



Curriculum Overview Year 10 Senior School

Information for Parents & Students

2024



FAIRHOLME COLLEGE
TOOWOOMBA

KEY STAFF

Head of Senior School	Mr T McCormick
Head of Teaching and Learning	Mrs P Stains
Design and Technologies (Food and Fibre)	Mrs M-J Meise
English	Mr R Davis
Health and Physical Education	Mrs N Williams
Humanities	Ms K Scudamore
Information Technology	Mr C Chuc
Languages	Mrs J Friend
Launch	Mrs K Maher - Mrs R Butlin
Marketing and Opportunities	Mrs K Maher
Mathematics	Mrs K Nicholls
Science	Mrs F Brazier
Sport	Mr T Tregaskis
The Arts	Mrs K Hayward
The Greta Centre	Ms L Hobson
Learning Enhancement	Mrs K Wallis
Careers and Pathways	Mrs L Anderson

T 07 4688 4688

F 07 4688 4694

E info@fairholme.qld.edu.au

www.fairholme.qld.edu.au

Registered Provider (Queensland): Fairholme College Toowoomba
CRICOS Provider Code: 03726D
ABN: 16 917 099 053

INTRODUCTION



Dear Parents and Students,

Our purpose at Fairholme College is create an engaging and nurturing learning environment where our girls' feel supported to challenge themselves academically. It is our aim to prepare our students with the skills and knowledge to live a life of meaning and purpose, and to have confidence in choosing their career avenue or pathway.

The Senior School Year 10 Curriculum overview aims to provide parents and students with information that relates to the courses offered by Fairholme College in Year 10. This is an important transition year in preparation for choosing senior subjects in Years 11 and 12. The Year 10 subject offerings seek to expand girls' conceptual understanding of core subject areas, as well as provide opportunity for a greater degree of specialisation. This ensures students are able to make informed decisions as to which subjects they would like to pursue further.

In line with the QCAA requirements, Year 10 students will be required to undertake a Senior Education Training (SET) Plan, where by parents, students and a member of the Senior SET Plan Team meet to begin to formulate each student's individual plan for her educational journey. For Boarder families this interview can be conducted by phone or zoom if necessary.

The SET Plan meetings are a crucial component of the Pathways Planning at Fairholme College and they occur at key junctures throughout Year 10, 11 and 12. These meetings offer each student the opportunity to discuss their aspirations, passions, academic and personal goals. The SET Plan Meetings also assist in helping girls develop insight into their own strengths, and how they can use this knowledge to achieve positive outcomes that are unique to her future.

I wish to thank you for choosing Fairholme College for your daughter's educational journey. Please do not hesitate to contact my office should you require any further information.

Mrs Pam Stains
Head of Teaching and Learning

QUEENSLAND'S SYSTEM OF SENIOR ASSESSMENT AND TERTIARY ENTRANCE SYSTEM

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

- ATARs will be calculated from a student's best five (5) subject results, one of which may be:
 - A completed VET qualification at a Diploma, Certificate IV or III level
 - An Applied subject result
- ATARs will be calculated by comparing student results and there will be a process of inter-subject scaling. Scaling is necessary so that student results in different types of subjects can be compared.
- ATARs will be calculated by the Queensland Tertiary Admissions Centre (QTAC)
- Students must satisfactorily complete an English subject (Sound achievement) to be ATAR-eligible.

ASSESSMENT CHANGES

- Subject results are based on a student's achievement in three school based assessments and one external assessment that is set and marked by the Queensland Curriculum and Assessment Authority (QCAA).
- External assessment results contribute 25% towards a student's result in most subjects. In mathematics and science subjects, it will generally contribute 50%. The school-based results will not be scaled by the results of the external assessment when calculating a student's subject result.
- Students will receive a numerical as well as A-E final subject result.



CURRICULUM YEAR 10

The curriculum for Year 10 in the College provides Core, Elective and Pathway Subjects for the students.

Core Subjects

- English
- Mathematics
- Science
- Humanities
- Health and Physical Education
- Christian Education
- THRIVE

Two Elective Subjects and one Pathway Program, studied for the full year, are to be chosen by students.

Pathway Programs (choose one)

- Diploma
- Certificate IV
- Certificate III (embedded Cert II)
- TAFE in Schools
- School-based Traineeship

Students will need to consult with and seek approval from Miss Arlie Hollindale, Co-ordinator of Learning Pathways before enrolling into Specialist Electives. Some specialist electives will attract a subsidised cost and require compulsory practical placements within the workplace during both Work Experience Week and Holidays.

On the following pages you will find a description of each of these subjects. All enquiries regarding the Year 10 program should be directed to the Head of Teaching and Learning.

Elective Subjects

(choose two)

- Dance
- Drama
- Music*
- Visual Art
- German*
- Japanese*
- French*
- Design Technologies (Food and Fibre)
- Launch
- Digital Technologies
- Marketing and Opportunities

*To study a Languages elective in Year 10, students will need to have studied that language in Year 9. Students who wish to study a Languages or Music subject in Year 11 will need to have studied that subject in Year 10. In the case of Music a sufficiently high standard in extracurricular Music is also acceptable; please speak to the Head of Teaching and Learning concerning this pathway.

CORE CURRICULUM

The core curriculum consists of the essential learning within all Key Learning Areas. These are defined by the core learning outcomes (in which a number of cross-curricular priorities are embedded) and core content for each Key Learning Area. The cross-curricular priorities are:

- Literacy
- Numeracy
- Computing
- Life Skills
- Futures Perspective
- Christian Values.





