MARY MACKILLOP COLLEGE

Mary MacKillop College
Year 10 2026
Subject Selection Guide

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Contents

Introduction

The Year 10 Subject Handbook 2026 had been developed to support students who are about to enter Year 10 at Mary Mackillop College, and their parents. This guide gives an overview of all the subjects, including core subjects and the elective options available to students. Year 10 will bring many important decisions as you begin to transition into the senior phase of your schooling. One such decision is your choice of subjects in Year 10 which will help to prepare you for subject selection in Year 11 and 12, and future career pathway. Making well informed and considered decision in Year 10 can help to set you up for a pathway of success.

At Mary MacKillop College, we encourage all students to choose subjects which:

- you enjoy;
- you achieve good results in;
- reflect your interests and strengths;
- help you reach your career and employment goals;
- will develop skills, knowledge and attitudes useful throughout your life.

Subject Selection Process

Students will be asked to used Subject Selection Online to complete their subject choices. All students and Parets will be emailed details outlining this process.

All students are required to study the following Core Subjects
• Religious Education • English • Mathematics • Science • Health and Physical Education Movement (Core)
Students will then be required to enter three (3) elective subjects from the following list, plus two (2) reserve subjects
• Digital Technologies • Drama • Design Technologies • Design Technologies – Engineering • Design Technologies – Food Specialisations • Design technologies – Materials Technologies • Economics and Business • Geography • History • Physical Education • Japanese • Media Arts • Music • Visual Arts

Contacts

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Mathematics (core subject)

Rationale

Developing a strong understanding of Mathematics creates opportunities for and enriches the lives of all Australians. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

In Year 10, students are invited to participate in the class that best suits their mathematic ability. Classes remain flexible throughout the year as students continue to develop their understanding of the subject. The standard curriculum focuses on developing the skills students will need to pursue their pathways in Year 11 and 12. At the conclusion of Year 10, students will be able to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. The program provides students with the opportunity to explore and use Mathematics in a variety of contexts and applications, with the integrated use of technology.

Year 10 Course of Study – Advanced and Standard

Course	Outline	
Advanced Mathematics (Students wanting to move to Mathematical Methods or Specialist Mathematics in Year 11 and 12)	Students succeeding well in Mathematics will be offered this stream which offers in parallel to the standard course the same topics, but students will be extended:	
	• Trigonometry • Measurement • Probability • Algebra • Surds	• Index Laws • Plane Shapes • Analytical Geometry • Non-Linear functions • Ratio and Rates
Standard Mathematics (Students wanting to move to General Mathematics or Essential Mathematics in Year 11 and 12)	The topics covered are mentioned above but this stream of Mathematics is to help those students that are successful but need some extra development in some areas.	
	• Measurement • Chance and Data: Probability • Space	• Patterns and Algebra • Number • Chance and Data: Statistics

Note:
Year 10 Advanced Mathematics is offered by ***invitation only.***

Year 10 Advanced Maths introduces polynomials, logarithms, surds, circle geometry and functions and prepares students for the rigors of senior studies in the Mathematical Methods and Specialist Mathematics subjects.

English (core subject)

Rationale

The study of English helps to create confident communicators, imaginative thinkers, and informed citizens. Students learn to analyse, understand, communicate, and build relationships. Students engage imaginatively and critically with literature.

In English, students learn to listen, read, view, speak, write, create and reflect on a range of texts. They learn to appreciate, enjoy and use English for a variety of purposes and come to understand how language is used to create meaning. The National Curriculum is developed across the three strands of literacy, literature and language.

Assessment

Assessment provides students with an opportunity to demonstrate skills in the receptive and productive modes. Students learn about language conventions, text structures, ideas and information. Students produce both spoken and written tasks under a variety of assessment and examination conditions.

Resources

Students study a plethora of different genres, including novels, drama, poetry, graphic novels, media texts and film.

Year 10 Course of Study

Semester 1	Semester 2
Digital Literacy - Advertising and Media Messaging	Novel Study – *To Kill a Mockingbird* by Harper Lee
Study of selected 20th Century War Poetry	Shakespearean Study – *Taming of the Shrew*

Science (core subject)

Rationale

Science is both a way of knowing and a way of doing. Through learning Science, students develop the skills to question, investigate, and explain the world around them. The Year 10 Science program follows the Australian Curriculum: Science Version 9, building on learning from Years 7–9 and preparing students for senior secondary science pathways.

