

SUBJECT HANDBOOK

YEAR 10



St Benedict's College



2025

LOWER SENIOR YEARS

TABLE OF CONTENTS

FROM THE PRINCIPAL	3
ST BENEDICT’S COLLEGE – VISION AND MISSION.....	4
ST BENEDICT’S COLLEGE – LEARNING AND TEACHING FRAMEWORK.....	5
USING THIS HANDBOOK TO CHOOSE SUBJECTS	Error! Bookmark not defined.
HONORATUS EXTENSION & EXCELLENCE PROGRAM	7
PATHWAYS.....	8
CORE SUBJECTS.....	9
RELIGIOUS EDUCATION.....	9
ENGLISH.....	11
MATHEMATICS.....	12
SCIENCE	13
HEALTH AND PHYSICAL EDUCATION (Core).....	14
HISTORY (Core).....	14
ELECTIVE SUBJECTS.....	16
BUSINESS AND ECONOMICS	16
CIVICS AND CITIZENSHIP	17
DESIGN TECHNOLOGIES	18
DIGITAL TECHNOLOGIES	20
GEOGRAPHY	21
HEALTH AND PHYSICAL EDUCATION (ELECTIVE)	22
HISTORY (ELECTIVE)	23
LANGUAGES - CHINESE (MANDARIN)	21
MEDIA ART	24
PERFORMING ARTS – DANCE.....	25
PERFORMING ARTS - DRAMA	26
PERFORMING ARTS - MUSIC	27
VISUAL ART.....	29
SUBJECT SELECTION ONLINE (SSO) INFORMATION	29
KEY STAFF CONTACTS.....	30

FROM THE PRINCIPAL

Tameika Grist



Welcome to the Year 10 Subject Handbook: Charting Your Path

Dear students, parents, and carers,

Year 10 marks an exciting juncture in student learning and direction towards post school opportunities. It is year designed to prepare them for the wide array of opportunities and pathways available to them in their final years of formal education.

Students can explore new experiences or continue to pursue an area of interest through a variety of year long electives that will compliment the compulsory subjects at this level.

Before locking in your preferences, we recommend students speak to: teachers about elective choices, any older students who have done similar subjects, and of course, have conversations at home with parents and caregivers about the possibilities and direction they are interested in.

Compulsory Foundations:

- Religion, English, Mathematics, Science, History and HPE (Health and Physical Education):

Elective Pathways:

- 3 full year electives will complement the compulsory subjects.

During terms 2 and 3 of Year 10, students will begin exploring their senior schooling pathway and beyond through the SET Planning process. More information will be available early next year.

Preparing for Senior Schooling

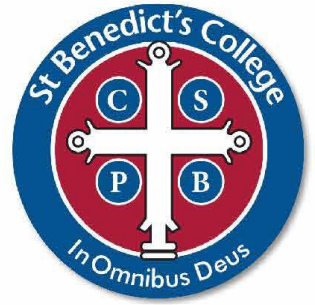
Year 10 is about building stepping stones towards the opportunities for learning in Year 11 and 12; solidifying the study and work habits that will be needed for success in the direction they choose. The ability to spend more time investing in an area of interest or passion is designed to prepare students for the pathway they want to follow on with in Years 11 and 12.

With anticipation and encouragement,

A handwritten signature in black ink, appearing to read 'Tameika Grist'.

Tameika Grist

Principal



St Benedict's College is committed to the holistic education of young people in the Benedictine tradition based on the values of service, hard work, humility, stewardship, balance and community. We use Christ's model of inclusivity, perseverance and of nurturing each other's gifts and talents to underpin all that we do.

Vision

To enable each student to use their God given gifts to become successful lifelong learners who are self-directed, creative, confident and reflective; fully able to engage with and contribute to the community and the world in which they live.

Mission

St Benedict's College is committed to providing high quality, contemporary education in a Catholic Christian context. We do this by:

- Acknowledging the individual qualities and attributes of each student
- Providing a safe and supportive environment that enhances wellbeing and enables students to flourish
- Engaging in technology rich, 21st century learning
- Designing flexible, engaging and innovative learning experiences where all students can develop a love of learning, a sense of curiosity, and an ability to be creative, adaptable and resilient.

Values

The Rule of St Benedict focuses on many values; in particular we seek to promote the values of Service, Balance and Community for our students, staff and parents. Through prayerful reflection we invite all members to

- Work in Service of others and our world
- Seek Balance in all that we do
- Live in Community with justice, compassion and respect

In Omnibus Deus • God in All Things

ST BENEDICT'S COLLEGE – LEARNING AND TEACHING FRAMEWORK

Philosophy

We respond to the education of young people by interweaving the values of St Benedict's Rule with the approved Archdiocesan Religious Education curriculum, ACARA documents, BCE Frameworks for Learning and Teaching, QCAA syllabus documents and national training packages for VET.

We Believe

- That the Rule of St Benedict is a contemporary expression of the way learning and teaching is formulated, reviewed and lived out
- That every student has the God given gifts for success and these flourish in a climate of trust and mutual respect
- That learning for life and fostering a love of learning through an engaging, relevant and meaningful curriculum is inextricably linked with living life to the full
- That learning and teaching is a dynamic, collaborative process where students and teachers aim to realise their potential to become fully human through challenging themselves and each other to seek creativity, innovation, challenge and meaning
- That teaching is a ministry where top quality, collaborative and highly skilled staff of integrity and action lay at the heart of educational success.



Learning and Teaching Framework



YEAR 10 SUBJECTS

In Year 10 Students study core subjects of:

Religion
 English
 Mathematics
 Science
 History (one semester)
 Health and Physical Education (one semester)

Students choose three elective subjects to study for the whole year.