NATURE OF THE CORE AND ELECTIVE LEARNING AREAS

English focuses on developing confidence and skill in effective language use, enjoying and developing critical understanding of literature, and exploring aspects of our cultural heritage. It also plays a key role in developing basic literacy skills that are fundamental to learning in other Key Learning Areas and that enable students to participate actively in modern society.

Mathematics focuses on observing and investigating patterns and relationships in the social and physical worlds. The ability to model and understand the world around us in terms of mathematics is fast becoming the most sought after skill set in the modern workplace. Students come to understand that ways of thinking are influenced by mathematics and that mathematics is a universal means of communicating about the world.

Science develops students' curiosity and sense of wonder as they acquire the practices and dispositions of working in a scientific way and use them to explain, predict and reconstruct their understandings of the physical and biological worlds. Students come to understand that science as a 'way of knowing' recognises the tentative nature of scientific knowledge and the importance of human endeavour in its pursuit.

Humanities involves the study of human societies, their environments, their cultures and their everyday lives, fostering valuable and practical skills for life beyond the classroom. The Humanities provides a framework for developing in students the

key ideas and concepts that enable them to understand their world in meaningful ways. In addressing these aspects, the learning program affords unique opportunities to understand how and why groups of people have organised their societies and interacted with their environments, devised laws, beliefs and communication systems. The Humanities encourage use of research skills and inquiry processes. Students question and analyse a range of data and sources, they form conclusions supported by evidence and present information in a variety of ways.

Health and Physical Education focuses on developing the knowledge, processes, skills and attitude necessary to make informed decisions related to promoting the health of individuals and communities, developing concepts and skills for physical activity, and enhancing personal development.

Christian Education in Year 10 focuses on exploring the teaching of the world's major religions and encourages thought into the impact different faith beliefs have on every aspect of society.

THRIVE is a holistic program, underpinned by the philosophy equipping our students with the personal skills and factual information to enable them to make educated decisions as they negotiate the increasingly complex world in which they live.

The Arts Key Learning Area comprises four separate and distinct strands: Dance, Drama, Music and Visual Arts. Each has its own language, techniques and conventions which offer a variety of means of expressive communication. The Arts area provides an important medium through which the vitality and culture of communities are shaped and transmitted. This develops skills and knowledge that are central to students' everyday lives.

Languages focuses on developing knowledge, skills and attitudes that allow students to communicate effectively and appropriately in a language other than English. The Key Learning Area enables students to gain access

to societies beyond their own and prepares them for the challenges of participating in a global community.

Design and Technologies (Food and Fibre) is an exciting and vibrant subject which provides a balance between theoretical understanding and practical applications. Students develop knowledge, understanding and practical skills focused on two main topic areas: Textiles and Fashion, and Nutrition and Food. It reflects in every way the philosophy of Design and Technologies education as outlined by the HEIA position paper for the Australian Curriculum, 'In an ever-changing and ever-challenging environment that puts centre stage issues such as food security, emotional health, sustainability, consumer excesses and a widening poverty gap, one of Design and Technologies education's unique strengths is that it prepares students to respond to a range of real life challenges.'

Business

Two Business subjects are offered to Year 10 students; Markets and Opportunities and Launch. Business is diverse; in business there is something to suit almost everyone. It provides a pathway to many careers and specialisations.

Today's business world is fast paced and evolving, and there are always new things to learn. Markets and Opportunities is divided into three areas with the aim of providing students with an insight into Senior Business subjects. Launch allows students to appreciate and exploit innovative ideas. This subject focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities.

Pathway Programs is an area of study open to all Years 10 – 12 students. Students can enrol into a Pathway Program, School-based Traineeship (SAT) or a TAFE in Schools program.

SUBJECT AREAS

ENGLISH

Course Content Description

The Year 10 English Course begins with a foray into popular culture with the theme of 'Popular or Pulp?' Second semester balances this with units on canonical literature which we have called 'Firing up the Canon'.

Assessment Program

The Year 10 course, as part of the three-year Senior School English course is structured to encourage increasing independence, with students completing a wide range of textual responses, of both a written and spoken nature, under a range of conditions. Additionally, the course has been revised to match the Australian Curriculum.

YEAR 10

Popular or Pulp?

Media Manufactured Reality – News and Media Studies
Novelised Reality – Popular Fiction
Escaping Reality – Web Pages

Firing up the Canon

Canonical Fiction
Canonical Poetry
Canonical Drama

ESSENTIAL ENGLISH

Essential English is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Assessment

Students create texts and respond to texts in a variety of contemporary contexts. Tasks are scaffolded and designed to equip the students in practical ways.

MATHEMATICS

There is no corner of today's world that is untouched by mathematics. To be effective citizens and participants in the economy, girls should have well-developed numeracy and problem-solving skills. These are developed by active participation in the classroom and by involvement in the various Extension and Enrichment activities throughout the year.

At Fairholme College, Mathematics study is based on the Australian National Curriculum. The aims, as set out in the Australian National Curriculum Document, are as follows.

The Australian Curriculum > Mathematics aims to ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.



Year 10 course

Broad topics include:

- **Number and Algebra** – compound interest, factorisation of algebraic expressions, algebraic simplification, using the index laws, algebraic fractions, quadratic expressions and factorisation thereof, use of formulae, linear equations and simultaneous equations.
- **Measurement and Geometry** – surface area and volume of prisms and composite solids; proofs involving congruency; Pythagoras' Theorem and trigonometric problem solving.
- **Statistics and Probability** – two- and three-step experiments with or without replacement; conditional probability, quartiles, interquartile range, boxplots, scatterplots and linear regression.

