



FRASER COAST
ANGELICAN COLLEGE

SUBJECT SELECTION BOOKLET
YEAR TEN 2017

Enriching Body, Mind & Spirit

SUBJECT CHOICES FOR YEAR TEN

This book is intended to inform parents and students of the range of subjects available in Year Ten, their content and the conditions of their choice. ***The information is correct at time of printing but may change as curriculum offerings are being continually revised to cater for the needs of the students.***

GENERAL PRINCIPLES

- (i) Some subjects are 'Core' and hence must be studied by all students. These are English, Mathematics, Science, Geography, History and Health & Physical Education. All students in Year 10 also study Religious Attitudes & Values Education (RAVE).
- (ii) Students will choose **three** elective subjects which they will study for Year 10.
- (iii) Once a student has commenced a course for the year, any change of subject must be thoroughly examined by class teachers and Heads of Department and finally approved (or declined) by the Head of Middle/Senior School.
- (iv) The College reserves the right to withdraw a subject offering if there is insufficient student interest.
- (v) The College also reserves the right to advise a subject choice change to a student if his/her particular choice of subjects cannot be accommodated within the timetable of subjects. (The timetable is determined by the best combination of subjects after student choices are made).

There are many important decisions that students have to make while at school. Some of the most important are concerned with the choice of subjects to take in Year Ten and, consequently, the selection of subjects for Years 11 and 12. These are important decisions since they may affect the type of occupation or career students can follow when they leave school. Course selections can also directly affect student success at school and how students feel about school.

OVERALL PLAN

As an overall plan it is suggested that students choose subjects:

- they enjoy and are interested in;
- in which they have already had some success;
- which will help them reach chosen career/s, or at least keep careers options open;
- which will develop skills, knowledge and attitudes for the future.

This may sound difficult but, if you approach the task calmly, follow the guidelines provided and ask for help along the way, you should come up with a list of subjects that meet your needs.

GUIDELINES

Keep Your Options Open

Many students moving into Year Ten have thought about their future, but are still uncertain about courses or careers they would like to follow after they have finished school. Therefore it is wise, when looking at subject choice, to keep your options open. This means choosing a selection of subjects that make it possible for you to continue thinking about your career choice over the next year before making more definite choices as you approach the end of Year Ten.

Think About Careers

It is helpful to have some ideas about possible career choices at this stage, even though you may change plans or review your decisions in Year Ten. In Year Ten you will develop a Senior Education & Training Plan to help you with career exploration. If you need specific advice, talk to your tutor, your subject teachers and/or the Head of Middle/Senior School.

Find Out About the Subjects FCAC Offers

Although you have studied a wide range of subjects in Year 8 and Year 9, it is important to find out as much as possible about the subjects offered in Year 10. Some of the subjects will be new to you. You can find out about the subjects on offer by:

- reading the subject descriptions in this booklet
- asking Heads of Departments and teachers of particular subjects
- looking at books and materials used by students in the subjects
- listening carefully at class talks and subject selection nights
- talking to students who are already studying the subjects

When investigating a subject to see if it is suitable for you, find out about the content (i.e. what topics are covered in the subject) and how the subject is taught and assessed.

Make a Decision about a Combination of Subjects that Suit You

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

- someone told you that you will like or dislike it;
- your friends are or are not taking it;
- you like or dislike the teacher;
- 'all the boys/girls take that subject' (all subjects have equal value for male and female students).

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

Be Prepared To Ask For Help

If you need more help, then seek it; otherwise you may regret it later. Talk to your parents, teachers, tutor, Heads of Department and Head of School. Make use of this school subject selection booklet and look at the resources suggested above. You will be doing yourself a favour.

Recommended and Assumed Knowledge for Years 11 and 12

Generally speaking most subjects in Years 11 and 12 can be commenced with a general education up to Year Ten. The major exceptions are Languages Other Than English (French and Chinese). A number of subject areas would advise an earlier exposure to a given subject, for example Senior Music (from Year Nine & Year Ten Music).