In Year 10, students investigate systems at different scales and make connections between observable phenomena and the underlying scientific concepts. They examine biological, chemical, physical, Earth and space science ideas to explain patterns, relationships, and changes in the natural world. Topics include:

- Applying atomic theory to explain the organisation of the periodic table and chemical reactions
- Exploring motion, forces, and energy transformations using physical laws
- Investigating geological and astronomical evidence for theories such as the Big Bang
- Examining evolution through natural selection and the role of DNA in inheritance
- Analysing how Earth systems interact, and predicting the effects of changes on environmental equilibrium

Students use scientific inquiry skills to plan and conduct investigations, analyse and represent data, evaluate claims, and communicate evidence-based conclusions. They also explore how science knowledge is used in real-world contexts and how it informs decision-making at local, national, and global levels.

Assessment

Throughout the Year 10 Science course, students complete a variety of assessment tasks designed to develop their knowledge, skills, and understanding, as well as prepare them for senior science subjects. These may include:

- Knowledge and understanding exams
- Data tests (skills-based exams)
- Student experiment reports
- Research investigation reports

Year 10 Course of Study

Term 1	Term 2	Term 3	Term 4
Biology	**Chemistry**	**Earth Science**	**Physics**
Students explain the role of meiosis and mitosis and the function of chromosomes, DNA and genes in heredity and predict patterns of Mendelian inheritance. Students also use the theory of evolution by natural selection to explain past and present diversity and analyse the scientific evidence supporting the theory.	In this unit, students explain how the structure and properties of atoms relate to the organisation of the elements in the periodic table. They will identify patterns in synthesis, decomposition and displacement reactions and investigate the factors that affect reaction rates.	Students describe how the big bang theory models the origin and evolution of the universe and analyse the supporting evidence for the theory. They will use models of energy flow between the geosphere, biosphere, hydrosphere and atmosphere to explain patterns of global climate change.	Students will investigate Newton's laws of motion and quantitatively analyse the relationship between force, mass and acceleration of objects.

Religious Education (core subject)

Rationale

All teaching and learning reflects the values embedded in the Mary MacKillop College Mission Statement that promotes: *the dignity of each person; equality of opportunity and; great trust in God.* At the same time espouses the key values of the Brisbane Catholic Education model (2013) where teaching people religion and teaching people to be religious overlap. It is also strongly linked to Catholic Social Teachings.

Assessment tasks include Research tasks, essays, extended responses, oral presentations, creative interpretations and digital compositions.

Year 10 Course of Study

Semester 1	Semester 2
Mystery of God Revealed through Sacred Texts What are the different representations of God from a range of sacred texts and how do these perspectives apply to a modern Australian context?	**Mystery in Action through Christian Life** How Christians respond to a contemporary moral question? Can we leave the world a better place?
The Mystery of God Revealed through Beliefs How does the diversity of beliefs help our understanding of God or the Other?	**Engaging with Mystery through the Church** What are the significant sources of spiritual nourishment for Christian believers?

Health, Physical Education and Movement (core subject)

Rationale

The study of Health, Physical Education and Movement develops students' knowledge, understanding and skills to support individuals to be resilient, develop their sense of self, build and maintain satisfying relationships, to make health-enhancing decisions in relation to their health and physical activity participation, and to develop health literacies to enhance their own and others' health and wellbeing.

Throughout the course students undertake theoretical study through a variety of learning modes in the focus areas of: Alcohol and other drugs, Food and nutrition, Health benefits of physical activity, Mental health and wellbeing, Relationships and sexuality, Safety. Practical activities are selected by the class in the focus areas of: Active play and minor games, Challenge and adventure activities, Fundamental movement skills, Games and sports, Lifelong physical activities, Rhythmic and expressive movement activities.

Assessment

Students are provided the opportunity to demonstrate theoretical knowledge, understanding and skills through the completion of a range of assessment tasks. Individual and collaborative tasks provide students opportunities to develop multiple literacies – written, spoken, visual and digital – through the production of infographics, essay, multimodal and exams formats. Practical assessment provides students opportunities to demonstrate physical skills in drills and authentic performance environments while analysing and evaluating their own and others' demonstration of leadership, fair play, cooperation, decision making and problem solving to enhance health and skill elements in challenging situations.

Resources

Year 10 students access a range of on and off campus facilities to enhance their learning. On campus activities utilise the Tappeiner Centre, hall and multipurpose court; off campus facilities expose students to physical activities in the wider community and include Boyd Park, walking trails, and Nundah fitness centers (E.g. 12 Round Fitness, Fitstop).