Year 10 A course

Broad topics include:

- **Number and Algebra** – Surds and fractional indices; logarithm definition and laws; factor and remainder theorems to solve polynomials; sketch parabolas, hyperbolas, circles and exponential functions and their transformations; solve exponential equations; sketch polynomials; factorise quadratic equations and solve them.
- **Measurement and Geometry** – surface area and volumes of pyramids, cones and spheres; circle and chord properties; sine, cosine and area rules; unit circle for trigonometry; trigonometric equations; Pythagoras' Theorem and 3D problems.
- **Statistics and Probability** – studies and analysis of digital media; calculate and interpret mean and standard deviation; line of best fit.

Course Organisation

To cater best for the needs of our students and to cover the content mandated by the National Curriculum, the College will offer three courses in Year 10.

Mathematical Methods

This course will study mostly topics from the Year 10A course as outlined above. It aims to challenge students and prepare them for achieving well in Senior Specialist Mathematics and Mathematical Methods.

General Mathematics

This course will study mainly topics from the Year 10 course as outlined above. It aims to prepare students for studying Senior General Mathematics.

Essential Mathematics

This course will prepare students for studying Senior Essential Mathematics.

SCIENCE

Course Content Description

At the core of the Fairholme College Science curriculum is a commitment to challenging, engaging and inspiring young women to see themselves as scientists in action, and as citizens who can contribute to the future development of their nation. In line with this innovative view of the Science curriculum is the understanding that our learners' worlds are profoundly linked to various technologies.

The Fairholme Science Program is aligned with the Australian National Curriculum: Science. The aims of this National Strategy are set out below.

The Australian National 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.

The Australian National Curriculum > Science has three interrelated strands:

- **Science Understanding (SU)** – the knowledge and understanding, or 'what', of Science.
- **Science as a Human Endeavour (SHE)** – provides contexts for linking concepts and learning experiences to applications that are meaningful to students.
- **Science Inquiry Skills (SIS)** – describes the skills, or 'how', of Science.

Together the three strands provide the students with understanding, knowledge and skills through which they can develop a scientific view of the world.

Units covered:

- **Agricultural and Biological Sciences** - genetics and artificial selection
- **Chemical Sciences** - the periodic table and stoichiometry
- **Physical Sciences** - energy conservation and describing motion using the law of physics
- **Psychology** - the brain, memory and statistics in Psychology
- **Senior Sciences Preparation** - a contextual approach to unpacking and engaging in senior science assessment.

Assessment Program

The assessment program aims to expose students to the types of assessment they may experience in Senior Science Subjects. The folio will include unit specific data tests, an external style examination, a research investigation and a student experiment.

ESSENTIAL SCIENCE

Provides students (that are not considering studying Science as a senior subject), the opportunity to engage with Science in real-world contexts. Essential Science focuses on a hands-on approach with the intent to:

- pique student interest in the world around them
- appreciate science as a means for exploring and explaining phenomena
- adopt a critical and evidence-based approach to problem solving
- communicate scientific understanding and findings
- appreciate the breadth and diversity of careers in science
- plan, conduct, analyse and present resulting evidence
- promote scientific literate citizenship.

Essential Science comprises four units: Tiny House, Small World, Forensics and Materials Science. These units allow the students to gain key Science skills within interesting contexts. Skills are developed in report writing, investigative skills, scientific literacy and, the critical analysis of evidence.

Essential Science does not have formal assessment. Rather, the evaluation of learning is conducted via informal assessment such as the compilation of portfolios of student work, group presentations and reporting on practical activities. This allows students to work through the content at an unhurried pace without the pressure of formal assessment.

HUMANITIES

Year 10 has become an integral step in the progression to Senior Schooling, and as such, the Year 10 Humanities program has been devised to replicate the knowledge, skills and assessment that will be taught in the Senior subjects of Ancient History, Geography and Modern History. It is expected that students will foster a solid understanding of each strand, and its course requirements, through the activities and assessment that accompany the various units.

Ancient History

In Ancient History, we provide an insight into past civilisations. It gives us an understanding of our contemporary world through an exploration of ancient people and their lived experience. An investigation into the famous archaeological site at Pompeii provides the perfect vehicle to examine the ancient past. This utterly unique site is essentially 'frozen in time' and provides a wonderful opportunity to explore all aspects of life, ranging from the daily lives of average Romans to the politics of the rich. Such a study also allows students to understand the true nature of history, the discipline of archaeology and its evolution over time. Through a study of Pompeii, students will be given a rare snapshot into Roman society at the time and see what life was truly like many thousands of years ago.

Geography

In Geography, students explore the topic of migration, with a particular focus on refugees, considering the issues and conflicts that have led to the large-scale movement of people on local and global scales. The location of refugee camps in countries accepting people and the living conditions of refugees are considered. Strategies to enhance the wellbeing of refugees are examined together with the global humanitarian approaches taken to address the refugee issue more generally. The process of refugee acceptance in Australia is also examined. Students use an inquiry approach to interpret, explain and analyse spatial, descriptive and anecdotal sources to address this issue of increasing importance.

Modern History

In Modern History, we study the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international co-operation provides a necessary context for understanding Australia's development, its place within the Asia Pacific region and its global standing. In particular, these concepts will be explored through inquiries into World War Two and the civil rights movements in both Australia and the United States.

Let every individual and institution now think and act as a responsible trustee of Earth, seeking choices in ecology, economics and ethics that will provide a sustainable future, eliminate pollution, poverty and violence, awaken the wonder of life and foster peaceful progress in the human adventure.

(John McConnell)



CHRISTIAN EDUCATION

General Comment Christian Education in Year 10 focuses on exploring the teachings of the world's major religions and encourages thought into the impact different beliefs can have on every aspect of society. Religions covered include:

- Hinduism
- Buddhism
- Judaism
- Islam
- Christianity
- Modern Spirituality.