DESCRIPTION OF CORE SUBJECTS

All Year Ten students at FCAC must study the following core subjects:

1. English
2. Mathematics
3. Science
4. Humanities and Social Sciences
5. Health and Physical Education
6. RAVE (Religious and Values Education)

The remainder of this booklet will outline in detail the electives the College offers in Year Ten. However, if you would like to find out more about any of the core subjects, their content and how they are assessed, then you are encouraged to contact the relevant Head of Department. Their contact details are provided below:

| | | |
|-------------------------------|----------------------|--|
| English | Mrs Juliane Hallam | jhallam@fcac.qld.edu.au |
| Mathematics | Mrs Helen Schmidt | hschmidt@fcac.qld.edu.au |
| Science | Mr Greg Lynch | glynch@fcac.qld.edu.au |
| Humanities & Social Sciences | Mrs Kaylene Robinson | krobinson@fcac.qld.edu.au |
| Health and Physical Education | Mr Leo West | lwest@fcac.qld.edu.au |
| RAVE | Mrs Lana Priebbenow | lpriebbenow@fcac.qld.edu.au |

DESCRIPTION OF ELECTIVE SUBJECTS

1. BUSINESS & LEGAL STUDIES

Introduction

The purpose of this course is to give students an introduction to and an awareness of the activities of Business and Legal Studies. All citizens are consumers and participants in the business world. It is important that students have an understanding of the principles on which businesses are organised and how they operate since all fields of employment involve at least some contact with aspects of business.

It is also important for students to be able to perform a range of financial and bookkeeping tasks that they may be required to do in their everyday lives. This component of the course may also lead directly into Accounting or Business subjects in Years 11 & 12 and related courses at Tertiary Institutions.

Students can acquire a working knowledge of computer programs such as Microsoft Word, Excel, Publisher, PowerPoint and FrontPage. They will also be exposed to a variety of research methods using the Internet and Intranet facilities within the College.

All individuals are limited in their actions by the Law. Laws are ever changing and their relevance to everyday life makes it an extremely interesting area to study. Designed to introduce students to the complexities of Law, this subject gives plenty of practice in problem-solving and a variety of written genres.

Course Outline

- Introductory Business Organisation and Management
- Current Events in Business
- Financial Management
- Sharemarket Game and Assignment
- Planning and Running a Business Venture
- Introductory Legal Studies

2. DRAMA

Introduction – Why Study Drama?

Drama is one of the oldest art forms known. It is the making and communicating of meaning involving performers and audiences, engaging people in a suspension of disbelief in order for them to enter a fictional world. Drama provides a medium for exploration, social criticism, celebration and entertainment and is explored through the dimensions of forming, presenting, and responding.

Students who study Drama are actively participating in a mode of learning that blends intellectual and emotional experience and offers a unique means of enquiry that contributes to knowing and understanding themselves and the world.

This is a challenging and valuable course that emphasises oral, presentation and communication skills while developing confidence, co-operation, independent thinking and interpersonal skills. These skills can be transferred to many situations where confident speaking is beneficial.

Course Outline

The Year 10 Drama program is designed as an exciting, fun and interesting experience, for all students who enjoy performing, exploring the Drama world, dramatic activities and being involved in group work.

The Year 10 program is an extension and culmination of the skills learned in Year 9, although Year 9 Drama is not a pre-requisite for Year 10 Drama. Unit features may include – an investigation of dramatic images, symbols, & identity; Film and Television, Commedia dell’arte, Musical Theatre and the work of William Shakespeare; essential actor training; theatre techniques & actor / audience relationships; play-making and building; stage technology; and Australian texts and playwrights.

3. FOOD TECHNOLOGY

Introduction

This course consists of both general and vocational education components and provides students with a variety of thinking, operational and workplace skills. Hospitality practices provide students with a range of interpersonal skills with the general application in personal and working life as well as with knowledge and skills related to employment within the Hospitality industry. This subject allows students the opportunity to investigate hospitality and catering as a source of leisure activity, life skills or as an avenue for future study.

This subject will also enable students to develop self-reliance, personal responsibility, and personal management and team skills.

Course Outline

- Kitchen Production
- Beverage Production
- Workplace Health and Safety
- Clubs and Special Events Services
- Food Service
- Beverage Service

Assessment

Assessment for Introduction to Hospitality Studies is structured to provide students with opportunities to demonstrate their expertise in both practical and theoretical domains.

The types of assessment tasks include:

Extended Written Tasks: A research-based extended written task is central to the senior Food Technology subject and is a requirement to successfully complete the course. Students in Year Ten will be required to complete a similar task with some additional support and scaffolding.

Short Written Responses: Short written response tasks allow students to respond to questions involving real or simulated stimuli and are conducted under supervised conditions. The structure of these tasks will be based on those developed in the senior Food Technology course.

Practical Tasks: Practical tasks provide opportunities for students to be assessed relating to their performance of practical skills as well as their planning, decision making, implementation and evaluation of the task.

