems involving linear equations
- make the connections between algebraic and graphical representations of relations
- solve surface area and volume problems relating to composite solids
- compare data sets by referring to the shapes of the various data displays
- describe bivariate data where the independent variable is time
- describe statistical relationships between two continuous variables
- find unknown values after substitution into formulas
- perform the four operations with simple algebraic fractions
- use trigonometry to calculate unknown angles in right-angled triangles
- list outcomes for multi-step chance experiments and assign probabilities for these experiments
- calculate quartiles and inter-quartile ranges.

Essential Mathematics:

In Essential Mathematics, students will cover mostly the same curriculum content as the Year 10 General Mathematics students however more flexibility and support is available for these students.

Science – Senior Sciences Prep

Subject type:

This is a core subject studied by all students. It is based on the Australian Curriculum.

Senior School Pathways:

Year 10 Science leads to Biology, Chemistry, Physics and Psychology.

Overview:

This subject will be taught by specialist Year 10 Science teachers as part of a course of study designed to prepare the students for Senior Science subjects and provide them with a course which concentrates on the skills to independently design and undertake investigations which take into account the need for accuracy, safety, fairness, ethical actions and collaboration. All students need to communicate using scientific language and representations appropriate to the content. Science is organised into three content strands. The **Science Understanding** strand describes the knowledge and understanding, or the “what”, of Science and the **Science Inquiry Skills** strand describes the skills, or the “how”, of Science. The **Science as a Human Endeavour** strand is incorporated in the Science Understanding strand and provides contexts for linking concepts and learning experiences that are meaningful to students.

In the **Science Understanding** strand, students explore

- the biological, chemical, geological and physical evidence for different theories, such as the theories of evolution by natural selection and the Big Bang
 - the processes that underpin heredity
 - atomic theory to help understand relationships within the periodic table
 - their understanding of motion and forces and their relationship when applying physical laws
 - relationships between aspects of the living, physical and chemical world as they are applied to systems on a local and global scale. This enables students to predict how changes will affect equilibrium within these systems
-

Within the **Science inquiry skills** areas, students develop skills in:

1. Questioning and predicting
 2. Planning and conducting
 3. Processing and analysing data and information
 4. Evaluating
 5. Communicating
-

Essential Science

Subject type:

This is a Science subject that involves high levels of practical work. It is based on the Australian Curriculum.

Senior School Pathways:

Students that take Essential Science are not necessarily preparing to take a Senior Science.

Overview:

This subject will be taught by a specialist Year 10 Science teacher. It will include a substantial amount of practical work as a way of consolidating the understanding of key science concepts. This course concentrates on developing the skills to undertake investigations, which take into account the need for accuracy, safety, fairness, ethical actions and collaboration. Science is organised into three content strands. The **Science Understanding** strand describes the knowledge and understanding, or the “what”, of Science and the **Science Inquiry Skills** strand describes the skills, or the “how”, of Science. The **Science as a Human Endeavour** strand is incorporated in the Science Understanding strand and provides contexts for linking concepts and learning experiences that are meaningful to students.

In the **Science Understanding** strand, students explore

- Biology – genetics and evolution
 - Chemistry – the Periodic Table and chemical reactions
 - Physics – motion and force
 - Global Systems – the relationships between aspects of the living, physical and chemical world as they are applied to systems on a local and global scale.
-

Within the **Science inquiry skills** areas, students develop skills in:

1. Questioning and predicting
 2. Planning and conducting
 3. Processing and analysing data and information
 4. Evaluating
 5. Communicating
-

ELECTIVE SUBJECTS

Students will study 3 electives for 3 lessons each week. Please note the recommended prior learning preferences for Year 11 and choose subjects accordingly.

Advanced STEAM

Subject Type:

This elective subject is based on the National Curriculum for Science, Technology, Visual Art and Mathematics.

Required Prior Learning: *B in Year 9 Science and Mathematics, and a B in Year 8 or Year 9 Visual Art and/or Design Technology.*

Overview

STEAM is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue and critical thinking. This requires students to take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration, and work through the creative process.

The unique format of the STEAM course removes the usual limitations of subject divisions, replacing them with curiosity, critique, inquiry, and innovation. STEAM education isn't just one thing—it's a range of strategies that help students apply concepts, skills and knowledge they have learned or are in the process of learning from different disciplines to solve meaningful problems, providing opportunities for students to make cross-curricular links in a more authentic way. STEAM develops ingenuity, a set of thinking, reasoning, teamwork, investigative, and creative skills that students can use in all areas of their lives.

This 'new' course will appeal to students who value a self-directed style learning environment and provides a wide scope for choice and practical high-level problem solving.