Year 10 Course of Study

Semester 1		Semester 2	
Court Sports (Games and Sports)	Field Sports (Games and Sports)	Fitness (Lifelong Physical Activities)	Recreational Activities (Lifelong Physical Activities)

Elective Subjects

Design Technologies – Design (elective subject)

Our ever changing and evolving society requires students to be able to think creatively to develop innovative solutions to problems. Students manage projects independently and collaboratively from conception to realisation, developing their teamwork and critical thinkings skills.

Product and Architectural Design
Students will engage in designing solutions for products, services, and architecture problems by applying the design thinking process. They will explore commercial, human-centered, and sustainable design approaches to enhance their problem-solving abilities and understanding of design processes that of the double diamond strategy. Hands-on experience with tools and machines such as 3D printers and laser cutters will refine their designs. Using design thinking and production skills, students will address needs and opportunities relevant to individuals and communities. The curriculum balances independent and collaborative work, reflecting real-world complexities. Students will consider ethical considerations, legal issues, social values, and sustainability, using strategies like life cycle thinking. Critical thinking, creativity, and enterprise skills will guide analysis, evaluation, and refinement of design ideas following feedback. To communicate their ideas effectively, students utilise various technologies and graphical techniques, including 2D and 3D representations, scale drawings, and rendered views for marketing. They will use visualisation software for dynamic presentations. Potential topics include designing an animal nesting box for native Australian species affected by bushfires, considering species-specific needs. Another topic integrating environmental architecture and interior design to enhance usability and aesthetics. Students also design a functional, sustainable cardboard chair, applying engineering concepts and eco-friendly practices. The unit concludes with a showcase of their innovative, practical designs.
Possible Assessment items: • Project • Investigation • Examination
Senior Pathway: Design
Faculty: Technologies
Curriculum Leader: Ms Catriona Duff

Design Technologies - Engineering (elective subject)

As with all the Design Technologies Curriculum, Design Technologies – Engineering Students explore and learn to harness their creative, innovative and imaginative ideas and approaches to achieve designed products, services and environments. Students engage in hands-on tasks while developing an understanding of the design process.

Structural and Mechanical Engineering
In our Engineering unit, students tackle real-world challenges by integrating technical knowledge with social awareness, ensuring solutions meet current needs while considering future impacts. The curriculum covers mechanics, control systems, and problem-based learning, allowing students to investigate material properties and their interaction with forces, motion, and energy in engineered systems. Hands-on projects using tools like 3D printers and laser cutters will help students develop and refine their designs, while fostering skills in problem-solving, creativity, communication, collaboration, and ICT. The unit emphasizes project planning and management, focusing on safety, ethical, legal, and social considerations. Students will create and present ideas through 2D and 3D models, including production plans and dynamic visualisations. They will build structural models to understand stability, balance, and load distribution, applying mathematical and scientific concepts to real-world challenges. Students design and build F1 CO2 dragster cars, exploring aerodynamics and automotive design. Additionally, students may work on structural engineering projects, constructing models to demonstrate principles of tension, compression, and shear. They could optimise designs to withstand forces effectively. These projects encourage creativity and innovation.
Possible assessment items: • Project • Investigation • Examination
Senior Pathways: Design and Engineering
Faculty: Technologies
Curriculum Leader: Ms Catriona Duff

Design Technologies - Food Specialisation (elective subject)

Design Technologies – Food Specialisation allow the students to delve deeper into the science of Food and Nutrition. It allows students to explore relevant theory but also to engage in practical tasks that allow them to explore their creative side and develop their skills in the kitchen.

Food Science, Nutrition and Hospitality
In this unit, students delve into food science, nutrition, and technology to develop solutions that maximise nutritional benefits while ensuring safety and sustainability. They will explore the chemical and functional properties of nutrients to design food solutions that retain their beneficial values. Understanding the food system including production, processing, distribution, consumption, and waste management, is key to creating high-quality, nutritious products with an extended shelf life. Students will engage in project management to ensure their solutions are safe and effective, while also evaluating ethical, secure, and sustainable aspects of food production and marketing. They will analyse how sensory and functional properties influence product design and preparation, addressing the needs and opportunities of individuals and communities. Through a blend of independent and collaborative problem-solving, students will tackle contemporary challenges using design thinking. They'll research ethics, legal considerations, and social values to guide their projects. Potential projects include creating ice cream with traditional Australian native flavours, like finger limes and wattle seed, and exploring the diverse uses of eggs in cooking, from chicken to emus. Emphasises ingredient sourcing, sustainability, and the fusion of traditional and modern practices, culminating in hands-on activities and presentations.
Possible Assessment techniques: • Project • Investigation • Examination
Senior Pathway: Hospitality, Food and Nutrition
Faculty: Technologies
Curriculum Leader: Ms Catriona Duff

Design Technologies - Materials Specialisation (elective subject)

Materials and technologies specialisations explore the design process and materials, systems, components, tools, equipment and techniques used to make products. Design materials encourage students to be curious in their learning and explore their creative side.