4. GRAPHICS

Introduction

Graphics is a specialist subject designed to extend a student's knowledge and skills in the areas of digital imagery, to apply and understand the Elements and Principles of graphical communication and various digital presentation media. It provides students with the opportunity to communicate design ideas and solutions concisely and effectively. This course covers a wide range of uses with AutoCAD, Inventor and Revit plus other programs which will challenge the student to develop their expertise. This knowledge can be widely applied to industry and is an asset to all students who are interested in various engineering disciplines, architecture, trades and design.

Throughout this course, students are exposed to knowledge, skills, processes and techniques that are required in the senior Design Technology course. Tasks are designed to mimic both the contexts explored in this subject as well as the methods in which they are assessed.

Course Outline

- Built Environment with Design Folios and examination
- Production Graphics with a Design Folio
- Business Graphics with a Design Folio

Assessment

Assessment for Graphics is structured to provide students with opportunities to demonstrate their expertise in both practical and theoretical ways.

The types of assessment tasks include:

- Design Folios: Designing solutions to scenarios is the primary focus of all course areas. Students will be given opportunities to complete design folios in different contexts. The structure of these folios will be based on those developed in the senior course.
- Examinations: Examinations are supervised tasks and are an essential component of both senior IT subjects. In the Year 10 course, students are exposed to the style of questions, problems and tasks as incorporated into examinations in senior Technology subjects.

5. TECHNOLOGY STUDIES

Introduction

Technology Studies is a course of study that exposes students to knowledge, skills, processes and techniques related to practical technology studies. It explores the creation of design ideas and solutions with the ability to identify and analyse scenarios and develop solutions to increasingly open-ended design challenges. Students apply increasing dexterity to a wide range of tools and processes, apply fine degrees of measurement and device control and produce products that demonstrate increasing competence in technology skills and decision-making.

Technology Studies is designed as a preparatory subject for the Design Technology subject studied in Years 11 and 12. Throughout this Year Ten course, students are exposed to knowledge, skills, processes and techniques that are required in senior Technology courses. Tasks are designed to mimic both the contexts explored in these subjects as well as the methods by which they are assessed.

Course Outline

Course Topics:

Three course topics are interwoven within each unit of work. Each unit of work relates to a specific context whereby students are given opportunities to explore aspects of the topics. Each context focuses on students designing, developing and appraising practical solutions to problems. The three topics are:

- Foundations of Technology - The interrelationship of technology, industry, society and the environment. The elements and principles of design and the Product Design Sequence.
- Safety - Safety standards, Current compliance standards, Safe workshop and Personal Safety practices
- Manufacturing Resources - Materials, Tools, Processes and Systems.

Assessment

Assessment for Technology Studies is structured to provide students with opportunities to demonstrate their expertise in both practical and theoretical ways.

The types of assessment tasks include:

- **Design Folios:** Designing practical solutions to scenarios is the primary focus of all industrial-based subjects. Students will be given opportunities to complete design folios in different contexts. The structure of these folios will be based on those developed in the senior Technology Studies course.
- **Design Production:** Practical exercises focus on the students demonstrating their knowledge, skills and expertise in solving design situations. The structure of these exercises mimics those found in senior Technology Studies.
- **Appraisals:** Appraising and reflecting upon the quality and effectiveness of completed design tasks and their application to the design brief and situation.
- **Written Analysis Tasks:** A research-based extended written analysis task is central to senior Technology Studies subjects and is a requirement to successfully complete the course. Students in Year Ten will be required to complete a similar task with some additional support and scaffolding.

LANGUAGES OTHER THAN ENGLISH (LOTE)

Introduction

Learning a language other than English provides students with a means of communicating across cultures and promotes sociocultural understanding and competence. Learning languages prepares students for meaningful, productive lives in a culturally and linguistically diverse society and world. Students' perspectives on cultures are enhanced as they learn to appreciate the diversity and richness of a pluralist society. Language learning promotes participation in the global community as well as an appreciation of ones' own culture. Students undertaking language learning enhance post-school options in the community with links to trade, culture and tourism. Language learning aids cognitive development as it promotes cognitive flexibility and problem-solving ability as students need to reorganise their thinking to accommodate the structure of another language. Furthermore, learning a foreign language provides students with explicit comparisons between languages.

In both Chinese and French, study in Year 10 further develops language proficiency and competency in the four macroskills: listening, speaking, reading and writing. In each semester, language study focuses on particular topics where language features are revisited and further extended. Language/cultural study tours are proposed every second year.