Students have the opportunity to experience a broad range and rich curriculum through the wide range of subjects offered. Each subject page contains a subject pathway into Senior Years. Year 11 and 12 subjects are indicative only and are subject to change due to student interest and changes in courses. They should not be read as the subjects that will be offered and are provided as a guide only to assist in subject progression and potential selection.

ELECTIVE COURSES – Choose 3 Year Long Electives (plus 2 reserves)

Learning Area	Year Long Elective Units Offered
Business and Economics	Business and Economics
Civics and Citizenship	Civics and Citizenship
Design Technologies: Food and Fibre	Food Specialisation
Design Technologies: Materials and Technologies	Materials and Technologies
Digital Technologies	Digital Technologies
Geography	Geography
History	History (Elective)
Health and Physical Education	Health and Physical Education (Elective)
Languages: Chinese (Mandarin)	Chinese (Mandarin)
Media Art	Media Art
Performing Arts: Dance	Dance
Performing Arts: Drama	Drama
Performing Arts: Music	Music
Visual Art	Visual Arts

HONORATUS EXTENSION & EXCELLENCE PROGRAM

WHY HONORATUS?

St. Honoratus was an Italian Benedictine monk who lived in the 15th Century. He became the Abbot of the Benedictine monastery in Subiaco following St. Benedict.

St. Honoratus was a teacher and lifelong learner. He used a revolutionary, integrated methodology of teaching that encompassed deep thinking and creativity. He inspired monks to go out and teach others these skills, to bring scholarly excellence across the region.

OVERVIEW

St Benedict's College teachers are passionate about offering gifted and talented learners rigorous, relevant and engaging learning opportunities to develop their individual learning needs, strengths, interests and goals. We have a variety of streams that are delivered by teachers who are enthusiastic about their curriculum area and have the skills to provide meaningful experiences for gifted and talented students that challenge them in new and creative ways.

Students are selected to participate in the Honoratus streams by invitation or audition based on a variety of factors depending on the stream including overall academic excellence, high scores on a range of formal tests, their special interests, work ethic, teacher recommendation and skills.

Each of the Honoratus streams provide students with access to specific activities – requiring critical and create thinking, problem solving, and the development of responses and dispositions in individual and collaborative contexts – aligned to, and, extending beyond the curriculum.

STREAMS

At different times throughout each year the College offers a range of programs in the following streams:

- Arts
- Humanities
- Mathematics
- STEM
- Sport

The availability of these streams is dependent upon student interest and staff availability and as such can vary each year.

PATHWAYS

The St Benedict's College Careers and Pathways Program is designed to provide guidance and support to our students from Year 7 to Year 12. Our primary objective is to help each student embark on a rewarding pathway and life journey that aligns with their individual strengths and aspirations.

In Year 9 and 10, our Careers and Pathways Program is structured to assist both students and parents/carers as they navigate the complex and ever-evolving transition from junior secondary studies to senior studies, further education, training or employment.

Our program includes participation in the Career Tools Modules, which run in Year 8 and 9 during Pastoral Care lessons. This program aims to equip students with the skills they need for a lifetime of learning and career choices by providing exploration and aspiration tests while building student agency.

Additionally, Year 9 students will engage with the School Community Industry Partnership Service (SCIPS) to access employment readiness training and participate in careers days during which they will be learn about resume writing and be involved in mock interviews.

Year 10 students will use various Pathway resources to explore future career opportunities and be guided by teachers in creating their Senior Education and Training (SET) Plan.

We place a priority on providing regular, targeted exposure for our students to tertiary and vocational options through careers expos, university and TAFE immersion experiences, and other relevant activities.

We believe that with our comprehensive program, students can make informed decisions and feel confident in navigating their career pathways. We look forward to supporting both students and parents/carers throughout this exciting journey.

St Benedict's College Careers Website: [St Benedict's College \(stbenedictscollegecareers.com.au\)](http://stbenedictscollegecareers.com.au)

CORE SUBJECTS

RELIGIOUS EDUCATION

Why study Religious Education?

Religion is the core theme that underpins all learning and all aspects of relationships at the College and is a fundamental curriculum area for exploration and reflection by all students.

The Religion Curriculum involves four strands:

- Sacred Texts (Old Testament; New Testament; Spiritual Writings and Wisdom)
- Beliefs (God, Jesus, Spirit; Human Existence; Religions of the World)
- Church (Liturgy and Sacraments; Communion and Community; Church History)
- Christian Life (Moral Formation; Mission and Service; Prayer and Spirituality).

The study of Religion allows students to explore their role in forming their own faith through knowledge and experience of events in the Church's history. They learn about various sources of inspiration, strength and guidance for believers today and ways in which believers live their Christian vocation. Personal experiences and reflections on these events are a critical aspect of the courses.

What does Year 10 Religion offer?

In Year 10, students learn about various ways in which humans have understanding of the mystery of God. These include the human experience of the created world; the valuable insights of the major world religions (Christianity, Islam, Judaism, Hinduism and Buddhism); the different representations of God in Old Testament and New Testament texts; Christian spiritual writings that search for the mystery of God in the midst of world events and the course of human history; and participation in personal and communal prayer that can lead believers to the awareness of the presence of God. Students develop critical understanding of Catholic social teaching and the reasoned judgements of conscience. They continue to develop their understanding of prayer in the Christian tradition.

(Adapted from the Religion Curriculum P-12, Brisbane Catholic Education, 2020)

Religion – Subject Pathway in Year 11 and 12

- Study of Religion (General)
- Religion and Ethics (Applied)

RELIGIOUS EDUCATION

Religious Life of the School Opportunities - Spirituality

The classroom teaching of Religion is inextricably linked to the Religious Life of the School. The College's spirituality program offers significant opportunities for students to take a break from the everyday school routine. The program permits staff and students to reflect on parts of their life journey, nurture positive relationships and through prayer and liturgical experiences develop their spirituality.

Year 7 – The Spirit of St Benedict

Being a secondary school student in the spirit of St Benedict.