Materials Design
This unit will delve into fashion design and textile skills, applying understanding of design and technology to create innovative textile products, and interior design solutions. Students will explore diverse design approaches, including commercial fashion and soft furnishings, human-centered design, and sustainable fashion, to enhance their problem-solving skills. Through design thinking and textile production techniques, students will tackle needs relevant to individuals and communities. The curriculum emphasises both independent and collaborative work, reflecting the complexities of the fashion, and textiles industry. Students will consider ethical, legal, social, and sustainability issues, employing life cycle thinking to assess the environmental impact of their designs. They will use critical thinking, creativity, and enterprise skills to analyse data, evaluate material ideas, and refine designs following feedback. Effective communication of ideas will be achieved through various technologies and graphical techniques, including rendered views and visualisation software for dynamic product presentations. Potential projects may include exploring fabric dyeing and pattern design inspired by Tiff Manuell, where students will experiment with techniques like tie-dye, batik, and screen printing to create personalized textile patterns. Another possible project involves designing e-textiles for safety wearables, such as illuminated vests or wristbands for children, integrating LEDs and reflective materials to ensure visibility and safety during nighttime events.
Assessment techniques: • Project • Investigation • Examination
Senior Pathway: Design
Faculty: Technologies
Curriculum Leader: Ms Catriona Duff

Digital Technologies (elective subject)

Learning in Digital Technologies builds on concepts, skills and processes developed in the Early Years Learning Framework. It focuses on developing foundational skills in computational thinking and an awareness of personal experiences using digital systems. Digital Literacy is a vital school for the 21st Century Learner and helps to equip the students with the skills they need to succeed in our increasing digital word.

Cyber Safety and Program Solutions
In Digital Technologies, students explore the interaction between digital systems' hardware and software to manage, control, and secure data. They tackle cybersecurity challenges, develop threat models, and study data encryption techniques. Through problem-based learning, students create digital solutions by analysing issues and applying computational, design, and systems thinking. By Year 10, they will design user experiences, implement algorithms in object-oriented programming, and refine problem definitions with stakeholders. Students use flowcharts, pseudocode, and test cases to validate their solutions. They also gain experience in data management, acquiring, cleaning, modelling, and visualising data to derive insights. Projects might include designing programs for robotic systems, developing instructional games, creating productivity applications, or building interactive data visualisations. These activities help students grasp the ethical and social impacts of digital technologies while enhancing their creativity, communication, collaboration, and ICT skills. Digital Solutions prepares students for various digital careers, emphasising innovation and problem-solving in a dynamic field.
Assessment techniques: • Project • Investigation • Examination
Senior Pathway: Digital Solutions
Faculty: Technologies
Curriculum Leader: Ms Catriona Duff

Drama (elective subject)

The benefits of Drama extend into everyday life and future careers. Whether pursuing leadership roles, working in teams, or presenting ideas, Drama equips students with the ability to think critically, listen actively, and respond thoughtfully. It fosters emotional intelligence and adaptability—qualities highly valued in any profession.

Drama offers a practical and engaging opportunity to explore storytelling, performance, and collaboration. Through practical workshops, script work, and devised pieces, students develop essential skills in communication, empathy, and creative thinking. Drama encourages self-expression and builds confidence, helping students to become more articulate and resilient.

Drama is not just about performance; it's about understanding people, expressing ideas, and growing as a confident, capable individual.

Year 10 Course of Study - Unit 1

Choose your Stage
Choose your own adventure! Travel through time and discover the rich, exciting world of theatre! From ancient Greek tragedies to the playful energy of Commedia dell'Arte (comedies), this unit brings the evolution of performance to life. Students will explore how theatre has reflected society across cultures and eras, learning about iconic styles, staging, and storytelling. As part of the unit, students will comple te a **performance case study** on a theatrical style of their choice—bringing history to the stage in a creative and practical way. It's a fun, hands-on journey through the dramatic traditions that continue to inspire us today!
Assessment techniques: • Performance • Written Reflection
Senior Pathway: Drama
Faculty: The Arts
Curriculum Leader: Mrs Alana Robertson

