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You have now almost completed two years of your secondary school studies. In Year 9 you have continued with your study of the core learning areas – Religious Education, English, Mathematics, History and Science. In addition you have studied three elective subjects. You are now being asked to re-select electives.

Advanced Mathematics is a new elective option that was not available for selection in Year 9. This option is only available to students who enjoy and have demonstrated a mastery of Mathematics.

When making your choices for Year 10 you should give thought to the following issues.

- **Your ability to succeed in the subject:** During the last year you have come to realise there are some subjects with which you have difficulties and others in which you have been very successful. Success may have been due to your aptitude for the subject, your hard work and your perseverance but remember your ability to handle subjects is generally accurately reflected by your assessment results.

- **Your interest in the subject:** It is important that you choose subjects because you have a genuine interest in the content offered in the subjects – some subjects are practical in orientation, others are theoretical. Know your strengths (and your interests) and choose wisely.

- **Preparation for further study:** Whilst the core subjects will prepare you for study in the majority of Years 11/12 subjects and thus prepare you for tertiary studies, you may have a distinct preference to complete studies in a particular field and these desires must influence your choice of electives for further studies.

As a further aid to your selection of subjects peruse the table on the next page which shows the natural progression of subjects from Year 10 to Years 11 and 12. Please note, however, that only the subjects marked with an * **must be taken** as prerequisites for further study of these subjects in Years 11 and 12.
<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>YEARS 11/12</th>
</tr>
</thead>
</table>
| Religious Education | Study of Religion  
Religion and Ethics |
| English | English  
English Communication |
| Mathematics | Mathematics A  
Mathematics B  
Mathematics C  
Prevocational Mathematics |
| History | Ancient History  
Modern History |
| Science | Chemistry  
Physics  
Biology |
| Advanced Mathematics | Mathematics B & Mathematics C |
| Commerce | Accounting  
Economics  
Legal Studies |
| Drama | Drama |
| Health & Physical Education | Physical Education |
| Home Economics | Home Economics  
Hospitality |
| Information & Communication Technology | Creative Arts (Media) with Certificate I in Creative Industries embedded  
Information Processing & Technology |
| Italian * | Italian |
| Japanese * | Japanese |
| Music | Music |
| Visual Art | Visual Art  
Visual Art Studies |
| | Certificate III in Allied Health |
| | Certificate III in Business |
| | Certificate III in Early Childhood Education and Care |

(* prerequisites)
### CORE SUBJECTS

*(All students will study these subjects)*

- Religious Education
- English
- History
- Mathematics
- Science
- Positive Development Education
- Physical Education

### ELECTIVES

*(Three must be chosen for future study)*

- Advanced Mathematics
- Commerce
- Drama
- Health and Physical Education
- Home Economics
- Information & Communication Technology
- Modern Languages *(Japanese, Italian)*
- Music
- Visual Art
‘I look to Catholic schools in the Archdiocese to be places that strive for excellence in their teaching and learning processes and also places that:

• introduce students to the Gospel
• teach the Catholic Tradition
• are places of justice and prayer
• challenge students to work to improve society through service and action based upon the teachings of Jesus Christ.’

Archbishop Rev J.A. Bathersby
Archbishop of Brisbane (Nov 1996)

The Year 10 Religious Education program is academic in its orientation and its major focus is on the study of Christianity in the Catholic tradition, although it does explore spirituality and ritual across faith traditions. The Religious Education course seeks to assist students:

• to understand the nature of spirituality
• to grow in their knowledge and understanding of Jesus and of God’s revelation through Jesus
• to understand how to make meaning from the scriptures
• to understand the impact of Christian morality on our relationships and involvement in community.

The following topics are covered in Year 10:

• Jesus Through the Lenses of the Gospel Writings
• Spirituality and the Universal Quest for Meaning
• Ritual — Why We Need It and How We Do It
• Justice For All

Assessment in Religious Education takes place each term. The criteria used for assessment are as follows:

• Knowledge and Understanding
• Evaluative Processes (analysis, evaluation, synthesis)
• Research and Communication (written and non-written)

Students have opportunities to be involved in individual and class prayer and Reconciliation. A one day Spirituality Day is part of the Religious Education Program, as is a 2 hour excursion with Catholic Mission’s ‘Village Space’ program.