You will engage in:

- Entrepreneurship and practical problem solving
- Innovation and creativity
- Communication
- Collaboration and productive teamwork
- Hypothesising, researching and reflecting
- Trialing, testing and experimenting
- Time management and organisational skills
- Independent work capabilities
- Introduction to aspects of relevant industry
- A focus on real-world issues and problems
- Tasks guided by the design process
- Hands-on inquiry and open-ended exploration
- Application of rigorous math and science content learnt
- Appreciation for multiple right answers and reframe failure as a necessary part of learning

Frequently Asked Questions

How is this course assessed?

- Assessment is based on National Curriculum standards in all four subjects; Mathematics 10A, Science, Technology and Visual Art.

What types of assessment are included?

- Exhibition; formal and informal display
- Presentations; physical, oral, digital, virtual

- Design process journal documentation
- Research tasks
- Exams

What is the workload?

Four lessons per week;

- two teacher directed lessons covering relevant theoretical knowledge and skills
- two self-directed lessons, for independent student selected project-based tasks facilitated by subject area experts
- class work needs to be mirrored in individual time, as per the College homework policy. Students will have access to STEAM space during lunch breaks and before or after school on pre-arranged days.

Where does this course pick up from Year 9 STEAM?

- Extends further the students' appreciation of the design process
- Develops further high order problem-solving skills
- Broadens students' knowledge of community and global issues
- Introduces relevant technologies and theoretical knowledge applicable to community and global issues
- Develops effective numeracy, literacy, visual literacy and logical reasoning skills
- Enhances communication skills
- Helps students acquire essential real-life skills such as collaboration used in all vocations

What could this course lead to in Years 11 and 12?

This course can lead directly into several Year 11 and 12 ATAR subjects; Mathematical Methods, Specialist Mathematics, the Sciences; Physics, Chemistry, Biology, Psychology, and Visual Art. It familiarises students with many aspects of the Senior courses and the knowledge and understanding and skills gained in Year 10 STEAM will be valuable as a foundation for Senior studies, and for numerous career opportunities beyond schooling.

Mathematics - 10 Extension Mathematics

Subject Type:

Mathematics Extension is an elective subject studied by students who have a keen interest in Mathematics and are willing to extend their content knowledge, reasoning ability, analytical processes and problem solving skills. Some of the topics covered are part of the 10A section of the Australian Mathematics Curriculum and some go beyond this level.

Required Prior Learning: Year 9 Mathematics

Concurrent learning: Year 10 Mathematical Methods

Senior School Pathways: Years 11 and 12 Mathematical Methods and Years 11 and 12 Specialist Mathematics.

Overview:

Learning mathematics creates opportunities and enriches the lives of all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Year 10 Extension Mathematics: The Extension Mathematics curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

By the end of **10 Extension Mathematics**, students will:

- comprehend that **matrices** can be used for storing and displaying information, identify different types of matrices, apply addition, subtraction and multiplication to matrices, solve matrix equations, determine the power of a matrix, make decisions and problem solve using matrices.
- understand the meanings of the terms **graph**, edge, vertex, loop, degree of a vertex, subgraph, simple graph, complete graph, bipartite graph, directed graph (digraph), arc, weighted graph and network
- identify practical situations that can be represented by a **network** and construct such networks, e.g. trails connecting camp sites in a national park, a social network, a transport network with one-way streets, a food web.
- prove and apply angle, **chord** and **tangent** properties of circles
- define the three basic **trigonometric functions** using the Unit Circle, use symmetry properties to determine the sine, cos and tan of any angle, graph sinusoidal and tangent functions, make decisions and problem solve using trigonometry
- define the concept of a **polynomial function** and apply the factor and remainder theorems to solve problems, graph polynomial functions
- use the definition of a **logarithm** to establish and apply the laws of logarithms
- Use and apply **Combinatorics** to solve problems
- Use and apply **Set Theory**, **Number Theory** and **Boolean Algebra** to solve problems
- Understand the elements of **Data Science** and be able to use and apply them to solve problems

During the year, students will participate in the Intermediate Section of the **Mathematics Challenge** and the **Australian Mathematics Competition** run by the Australian Mathematics Trust, and also undertake their own Mathematics **Project**.

Chinese

Subject Type:

This is an elective subject which students may choose to study. It is based on the Australian Curriculum Chinese syllabus.

Required Prior Learning:

C in Year 9 Chinese. Students considering Chinese in Year 11 MUST choose Chinese in Year 10.