Year 10 Course of Study – Unit 2

Speak Up, Talk back
Say what you really think – loud and proud! In this bold and creative unit, students will explore how theatre can be used to make powerful statements about the world around us. Inspired by **Epic Theatre**, students will break the fourth wall, challenge audiences, and use performance to ask big questions about society, politics, and identity. Through **Collage Drama**, students will mix styles, media, and real-world content—including **social media**—to create layered, thought-provoking performances. This is your chance to speak up, take a

Life: it's deep, weird and real
Keeping it real(ish)! In this exciting unit, students will explore the world of **Realism**, where characters feel real, emotions run deep, and everyday life takes centre stage. But we won't stop there—get ready to push the boundaries as we dive into the strange and spectacular worlds of **Magical Realism**, **Gothic Theatre**, and **Melodrama**. Those heightened emotions and surreal moments that make up our lives; students will experiment with styles that blend truth with the theatrical. Through scene work, character exploration, and creative performance tasks, this unit invites students to bring both the ordinary and the extraordinary to life on stage.
Assessment techniques: • Performance • Directorial Vision
Senior Pathway: Drama
Faculty: The Arts
Curriculum Leader: Mrs Alana Robertson
stand, and use the stage to say something that matters
Assessment techniques: • Storyboard • Performance
Senior Pathway: Drama
Faculty: The Arts
Curriculum Leader: Mrs Alana Robertson

Year 10 Course of Study – Unit 3

Economics and Business (elective subject)

The study of economics and business develops the knowledge, understanding and skills that will equip students to secure their financial futures and to participate in and contribute to the wellbeing and sustainability of the economy, the environment and society. Students will learn real-world skills that will allow them to positively contribute to society.

Year 10 Course of Study for Semester 1

Global Entrepreneur
• **Discover a Cool Aussie Innovation:** Hunt for an incredible Australian invention that could make waves worldwide! Find something that excites you and imagine how it could change lives in other countries. • **Create a Global Marketing Plan:** Get creative by designing a marketing campaign and distribution strategy to introduce your chosen product to a new, exciting market overseas. How will you convince people to buy it? • **Explore Global Markets:** Compare and contrast overseas markets with Australia's, discovering what makes each unique and learning the secrets to thriving in different environments. • **Get the Lowdown on the Aussie Economy:** Understand how the Australian economy affects your everyday life, from the cost of living to inflation and housing markets, and how these factors shape the world around you.
Assessment Techniques: • International Business Report
Senior Pathway: Business
Faculty: Humanities
Curriculum Leader: Mrs Lauren Corley

Year 10 Course of Study for Semester 2

Money Mastery
• **Dive into the World of Financial Scams:** Uncover the tricks and tactics used by scammers and learn how to protect yourself and others from falling into their traps. • **Navigate the Journey of Buying and Insuring Your First Car:** Understand the steps involved in purchasing your first car, from budgeting and financing to choosing the right insurance that fits your needs. • **Create Engaging Financial Literacy Content:** Develop informative and creative brochures and videos aimed at helping teenagers understand essential financial concepts, making money management both fun and accessible. • **Assessment – Design a Teen Financial Literacy Campaign:** Put your skills to the test by crafting a compelling marketing campaign that educates your peers on the importance of financial literacy, ensuring they are prepared for the real world.
Assessment Techniques: • Marketing campaign for Teen Financial Literacy
Senior Pathway: Business
Faculty: Humanities
Curriculum Leader: Mrs Lauren Corley

Geography (elective subject)

Rationale

The study of Geography develops students understanding of ,how the interactions of people and environmental processes at different scales change the characteristics of places. They explain the effects of human activity on environments, and the effect of environments on human activity, over time. They evaluate the implications of a distribution. They evaluate the extent of interconnections occurring between people and places and environments. They analyse changes that result from these interconnections and their consequences. Students evaluate strategies to address a geographical phenomenon or challenge, using environmental, social and economic criteria.

Year 10 Course of Study for Semester 1

Shaping our Shores - Environmental Change and Management
In this exciting unit, students will dive into the dynamic world of coastal environments and discover how natural forces like waves, tides, and weather shape our shorelines. They'll explore the real-world impacts of environmental change on local communities—socially, economically, and ecologically—and investigate practical ways we can respond. Through hands-on learning and thoughtful reflection, students will consider how we can care for creation and take action to protect our coastlines for future generations.
Assessment items: • Field Report • Response to stimulus Exam
Senior Pathway: Geography
Faculty: Humanities
Curriculum Leader: Mrs Lauren Corley