PASTORAL CARE

Pastoral Care is an integral part of the curriculum at San Sisto and all teachers seek to foster the development of the whole person, spiritually, academically and socially. Students are encouraged to grow in confidence, building a sense of self-worth, responsibility and independence through mutual respect, tolerance and care for one another. (Mission Statement)

Students and teachers participate in a Homeroom meeting each morning. The Homeroom teacher and Year Co-ordinator take a particular interest in each of the students in the group.

Year Group meetings are held regularly to deal with issues that affect students of a particular Year Level. Visiting speakers and lessons are presented on topics that are of interest to the students.
The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students will engage with a variety of texts. These include various types of media texts, including print, film and digital texts, fiction, non-fiction, poetry and multimodal texts.

Subject Organisation

Year 10 English is organised around units where students are exposed to a variety of texts and genres. The units studied include:

- Finding the Truth (Play-texts)
- Walking With Shadows (Shakespeare)
- Climbing Into the Skin (Novel)
- Accepting the Reality (Media)

Subject Expectations

Throughout Year 10 students will be expected to:

- create a wide range of coherent and sustained written, spoken and multimodal texts to articulate complex ideas and to explore social issues of global and local concern
- engage in discussions that build on others’ ideas, solve problems, justify opinions and develop and expand arguments in novel ways
- choose appropriate language to establish relationships with different audiences in a variety of contexts
- connect and organise ideas and information in logically sequenced texts.
- take into account the demands of purpose and audience in constructing imaginative texts and cohesive and logical arguments that address different viewpoints, attitudes and perspectives
- logically sequence and organise content to manage the flow of information and ideas, to engage audiences and generate aesthetic and emotional appeal
- vary vocabulary choices and sentence structures for impact, and correctly use appropriate punctuation when creating complex sentences and complex texts for formal purposes.

Home Studies Requirement

- Revision of class work
- Reading of texts
- Completion of language activities
- Completion of homework tasks
- Assignment work
History helps students appreciate how the world and its people have changed, as well as the significant continuities that exist. The study of history promotes the understanding of societies, events, movements and developments that have shaped humanity. History allows students to develop their capacity to be informed and active citizens. It provides an appreciation of the past and the forces that shape societies. Students develop their capacity to undertake historical inquiry based on evidence derived from the past. Furthermore, History encourages the consideration of varying perspectives and encourages empathy.

**Why Study History**
- To become informed, willing and active citizens both now and in the future
- To understand and appreciate the past and present experiences of peoples, identities and cultures
- To participate in and contribute to Australia’s diverse society
- To develop the transferable skills associated with historical inquiry.

**How It Is Studied**
The program is arranged in units of work. Each unit is based around the following interrelated strands:
- Historical Knowledge and Understanding
- Historical Skills

**Topics**
The Year 10 program considers the making of the modern world. The main topics studied are:
- World War II
- Rights and Freedoms
- The Environment Movement

**Assessment**
Three or four assessment items are completed each semester. Assessment of student learning outcomes is based on a folio of evidence from students which may include informal assessment items, as well as:
- short answer test
- research assignment
- oral presentation
- response to stimulus test
- essay test
Aims
This subject provides ongoing mathematical experiences which build students’ essential skills and knowledge. 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. Its aim is to provide students with challenge and opportunity for intellectual growth consistent with their ability, experience and future life options.

Course Overview
Students in Year 10 will study The Australian Curriculum: Mathematics. This program is organised around the interaction of three content strands and four proficiency strands. The content strands describe what is to be taught and learnt. They are:

- **Number and Algebra**
  - money and financial mathematics
  - patterns and algebra; equivalence and equations
  - linear and non-linear relationships

- **Measurement and Geometry**
  - surface area and volume for a range of solids
  - geometric reasoning
  - Pythagoras and trigonometry
  - size, shape, relative position and movement of two-dimensional figures in the plane and three-dimensional objects in space

- **Statistics and Probability**
  - data representation and interpretation
  - assess likelihoods and assign probabilities using experimental and theoretical approaches

The proficiency strands describe how content is explored or developed, that is, the thinking and doing of mathematics. This approach ensures students’ proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling. The strands are:

- **Understanding**
  a robust knowledge of adaptable and transferable mathematical concepts

- **Fluency**
  skill in choosing appropriate procedures, carrying out procedures flexibly, accurately, efficiently and appropriately, and recalling factual knowledge and concepts readily

- **Problem Solving**
  the ability to make choices, interpret, formulate, model and investigate problem situations, and communicate solutions effectively

- **Reasoning**
  the capacity for logical thought and actions, such as analysing, proving, evaluating, explaining, inferring, justifying and generalising

Assessment will involve written tests, extended modelling and problem solving tasks and reports. Individual study and learning beyond the scope of the semester work program are encouraged and provided by the use of the Maths Mate program.