Overview

The study of Chinese:

- consolidates and builds upon those skills already acquired from previous study.
- Continues the emphasis on the four macro-skills.
- engages students in real language for life-like purposes, making the language relevant.

In Year 10 Chinese, the language and grammar become more complex and students develop the ability to make decisions about the language needed to effectively communicate. The course will continue to develop the four macro-skills involved in learning a foreign language: Speaking, Listening, Reading and Writing, but the skills become more interrelated. These macro-skills will be developed through the use of videos, role-plays, blogs and classroom activities. In addition, students will have the opportunity to participate in the Gold Coast Speech Competition.

Why do this subject?

The ability to speak and understand a second language is a very valuable skill to have in our globally connected society of today. In many countries, bilingualism is the norm. By studying Chinese, you will not only learn about another language and culture, but you become more knowledgeable about your first language whilst studying. Even if you do not continue your language learning beyond Year 10, your time learning another language helps you develop an understanding and respect for diversity and differences in our multi-cultural world.

What you will know and be able to do:

By the end of Year 10, students should be able to communicate their opinions and ideas on a simple level. The most frequently used functions will be those involved in daily communication and in general conversation. The students will have an understanding of the use of Chinese in the world and an appreciation for the Chinese language. The students will, by the end of the year, know basic language patterns and conventions to enhance and facilitate the greater complexity of language development in Years 11 and 12.

Workload / assessment:

Students are assessed using the four skills of Writing, Listening, Reading and Speaking each semester, with all skills being weighted equally. The assessment is designed to reflect and aid the transition onto ATAR Chinese in Years 11 and 12. To do well in a language, continual revision and practice of vocabulary and new structures is essential. Your commitment to doing this is a very important factor in your success.

Frequently Asked Questions:

Can I go to China?

The colleges inaugural China tour is proposed for September 2020, at a cost of about \$3500. Planning is also underway for a Chinese exchange opportunity where you will attend a Chinese school and live with a family for a term. Chinese study tours are held by the college in February and July each year so Trinity students can practise their Chinese language with these students.

German

Subject Type:

This is an elective subject which students may choose to study. It is based on the Australian Curriculum German syllabus.

Required Prior Learning:

C in Year 9 German. Students considering German in Year 11 MUST choose German in Year 10.

Overview

Year 10 German consolidates and builds upon those skills already acquired from previous study. The language and grammar become more complex and students develop the ability to make decisions about the language needed to effectively communicate. The course aims to link the past with the present culture and teaches everyday German in a realistic context. Students learn about the recent history of Berlin and discuss current events in Germany. DVDs and CDs, which accompany the course, illustrate how language is used in a range of situations using speakers with different accents. Students learn what young people may need to say, understand and write in German, in order to cope with social and public situations. In addition, they will have the opportunity to participate in the Gold Coast Speech Competition.

Why do this subject?

The ability to speak and understand a second language is a very valuable skill to have in our globally connected society of today. In many countries, bilingualism is the norm. By studying German, you will not only learn about another language and culture, but you become more knowledgeable about your first language whilst studying. Even if you do not continue your language learning beyond Year 10, your time learning another language helps you develop an understanding and respect for diversity and differences in our multi-cultural world.

What you will know and be able to do:

By the end of Year 10, students should be able to communicate their opinions and ideas on a simple level. The most frequently used functions will be those involved in daily greetings and in general conversation. The students will have an understanding of the use of German in the world and an appreciation for German language and German speaking countries. The students will, by the end of the year, know basic language patterns and conventions to enhance and facilitate the greater complexity of language development in Years 11 and 12.

Workload / assessment:

Students are assessed using the four skills of Writing, Listening, Reading and Speaking each semester, with all skills being weighted equally. The assessment is designed to reflect and aid the transition onto ATAR German in Years 11 and 12. To do well in a language, continual revision and practice of vocabulary and new structures is essential. Your commitment to doing this is a very important factor in your success.

Frequently Asked Questions:

Can I go to Germany?

Every 2 years the College organises a German trip. The next trip is scheduled to be in November / December 2020. Students going on the German trip also have the opportunity to host their German billets when they visit us. A term long exchange opportunity also exists for Year 10 students to our sister school in Hamburg.

Japanese

Subject Type:

This is an elective subject which students may choose to study. It is based on the Australian Curriculum Japanese syllabus.

Required Prior Learning:

C in Year 9 Japanese. Students considering Japanese in Year 11 MUST choose Japanese in Year 10.

Overview

The ability to speak and understand a second language is a very valuable skill to have in our globally connected society today. In many countries, bilingualism is the norm. In Japanese, you will not only learn about another language and culture, but you will become more knowledgeable of your first language whilst studying. Even if you do not continue your language learning beyond Year 10, your time learning another language helps you develop an understanding and respect for diversity and differences in our multi-cultural world.