Year 10 Course of Study for Semester 2

Geographies of Human Wellbeing
In this thought-provoking unit, students will uncover the realities of the poverty cycle and explore how it affects people's wellbeing across the globe. Using both numbers and stories—quantitative and qualitative data—they'll learn how to assess wellbeing and understand the deeper impacts of inequality. Students will also investigate the role of women in different societies and compare levels of gender equality around the world. Through critical thinking and reflection, they'll explore what steps can be taken to improve gender equality and break the poverty cycle—both globally and here in Australia.
Assessment items: • Report • Response to seen stimulus - Exam
Senior Pathway: Geography
Faculty: Humanities
Curriculum Leader: Mrs Lauren Corley

Health and Physical Education (elective subject)

The study of Health and Physical Education enables students to explore and enhance their own and others' health and physical activity in diverse contexts. Units of study focus on the development of physical, intellectual, social, and emotional capacities. Learning takes place about, through and in movement contexts via theoretical, scientific, and experimental learning opportunities. The 21st century skills of critical and creative thinking, communication, personal and social skills, collaboration and teamwork, and information communication technology skills are developed throughout the course.

Health and Physical Education

Across each unit students will engage with a wide range of physical activities (influenced by student choice) to develop specialised movement sequences and movement strategies in a range of sporting contexts. Interconnection of theoretical and practical elements enhance the students understanding of biophysical, sociocultural, psychological concepts and principles through engagement and performance in physical activity.

Semester 1		Semester 2	
Theory	**Practical**	**Theory**	**Practical**
Ethics and Integrity	E.g. Performance	Training and Fitness	E.g. Invasion
Tactical Awareness	E.g. Aesthetic	Energy Systems	E.g. Net and Court

Assessment techniques may include:

- Format and summative models
- Practical laboratories
- Hands-on activities
- Real-world case studies and scenarios
- Project folios
- Investigation reports
- Combination exams

Practical assessment in authentic performance environments

Resources may include:

- On/off campus facilities
- Sports watches
- Digital cameras,
- Tablets
- Online programs

Wireless devices

Senior Pathway: Physical Education

Faculty: Physical Education

Curriculum Leader: Ms Breanna Allan

History (elective subject)

The Year 10 History course has been designed to reflect the Australian Curriculum. In studying History, students develop an understanding of events, processes and issues that have shaped humanity from the earliest times to the present.

The study of History encourages student to ask meaningful questions, to collect evidence, analyse and evaluate it, to produce their own response to the problems of living. History allows us to remember the past, explains the present and brings hope for a brighter future.

Year 10 Course of Study - Semester 1

World War Two: Violence, Genocide and the Nuclear Age
In this unit students will investigate one of the major conflicts of the Modern World. We'll conduct a deep dive into World War Two, looking at the causes, events and effects of this significant conflict. To understand the significance of WW2, students will investigate the Great Depression, the Nazi Regime, the Holocaust, and the use of the atomic bomb. We'll investigate Australia's role in WW2 by studying the contributions of First Nations people, conscription, the role of women and the Kokoda Campaign. Finally, students will be introduced to the Cold War, a lasting impact of the second World War and the creation of Atomic Weaponry.
Student choice of senior assessment formats: • Essay Exam • Short Response Exam • Independent Source Investigation • Research Essay
Senior Pathway: Modern History
Faculty: Humanities
Curriculum Leader: Mrs Lauren Corley

Year 10 Course of Study - Semester 2

Making a Nation: The Story of Australia from First Contact to Reconciliation
Students delve into the history of human rights struggles, focusing on both Australia and the broader global context. They study how rights and freedoms have been ignored, demanded, or achieved, with a particular emphasis on the origins and significance of the Universal Declaration of Human Rights and Australia's role in its development. The course also explores the early history of Australia to understand the First Nations Australians' struggle for rights before 1965, including key events like the 1938 Day of Mourning and the Stolen Generations. Significant milestones such as the 1962 federal voting rights, the 1967 Referendum, and the Mabo decision are examined, alongside ongoing efforts to secure civil rights in Australia and globally.
Student choice of senior assessment formats: • Essay Exam • Short Response Exam • Independent Source Investigation • Research Essay
Senior Pathway: Modern History
Faculty: Humanities
Curriculum Leader: Mrs Lauren Corley

Japanese (elective subject)

In Year 10, Japanese language learning builds on each student's prior learning and experiences. Students use Japanese to initiate and sustain interactions with their peers and teacher while sharing their own and others' experiences of the world. They listen, speak, read and view, and write to communicate in Japanese in a variety realistic settings and scenarios. They receive guidance, modelling, feedback and support from peers and teachers to continue their growth in their Japanese language ability.

Students use authentic and purpose-developed resources, to access and/or create a range of spoken, written and multimodal texts which include scripts, flyers, advertisements, blog posts, magazines, online texts and more. They learn and acknowledge that there are diverse influences on ways of communication and cultural identity, and that these can shape their own behaviours, values and beliefs.