Further advice and information are also available from your daughter’s mathematics teacher as well as the Mathematics Academic Leader.
In 2012, San Sisto College implemented the Australian Curriculum for Science in Years 8, 9 and 10. Core Science is mandatory for all three years. A short overview of the new curriculum follows:

Rationale

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems.

In the Australian Curriculum Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge of science’s contribution to our culture and society, and its applications in our lives.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this “scientific literacy” are well established, including giving students the capability to investigate the natural world and changes made to it through human activity.

The Science curriculum promotes six overarching ideas that highlight certain common approaches to a scientific view of the world and which can be applied to many of the areas of science understanding. These overarching ideas are the patterns, order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy.

Aims

The Australian Curriculum: Science aims to ensure that students develop:

• an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
• an understanding of the vision that science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things
• an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting 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 ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims
• an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions
• an understanding of historical and cultural contributions to science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science
• a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.
General Capabilities

The skills, behaviours and attributes that students need to succeed in life and work in the twenty-first century have been identified in the Australian Curriculum as general capabilities. There are seven general capabilities:

- literacy
- numeracy
- information and communication technology (ICT) competence
- critical and creative thinking
- ethical behaviour
- personal and social competence
- intercultural understanding

These capabilities span all subjects in the Australian Curriculum.

The science content includes the three strands of Science Understanding, Science Inquiry Skills and Science as a Human Endeavour. The three strands of the curriculum are interrelated and their content is taught in an integrated way.

Assessment

Students are given opportunities to demonstrate their knowledge, skills and understanding in a number of ways. Examples of assessment are listed below:

- Supervised Assessment
- Extended Response Tasks
- Short Experimental Investigations
- Extended Experimental Investigations
- Journals
- Field Work

Year 10 Achievement Strand

By the end of year 10 students develop questions and hypotheses and independently design and carry out appropriate methods of investigation. When designing and undertaking investigations they take into account the need for accuracy, safety, fairness, ethical actions and collaboration. They identify where digital technologies can be used to enhance the quality of investigations and they communicate using scientific language and representations appropriate to the content.

Students demonstrate and understanding of the scientific theories that explain the origin of the universe and the evolution of life on Earth. They use relationships between force, mass and acceleration to predict changes in the motion of objects. They explain the basis of the periodic table and use this organiser to distinguish between elements, and use knowledge of chemical change to predict the products of chemical reactions. They explain and predict how change, including that caused by human activity, affects the sustainability of systems at a local and global level. They describe factors that have guided scientific developments, predict how future applications of science and technology may affect people’s lives, and evaluate information from a scientific perspective.
ADVANCED MATHEMATICS

This subject provides opportunities for students to extend their knowledge, skills, mathematical modelling and problem solving proficiency. The aim of the course is to provide students with challenge, and opportunity to develop advanced mathematical skills in computation, algebraic methods and procedures, and modelling and problem solving and develop a deep understanding of Mathematics. It is strongly recommended that any student interested in studying Mathematics C in Years 11 and 12 undertake this course of study. Although not mandatory, students wishing to study Mathematics B will benefit from enrolment in this subject.

Course overview

Students will study the Year 10 Extension Mathematics component of The Australian Curriculum, Mathematics 10A. This program is organised around the interaction of three content strands and four proficiency strands.