The study of Japanese:

- consolidates and builds upon those skills already acquired from previous study.
- Continues the emphasis on the four macro-skills.
- engages students in real language for life-like purposes, making the language relevant.

The Year 10 course will develop the four macro-skills involved in learning a foreign language: Speaking, Listening, Reading and Writing. These macro-skills will be developed through the use of the Obento textbook series and students will also continue to study the character scripts Hiragana and Katakana, as well as Kanji.

What you will know and be able to do:

By the end of Year 10, students should be able to communicate on a simple level as a visitor in Japan, or with Japanese people in Australia. The students will have learned a number of language functions, in a number of settings, within a specific group of topics. The most frequently used functions will be those involved in daily greetings and in general conversation. The students will also have mastered the phonetic written scripts of Hiragana, Katakana and basic Kanji whilst continuing to develop their appreciation, knowledge and understanding of the varied nature of Japanese culture. The students will, by the end of the year, know all the basic Japanese language patterns and conventions to enhance and facilitate the greater complexity of the language development in Years 11 and 12.

Workload / assessment:

Students are assessed using the four skills of Writing, Listening, Reading and Speaking each semester, with all skills being weighted equally. The assessment is designed to reflect and aid the transition onto ATAR Chinese in Years 11 and 12. To do well in a language, continual revision and practice of vocabulary and new structures is essential. Your commitment to doing this is a very important factor in your success.

Frequently Asked Questions:

What could this course lead to in Years 11 and 12?

Years 9 and 10 Japanese form the basis for studying Japanese in Years 11 and 12. Students learn a variety of the most commonly used vocabulary and the grammatical foundations for the language in Years 9 and 10 and these are further developed in Years 11 and 12, affording the students much greater communicative abilities in later schooling.

Can I go to Japan?

Every 2 years the College organises a Japan trip which is usually in the June/July holidays for about 2 weeks at a cost of approximately \$3500. The next trip will be in 2021. A term long exchange opportunity also exists for Year 10 students to our sister school, Reitaku High School, near Tokyo.

Accounting and Legal Studies

Subject Type:

This is an elective subject and it is based on the Australian Curriculum.

Overview

In this elective, students consider real-world applications of accounting to develop an understanding of the role, purpose and uses of accounting. Students explore the purpose of financial statements and entering transactions in MYOB. Accounting principles are applied conceptually (handwritten and/or spreadsheet) to create a Statement of Profit and Loss and Balance Sheet. Further, students will record and process transactions for a trading or service business in a computerised accounting program (MYOB). Year 10 Legal Studies investigates Australian citizens' legal rights and responsibilities, our system of criminal and civil law, and the resolution of disputes. It also delves into the Constitution and how laws are made and altered to deal with the changes in our society.

Students will complete four units over the year to provide them with experience in the disciplines of Accounting and Legal Studies. Each unit is based on a set theme. Possible themes for each discipline are:

- An introduction to legal practices
- Personal Finance
- Financial management skills
- Criminal & Civil law

What you will know and be able to do:

- describe accounting concepts and principles relating to entities and role of accounting.
- explain accounting concepts, principles and processes relating to entities and role of accounting.
- apply accounting principles and processes relating to financial statements for a trading or service business.
- The role of the hierarchy of courts, including the interpreting of legislation.
- Young people and the law: what laws apply specifically to young people under the age of 18?
- How laws are made.
- Choose legal cases of interest from the media and write about them in their own legal blog.
- Looking at the law as it is reported in the media.
- Criminal law process and infamous cases.
- Examine ways individuals can have an impact on our legal system.

What is the workload / assessment?

- Practical written test
- Practical Report
- Multi modal presentation
- Research essay

Business and Economics

Subject Type:

This is an elective subject and it is based on the Australian Curriculum.

Overview

The Year 10 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. The ways governments manage economic performance to improve living standards is explored, along with the reasons why economic performance and living standards differ within and between economies. Students explore the nature of externalities and why the government intervenes to ensure that prices reflect the depletion of resources or costs to society. Students examine the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce.