Year 8 – The Real Gift

This day encourages students to find and share the giftedness and sacredness within themselves, others and the simple things in life.

Year 9 – Masks

This day is a time to look at positive relationships with God and each other.

Year 10 – Courage to Step Out of the Crowd

This day challenges the students to follow Christ by being counter cultural. It looks at identifying 'community' and what gifts the students can bring to this community.

Year 11 – The Passionate Ones

This time challenges students to reflect on ways they can lead by loving our neighbor through and making distinctive difference in the community. Underpinning this day is an understanding of catholic social teachings.

Year 12 – Retreat

Through invitation, students are called to see how to live their life more fully. Throughout this Retreat, they are invited to recall significant people who have formed them to be the people they are now and reflect on the future we hope them to become as they complete Year 12 and move beyond College life.

ENGLISH

Why study English?

English is the national language of Australia and, as such, is central to the lives, learning and development of all young Australians. Through the study of English, individuals learn to analyse, understand, communicate and build relationships with others and the world around them. It helps create confident communicators, imaginative and critical thinkers, and informed citizens.

The study of English plays a key role in the development of literacy, which gives young people the knowledge and skills needed for education, training and the workplace. It helps them become ethical, informed, perceptive, innovative and active members of society. The English curriculum plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

The structure of the *Australian Curriculum: English* is organised into three interrelated strands that support learners' growing understanding and use of Standard Australian English (English). Together the three strands focus on developing learners' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

- *Language*: knowing about the English language
- *Literature*: understanding, appreciating, responding to, analysing and creating literature
- *Literacy*: expanding the repertoire of English usage.

At our College, the English courses focus on:

- understanding and identifying word origins
- refining knowledge of spelling, punctuation, and grammar skills
- broadening general vocabulary
- acquiring, understanding, and using task specific and academic vocabulary
- reading for pleasure and for meaning to develop comprehension skills
- writing structured sentence, paragraph and extended responses
- writing and speaking for varied purposes and audiences across a range of genres
- engaging critically with different texts to analyse, evaluate and, create perspectives
- balancing handwriting skills and bookwork with using communication technologies and tools
- developing proficiency in self editing in assignments and examinations.

In English in both Year 9 and Year 10, students can participate in, and design extension activities. This enables them to undertake deeper exploration of content, critically think about contexts, engage with more complex texts and genres, and demonstrate their knowledge and skills in differentiated tasks with varying degrees of challenge.

The College also encourages learners in 9 English and 10 English to participate in external reading and writing competitions.

English– Subject Pathway in Year 11 and 12

- English (Literature)
- English (General)
- Essential English (Applied)

MATHEMATICS

Why study Mathematics?

Mathematics is vital to the learning, development, and future opportunities of all young Australians. It equips students with essential knowledge, skills, procedures, and processes in areas such as number, algebra, measurement, space, statistics, and probability. By enhancing numeracy capabilities, mathematics prepares students for their personal, work, and civic lives and lays the groundwork for advanced mathematical studies and professional applications.

Mathematics offers students the chance to apply their understanding in creative and efficient ways. It supports teachers in fostering self-motivated, confident learners through practice, inquiry, and active engagement in relevant and challenging activities.

Mathematical processes encompass the thinking, reasoning, communication, problem-solving, and investigative skills needed for working with mathematics. These essential skills are integrated throughout the Mathematics curriculum, becoming more advanced as students progress through their schooling.

What does Year 10 Mathematics offer?

In 10 Mathematics students further develop their understanding and applications skills in geometry and trigonometry and apply Pythagoras' theorem to real life scenarios. Students continue to develop their understanding in measurements and algebra and apply their understanding of operations when problem solving. They are introduced to several data representations and statistical analysis and interpretation, including real life scenarios. Students further develop their understanding and interpretation of probability scenarios including two and three step chance experiments, both with and without replacements.

The College also encourages learners in 9 Mathematics and 10 Mathematics to participate in external problem solving and modelling competitions.

Mathematics – Subject Pathway in Year 11 and 12

- Essential Mathematics (Applied)
- General Mathematics (General)
- Mathematical Methods (General)
- Specialist Mathematics (General)

SCIENCE

Why study Science?

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

Studying Science enables students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, science's contribution to our culture and society, and its uses in our lives. It supports students to develop the scientific knowledge, understandings and skills needed to make informed decisions about local, national and global issues, and to succeed in science-related careers.

What does Year 10 Science offer?

In Year 10 students explain the processes of heredity and genetic diversity and describe the theory of evolution by natural selection. They sequence key events in the evolution of the universe and describe the supporting evidence for the big bang theory. Students describe trends in patterns of global climate change. They also explain how Newton's laws describe motion and apply them to predict motion of objects in a system. Students explain patterns and trends in the periodic table and predict the products of reactions and the effect of changing reactant and reaction conditions.

In developing scientific literacy, students use critical and creative thinking skills, and challenge themselves to ask questions and draw evidence-based conclusions using scientific knowledge and practices. The wider benefits of scientific literacy include enabling students to engage meaningfully with contemporary issues, evaluate different points of view and make informed decisions.

Science – Subject Pathway in Year 11 and 12

- Biology (General)
- Chemistry (General)
- Physics (General)
- Science in Practice (Applied)
- Certificate III in Health Services Assistance (VET)
- Certificate III in Community Services (VET)

HEALTH AND PHYSICAL EDUCATION (CORE)

Why study Health and Physical Education?

In Health and Physical Education, students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing. They critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services and organisations.

Integral to Health and Physical Education is the acquisition and application of movement skills, concepts and strategies across a range of physical activity contexts. This enables students to participate confidently and competently when moving. Movement is a powerful medium for learning through which students can acquire and practise personal, social and cognitive skills. When learning in movement contexts, students gain skills, understanding and dispositions that support lifelong physical activity participation and enhanced movement performance.