Unit 1	Unit 2
行きましょう！ **(Let's Go)**	**祭り を 祝います！** **(Festival Celebrations)**
Students learn to communicate in Japanese to invite their peers to locations and events. They practice language for discussing these events including conjugating verbs and adjectives to persuade their peers to join. They explore the use of conversational tone, casual language and conjugations when interacting with their peers. They recognise and understand the use of Japanese *aizuchi* to show that they are listening, responding or politely disagreeing when collaborating.	Students use Japanese festival poster as an overarching text to develop their understanding of listing form, potential form, plain and *te* form. They consider various Australian and Japanese festivals, focusing on their unique attractions and activities, when creating their own flyer. Students design and describe a flyer for their chosen festival or event using hiragana, katakana, and kanji, while incorporating specific images and layouts that engage readers and entice them to attend.
Unit 3	**Unit 4**
バイト について **(About Part-Time Jobs)**	**キャリア と 志望** **(Careers and Aspirations)**
Students will explore the world of Japanese part-time jobs and compare them to their own, peers or family's experiences of part-time work. Students engage in describing their reasons for having a job, their spending habits with their wages, and skills needed to perform tasks at their job in a spoken interview with their teacher. They deepen their recognition of various opinions, comparisons and *te* form when they listen and read job descriptions, recruitment advertisements and articles.	Students examine and reflect on their own short/long term goals and aspirations and the global, societal, familial and peer expectations placed on teenagers. Students investigate these expectations in both Australia and Japan, analysing that benefits and harm they may cause teenagers. They respond to a stimulus text their own future goals using language that reflects their plans, intentions, needs and must dos using their understanding of the etiquette and tone of a Japanese email.
Senior Pathway: Japanese	
Faculty: English and Languages	
Curriculum Leader: Mrs Jane Gibson	
Students wishing to study Japanese in Year 10, must have studied it in Year 9	

Media Arts (elective subject)

In a world driven by social media, streaming platforms, AI, and constant digital communication, screen literacy is an essential skill for future success. Year 10 Media Arts empowers students to become skilled, ethical, and creative media makers who can navigate, influence, and contribute to a screen-saturated culture.

Students investigate how screen media shapes culture, identity, and values, and develop the ability to use these insights to tell powerful stories. They gain hands-on experience with industry-standard tools, DSLR cameras, lighting, microphones, and Adobe Premiere Pro, while learning production processes used by professionals.

Students create original works such as short films, commercials, online series, music videos, video essays, and other screen content tailored to a target audience. Along the way, they refine skills in design thinking, project management, visual storytelling, and critical analysis, capabilities that are valuable in film, marketing, design, and any career that demands creativity and media fluency.

This subject builds:

- **Creative thinking** and problem-solving
- **Design thinking** and visual storytelling
- **Collaboration** and project management
- **Technical skills** in editing, cinematography, and production design
- **Critical literacy** to understand how media influences beliefs and behaviours

Media Arts fosters innovation, teamwork, and cultural awareness which are key skills for future pathways in creative industries, business, marketing, journalism, content creation, and beyond.

Year 10 Course of Study - Unit 1

Audience on Edge: The art & Business of Suspense
In this unit, you'll explore how films have tapped into society's biggest fears over time, and how to connect with and influence audiences. You'll take your project from concept to final cut, applying project management strategies used in the media and business industries to coordinate tasks, organise resources, and ensure each stage runs smoothly. You will learn how to: • Use visual storytelling strategies to capture attention and keep audiences engaged • Apply psychology of suspense and symbolism to influence audience reactions • Master DSLR cameras, lighting, microphones, and Adobe Premiere Pro • Experiment with special effects makeup to bring your characters to life • Apply project management skills to keep your production on track This unit blends creative thinking, critical thinking, entrepreneurial skills, and media

production, giving you hands-on experience that's relevant whether you're aiming for a career in film, marketing, design, or running your own business
Possible Assessment techniques: • Short Film Project • Analysis of one of the horror or suspense films viewed in class
Senior Pathway: FTVNM
Faculty: The Arts **Curriculum Leader:** Mrs Alana Robertson