Possible topics to be investigated include:

- How to start a Social Entrepreneurship, a business that also makes a difference
- How to brand a product or service like your favourite brand, so people love and trust it
- Practical business venture where students establish, prepare, participate and then evaluate a real-life business enterprise of their choice

What you will know and be able to do:

- Understand how a business prepares market research in terms of developing a product/service
- Prepare Bank Reconciliation Statements for different business ownerships
- Explore multiple contexts of recording financial information
- Know and explain their own rights in relation to criminal law issues
- Understand the Australian legal system and how different courts operate
- Understand how to establish a business enterprise
- Develop skills in executing a practical business venture where products are manufactured and sold for profit
- Indicators of economic performance and how Australia's economy is performing
- The links between economic performance and living standards
- Factors that influence major consumer and financial decisions
- Develop questions and hypotheses about an economic or business issue or event, and plan and conduct an investigation

Assessment

- Practical written test
- Practical Business Venture Report
- Multi modal presentation
- Computer based assignment

History and Geography

Subject Type:

This elective subject is based on the National Curriculum for History and Geography within the Humanities and Social Sciences learning area.

Overview

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 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.

There are two units of study in the Year 10 curriculum for Geography: 'Environmental change and management' and 'Geographies of human wellbeing'. 'Environmental change and management' focuses on investigating environmental geography through an in-depth study of a specific environment. This includes an overview of the environmental functions that support all life, the challenges to their sustainability, and the environmental world views – including those of Aboriginal and Torres Strait Islander Peoples – that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. 'Geographies of human wellbeing' focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students 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.

Students will complete four units over the year to provide them with experience in the disciplines of Geography and History. Each unit is based on a set theme. Possible themes for each discipline are:

- Involvement in World War II
- Human Rights and Freedoms
- The Globalising World – Popular Culture/Migration/Environmental awareness
- Human-induced environmental changes that challenge sustainability
- The Aboriginal and Torres Strait Islander Peoples' approaches to custodial responsibility and environmental management
- Issues affecting development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands

What you will know and be able to do:

- Use historical and geographical terms and concepts
- Identify and select different kinds of questions to inform historical and geographical inquiry
- Identify the origin, purpose and context of primary and secondary sources
- Identify and analyse the perspectives of people from the past
- Select and use a range of communication forms (oral, graphic, written) and digital technologies

What is the workload / assessment?

- Research report
- Research essay
- Unit test
- Multi Media presentation

Humanities

Subject Type: This is an elective subject based on the Australian Curriculum Humanities and Social Sciences.

Overview

Humanities covers History, Geography, Civics and Citizenship and Economic and Business and it:

- Emphasises the key values of the democratic process, social justice, ecological and economic sustainability, peace
- Provides practice in the writing of reports, research essays, in-class analytical essays (including in-text referencing). This is a course which requires good literacy and analytical skills
- Provides practice in geographical skills such as mapping, atlas work, construction and interpretation of a variety of graphs
- Further develops the research process - formulating a hypothesis, creating focus questions, making notes from a variety of sources, writing an annotated bibliography
- Provides practice in the critical use of primary and secondary sources
- Expands knowledge and understanding of a variety of topics
- Provides experience in criteria-based assessments

Students will complete four units over the year to provide them with experience in the disciplines of Civics, Economics, Geography and Modern History. Each unit is based on a set theme. Possible themes for each discipline are:

- Geography: Local and National Geographical Issues
- Modern History: World War II, Human Rights
- Economics and Business: The Economy in our Society
- Civics: Australian government and Immigration policies

What you will know and be able to do:

- Hypothesising, researching, creating, participating, communicating, reflecting
- Report writing, analytical essay-writing
- Time management and organisational skills
- Group work and independent study skills
- Interpreting primary and secondary sources
- Note-making (from lectures, videos, books, internet)

What is the workload / assessment?

- Research reports
- Research analytical essays
- Unit tests
- Multi Media presentations

Design

Subject Type: This is an elective subject which students may choose to study. It is based on the Australian Curriculum Design Technology syllabus.

Overview:

The subject focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit innovative ideas.

What you will know and be able to do:

You will develop an appreciation of designers and their role in society. You will learn the value of creativity and build resilience as you experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Design equips students with highly transferrable, future-focused thinking skills relevant to a global context.

Workload and Assessment:

Assessment consists of Design Folios and Tests. You will use the Design Process to explore options and develop ideas and design concepts. You will use drawing and low-fidelity prototyping skills. You will evaluate ideas and design concepts. You will communicate design proposals to suit different audiences.

Where does this course pick up from Year 9?

- Extends further the students' understanding of the Design Process
- Develops higher quality sketching and communication skills
- Broadens understanding of new and emerging technologies
- Introduces prototyping skills
- Increases problem solving and critical thinking skills

What could this course lead to in Years 11 and 12?

This subject covers significant aspects of the General Subject **Design** (ATAR) in Years 11 and 12. Students will experience similar units studied in this subject to ascertain if they wish to continue this course of study in the senior years.