6. French

The French language remains one of the world's most widely spoken and popular languages. Knowledge of French and the ability to use it in spoken and written contexts provides an individual with access to a diverse range of personal and career opportunities. The historical and cultural bonds between Australia and France provide a shared context for students to develop a deep understanding of French culture and life in France. As an official language in more than 40 countries, knowledge of French provides students with pathways into a range of careers in trade, tourism, government, diplomacy and law. France is a world-leader in science and engineering and has a vast range of multinational interests that provide opportunities for students in business, mining and the sciences. The comprehension skills and creative use of language developed in the study of French strongly complement students' English literacy skills.

Course Outline

The topics studied are selected from the following:

- **A la maison: Home life in France**
Students learn how to talk about how they help out at home, which serves as a practical skill for future homestays and visits to French-speaking countries.
- **Daily routines around the world**
Students learn about the routines of typical young people in French-speaking countries and comparing them with their own, explain them.
- **Bon voyage: Interacting while travelling around the world**
Learning how to use and adapt travel expressions is a valuable practical skill. In this unit, students practice language related to holiday locations, transport, plans and conversational skills around services, such as organising accommodation and buying tickets, etc.
- **French adolescents and leisure time**
Students discuss their own past times, and those of other people they know, in the past, present and future tenses.
- **Le Cinéma: French film culture**
Students are introduced to French language films, the role of cinema in French culture and use common expressions to talk about their favourite genres and outings to the cinema.
- **Bon appétit: Healthy eating in France**
Students learn language centered on food and drink vocabulary, quantities, prices and units as well as standard expressions used when ordering food and meals.
- **Talking about your health and injuries**
In this unit, students learn the practical skill of explaining to others how they are feeling and what has happened to them. They also learn how to ask others about their health and provide advice.
- **Sentimental Life: Adolescent issues**
Students learn language related to emotions and aspects of friendships.
- **Au travail: The world of work in France.**
As the students approach the age at which they begin to work part-time, they begin learning how to describe work, the reasons why they would get a job and what they might enjoy about different types of work.

7. Chinese

Chinese is a valuable language to learn and is the most widely spoken language in the world. Chinese culture has a long and rich history encompassing many aspects of literature, art, architecture, music and philosophy. Since the 1840's Australian society has been enriched and enlivened by the contribution of Chinese communities. Governments at the national and state levels are continuing to strengthen their ties with China and other Chinese speaking countries through trade, educational and cultural exchanges. Modern Standard Chinese is a language of trade and commerce in some of the fastest growing economies in the world. Modern Standard Chinese will provide students with unique opportunities to study a character-based language.

Course Outline

The topics studied included are selected from the following:

- **How much is that?** (Shopping, at the supermarket, shopping on-line)
- **Where do you live?** (Places, my house)
- **What is the weather like today?** (Types of weather, temperatures, seasons)
- **What do you like to wear?** (Clothes, describing clothes, buying clothes)
- **What do you like to do?** (Hobbies, movies, weekend plans)
- **Where have you been to?** (Countries, continents and languages)
- **What food do you like?** (Food, drink and meals)
- **What subjects do you have today?** (School subjects, likes and timetables)
- **How do you get around town?** (Transport, distances and duration)

8. DIGITAL TECHNOLOGY STUDIES

Introduction

Digital Technology Studies is a course of study that exposes students to knowledge, skills, processes and techniques related to information technology. It emphasises methods of problem identification and solutions through the study of various digital technologies. This includes: Animation, Programming, Dynamic Web Development, Video Editing and Manipulation, Digital Visual Effects, Human Emulation (Robotics) and using Databases. Social and ethical issues embedded within these topics are also explored.

Digital Technology Studies is designed as a preparatory subject for the Digital Technology course studied in Years 11 and 12. Throughout this course, students are exposed to knowledge, skills, processes and techniques that are required in the senior course. Tasks are designed to mimic both the contexts explored in the senior subjects as well as the methods in which they are assessed.

Course Outline

In Semester One students will study:

- Animated Design and Development
- Event Driven Programming for Games
- Digital Audio and Copyright

In Semester Two students will study:

- Video Manipulation and Visual Effects
- The Dynamic Web and Databases
- Human Emulation

Assessment

Assessment for Digital Technology Studies is structured to provide students with opportunities to demonstrate in their expertise in both practical and theoretical ways.

The types of assessment tasks include:

- **Major Projects:** Projects form a major component of senior IT subjects. Students will be given opportunities to complete projects in different contexts following the design- develop-evaluate process.
- **Examinations:** Examinations are supervised tasks and are an essential component of senior IT subjects. In the Year 10 course, students are exposed to the style of questions, problems and tasks as incorporated into examinations in senior IT subjects.
- **Practical Exercises:** Practical exercises focus on the students demonstrating their knowledge, skills

and expertise in solving given problems. The structure of these exercises mimics those found in senior IT subjects.