What does Year 10 Health and Physical Education Offer?

In Year 10, students develop their knowledge and understanding of respectful relationships. They engage in learning experiences that specifically address several focus areas such as relationships and sexuality, mental health and wellbeing, and safety. This course aims to support students to develop understandings about the rights and ethical responsibilities of individuals in respectful relationships, and the skills to take positive action. Students also participate in a variety of team games where they apply and evaluate leadership approaches, collaboration strategies and ethical behaviours. They use these skills to develop unique games that value diversity and support inclusion. Students evaluate the effectiveness of a range of strategies used in game situations and suggest how to adapt team and individual strategies to improve performance outcomes.

Health and Physical Education – Subject Pathway in Year 11 and 12

- Physical Education (General)
- Certificate III in Fitness (VET)
- Food and Nutrition (General)
- Certificate III in Health Services Assistance (VET)
- Certificate III in Community Services (VET)

HISTORY (CORE)

Why study History?

History is a disciplined process of inquiry into the past that develops students' knowledge, curiosity and imagination about the past. The application of history is an essential characteristic of any society or community and contributes to its sense of shared identity. History promotes the understanding of societies, events, movements, ideas and developments that have shaped humanity from the earliest times. It helps students appreciate how the world and its people and environments have changed, as well as the significant continuities that exist to the present day.

What does Year 10 History offer?

In Year 10 History, you'll delve into the profound impacts of World War II and the key developments that have shaped modern Australia since 1950. This course will cover two main topics: World War II and Building Modern Australia, with a focus on rights movements, migration, and the changing role of women.

Throughout this course, you'll develop critical inquiry and analysis skills essential for senior studies and beyond. You'll be encouraged to consider the origins and motives behind historical sources, evaluate their usefulness, accuracy, and reliability, and make connections between these concepts and the perspectives discussed. These skills will not only enhance your understanding of history but also prepare you for informed and thoughtful engagement with the world in your future endeavours.

Topics Covered

Second World War

- Explore the causes and major events of World War 2 including the Great Depression.
- Understand how the war affected the world's nations including Australia
- Evaluate Britain's response to the threat of Japan and consider how Australia's allies changed during the war.

Building Modern Australia

- Examine the significant social and political changes that happened in Australia after 1950 including environment, women's and First Nations.
- Analyse the different migration waves that happened after World War 2 and how this altered Australian society.

History – Subject Pathway in Year 11 and 12

- Ancient History (General)
- Modern History (General)
- Legal Studies (General)

ELECTIVE SUBJECTS

BUSINESS AND ECONOMICS

Why study Business and Economics?

Economics and Business develops the knowledge, understanding and skills that will equip students to shape their social and economic futures. It also aids in the development of prosperous, sustainable and equitable Australian and global economies. Through studying economics and business, students learn to make informed decisions and to appreciate the effects of these decisions on individuals, businesses, and environmental and social systems.

Economics and Business develops a range of skills that foster enterprising individuals who can effectively embrace change; seek innovation; work with others; show initiative, flexibility and leadership; plan, organise and manage risk; and use resources efficiently.

What does Year 10 Economics and Business offer?

Why is Australia called 'The Lucky Country'? Why do we have to pay tax? Have you ever wondered how businesses make money with the government constantly changing things? This course gives students the opportunity to learn why Australia has such a high standard of living and how it compares to other countries. During the course students will explore how unemployment, taxation, and inflation can affect how successful a country is and how governments manage these different elements to improve living standards. Students examine how governments and businesses intervene to reflect the availability and scarcity of resources and meet the ever-changing needs of society.

Topics Covered

Economic Growth

- How we use Economic Indicators such as GDP, inflation and employment statistics to decide whether a country is successful.
- How Australia uses fiscal and monetary policy to keep the country running.

Living Standards

- How the government intervenes to keep living standards high.
- Compare how the Australian Government and another Asia-Pacific Government create policies to improve or keep living standards.

Productivity

- Consider how workplaces incentivise to attract and retain high performing employees.
- Analyse how businesses look at things like automation, robotics and supply chains to increase their efficiency.

Decision Making

- Analyse how consumers make minor and major financial decisions in their lives.
- Examine the role of financial advisors including the legal requirements they must hold to.

Business and Economics – Subject Pathway in Year 11 and 12

- Business (General)
- Legal Studies (General)
- Certificate III in Business with Certificate II in Tourism embedded (VET)

Students may find that an additional subject selection of Civics and Citizenship or Geography may assist with their understanding of this course material.

CIVICS AND CITIZENSHIP

Why study Civics and Citizenship?

Civics and Citizenship provides students with opportunities to investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society. Emphasis is placed on the federal system of government, derived from the Westminster and Washington systems, and the liberal democratic values that underpin it, such as freedom, equality and the rule of law. The curriculum explores how the people, as citizens, choose their governments; how the system safeguards democracy by vesting people with civic rights and responsibilities; how laws and the legal system protect people's rights; and how individuals and groups can influence civic life.

What does Year 10 Civics and Citizenship offer?

In Year 10, students compare Australia's federal system of government with another system of government in a country in Asia. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations and responses to global issues. Students also study the purpose and work of the High Court. They examine how rights are protected in Australia and investigate the values and practices that enable a democratic society to be sustained. Students reflect on their rights, privileges and responsibilities as active and informed citizens. They also have the opportunity to study the laws that adults are most likely to encounter, such as those related to driving offenses, alcohol and drug offenses, and rental agreements.

During the year, the skills and understandings are developed through hopefully answering each of the following areas:

- How are government policies shaped by Australia's international legal obligations?
- What are the functions of the High Court of Australia and how does it protect rights under the Constitution?
- Do the police have the ability to drug test you at any moment?
- What rights do tenants have when renting properties?

Topics Covered

Governance

- Australian Government's role in international affairs.
- How does the United Nations and other international bodies influence national law.
- Comparing the Australian government to another nation.