What pathways can this subject lead to in the future?

Jobs in industrial design, architecture, digital media design, fashion design, graphic design, interior design and landscape architecture.

Certificate I in Furnishing (MSF10113)

Subject type: VET (under TLC registration RTO 30507).

Required Prior Learning: Nil

Overview:

This course is designed to provide you with the foundation to develop the core skills necessary to select Certificate 1 in Manufacturing Pathways or Certificate I in Engineering in Year 11. Students who successfully complete this course will gain a nationally recognised qualification on completion, as well as industry skills to enter TAFE or the workforce.

What will you know and be able to do:

You will know how to use Autodesk Inventor to create 3D models.

You will know how to use AutoCAD to produce CNC files for manufacture.

You will use power tools and fixed machines to produce products out of wood.

Units of competency for Certificate I in Furnishing are:

MSMENV272	Participate in environmentally sustainable work practices
MSMWHS100	Follow WHS procedures
MSMOPS101	Make measurements
MSMSUP102	Communicate in the workplace
MSMSUP106	Work in a team
MSFFM1001	Construct a basic timber furnishing product
MSFFM1002	Operate basic woodworking machines
MSFFM2001	Use furniture making hand and power tools

Workload and Expectations

You will use Auto CAD, Autodesk Inventor, CNC Router, drop saw, band saw, disc sander and a range of other tools, equipment and a wide assortment of hand and power tools. Furnishing units of competency are assessed through observation, questioning and projects.

Frequently asked questions:

Q: What will we be making?

A: Projects may include: serving tray, trinket box, dartboard cabinet.

Q: Do I need to provide any materials?

A: No. All materials and resources will be provided for you.

Q: What can I do on completion of this course?

A: TAFE/Apprenticeship in the furnishing or building industry.

Q: What career can this lead to?

A: This subject prepares you for careers in architecture, engineering, building trades and related fields.

Q: Are there any additional costs/equipment?

A: There are no additional costs, but you are required to wear the provided aprons and safety glasses, as well as your leather school shoes.



Cert I in Information, Digital Media and Technology (ICT10115).

Subject Type: VET (under TLC registration RTO 30507).

Overview:

You will complete six units over the year. Each unit is based on a set theme.

- **Advanced Digital Imaging**
- **2D & 3D Drawing & Animation**
- **Web Design and Development**
- **iOS App/Game Development**
- **Video Production**
- **Information Systems**

You will also cover material drawn from within each of the following units of competency that is embedded in our units of study.

- ICTICT101 Operate a personal computer
- ICTICT102 Operate word-processing applications
- ICTICT103 Use, communicate and search securely on the internet
- ICTICT104 Use digital devices
- BSBWHS201 Contribute to health and safety of self and others
- ICTICT108 Use digital literacy skills to access the internet

What you will know and be able to do:

- Problem solving
- Analysis and design skills
- Project Management (Design, Make, Evaluate Process)
- Work collaboratively in teams
- Critical thinking techniques and evaluation

Workload and Assessment:

You will complete preliminary tasks to build skills and knowledge in each topic area. This will be followed by a project which will assist you to develop further skills and knowledge.

Frequently asked questions

Q: What jobs can you do with this subject?

A: Information Technology – Code Development, Robotics, Computer Science
Multimedia - Web Designers, Video Editors, Game Designers, Digital Effects Artists

Q: What software applications do you use?

A: Adobe Flash, xCode, HTML5, iBook Author, RoboLab and Adobe Photoshop.

Digital Solutions

Subject Type: This is an elective subject which students may choose to study. It is based on the Australian Curriculum Digital Technology syllabus.

Overview:

You will complete six units over the year. Each unit is based on a set theme.

- **Advanced Digital Imaging**
- **2D & 3D Drawing & Animation**
- **Web Design and Development**
- **iOS App/Game Development**
- **Video Production**
- **Information Systems**

What you will know and be able to do:

- Problem solving
- Analysis and design skills
- Project Management (Design, Make, Evaluate Process)
- Work collaboratively in teams
- Critical thinking techniques and evaluation

Workload and Assessment:

You will complete preliminary tasks to build skills and knowledge in each topic area. This will be followed by a project which will assist you to develop further skills and knowledge.

Frequently asked questions

Q: What jobs can you do with this subject?

A: Information Technology – Code Development, Robotics, Computer Science
Multimedia - Web Designers, Video Editors, Game Designers, Digital Effects Artists

Q: What software applications do you use?

A: Adobe Flash, xCode, HTML5, iBook Author, RoboLab and Adobe Photoshop.

Hospitality

Subject Type: This is an elective subject which students may choose to study. It is based on the Australian Curriculum Technology syllabus.