THRIVE Program – Thankful, Hopeful, Resilient, Inspired, Valued, Empowered

The underpinning philosophy behind the THRIVE Program, which is a holistic program, is to equip our students with the personal skills and factual information to enable them to make educated decisions when they negotiate the increasingly complex world in which they live. The program promotes exploration of the developing self so that our students feel confident, not only in the school environment, but also in the wider community. The aim is to instil acceptance of themselves as worthwhile, competent and capable young women. The THRIVE Program also presents an opportunity for the girls to listen, hear and deliberate over some of the issues that they might face in today's society. The THRIVE Program encourages the girls to explore complex decision making in real life situations and look at behaviour and implications for the individual, family, local and global communities, with consideration given to up-to-date and age-appropriate information. Students are encouraged to speak openly about their thoughts, ideas and feelings, in a supportive environment. The program will remain flexible, and evolve as required, to meet the needs of the College community.

Our THRIVE curriculum is complemented by an effective pastoral care program, Christian Education lessons, Chapel Services and Assemblies, in addition to the Year Level Meeting Program which features in the Senior School.



HEALTH AND PHYSICAL EDUCATION

Course Content Description Health and Physical Education reflects the dynamic and multi-dimensional nature of health and recognises the significance of physical activity in the lives of individuals and groups in Australian society. This subject offers students the opportunity to develop the knowledge, processes, skills and attitude necessary for making informed decisions about their health. Students will experience the challenge and fun of physical activity while developing skills necessary for lifelong participation.

Students in Year 10 have three lessons per fortnight. Practical lessons will encompass activities from amongst the following: AFL, Tennis and Basketball, Water Polo and Softball. Knowledge gained through theoretical units focuses on sociological issues in sport – including drug use in sport, women in sport and violence in sport – and provides a taster unit for Senior Physical Education.

Assessment Program Practical elements have a mixture of performance tests and subjective assessment, and make up approximately 65% of the assessment. Theoretical units are assessed by short examinations, assignments and tasks.

ELECTIVE SUBJECTS

THE ARTS

In Year 10 students may choose Arts subjects from the electives list. If students are planning to study Dance, Drama, Music or Visual Art in Years 11 and 12, they are encouraged to choose this subject in Year 10.

Dance

Dance is a human activity of ancient tradition and an evolving form of expression that is fundamental to the human condition. Dance is a universal language that has the power to communicate and convey ideas and images, using the human body as a medium, across different cultures. Dance fulfils numerous functions socially, culturally and artistically. The Year 10 Dance course exposes students to an in depth study of Contemporary Dance and Popular Dance.

This study of Dance is enriched by experiences in Choreography, Performance and Appreciation. Each unit with Year 10 Dance takes on the focus of one of these three criteria. Choreography – the creative process of making dance; Performance – the dancer's demonstration of dance skills; and Appreciation – the communication of a student's response to dance.

Course Content Description

CONTEMPORARY

Students are assessed in all criteria areas. The first unit of study immerses students in the genre of Contemporary Dance. This genre forms the foundation of the Senior Dance Syllabus so it is essential that students develop their Contemporary technique as early as possible. Students will gain an understanding of the origins and pioneers of Contemporary Dance, as well as some key choreographers who have developed this ever-changing genre of dance.

HIP HOP

Students undertake a study of Popular Dance and are assessed in the three criteria areas. Students continue to build on their knowledge and understanding of dance analysis, they will refine their technical and expressive skills through a teacher devised Hip Hop dance and will work collaboratively in small groups to produce a music film clip.

Assessment Program

A creative and inclusive variety of assessment instruments is implemented in the Year 10 Dance course. These assessment instruments are able to cater for the individual needs and abilities of each student. Students are assessed via practical performances, presentations of choreography and written communication.

General Comment

Dance is a practical subject that has the power to act as a communicative tool. It is enjoyable and evokes creative skills from the individual. The skills developed in this course aid students in physical co-ordination, collaborative and teamwork situations and critical thinking. These skills are fostered within the classroom activities and offer the opportunity to work towards self-directed learning and achievement.





Drama

10 Drama Course Content Description

Drama focuses on students expressing and communicating understandings about human issues and experience through the enactment of real and imagined events. Students develop understanding of the forms, styles and purposes of drama in various contexts. The collaborative nature of drama as an art form provides them with opportunities to learn and to manage the interpersonal and intrapersonal skills required to work effectively, both individually and in groups. While interacting in a range of roles, relationships, situations and contexts, students investigate feelings, actions and consequences. They develop confidence and self-awareness as they collaborate to prepare and present drama.

The assessment items for Drama are organised into the two categories of Making and Responding. These are interrelated and complementary, and provide the framework for the course assessment across a range of practical and written, individual and group assessment tasks.

The unit studied in Term 1 is 'Directing Dramatic Action' in which students engage in numerous practical activities designed to extend their capabilities in regard to forming and shaping dramatic work. Students explore the differing approaches to how a director might work with performer to create and refine dramatic sequences, using published play texts. Skills developed include the appreciation and understanding of the different styles of acting, and the role of the director in managing the dramatic languages to ensure resultant performances are not only creative but also dimensional in interpretation, and refined in terms of performance skills. If time allows, this unit also involves an in-depth analysis of a published play in the style of either 'Australian Gothic' or 'Magic Realism'. Students will look at how a performance of the play in question might be produced in terms of the choices made by the director, the actors and the production crew. Students will produce a directorial folio, and present scenes from this play for assessment according to the relevant performance conventions.