High Court of Australia and The Constitution

- High Court of Australia's (HCA) role and jurisdiction.
- How the HCA interprets The Constitution.
- Analysing and responding to cases and decisions.

Criminal Law: Driving/Drug Offences

- Driving offences as defined by the Criminal Code Act 1899 (QLD) and Transport Operations Act 1995 (QLD)
- Drug Offences as per Drug Misuse Act 1986
- Demerit Schedule and Police Powers

Civil Law: Rental agreements

- Agreement/Contract law and requirements around this.
- Role of the Residential Tenancies Authority.
- The rights and responsibilities of tenants, owners and leasing agents.

Civics and Citizenship – Subject Pathway in Year 11 and 12

- Legal Studies (General)
- Modern History (General)

Students may find that an additional subject selection of Business and Economics or Geography may assist with their understanding of this course material.

DESIGN TECHNOLOGIES

Why study Design Technologies?

Design and Technologies enables students to become creative and responsive designers. When they consider ethical, legal, aesthetic and functional factors and the economic, environmental and social impacts of technological change, and how the choice and use of technologies contributes to a sustainable future, they are developing the knowledge, understanding and skills to become discerning decision-makers.

Design and Technologies actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative designed products, services and environments.

Students will develop skills, knowledge and understanding in the key areas of:

- design thinking,
- design processes and
- production skills.

The Design Technologies Processes and Production Skills strand focuses on creating designed solutions by:

- investigating
- generating
- producing
- evaluating
- collaborating and managing.

Design Technologies is a multi-materials course, which allows students to construct projects that are broken up into skills development and design challenges across disciplines.

Elective Units Offered in 2025

Materials and Technologies

In Materials and Technologies students will employ virtual reality (VR) to create stunning designs with shipping container houses, immersing themselves in lifelike simulations for a given client. They will design and build a full-size veneer skateboard, incorporating techniques like laser cutting and vacuum forming with innovative patterns. Students will showcase their craftsmanship by constructing a breakfast table using traditional woodworking methods. These hands-on projects enable students to explore the intersection of creativity, technology, and traditional skills.

Food Specialisation

In Food Specialisation, students will focus on nutrition and environmental consciousness. They will delve into the field of food science, examining the chemical and functional properties of various ingredients. They will also investigate food trends while learning the skills and knowledge of the hospitality industry in a practical environment. Students will investigate and make judgments on how the principles of food safety, preservation, preparation, presentation, and sensory perceptions influence the creation of food solutions for healthy eating. This hands-on experience allows students to develop their culinary skills while promoting healthy eating habits and fostering a deeper understanding of the science behind food.

Materials and Technologies – Subject Pathway in Year 11 and 12

- Industrial Technology Skills (Applied)
- Design (General)

Food Specialisation – Subject Pathway in Year 11 and 12

- Food and Nutrition (General)
- Design (General)
- Certificate II in Hospitality (VET)

DIGITAL TECHNOLOGIES

Why study Digital Technologies?

In a world that is increasingly digitised and automated, it is critical to the wellbeing and sustainability of the economy, the environment and society, that the benefits of information systems are exploited ethically. This requires deep knowledge and understanding of digital systems (a component of an information system) and how to manage risks. Ubiquitous digital systems such as mobile and desktop devices and networks are transforming learning, recreational activities, home life and work. Digital systems support new ways of collaborating and communicating and require new skills such as computational and systems thinking. These technologies are an essential problem solving toolset in our knowledge based society.

Digital Technologies empower students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be creative and discerning decision makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

Digital Technologies provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These are all necessary when using and developing information systems to make sense of complex ideas and relationships in all areas of learning. Digital Technologies helps students to be regional and global citizens capable of actively and ethically communicating and collaborating.

Topics Covered

In Digital Technologies Semester One, students design and build a responsive website using CSS Grid, that will adapt to any device size or media type. Students will learn accessibility principles such as HTML5 semantic elements, and how these can be used to enhance the end user experience. JavaScript will be used to create rich client-side experiences, such as interactive controls on a web form, or modifying document styles and content after a web page has been rendered in a browser. Through these techniques, students represent documents as content, structure and presentation, and through embedding media assets into markup, further learn about data compression techniques. In addition to this, students learn how digital systems manage, control and secure access to data. Students also investigate a client-server architecture, and in doing so, use advanced features of digital tools to create interactive content.

In Digital Technologies Semester Two, students acquire, interpret and model complex data with databases. Students learn Structured Query Language (SQL), including CREATE, UPDATE, INSERT, DELETE and SELECT queries, and use these to filter, edit or create data within or between logical table relations. Data modelling and capture techniques via a GUI (graphical user interface) will be investigated, and results will be visualized using spreadsheet software. Coding solutions will be built on top of database storage, that model cyber security threats and explore vulnerabilities in software. Attacks such as brute force, MITM, SQL injection, and phishing will be analyzed, and techniques such as SHA256 hashing and salting, as well as AES-256 encryption and decryption will be investigated. Students use these encryption and hashing algorithms to secure data, and apply Australian Privacy Principles to develop an end-user agreement. Successful completion of this course will better enable students as full stack developers for future computer science studies.

Digital Technologies – Subject Pathway in Year 11 and 12

- Digital Solutions (General)
- Information and Communication Technology (Applied)

GEOGRAPHY

Why study Geography?

Geography inspires curiosity and wonder about the diversity of the world's people, places and environments. Geography features a structured way of exploring, analysing and understanding the characteristics of the places that make up our world. This enables students to question why the world is the way it is and reflect on their relationships with and responsibilities for the world. Through the study of Geography, students become informed and responsible members of their local and global communities. They learn to act ethically to sustain and improve natural and social environments and engage in the global community.

What does Year 10 Geography offer?

In Year 10, students will study two major concepts - Environmental change & management and Geographies of human wellbeing.