Required Prior Learning: NIL

Overview:

The course has been designed to provide students with an understanding of food preparation and cookery skills in the context of the hospitality industry. Students will not only develop skills, processes and attitudes crucial for kitchen operations, but also develop an understanding of the wider hospitality industry.

What you will know and be able to do:

- Knowledge and skills for participation in the hospitality industry
- Confidence in a range of hospitality contexts
- A responsible attitude towards the safety, health and well-being of self and others
- The ability to communicate effectively
- The skills associated with teamwork
- An awareness of responsible work attitudes

Workload and Assessment:

Learning activities are centred around The Pineapple Café on the Trinity Lutheran College Campus. Through practical, hands on tasks, students will enrich their understanding of the theory within the course, which is divided into four units of study.

- Unit 1: Introduction to Hospitality
- Unit 2 : Food Trends
- Unit 3 : Casual Dining
- Unit 4: Food for Special Occasions

Frequently asked questions

Q: What jobs can you do with this subject?

A: Barista, range of café service roles, entertainment industries, various roles in fast food outlets

What could this course lead to in Years 11 and 12?

This subject provides a pathway to the Certificate II in Kitchen Operations and Certificate III Hospitality VET certificates.

Dance

Subject Type:

This elective subject is based on the National Arts Curriculum for Dance.

Required Prior Learning: C or better in Year 8 or Year 9 Dance.

Overview

The study of Dance develops cognitive skills in creating, performing, responding and appreciating. Year 10 Dance covers a range of different dance styles such as musical theatre, jazz, contemporary, slow modern, hip hop, tap and Latin dance. The course focuses on the performance qualities of these styles and what makes a dynamic and entertaining performance. Students will also gain an understanding of the choreographic elements of each specific style.

Students will study the stylised movement of a specific musical and complete a teacher-devised performance routine incorporating the elements of musical theatre. Students also complete an in-depth study of a Musical of their choice and complete an oral presentation explaining how the elements of the style were used effectively. The study of contemporary dance exposes students to themed and abstract dance and requires them to choreograph a small group routine, based on a theme, and using dance elements specific to the style.

Students will also develop basic skills and techniques of tap dancing and collectively develop a performance piece in the style of the 'Stomp'. Finally, students will explore the popular style of street dance and choreograph a routine demonstrating the dynamic elements of this style.

Frequently Asked Questions

What is the workload and assessment?

As a Dance student, you will be expected to be involved in a variety of curricular and co-curricular activities. The subject area requires that you devote time to preparing and rehearsing assessment tasks, both in-class and in your own time.

Assessment is based on the National Arts Curriculum in the two dimensions of Making and Responding.

What could this course lead to in Years 11 and 12?

This course leads directly into the Senior Dance course and familiarizes students with many of the dance forms and styles studied in years 11 and 12. Assessment experiences gained in Year 10 Dance are invaluable in preparation for Years 11 and 12 Dance.



Drama

Subject Type:

This is an elective subject based on the National Arts Curriculum for Drama.

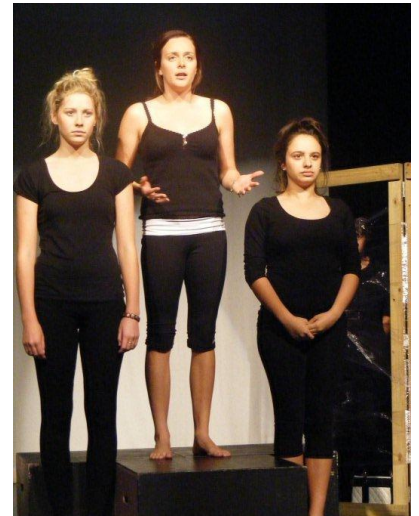
Required Prior Learning: C or better in Year 8 Performing Arts or Year 9 Drama

Overview

In Year 10 the focus is on developing skills for performance or creation of Drama. Scripted texts are explored in detail for both comic and dramatic effect. Students have the opportunity to create, perform and respond to drama, as individuals, in small groups and as a class. Students write and perform their own work, perform and analyse the work of others, and transform and direct the work of others.

What you will know and be able to do:

- Characterization derived from script interpretation
- Script interpretation for direction and acting
- Improvisation
- script writing and play-building
- Vocal modulation, inflection and projection
- Movement and physical comedy
- Written analysis
- Develop teamwork and empathy



Frequently asked Questions

What is the workload and assessment?

Assessment is based on:

- Individual written scripts and assignments
- Individual and small group performances
- Practical/oral presentations of original ideas

Where does this course pick up from Year 9?