The content strands describe what is to be taught and learnt. They are:

Number and Algebra
- surds and fractional indices
- laws of logarithms
- factor and remainder theorems
- parabolas, hyperbolas, circles and exponential functions and their transformations

Measurement and Geometry
- surface area and volume of right pyramids, right cones, spheres and related composite solids
- Angle and chord properties of circles
- apply Pythagoras’ theorem and trigonometry to three-dimensional problems in right-angled triangles

Statistics and Probability
- investigate reports of studies in digital media
- compare data sets
- investigate bivariate numerical data sets

The proficiency strands describe how content is explored or developed, that is, the thinking and doing of mathematics. This approach ensures students’ proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling. The strands are:

Understanding
- a robust knowledge of adaptable and transferable mathematical concepts

Fluency
- skill in choosing appropriate procedures, carrying out procedures flexibly, accurately, efficiently and appropriately, and recalling factual knowledge and concepts readily

Problem Solving
- the ability to make choices, interpret, formulate, model and investigate problem situations, and communicate solutions effectively

Reasoning
- the capacity for logical thought and actions, such as analysing, proving, evaluating, explaining, inferring, justifying and generalising

A diverse range of learning experiences are an integral component of the course. Learning experiences will include life-related applications of mathematics and both real and simulated situations, using mathematics-enabled technology to explore and
develop advanced concepts and procedures, and modelling and problem solving processes and strategies. Interested students are encouraged to speak with their class teacher or the academic leader for Mathematics.

**Assessment**

As well as the traditional pen and paper supervised examinations, students will be required to undertake extended modelling and problem solving tasks, to construct models, use computer software and/or graphics calculators, write assignments or research articles, carry out investigations or give oral presentations and/or reports on a prepared topic.

Individual study and learning beyond the scope of semester work program are encouraged and provided by participation in mathematics competitions.

Advanced Mathematics provides an excellent preparation for further study of mathematics. It is recommended for students who enjoy mathematics and should be considered by students who have attained a High or Very High Achievement in Year 9 Mathematics.

Students will be expected to represent the college in a variety of mathematics related competitions.

If you are uncertain whether your daughter should choose this subject in Year 10, please consult with her Year 9 Mathematics teacher who will be able to provide guidance for you in this important decision. Further advice and information are also available from the Mathematics Academic Leader.
Commerce brings together theoretical understandings and practical applications in a range of business activities. Through Commerce, students develop an awareness of business within the home, school, local, international and global communities. They develop knowledge and practices to critically analyse business situations, confidently meet their own and others’ needs and wants, capitalise on business opportunities, make informed decisions and participate responsibly in business situations.

**Contribution of Commerce to lifelong learning**

- Learners understand the nature of business, information procedures, enterprise and ventures, and work environments. They understand how to participate in business environments as citizens, consumers, workers or entrepreneurs.
- Learners interpret, analyse and evaluate information to make business decisions. They evaluate the effectiveness of business enterprise and ventures, and use information and communication technologies when problem solving.
- Learners identify needs and wants of individuals, groups and organisations in business contexts. They create, with imagination and originality, products and processes in response to business opportunities.
- Learners use a variety of genres, relevant business terminology, and information and communication technologies to communicate with a range of audiences including consumers and businesses. They demonstrate these in real-life and lifelike business environments.
- Learners work independently and collaboratively on business activities. They understand that responsible business practices are essential to the successful operation of business.
- Learners reflect on their own learning, decisions and actions in order to meet the diverse needs and wants of individuals, groups and organisations.

**Lifeskills**

**Personal development** - Students enhance these skills in their roles as consumers, citizens, workers or entrepreneurs.

**Social skills** – are developed when they work as team members, contribute to group decisions and communicate effectively with others.

**Self-management skills** – used to make decisions that affect themselves as consumers, citizens, workers or entrepreneurs. They develop the ability to make informed decisions related to the use and management of their personal financial resources.

**Citizenship skills** – the ability to participate in community activities, enhance employment prospects and understand and advocate for responsible business practices.

**Topics include:**

- Personal Financing
- Business Venture
- GST
- Source documents for a Trading Enterprise
- Marketing
- Legislation specific to business enterprises
- Accounting Package - MYOB
Drama is an art form highly accessible to young people. It develops students’ communication skills and their artistic and creative skills. It can also provide knowledge and skills that are transferable to a variety of artistic, social and work-related contexts.

An education in drama can:
- develop students’ non-verbal and verbal, individual and group communication skills;
- develop students’ intellectual, social, physical, emotional and moral domains through learning that engages their thoughts, feelings, bodies and actions;
- give students knowledge and understanding of drama and skills in drama to participate throughout life in one of the oldest yet most dynamic art forms;
- empower students to understand and influence their world through exploring roles and situations.