9. MUSIC

Introduction

Students enrolling in Year 10 classroom music should be willing to play and/or sing to an audience, in order to fulfil the practical requirement of assessment which could include eisteddfods, soirees and concerts outside the classroom.

Course Outline

UNIT 1 - Film Music

During this unit of work, students will gain an understanding about music in films and television. The students will look at the development of music in films from the days of silent movies to those seen in today's society. They will investigate these styles by studying musical examples by leading film composers, both past and present. They will learn to compose music for film to learn how to manipulate music for dramatic effect. The practical components of the unit are flexible enough to allow students to perform as soloists or members of an ensemble. Performance at the term's Soiree will be encouraged.

UNIT 2 - Cool Jazz

This unit is designed to introduce students to "Cool Jazz", its developments, composers and styles. Dave Brubeck will be a focus of our studies, with repertoire to include: Blue Rondo Alla Turk, Take 5 and Unsquare Dance. Another key focus will be composer and performer Miles Davis with the album "The Birth of Cool". Students will be encouraged to perform in ensembles, tackling repertoire that promotes unusual time signatures and Jazz scales.

UNIT 3 - Music Technology

The aim of this unit is to introduce students to Music Technology and compositional techniques in this genre. Students will investigate various forms of technology in Music and become familiar with a variety of Music Software including Sibelius and Audacity. Sound manipulation will be a key focus, using found and pre-recorded sound samples. Students will compose a piece of music utilising learnt compositional techniques, music technology skills and software. Avenues for performing with music technology will be explored.

UNIT 4 - Experimental Music

"Experimental Music" allows the student to develop cognitive skills by way of experimentation. Throughout this term, students also learn about the twentieth century style of music known as Avante Garde. Students compose music by using unconventional notation styles and media and unconventional performance styles. For practical assessment, students will learn to perform in a group situation, sharing responsibility for a polished musical performance to be held at the end of term. "Experimental Music" is an extremely interesting unit without limitation.

Assessment

Each unit will include assessment of each of the standard music criteria: Analysing Repertoire, Composing and Performing.

10. VISUAL AND DIGITAL ARTS

Introduction

In Year 10, students are introduced to senior Visual Art. They study wearable art, drawing, painting and digital art techniques and use a wide variety of media. Those students undertaking Visual Art studies will use the Elements and Principles of design across all Art areas and gain an understanding of Art through the ages and other cultures. They will respond to artworks by studying them as either artist or audience. There will be a strong emphasis on Contemporary Art. Students are directed through three units of work which mirror what is studied in Years 11 and 12. There will be adequate opportunity for the students to express themselves in innovative ways and to begin to develop their own styles.

Course Outline

Concept One: 'Eco Art- Wearable Art' - In this unit students create a piece of wearable art which is showcased alongside Drama student works for the annual FCAC Film Festival.

Concept Two: 'Focus on the Figure' - In this unit students complete a set of large scale 2-Dimensional drawing and painting exercises. This is underpinned by study of the Expressionism art movement.

Concept Three: 'Surrealism' - In this unit students investigate the art movement Surrealism and create an imaginative surrealistic work.

**THIS COPY MAY BE RETAINED IN THIS BOOKLET
FOR PARENT INFORMATION**

For Students entering Year 10 in 2017

SUBJECT CHOICE FORM

STUDENT NAME: _____

CURRENT CLASS (circle one) : 9R 9B **OR CURRENT SCHOOL:** _____

| CURRENT YEAR NINE ELECTIVES |
|-----------------------------|
| |
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| |

All students must study the following subjects:

| CORE SUBJECTS | |
|---------------|-------------------------------|
| English | Humanities & Social Sciences |
| Mathematics | Health and Physical Education |
| Science | RAVE |

*Students **must** choose 5 subjects, in order of preference (1-5). Students will be allocated to **THREE (3)** of these options based on the overall balance of classes and student demand.*

| YEAR TEN SUBJECTS | ORDER OF PREFERENCE |
|----------------------------|---------------------|
| Business & Legal Studies | |
| Chinese | |
| Drama | |
| French | |
| Food Technology | |
| Graphics | |
| Technology Studies | |
| Digital Technology Studies | |
| Music | |
| Visual & Digital Arts | |

N.B. College Copy to be returned to Student Services by *WEDNESDAY 7 SEPTEMBER 2016*