- Extends range of dramatic styles and forms experienced
- Extends students' performance skills, both vocal and physical, in individual and small group ensemble situations
- Extends students' critical evaluation of live performances and scripts
- Expands drama terminology and understandings

What could this course lead to in Years 11 and 12?

This course leads directly into either Senior Drama or Drama in Practice. Year 10 Drama familiarizes students with many of the dramatic forms and styles available to them in the senior courses. The experiences gained in Year 10 Drama are invaluable for preparing students for the dramatic concepts explored in Years 11 and 12. Drama also leads to strength in communication skills, increased confidence and empathy with others, both within our school community and the broader community.

How does the course compare to private speech and drama?

Private tuition in speech and drama is complimentary to the school course. Whilst they both deal with performance, the Drama subject extends students' ability to analyse drama and write original scripts and focuses more on ensemble or group playing. Many students study BOTH private and class Drama.

Music

Subject Type:

This is an elective subject based on the National Arts Curriculum for Music.

Required Prior Learning: C or better in Year 9 Music.

Overview

The elements of analysing repertoire (musicology), composing, performing and responding will be explored and assessed. Within the performing criteria, you will perform in one or more modes: as instrumentalists, vocalists or conductors. You will prepare whole class performances and/or pieces in smaller ensembles of your own choice. You will perform a solo on your main instrument (singers may perform vocally) and you will compose music for a combination of instruments/voice. Your individual choice of instrument will be guided by your experience but can be selected from a range of **brass, percussion, woodwind, strings** or **guitar**.

Units covered; 1) **Greatest Hits**; an investigation of the big names and developments in music from the Renaissance to the 20th Century, 2) **Glee**; remix of original charts to contemporary applications which culminates in a whole class performance of a newly arranged song, and 3) **Australia's got Talent**; involves students in a class talent show for an invited audience and the composing of an opening theme for the show.

Frequently Asked Questions

What could this course lead to in Years 11 and 12?

This course leads directly into Senior Music and in Year 12, Music Extension (a performance-based subject offered to Year 12 students).

Year 10 Music enables students to become adept at working in the three areas of musical study required at a senior level: Musicology, Composing and Performing. Students who undertake Year 10 Music are provided with an advanced base of musical skills, enabling them to enter Year 11 music studies with confidence.

Workload and Assessment

Assessment is based on the National Arts Curriculum. Assessment in Year 10 Music involves composition assignments, singing and instrumental performances, in class exams and research assignments. Music homework is a regular expectation and students are expected to commit to out of class time to practise and rehearse. You are expected to participate in a co-curricular music group, including choirs, strings, bands and/or chapel band. This involvement is an important part of your all-round musical development.



Visual Art

Subject Type:

This elective subject is based on the National Arts Curriculum for Visual Art.

Required Prior Learning: C or better in Year 8 or Year 9 Visual Art

Overview

Students complete one theme-based unit per term including practical art-making and a related responding task. Students explore ideas through a range of art forms such as painting, drawing, collage, photography, sculpture, ceramics, digital imagery and printmaking. *This course will appeal to students who value a self-directed style learning environment and provides a wide scope for choice and individuality. Criteria are applied to; visual diary process work, a folio of artwork, and written responding tasks.*



Visual Art in Year 10

- Extends the range of media and associated skills experienced previously
- Allows for more individual responses to set themes and tasks
- Places greater emphasis on resolution and finish of artworks
- Expands art terminology and theoretical understandings

You will know and be able to:

- create artwork in a variety of art forms as listed above. Develop an increasingly confident understanding of the art elements and concepts and their relationships to conveying meaning through visual expression.
- explore a world of ideas and develop individual interpretations to communicate through your art-making, in an increasingly individual manner progressively over the year.
- analyse, evaluate and justify in both written and visual forms.

This course can lead to:

This course can lead directly into Senior Visual Art. It familiarises students with many of the media areas available to them in the senior courses and the explorations made in Year 10 are valuable for guiding individual choice at the senior level. A sound basis of practical skills is developed and combined with an understanding of the complete process of creating an artwork, forming important foundations for Senior Art studies, for numerous career opportunities or for an individual pursuit of art beyond schooling.

A frequently asked question: I don't want to be an artist, why study Visual Art?



Skills learnt in Visual Arts are useful in many areas of life as art promotes creative problem solving and critical thinking, an understanding of visual texts, the use of traditional and contemporary media and technologies, being organized, following briefs and meeting deadlines. It promotes an understanding of other people's motivation and sensitivity to cultural and historical differences and it also develops self-confidence and an understanding of who you are and your place in the world.