In the Environmental Change and Management unit, students will focus on the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews that influence how people perceive and respond to these challenges. They will have the opportunity to examine the causes and consequences of environmental changes within specific contexts and explore strategies for managing these changes. In Term 1, students will investigate how the Earth's environment is affected by human-induced challenges, climate change, and destructive weather patterns. In Term 3, they will study the impact of these concerns on coastal regions, including the erosion of beaches and dunes in the Moreton Bay coastal region.

In the Geographies of Human Wellbeing unit, students will explore the disparities in human wellbeing at global, national, and local levels. They will examine different measures of wellbeing and the causes of variations between countries. Students will analyse spatial differences in wellbeing both within and between countries, and evaluate programs aimed at bridging these gaps. In Term 2, students will assess how countries perform on various wellbeing indicators and indexes, allowing them to make informed judgments on strategies to improve a selected nation. In Term 4, the focus shifts to how communities and organisations can collaborate to enhance city wellbeing and services.

Topics Covered

Environmental Change and Management

- Consider the effects of climate change on pacific island communities.
- Air quality concerns in developing countries.

Human Wellbeing

- How do we define the wellbeing of Asian, Pacific and Middle Eastern communities.
- Analyse disparities in wellbeing across nations.

Coastal Management

- Analyse methods that communities use to maintain coastal regions.
- Gather primary data on erosion of beaches and dunes.

Interconnections with Community

- Identify how community and organisations collaborate for mutually beneficial outcomes.

Geography – Subject Pathway in Year 11 and 12

- Biology (General)

Students may find that an additional subject selection of Civics and Citizenship or Business and Economics may assist with their understanding of this course material.

HEALTH AND PHYSICAL EDUCATION (Elective)

Why study Health and Physical Education?

In Health and Physical Education, students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing. They critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services and organisations.

How does Health and Physical Education (Elective) differ from Core Health and Physical Education?

The Year 10 Health and Physical Education elective course serves as a pathway to the Queensland Certificate of Education (QCE) Senior Physical Education subject. This course is academically rigorous, with the grading distribution comprising 80 percent theoretical assessments and 20 percent practical demonstrations. Throughout the course students will develop a comprehensive understanding of ethics and integrity in sport, the traditional and contemporary approaches to motor learning and the relationship between fitness and training. Students will be exposed to the three assessment techniques that they complete in the senior course of study, including an investigation report, a multimodal presentation, a combination response exam and a physical performance video. Students interested in selecting Physical Education in Year 11 are strongly encouraged to experience this course in Year 10.

Health and Physical Education – Subject Pathway in Year 11 and 12

- Physical Education (General)
- Certificate III in Fitness (VET)
- Food and Nutrition (General)
- Certificate III in Health Services Assistance (VET)
- Certificate III in Community Services (VET)

HISTORY (ELECTIVE) – WORLD HISTORY

Why study History?

History is a disciplined process of inquiry into the past that develops students' knowledge, curiosity and imagination about the past. The application of history is an essential characteristic of any society or community and contributes to its sense of shared identity. History promotes the understanding of societies, events, movements, ideas and developments that have shaped humanity from the earliest times. It helps students appreciate how the world and its people and environments have changed, as well as the significant continuities that exist to the present day.

How does History Elective: World History differ from Core History?

Our Year 10 History Elective: World History is designed to complement the core history curriculum by offering a deep dive into some of the most transformative periods and figures in human history. Unlike the core Year 10 History, which provides a broad overview of historical events since the 1930s, this elective focuses on detailed case studies from a range of world history. This approach allows students to engage with previously unstudied topics in greater depth and detail than what is offered in the core history subject.

This elective is ideal for students with a keen interest in history, providing opportunities to further their critical analysis, evaluation, and understanding of the past in a way to extend them in preparation for senior history.

Topics Covered

There are two (2) topic options in each unit, one (1) topic is selected by the teacher for each unit of study.

ANCIENT HISTORY

Leadership and Legacy

- Hatshepsut (Ancient Egypt); or
- Boudica (Ancient Rome)

Empires and Conquests

- Japan under the Shoguns; or
- The Spanish Conquest of the Americas

MODERN HISTORY

Revolutions that shaped the world

- American Revolution; or
- Industrial Revolution

Cultural Transformations

- Chinese Cultural Revolution; or
- Cultural Globalisation

History – Subject Pathway in Year 11 and 12

- Ancient History (General)
- Modern History (General)
- Legal Studies (General)

LANGUAGES - CHINESE (MANDARIN)

Why study Chinese (Mandarin)

Chinese has been taught in Australian schools since the 1950s. Chinese language learning experienced rapid growth in the 1980s as China undertook a policy of open-door and economic reform. Chinese is an important language for young Australians to learn as Australia continues trade and engagement with Asia.

Communities of Chinese speakers are characterised by linguistic, cultural and geographic diversity and can be found in almost every country of the world. Many of these communities have long-established cultural traditions that are particularly strong on the Pacific coast of Canada and the USA, South-East Asia, Australia and some European countries. The history of the Chinese community in Australia extends back to the mid-1800s, and patterns of migration in recent decades have seen rapid growth in Australia's Chinese population.

What does Year 10 Chinese (Mandarin) offer?

In the first unit, students will cover topics associated with their ideal house design, and where they live. They will be able to describe where they live, as well as talk about home and school related activities. They will learn how to express preferences, give opinions, and make comparisons. They will develop a better understanding of Chinese teenagers' lives and how they are similar and different to their own.

In the second unit of the course, My School, will take a close look at the facilities of a school and will have the opportunity to compare and contrast the differences between Australian and Chinese school life. Students will be able to express their current study plans and delve into post school options and future plans. The third unit, My Timetable is designed to review the year's course and link to the senior curriculum of Chinese and will aim to prepare students adequately for the demands of Senior Chinese.