In Term 2 and 3 students immerse themselves 'The Scene Project.' This is an arts participatory performance opportunity facilitated in conjunction with Queensland Theatre. The company commissions a

young playwright to create a new work, and students deconstruct this text and reassemble it to create a unique 15 minute performance suitable for an audience of their peers. Students share their work on a designated Outcome Day (held either in Brisbane or locally) facilitated by the Queensland Theatre Education Team in a professional theatre setting. Student view performances by other schools, and then view a full professional performance of the entire script by members of Queensland Theatre. Students will be assessed on both practical and written work produced as part of 'The Scene Project'. Past projects have involved working with original scripts focusing on themes as diverse natural disasters, life in rural communities, living in a dystopian future, the stages of grief, and personal dreams and aspirations.

In Term 4 students undertake an explicit study of 'The Dramatic Languages' which form the building blocks of all theatre. Numerous activities involving the unpacking of concepts such as situation, time, place, tension and character will enable students to deepen their understanding of how drama functions to create and convey meaning for audiences. Not only will students learn how to work with these languages in a practical sense, but also how to describe and analyse their effectiveness in writing. These are essential skills for students to develop, particularly if they choose to pursue further study of this subject area in Year 11 and 12, as it underpins the Senior Drama Curriculum

General Comment

Year 10 Drama aims to develop a student's understanding of the aesthetic. She will learn to value and refine her own ability to create and present drama and to respond sensitively and with insight into the dramatic creativity of others. The practical experimental nature of the subject invites active participation in enjoyable activities. Drama fosters interdisciplinary skills: confidence, communication and a collaborative approach may provide benefits beyond the Drama classroom.



Visual Art

Course Description

Year 10 Art

Learning and engaging in the Visual Arts involves students in aesthetic and sensory learning, enabling them to interact with their world and perceive, learn and respond to the environment and human creation in the Arts. The Year 10 Visual Art course gives students many opportunities to explore, formulate ideas, express aesthetic understanding and solve problems using visual language and expression by researching, developing, resolving and reflecting. They will make and display images and objects to communicate intentions and demonstrate techniques, processes, skills and understanding of materials and technologies. Students will appraise, analyse, interpret, evaluate and reflect on images and objects by artists, designers and craftspeople within a variety of contexts. The study of art history focuses on 20th century Modern Art movements, Indigenous Australian and Asian Pacific and Contemporary Australian artists.

Assessment Program:

- Visual Process Diary
- Folios of Making Tasks
- Written Responding Tasks

General Comment:

Students will make, display and respond a variety of images and objects. They will use visual language and expression, techniques, processes, materials and technologies to communicate their ideas and meanings in a range of contexts to make and appraise artwork. Homework tasks vary according to the set making and appraising tasks, and may include a combination of either nightly set tasks or continuous tasks, completed over a number of weeks. Students must ensure that they manage their time effectively.

Visual Art develops students' awareness of Modern and Contemporary art practices, as well as their practical art making and responding to Art skills. An understanding of art enhances cultural appreciation.

Related careers in Art include: architecture, graphic design, illustration, multimedia/web design, jewellery, fashion, film/ TV, visual merchandising, arts administration, advertising, practising artist, teaching and curating.

Learning experiences may include, but are not limited to:

- Drawing
- Painting
- Printmaking
- Sculpture
- Assemblage
- Ceramics
- Time-based Media



Music

Course Description

The Year 10 Music course consists of four core units:

Term 1 – Instrumental Music

Term 2 – Keyboard Styles

Term 3 – Vocal Music

Term 4 – Program Music.

Each semester unit is assessed in a variety of ways. Every unit includes analysing music that students have studied in class either aurally or visually. Aural musicianship is assessed via an aural skills test similar to those given in Year 8 and 9 Music. Students learn to compose their own music and these pieces are examined twice each year. Finally, students are assessed individually and in groups on singing and playing instruments. Although sometimes advantageous, this subject does not require students to be having individual instrumental lessons in order to be assessed. Students will have access to College-owned classroom instruments (guitar, keyboard, percussion etc), given appropriate instruction and will be assessed at the standard they reach within the time given.

Due to the developmental nature of the subject, it is recommended that students wishing to study Year 10 Music should have either –

- Completed the Year 9 subject, or
- Completed up to Grade 2 AMEB Theory (or equivalent).

Similarly, students considering studying Music in Year 11 and 12 are required to complete Year 10 Music or have attained a pass in Grade 3 AMEB Theory (or equivalent). Students who study Year 9 and 10 Music will be well equipped to continue their studies into Senior Music. They will learn the basics in performance, composition and musicology – the main areas of assessment in Year 11 and 12. Elective Music also develops justification, analytical and evaluation skills which assist greatly in all areas of Senior schooling.



LANGUAGES

We are fortunate at Fairholme College to be able to offer three languages to students in the Senior School. The languages offered are French, German and Japanese. Students who have studied a language in the Middle School are strongly urged to continue their language studies in Years 10, 11 and 12.

Learning a language is an important aspect of becoming both a lifelong learner and a good global citizen. By learning to use real language in real situations, students develop their ability to communicate meaningfully and productively. At the same time, the course incorporates cultural awareness and helps learners to know and understand the world around them, and to understand commonality and difference, global connections and patterns. Our exchange and sister-school programs enhance these experiences by providing opportunities for students to host visiting students and live overseas for a period of time during their senior years of schooling. Assessment types in Year 10 vary and may include a multi-modal presentation. Students are assessed on their ability to analyse texts, create texts and exchange ideas and information in the target language.

The study of French, German and Japanese in Year 10 consolidates and builds on the language learned in Years 8 and 9 and broadens students' cultural understanding. Students develop their ability to communicate in the target language through a variety of learning experiences.