Year 10 Course of Study – Unit 2

Frames of Influence
In this unit, you'll explore the groundbreaking French New Wave film movement and the distinctive visual worlds of directors like Wes Anderson, uncovering how their bold, rule-breaking styles continue to influence modern screen content creators. You'll develop a deeper appreciation for film as an art form and an understanding of how cinematic styles shape audience experiences. You will have complete creative freedom in the type of screen content you produce, whether it's a narrative short, a commercial, a TikTok series, or any format that connects with an audience. Your project will apply a stylistic influence of your choice, backed by audience research, design thinking, and visual storytelling techniques. Through hands-on work with DSLR cameras, lighting, microphones, and Adobe Premiere Pro, you'll refine both your creative voice and technical skills, building the cultural knowledge, analytical skills, and production expertise to excel in Year 11 Film, Television and New Media, and to apply these insights well beyond school
Possible Assessment techniques: • Case Study • Online Content creation
Senior Pathway: FTVNM
Faculty: The Arts **Curriculum Leader:** Mrs Alana Robertson

Music (elective subject)

Students at Mary MacKillop College study music according to the Kodaly philosophy of music education, a system founded in Hungary by renowned music educator, researcher and composer, Zoltan Kodaly. Music teachers who use Kodaly's approach to music education believe that true music literacy (the ability to read, write and perform music) is something that every student can acquire and enjoy, and that all people capable of lingual literacy are also capable of musical literacy. Therefore, all students can achieve success in the classroom music program.

The use of the voice is one of the most defining features of the approach. The voice is the most accessible and inexpensive of all instruments and offers the most direct path to the insightful understanding of music. Students learn to sing songs in the same way they learnt to speak – through repetition, good role modelling and enjoyment.

Another defining feature of the approach is the sequential nature of all musical activity. Each lesson is comprised of multiple segments that are carefully planned to blend seamlessly into each other so that student engagement and participation is maximised. The sequential model "prepare, make conscious, practice" is paramount to student success.

Students actively engage in every lesson through singing, reading and writing music, composing, playing games and rhythmical movement. They learn how to play instruments including keyboard, guitar and drumkit. Through active engagement and the sense of success that students experience in every lesson, the students' vocal technique, music literacy, coordination, memory and confidence improve dramatically.

- to perform and create their own songs
- learn a wide variety of Disney music from films and musicals and understand how rhythm, melody and chords are manipulated to create Disney songs
- perform a vocal or instrumental solo of a Disney song
- learn about the history of Protest Music from the 60s and other historical periods of music
- understand the seven musical elements in preparation for Senior Music

Year 10 Course of Study - Unit 1

Music of the Screen and Stage
Study and Compose music that evokes and emotional response from an audience, with a focus on Film Music, Music Theatre and Classical Hits. Use your learnings to Compose music to accompany a scene from Film, TV show or Video Game. Skills: • Piano Skills • Music Element and Concepts Skill book
Assessment techniques: • Examination • Composition
Senior Pathway: Music
Faculty: The Arts
Curriculum Leader: Mrs Alana Robertson

Inspirational Musicians
Study, Compose and Perform music from a range of contemporary styles and genres (including the Blues), leading to a focus on your own musical inspirations. Analyse and Evaluate details of these inspirational musicians and use your findings to perform as a group in a Contemporary Band setting. Skills: • Guitar Skills • Drum Kit Skills • Blues Composition (Muse Score)
Assessment techniques: • Musicology Project • Group band performance
Senior Pathway: Music
Faculty: The Arts
Curriculum Leader: Mrs Alana Robertson

Visual Art (elective subject)

Visual Art focuses on students making, displaying and responding to images, objects and the audience. Students engage in experiences, which develop personal expression, aesthetic judgement and critical awareness and develop an understanding of visual literacy. Students create their own learning pathway towards the end of the course.

Year 10 Course of Study - Unit 1

Art is Remix
Students are exposed to a variety of Art making processes and techniques to transform existing imagery into innovative and unique pieces of Art.
Assessment techniques: • Experimental folio
Senior Pathway: Visual Art or Visual Art in Practice
Faculty: The Arts
Curriculum Leader: Mrs Alana Robertson

Year 10 Course of Study – Unit 2

Art as Feeling
Students capture feelings, emotions and moods with a specific focus on the Australian landscape. Exploring various forms of expression.
Assessment techniques: • Research based experimental folio and resolved Artwork
Senior Pathway: Visual Art or Visual Art in Practice
Faculty: The Arts
Curriculum Leader: Mrs Alana Robertson

Year 10 Course of Study – Unit 3

Art as Inquiry
Students explore contemporary Art making practices to respond figuratively and non-figuratively to the concept of air and water.
Assessment techniques: • Research based experimental folio and resolved Artwork
Senior Pathway: Visual Art or Visual Art in Practice
Faculty: The Arts
Curriculum Leader: Mrs Alana Robertson

Notes