Topics Covered

My House

- Learn vocabulary about how to describe housing and items found in people's homes
- Examine how to give opinions and perspectives on things and discuss Chinese teenage culture

My School

- Learn vocabulary around the school and the physical features you find in one.
- Examine how schooling in different nations compares with Australian schooling

My Timetable

- Learn vocabulary around subjects and future pathways/occupations
- Examine how Chinese schooling differs from Australian schooling

Leisure and Entertainment

- Learn vocabulary around topics that are prevalent in Chinese teenagers' lives.
- Examine how movies and other cultural activities connect communities.

Languages – Subject Pathway in Year 11 and 12

- Chinese (Mandarin)

MEDIA ART

Why study Media Art?

In Media Arts, students learn through developing understanding and application of concepts involving media technologies, representations, audiences, institutions, media languages and relationships. They use moving images, sound, text, technologies and production processes in purposeful and creative ways and continue to develop their connection with and contribution to the world as artists and as audiences.

Students in Media Arts will:

- Explore and respond to media arts works from across cultures, times and places communicate ideas, perspectives and meaning, and the relationships the works create between makers, audiences or institutions.
- Develop practices and skills that build creative practices for producing media arts using media languages relevant to selected forms, genres and styles, and available technologies.
- Reflect, evaluate or respond to their own work and the work of others
- Create and produce media arts works using production processes in forms such as print, screen, moving image, audio and trans-disciplinary forms.
- Present, screen or distribute media arts works they have produced.

What will I learn?

Year 10 Media Arts students will explore a variety of concepts including:

- **Development:** Students will learn to conceptualize film ideas, exploring themes, genres, and narratives. They'll understand how to translate abstract concepts into visual storytelling.
- **Pre-Production:** Students will practice creating storyboards, treatments and screenplays. These skills help them plan shots, camera angles, and transitions effectively.
- **Production:** Hands-on experience! Students will operate cameras, compose shots, and understand the impact of framing, lighting, and camera movement. They'll explore directing actors, guiding performances, and making creative decisions on set. Effective communication with the cast and crew is key.
- **Post-Production/Distribution:** Using video editing software, students will assemble footage, cut scenes, and add transitions. They'll refine their storytelling during this crucial phase. Understanding sound's impact, they'll work on dialogue editing, sound effects, and music selection. Sound enhances emotional engagement. Students will explore distribution channels—film festivals, online platforms, and social media. They'll learn how to showcase their work effectively.

Media – Subject Pathway in Year 11 and 12

- Film and New Media (General)
- Arts in Practice (Applied)

PERFORMING ARTS – DANCE

Why study Dance?

In Dance, students develop their capability and confidence through the practices of choreography, performance and responding. They use dance-specific processes in purposeful and creative ways that are informed by their engagement with the work of living choreographers and performers from across local, regional, national and global cultures, times and places. This awareness of diverse dance practices, genres and/or styles informs their own work as choreographers and performers.

What will I learn?

Year 10 Dance students will:

- build on their awareness of the body and how it is used in dance genres including Contemporary, Lyrical, Hip Hop and Jazz
- explore their own personal dance style and learn to communicate intentions, themes and messages to an audience
- respond to dance experiences and professional dance works, drawing on dances from different times, places and cultures.
- Learn to follow choreography and perform genre specific routines
- View and respond to professional dance works through cultural and historical contexts
- Choreograph solo and group routines
- Develop, refine and communicate choreographic intentions.

Dance – Subject Pathway in Year 11 and 12

- Arts in Practice (Applied)

PERFORMING ARTS - DRAMA

Why study Drama?

In Drama, students develop capability and confidence through creating, performing and responding. They use drama processes in purposeful and creative ways that are informed by their engagement with the work of living performers and drama-makers from across local, regional, national and global contexts. This awareness of diverse drama practices, genres and styles informs their own drama practice.

Students in Drama will:

- Explore and respond to drama works, performances and practices from a range of cultures, times and places.
- Develop practices and skills that build on their creative practice for creating and performing drama using the elements of drama: role, situation, language, place, movement, time, character, relationships, voice, tension, space, mood/atmosphere, contrast, symbol and focus
- reflect on, evaluate or respond to their own work and the work of others
- create drama in improvised, devised and scripted forms
- present and perform drama

What will I learn?

Year 10 Drama students will explore a variety of concepts including:

- Multimedia Drama – students explore the concepts of subtext, pretext, back story and sequels to existing works and the way these concepts can extend to create new works.
- Verbatim Theatre – students explore hard hitting topics relating to teens while refining their skills in voice and movement.
- Australian Theatre – students study a variety of texts from Australian playwrights, performing excerpts making deliberate artistic choices about design elements, as well as examining narrative structure.
- Gothic Theatre - students undertake studies of character and historical contexts and devise drama using other texts as stimulus.

Drama – Subject Pathway in Year 11 and 12

- Drama (General)
- Arts in Practice (Applied)

PERFORMING ARTS - MUSIC

Why study Music?

In Music, students develop their capability and confidence through listening, composing and performing. They use music knowledge and skills in purposeful and creative ways that are informed by their engagement with the work of living composers and performers from local, regional, national and global contexts. This awareness of diverse music practices, genres and styles informs their own music practices.

Students in Music will:

- Explore and respond to music practices from a range of cultures, times and places
- Develop practices and skills that build on creative practices for listening, including aural skills, vocal and/or instrumental performance, and composition in music genres or styles of interest, interpreting and manipulating the elements of music: duration/time, pitch, dynamics and expression, form and structure, timbre and texture
- reflect, evaluate or respond to their own work and the work of others
- compose in genres such as songwriting, solo or ensemble instrumental music, music production, arranging or re-imagining, and developing interpretations of music works for performance, using aural skills and digital tools.
- present performances to audiences

What will I learn?