French

- Travelling and holidays
- Future plans and part time jobs
- Health and Fitness
- Family and friends, relationships

German

- Family, friends, relationships and problems
- Travelling and holidays
- Our environment
- Celebrations

Japanese

- Living in Japan
- Travelling around and giving directions
- Out of school activities, hobbies and interests
- Popular culture



DESIGN TECHNOLOGIES

Food and Fibre (Fashion)

Year 10 Design Technologies is split into two focus areas of study namely Food and Fibre. Within these focus areas students are actively engaged in the processes of creating designed solutions for personal, domestic and global settings for a sustainable future. Students make ethical decisions about the use of design and technologies, considering health and sustainability implications. They consider aesthetic and functional requirements. They also consider the suitability of enterprise and marketing for the designed solution.

Students in Year 10 undertake in one Semester Food and one Semester of Fashion within the context of Fashion.

Food

Unit 1:

Food Technology Unit 1 builds on the students' knowledge and understanding and practical skills of food by focusing on designing and adopting actions which promote healthy, active and sustainable lifestyles. Students will have the opportunity to prepare and present foods using a range of techniques to ensure nutrient content, flavour, texture and visual appeal. They will independently and collaboratively design and create a practical product and folio of work in response to a design brief that highlights the need for healthier options in school canteens.

Unit 2:

Food Technology Unit 2 examines the ethical and sustainability issues associated with food production. It allows students to develop understandings of the impact of decision making on food security, as well as explore the social practices that run counter to the well-being of the consumer and global communities.

Fibre: (Fashion)

Students spend a substantial amount of time engaged in developing processes and production skills within the Context of FASHION. Students work on projects as they investigate needs and opportunities, generate and evaluate ideas, plan, manage, produce and evaluate designed solutions. Students' by Yr10 will have progressed from basic drawing and garment production to now start using technical terms and techniques and using modern technologies

to produce drawings and sketches for their final products and folios. They evaluate success by using predetermined criteria that have been negotiated with the class or developed by students.

Unit 3:

Students will look at people working in design technologies namely Fashion and consider factors that impact on the design solutions to produce a product. They will identify the changes necessary to realise preferred futures. They will develop solutions by applying their knowledge of resources, and of relevant techniques and tools, with appropriate consideration of the impact of their solutions. They will independently and collaboratively design and create a practical product and folio of work in response to a design brief that highlights the characteristics and properties of materials within production i.e. "cotton" which requires specific consideration in the design and production process.

Unit 4:

Students will investigate and make judgements on the ethical and sustainable production and marketing of Fibre within the context of Fashion. They will create, evaluate and connect design ideas in the process of developing a design solution. They will independently and collaboratively create a practical product and folio of work in response to a design brief that highlights the notion of "Ethical & Sustainable Choices" within a current fashion market.

Assessment Details:

Unit 1 - Formative

- Design Project Folio: with a Written Response 300-800 words

Unit 2 - Summative

- Research Essay: with a Written Response 300-800 words
- Supervised Assessment: (45-90 mins. Up to 400 words)