Program Structure
Some of the learning areas explored are:

Semester 1 – Documentary Drama
   Mask and Movement
   Exploring Sally McKenzie’s *Scattered Lives*

Semester 2 – Studying Script
   Reviewing live Theatre
   Exploring William Shakespeare’s *A Midsummer Night’s Dream*

Home Study Requirements
There are a variety of tasks that are regularly set to be completed at home. They include exercises to develop the voice and body, memorizing lines, preparatory steps for performance assessment, revision of class work, reading and note-taking.

Assessment
- The assessment in this subject comprises the following dimensions:
- Forming – script-writing, artistic direction
- Presenting – scripted text, student-devised drama
- Responding – written work: essays, reviews

Performances
Students will view one live show, performed at the school.
Students will view a second show, performed at a theatre.
Rationale
Health and Physical Education (HPE) at San Sisto College reflects the dynamic and multi-dimensional nature of health and recognises the significance of physical activity in the lives of individuals and groups within contemporary Australian society. Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to confidently, competently and creatively participate in a range of physical activities. Students develop expertise in movement skills, physical activities and movement concepts as a foundation for lifelong physical activity participation and enhanced performance. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. Movement is a powerful medium for learning through which students can acquire, practise, and refine personal, interpersonal, behavioural, social and cognitive skills.

Students develop the knowledge, understanding and skills to strengthen their sense of self and build and maintain satisfying relationships. It helps them to be resilient, make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they develop and use critical inquiry skills to optimise their understanding of the influences on their own and others’ health, safety and wellbeing. They also learn to use resources for themselves and the communities with which they identify and to which they belong.

Aims
• Access, synthesise and evaluate information to take positive action to protect, enhance and advocate for their own and others’ health, wellbeing, safety and physical activity across the lifespan.
• Develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity, wellbeing and to build and maintain respectful relationships.
• Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
• Engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
• Analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

Content Structure
• Health and Physical Education offers students a range of opportunities to develop knowledge, understanding and skills through:

<table>
<thead>
<tr>
<th>Strands</th>
<th>Personal, social and community health</th>
<th>Movement and physical activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-strands</td>
<td>• Being healthy, safe and active • Communicating and interacting for health and wellbeing • Contributing to healthy and active communities</td>
<td>• Moving our body • Understanding movement • Learning through movement</td>
</tr>
</tbody>
</table>
Home Study Requirements
Regular completion of homework and assessment tasks.

Choose HPE
• if you are passionate about health and physical activity.
• if you are interested in taking PE in your senior studies.
• if you are thinking of a possible career in the health and physical education field.
HOME ECONOMICS

Home Economics is an interdisciplinary field of study. Its focus is on the well-being of people and the enhancement of everyday living for personal, family and community life through accessing knowledge, understanding processes, values and skills to enable individuals to make informed choices.

Year 10 comprises two major units of study:

- A Girl’s Gotta Be Matching focus on textiles skills and production, the elements and principles of design, and the production of a skirt suitable for work experience and a handbag
- Celebrating Cultures focus on food preparation skills and safety, food presentation and nutritional awareness

Home Economics supports working towards a sustainable environment. Emphasis on the family is promoted as it commonly provides the environmental content for the provision of basic needs in everyday life.

The complexity of modern living also calls for the efficient management of resources. Management skills are becoming increasingly important if the individual is to be equipped to make the informed and reasoned choices necessary for personal, family and work survival and development. Employment of sound management procedures and effective interpersonal interactions are vitally important in all aspects of life.

Home Economics presents its diverse range of subject matter through practical experience. It is the application of theory to practice that makes this course such a valuable learning experience. The study of Home Economics is undertaken with an emphasis a decision making and evaluation process, to develop the ability to make informed choices and to appraise outcomes.

Home Economics supports the development of responsible and critical thought. Contributory to this intent is the development of appropriate terminology and use of communication relevant to the field of Home Economics.

The study of Home Economics empowers students to contribute to the determination and control of the quality of their existence in the human ecological system. The abilities and skills attained in the study of Home Economics are transferable to a range of work options and other life paths.