Year 10 Music students will:

- Explore 'big bang' technological moments in music history,
- Develop their instrumental or vocal skills,
- Play music of your own choice as part of a band,
- Analyse and explore genres including pop, electronic dance music, R 'n' B, rap, indie and rock music,
- Compose original music in a style of your own choice,
- Learn to write and record your own music using GarageBand.

Music – Subject Pathway in Year 11 and 12

- Music (General)
- Music Extension Performance (General) – for specific students only
- Arts in Practice (Applied)

VISUAL ART

Why study Visual Art?

In Visual Arts, students use visual conventions, visual arts processes and materials in purposeful and creative ways that are informed by their engagement with the work of living visual artists, visual arts practices and arts spaces in local, regional, national and global contexts. This awareness of the diversity of visual arts practices, forms, styles and representations informs their own visual arts practice.

Students in Visual Art will:

- Explore and respond to artworks and practices from across cultures, times and places.
- Develop practices and skills that build creative practices and skills for visual arts practice, developing ideas and intentions, creating representations, and developing skills and techniques in specific visual arts processes
- reflect, evaluate or respond to their own work and the work of others
- create artworks to communicate ideas, perspectives and meaning in 2D, 3D and time-based forms to communicate ideas and intentions using visual arts practices and materials
- present artworks and practices to audiences

What will I learn?

Year 10 Visual Arts students will explore a variety of concepts including:

- Colour Theory - students explore how artists use colour to express or interpret the world around them. Students respond by creating a folio of works that focus on painting skills related to colour mixing and rendering value.
- Abstraction – students explore optical illusions in art and investigate a variety of approaches to create abstraction including reflection, pattern making, and digital manipulation.
- Built Forms – students explore architecture in art and investigate the formal and personal qualities of Australian homes. Students respond using processes such as collage, printmaking, sculpture and relief.
- Natural forms – students explore land art and investigate artworks that use natural objects and landscapes. Students respond using assemblage, mark making, drawing, painting and sculpture.

Visual Art – Subject Pathway in Year 11 and 12

- Visual Art (General)
- Arts in Practice (Applied)

SUBJECT SELECTION ONLINE (SSO) INFORMATION

Subject Selection Online (SSO) is a web application that allows students to enter their subject preferences online. Details of how to use SSO are described in a step by step process below.

Accessing SSO

To use SSO you must open your web browser to the College Portal and go to Student Workspaces.

Click the following icon to enter SSO:



SSO Opens Friday 2 August - Year 9. (Term 3, Week 4)

When you access this page, you will see a rectangle with the words 'Click here to enter your PIN and password'.

Step 1 - Logging into SSO

Your username is your *BCE login name* – example – gfrederick1
Your password is your *date of birth, written in numbers* – example - 8 January 2009 is required to be written as 08012009, 22 January 2009 is to be written as 22012009.

Step 2 - Selecting Preferences

List your electives **in order of preference**. You need to choose four (4) electives and two (2) reserves. Drag and drop them into place. The order of them is important as subjects are assigned according to this order.

NOTE: You will not be able to choose the same subject twice OR choose it as a reserve if you have chosen it as your elected subject

Step 3 - Checking

The checking page allows you to check your selection in the Your Selections Summary that appears on the right side of the page. There is a Generate Selection Report button at the bottom of this section.

Press this, to download your Selection Report. This is your copy. Save it in your One Drive in a folder named 2023 Subject Selections Report.

Step 4 - Print and Parent Approval

Once you have selected your preferences, have your parents/carers review and enter the pin that has been emailed to them to confirm your choices. This is to be completed by:

♦ **3.00 pm Friday 9 August (Week 5, Term 3) for Year 9 students.**

KEY STAFF CONTACTS

Leadership Team

Principal	Tameika Grist
Deputy Principal	Tim Campbell
Assistant Principal Religious Education	Peter Olley
Assistant Principal Administration	Chris Carlill
Assistant Principal Curriculum	Anja Reust

Curriculum Leaders

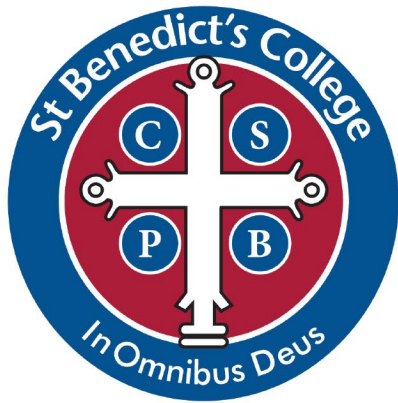
Design Technologies	Shaun Manning
Digital Technologies	Michael Addicott
English	Jemma Cecil
Health and Physical Education	Mark Bennedick
Humanities/ Languages	Branden Laurie
Learning Enhancement Leader	Jody Prouse
Learning Leader	Christina Ong
Librarian	Frances Zabarauskas
Mathematics	Hayley Jones
Religious Education	Peter Olley
Science	Amanda Robinson
The Arts	Megan Davis

Program Leaders

Culture Program Leader	Paula-Mary Camilleri
Pathways Program Leader	Sarah Meder
Sport Program Leader	Scott Reaper
VET Program Leader	Geoffrey Young

Pastoral Team

Guidance Counsellor	Louise Forbes and Dominique Sinclair
Pastoral Leader Year 7	Ben Sitarz
Pastoral Leader Year 8	Jane Young
Pastoral Leader Year 9	Lavinia Affleck
Pastoral Leader Year 10	Chris Bugden
Pastoral Leader Year 11	Liam Murphy
Pastoral Leader Year 12	Grant Shepherd



St Benedict's College

CONTACT US

21 St Benedicts Close, Mango Hill QLD 4509
PO Box 935, North Lakes QLD 4509 Australia

Phone: 07 3385 8888

Fax: 07 3385 8855

Email: smangohill@bne.catholic.edu.au

Website: www.stbenedictscollege.qld.edu.au