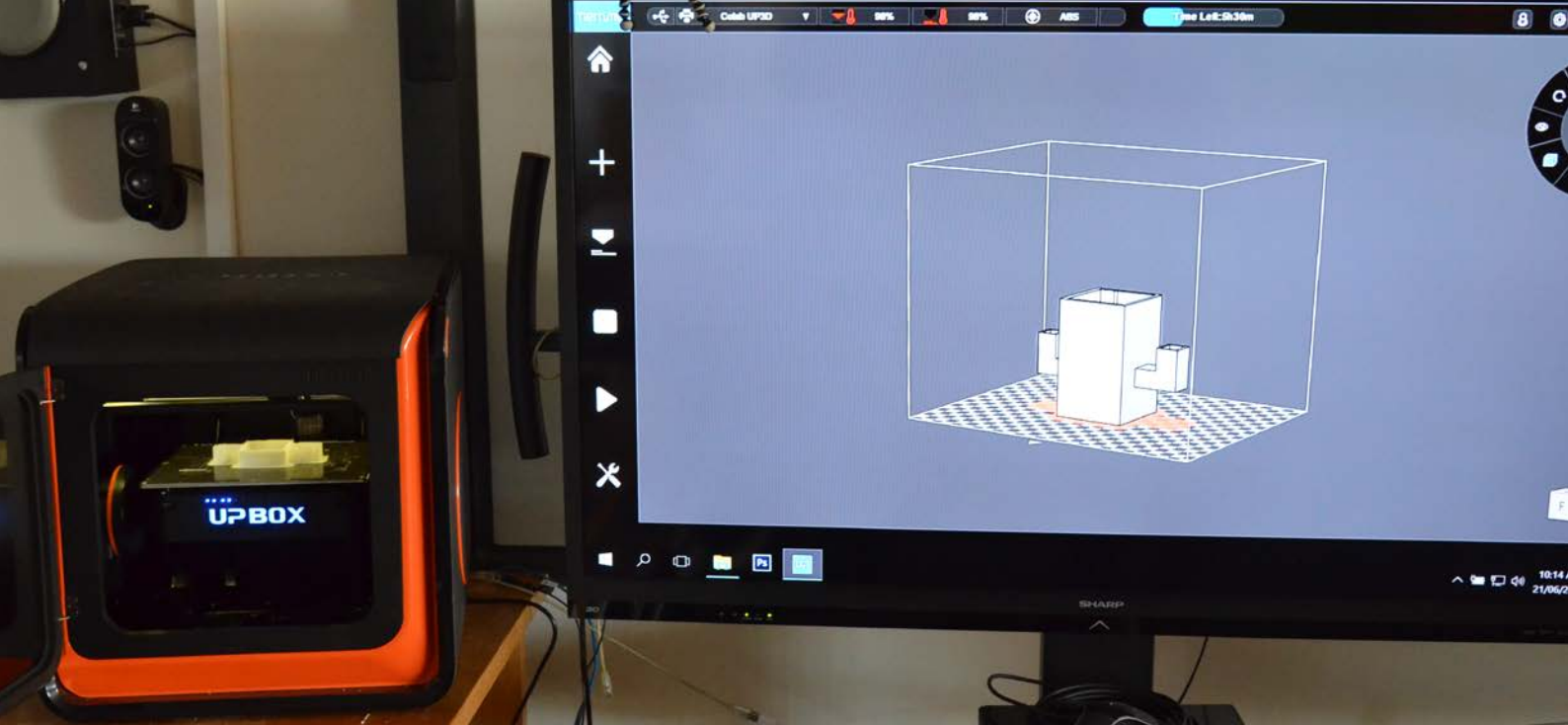
Fibre (Fashion) Technologies

Unit 3 - Formative

- Design Project Folio: with a Multi Modal Response 3-5 minutes

Unit 4 - Summative

- Design Project Folio: with a Written Response 300-800 words



LAUNCH

Designing is a complex and sophisticated form of problem-solving. In 'Launch' we are separated from the constraints of production processes to allow students to appreciate and exploit innovative ideas. Launch focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities.

The teaching and learning approach uses a design process grounded in the problem-based learning framework. This approach enables students to learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and ICT Tools; and evaluating ideas and design concepts. Students will communicate design proposals to suit different audiences.

Students will learn how design has influenced the economic, social and cultural environment in which they live. They will understand the agency of humans in conceiving and imagining possible futures through design. Students will develop valuable 21st century skills in critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills.

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

Assessment

Assessment will be based on a mix of project work and examinations. Students will work individually and in groups to solve "real world" problems. The assessment will have a written and visual presentation component, and incorporate ICT capability.

Pathways

Launch is a subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. Launch can establish a basis for further education and employment in the fields of architecture, engineering, business, media design, marketing, graphic design, industrial design, interior design and landscape architecture.

BUSINESS (MAO)

This course is divided into three sections with the aim of providing students with an insight into Senior Business subjects.

The year begins with an introduction to the subject of Accounting. Fundamental concepts will be studied which may include the preparation of financial information such as a Ledger, Trial Balance, Income Statement, Balance Sheet and the Bank Reconciliation process. Students use the principles of record keeping and reporting relevant to the needs of individuals or organisations.

Another topic which will be explored is 'Why are markets needed and why are governments involved?' Australia operates as a free market economy which means we have a diverse range of dynamic goods and services. Students will investigate the various interactions between consumers, businesses and the government in the Australian economy. They will consider when it might be necessary for the governing bodies to intervene in the market for the benefit of the wider community. This topic is intended to give students a taste of Economics.

The law is a part of daily life. It establishes rights and responsibilities to regulate how individuals and groups behave in society. The last stage of Business aims to provide a starter course to the senior subject, Legal Studies. The law is constantly changing to reflect values in society and it is important for our students to be informed and active citizens.

Business is diverse, there is something to suit almost everyone. It provides a pathway to many careers and specialisations to choose from depending on your interests, strengths and career aspirations. Choosing Business prepares you to work in almost any job; including trades, corporations, government and not-for-profit organisations, locally and globally. Business is conducted at every level in organisations, it doesn't matter what type of work you'll be doing, there will always be an office. Business subjects give you transferable skills that are useful in many jobs. These include written, verbal and interpersonal skills, communication and critical thinking skills. Computer and time management skills you will also learn in Business.



Information and Communication Technology

Why Study Digital Technology:

This course of study aligns with the 'Australian Curriculum: Digital Technologies' learning area and objectives from the Australian Curriculum's 'Information and Communication (ICT) Capability.'

Learning in the Year 7 – 10 Digital Technologies course focuses on developing general IT skill and engaging students with specialised learning in preparation for other Middle School subjects, vocational training or learning in the senior secondary years.

Course Content:

Year 10 Digital Technologies will combine practical skills and theory selected from the following units of study:

Unit	Content Description
Digital Systems	<ul style="list-style-type: none"> • Computer Networks • Hardware, Software, Operating Systems • Project Management • Data Security • File Management • Online Systems
Representation of Data	<ul style="list-style-type: none"> • Data Compression • Data Encryption
Privacy and Security	<ul style="list-style-type: none"> • Social and Ethical Practice in IT • Cyber Safety
Coding	<ul style="list-style-type: none"> • Programming Methodology • Python
Modelling and Simulation	<ul style="list-style-type: none"> • Spreadsheets • Modelling and Simulation Software
Data Analysis and Visualisation	<ul style="list-style-type: none"> • Spreadsheets • Database • SQL Queries
Mechatronics	<ul style="list-style-type: none"> • Arduino • C • Embedded Systems
Digital Design	<ul style="list-style-type: none"> • 3D Modelling • Animation • Document Design • Graphic Design • Web Design (HTML Coding) • Audio Production • Presentation Design • Document Design Theory

Pathway Programs

Pathway Programs look to increase the scope of our students' subject choice and acts as a 'taster' toward Pathway planning. The program may assist students with meeting the entry requirements into tertiary study or lead to entry into higher education or further study in Years 11/12 eg. Headstart (university) programs, Certificate IV/Diploma qualifications. The development of employability skills, resumes, scholarship applications and residential college applications are enhanced through this program, to provide stronger employment opportunities in the future. A post-secondary skill set is also developed to assist toward tertiary and post-secondary study.