Assessment Outline

Written tests Generally one per semester which evaluates student knowledge and ability to apply this knowledge
Assignments One per semester which evaluates student ability to research, evaluate and synthesise information and develop justified conclusions.
Practical Work Continuous assessment is incorporated into each module and includes the ability to apply decision making processes in practical situations, management and manipulative skills in design, textile and food preparation.

Home Study Expectations

- completion of set homework tasks
- nightly study and weekly revision of theory work covered in class
• assignment work
• practical work preparation – written workplan
  – collection of materials, ingredients and equipment, as per set task
  – self-evaluation of performance after each practical lesson

Please Note

At present the Home Economics Levy assists in providing students with basic fabric kits for textile modules and ingredients for group experiments and class demonstrations. Students need to supply:
• a named sewing kit containing pins, needles, quick up-pick, fabric scissors, marking chalk, tape measure
• material for individual projects
• an apron, two tea towels and ingredients for individual practical tasks (as required) on a set day each cycle. Students may also need to bring suitable containers to take their food home. If students do not bring their ingredients this will affect their practical skill development. It is essential that they organise themselves. Parents will be advised of practical lesson dates at the commencement of the unit.
Information and Communication Technology (ICT), generally relates to those technologies that are used for accessing, gathering, manipulating and presenting or communicating information. The technologies include hardware (e.g. computers and other devices); software applications; and connectivity (e.g. access to the Internet, local networking infrastructure). What is most significant about ICT is the increasing convergence of computer-based, multimedia and communications technologies and the rapid rate of change that characterises both the technologies and their use.

Australia is part of a global shift to the knowledge economy. It is driven by the requirement for rapid innovation in competitive global markets and is enabled by the capacity of ICT to store, process and deliver information. At San Sisto College, we recognise that students must have an education that enables them to participate successfully in and contribute to that world.

The use of ICT helps young women develop already widely valued skills and abilities such as literacy and numeracy. It also helps with the development of other significant outcomes such as higher order thinking skills. Importantly, ICT and good teaching also combine to produce the generic skills, such as teamwork and problem solving, that are so important not only for life in the information age, but also for lifelong learning. Much of the research focuses on the role of ICT in the successful development of cognitive skills. Other research indicates how, in ICT rich environments, young people develop new forms of learning, including the types of self-managed and cooperative learning necessary for successfully contributing to the information economy and for lifelong learning.

- ICT contributes to the development of advanced skills of technological competence, problem solving, critical thinking and teamwork;
- ICT makes more learning material available and provides more sources of learning; and
- Both of the above help students perform better in their study of many of the KLA, but especially in Technology, English, History, Science and Languages Other Than English.

ICT outcomes highlight the uniqueness of the subject and its particular contribution to lifelong learning. Students develop the knowledge, practices and dispositions necessary to:

- apply information and communication technology practice in everyday situations
- identify and engage with social and ethical issues related to information and communication technology and its subsequent impacts independently and collaboratively participate in a rapidly changing interdependent and globalised world using information and communication technology
- understand how to use information and communication technology to build and participate in online communities

The program of study in ICT at San Sisto may be modified according to the interests of the students, and the ever-changing technology that they have access to. They are regularly required to make access of a range of software applications, including online resources.
For example, there may be the opportunity for the study of the following units over the Year 9 and 10 courses of study:

- Databases and Information Systems
- Software Development, including games creation
- Digital art, including photo editing and animation
- Business software applications, including Microsoft Office applications
- Digital presentations, including movie making

**Assessment**

Assessment focuses on students’ demonstrations of learning outcomes. Students are made aware of what is being assessed, the assessment techniques being used and the anticipated evidence that will be gathered in order to make judgments about their demonstrations of learning outcomes.

Assessment may take the form of writing tasks, written and practical tests, practical projects and oral presentations. Students work may be graded based on their level of knowledge, their demonstration and application of practical skills, and their ability to communicate in a task-relevant way.

**Cross-curricular learning experiences**

Cross-curricular planning involves teachers from different subject areas collaboratively planning for learning and assessment. It allows students to experience a real world integrated learning experience. (An asset to their lifelong learning) Examples, which have been conducted at San Sisto College, are ICT and Art, ICT and Commerce.

**After ICT**

Upon completion of ICT, students may choose to continue with further information and communication technology studies, either in Years 11 and 12 at TAFE, with other learning providers, or alternatively enter the workforce.