In Year 10, 6 hours per fortnight is allocated within each students' timetable, so there is less absence and less academic impact in the senior years of schooling. This may differ for School-based Traineeships and TAFE in Schools programs.

These Pathway Programs assist our students to gain a nationally-recognised qualification by the end of Year 10, in a structured, supported delivery method. **Completed qualifications of a Certificate III level and above, can be used in the calculation of a student's ATAR.**

It offers the delivery of a Diploma, Certificate IV or Certificate III (embedded Certificate II qualifications) over a 12-18* month period. Methods of training include meeting face-to-face with Industry professionals, the possibility of webinars or Skype sessions sporadically through the course and excursions throughout the year.

Past Pathway Programs have included:

- Diploma in Business and Social Media Marketing
- Certificate IV in Crime and Justice and Fitness
- Certificate IIIs in Health Services (Nursing), Allied Health Services, Aviation, Fitness, Business, Hospitality, Education Support, Early Education and Children's Services*, Beauty, Nails, Make-up, Community Services, Tourism, Dance, Music.
- TAFE in Schools programs, offered at our local TAFE SouthWest in Bridge Street can vary (most current information found on website) Eg. Electro-techology, Automotive, Tourism, Beauty.

Some of these courses require compulsory, unpaid practical placements, in which the student is responsible in sourcing. Pathway Programs may attract a subsidised cost and minimum enrolment numbers apply, depending on area of interest.



SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS (SATs)

This elective is for students wanting to gain a nationally-recognised qualification (usually Certificate III) through practical, paid workplace employment and training; for example, studying Agriculture on the family farm **or if a student already has employment**. A School-based Traineeships is a government-registered contract between a student, parent and employer. School-based Traineeships have a **compulsory 380 hour ANNUAL practical workplace requirement** and students are unlikely to complete this program in 12 months. Time must be spent during holidays completing this practical workplace requirement and some students will be absent from school for a FULL day, each week. A GAP Fee may apply depending on traineeship area. An employer must be secured BEFORE entering into this elective option. School-based Traineeships may take up to 24 months to complete.



Pathway Exploration

Our Pathway Programs are dynamic and recognised areas of education that offer alternative pathways to post-secondary and tertiary education and employment. Students who complete Pathway Programs can still gain an ATAR.

Briefly in Year 9 and more formally in Year 10, students begin the Student Education and Training (SET) Plan process. This is a compulsory education requirement and is a prerequisite for enrolling into some Registered Training Organisations (RTO).

Pathway Programs continues to create avenues for our students into tertiary study, enhance employment opportunities and improve our students' workplace and life skill-sets. They are is for ALL the girls at Fairholme College, from Year 10 to Year 12. Fairholme College believes that by beginning a Pathway Program earlier in the girls' schooling, it ensures they are making informed career and subject choices, having 'tasted' or experienced an area of interest outside of traditional subject offerings. Gaining a nationally-recognised qualification not only provides a pathway into tertiary study and gives our girls an edge when entering the workforce, it can also assist in scholarship application and resume development, gain and improve student's workplace, study and life skill-sets and bank points toward the Queensland Certificate of Education (QCE). Pathway Programs may also contribute to students' ATAR.

WORK EXPERIENCE (Pathway Week)

Students at Fairholme College have the opportunity to participate in work experience as described in the Education (Work Experience) Act 1996, where Education Queensland arranged with an insurer to indemnify students from State and non-State schools on approved work experience placements. Detailed insurance information for parents and work experience providers will be provided with each set of Work Experience paperwork. The school has purchased a policy from Workcover on behalf of the students; a prescribed worker's compensation insurance.

Work experience organised through the school involves the student having the opportunity to test personal vocational preferences through performing tasks in a workplace. In most cases students select

placements based on their future occupational aspirations. The student has employment goals clarified and gains first-hand information about what it means to work, as well as information about the work processes of the organisation and the work environment.

Work experience is compulsory for all Year 10 students and work experience placement is organised in a one-week block. Students in Year 10, 11 and 12 may undertake a further work experience placement during school holiday periods.

Parents and students should be aware that accepting students into a workplace for work experience incurs some costs (accommodation, travel) and inconvenience on the part of the host work experience provider employer. Fairholme College has a large number of work experience providers employers who are prepared to accept students for work experience and the school is extremely grateful for their co-operation and assistance with the Work Experience program.

Students intending to do work experience, will work in partnership with the Pathway Centre Staff Careers Pathways Counsellor to find a suitable workplace and to complete all necessary paperwork. The Principal, a parent/ guardian or carer, the student and the employer must sign the completed Work Experience forms. These are returned to the Pathway Centre Career Pathways Counsellor before work experience commences. Parents who wish to discuss any aspect of Work Experience should contact the Pathway Centre on (07) 4688 2377.

The school strongly recommends that all Senior School students should take advantage of the opportunity to do work experience. Students have the opportunity to gain experience at a number of different workplaces during their final years of Senior schooling.

- Academic students who aspire to commence tertiary studies after Year 12 will benefit from work experience placement by:
 - > gaining a real insight into a career they are considering.
 - > comparing several career paths they might be considering. This can produce a clear preference for one over others.
 - > gaining a work reference and work experience that they can use to gain part-time work whilst undertaking further study.
- Students who hope to enter the workforce upon completion of Year 12 may be fortunate enough to be offered a paid position or apprenticeship should they impress an employer during their period of work experience.

Several students have been offered part-time work, while still at school, as a direct result of their attitude, presentation and performance at a work experience placement.