Students at San Sisto are given the opportunity to study a range of units that may lead on to further study in the following senior subjects at the College:

- IPT (Authority, OP subject),
- Creative Industries (VET qualification, plus school-based SAS subject),
- Business (VET qualification).
The languages syllabus accepts and encourages the notion of **functional** language. Thus, the approach to the four skills of **listening**, **speaking**, **reading** and **writing** a language is to have **purposeful** activity – **communication**.

The students will continue the aural-oral approach of Year 8, with emphasis on a number of topics and situations – holidays, celebrations, family, pets, hobbies and interests, school life, eating and drinking, shopping.

Grammar and vocabulary are taught in a communicative manner, through listening and speaking exercises and reinforced by games, role plays, reading magazines and writing letters - all in the target language.

Students will learn to appreciate the thought, manners and customs of people and by extension will develop positive attitudes towards people and cultures of other countries.

**Home Study Requirement**

- revision of class work every night
- specific tasks to practice the four basic skills
- practising a conversation, reading a magazine article
- writing a letter or postcard
- learning appropriate grammar or vocabulary

**Types of Skills Required**

- ability to listen carefully and desire to communicate freely in the target language
- retention of skills over a period of time, as a language is a subject requiring cumulative skills

**Necessary Prerequisite Subjects**

Target language to Year 9 level preferable

**Types of Assessment Instruments**

Formative assessment will take place throughout the year.

Examples of tasks:

speaking – role play, interview, oral report

listening – comprehension of dialogues, announcements

reading – comprehension of brochures, magazine articles, advertisements

writing – letter to a penfriend, postcard, job application
What is Music?

Students live in a world in which music has an important and pervasive presence. Whether actively engaging in music by listening (e.g. attending concerts, buying CDs, turning on the radio), performing (e.g. learning an instrument, playing in a band, jamming with friends) or composing (e.g. writing popular songs), or incidentally encountering music (e.g. riding in elevators, watching TV, using a mobile phone), students have an individual experience of music. Music is an integral part of everyday life serving self-expressive, celebratory, social, cultural, political and educational roles. As a powerful educative tool, music contributes to the holistic development of the individual.

A study of music assists students in understanding and heightening the enjoyment of the arts in their lives and the music heritage of a range of cultures.

Why Study Music?

Music offers its own unique symbol system or language; its sensory system is predominantly aural, utilising sound and the sense of hearing.

Around the world music is the most popular leisure pursuit for young people. Music makes both a cultural and economic contribution to society. Vocational education is being adopted by many countries to build the skill level across all industries, including the arts industries. The contemporary, popular music industry is a comparatively young industry with a huge growth potential throughout the world.

Music contributes to learning through the development of aspects such as memory, co-ordination, concentration and inventiveness. The study of music also develops skills such as logical, critical and divergent thinking, decision making, concept formation, problem solving and memory. Students become adaptable and innovative problem solvers, making informed decisions and, as inquirers, develop their ability to deconstruct and critically evaluate.

Studies in music develop specialised skills that impinge on all aspects of development - cognitive, affective and psychomotor. In this way music contributes to the development of human intelligence. The discipline and commitment of music-making builds students self-esteem, personal motivation and independence as well as providing opportunities for the refinement of their collaborative teamwork.

Course Description

The study of music in Years 9 and 10 is organised within three complex and interacting dimensions: Analysing Repertoire, Performing and Composing. Within the course all of the dimensions are infused with the need for problem solving and higher order thinking skills.

Briefly, Analysing Repertoire involves the process of audition that involves understanding and finding meaning in music; Composing is the planned creation of music; Performing is musical behaviour that displays musical skills. The course is challenging and diverse, and students find the variety of experiences and tasks offered very enjoyable.
It is not necessary that students be able to play an instrument, as voice may be used as an alternative. The study of classroom instruments is included within the course.

Students who learn an instrument are strongly encouraged to study Years 9/10 Music as the course provides greater scope and developmental skills in a variety of dimensions not covered in private tuition lessons. It will be both intellectually and artistically challenging and rewarding.

The Year 10 Music course will cover a broad range of interesting units. The first unit offered (Music for Stage and Screen) is a foundation unit that is designed to build and further develop the skills of all students. No music study or experience is necessary; however, it would be advisable to complete a Year 9 unit to assist with composition and aural skills.

As the study of music is based on a developmental approach, students considering the study of Music in years 11 and 12 are encouraged to complete the units offered in the Year 10 course to assist with composition and analysis skills.

Assessment

Assessment exists within areas:

• Analysing Repertoire
• Performing
• Composing

Homework

Students will be responsible for preparing assessment items and completing tasks set to develop and prepare students for assessment items.
An understanding of art and design helps us to understand ourselves better as well as people in our lives and the world in which we live and work. Art has existed since the beginning of civilisation and predates language in the written form. It is one of the most important means by which our children, women and men express their innate creativity and records the identities of all cultures throughout the ages.

Employment and University entrance

Aspects of art, design particularly, play an important role in our lives and in the shaping of our physical environment. The fields of allied health, psychology, social work, art therapy, counselling, events theming, computer graphics, architecture, town planning, industrial design, graphic design, interior design, fashion design, film and television shape the environment in which we live. As well as those mentioned above other areas of art-related employment are gallery director, art teacher, cartoonist, food designer, animator, make-up artist, printing trades, set designer, sign writer, stonemason, picture framer, window designer, photographer, potter, sculptor, painter, book illustrator, jeweller, hairdresser, art critic, University and TAFE lecturer, textile designer, handcraft illustrator and many others. (See the hundreds of art related employment opportunities and required tertiary education needed for each listed on the final page.)

Aims

• Students are encouraged to express and develop their creativity and individuality using a variety of art media. They develop resourcefulness and self-motivation and problem-solving. They are also given extension tasks to prepare them for years 11 and 12.
• Students experiment with each art medium and produce finished pieces which make up their Major Folio. They document all their artwork in their art diary, including photographs of 3-D work.
• Students will develop their knowledge of relevant art related media, equipment, process and develop their written appraising abilities visually.

Year 10 Course Outline – Focus – “Beyond Self”

Unit 1 ‘Text as Design’ (Painting, Photoshop, Text design)
Unit 2 ‘Identity – Realism to Abstraction’ (Oil Pastel, Mixed Media, Found Objects)
Assignment – ‘Identity’ 600 words (Graphic Design Format)
Unit 3 ‘Distorted Perspectives’ (Printmaking, Drawing)
Unit 4 ‘Onion Layers – Inner Self’ (Artist Books, Mixed Media, Etching, Print Making)
Unit 5 ‘Cocoon – Contemporary Sculpture’ (Mixed Media, Clay, Wire, Found Objects)
Exhibition Review – ‘Magazine Article’ 600 words (Graphic Design Layout)

During Year 10, Art students participate in an annual art workshop where they work in the art area all day exploring colour mixing, theory, Photoshop and composition/design when beginning the ‘Text as Design’ painting. In term four they also have the opportunity to have a professional Brisbane artist visit to provide an artist talk/workshop that links to the current unit of work studied.
How are students assessed?

- Students are assessed according to their demonstration of Researching, Developing, Resolving and Reflecting on the art tasks set, using three criteria in total: Visual Literacy, Application and Appraising.
- Making tasks (practical work) are assessed in the two criteria of Visual Literacy and Application. (Approx. 70% of all tasks)
- Written appraising tasks (theory assignments) are assessed in one criteria of Appraising. (Approx. 30% of all tasks)

**Visual Literacy** — expressing individuality, understanding visual composition based on the elements and principles of composition. (Practical work)

**Application** — understanding, selecting and manipulating media and techniques. Resolving work suitably and with care. (Practical work)

**Appraising** — describing, analysing, interpreting and evaluating visual information. (Assignment and art quizzes)

What is required to study Art?

- **Commitment.** Art is not a soft option. Year 9 Art is a prerequisite as the units in Year 10 rely heavily on skills experienced in Year 9.
- **Having a passion and love of the arts and a willingness to express your creativity.**
- **Being self-motivated, resourceful and well organised with all materials, equipment and set tasks.**
- **Being a problem solver.**
- **Having self-discipline and a maturity to work in an informal class environment.**
- **Being aware of the environment in which you live.**
- **A willingness to analyse your own work and that of others.**
- **A willingness to present all of your work with care and application in your art diary.**