

Developing character, inspiring hope



Saint Stephen's College
Experiences Programme

**ACADEMIC COURSE
HANDBOOK**

Year 10 in 2012

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This booklet has been produced to assist you in making informed choices of subjects offered in Year 10 at Saint Stephen's College. This information is also available on the College website.

YEAR 10 CURRICULUM

General Information for Year 10 Course Selection

The curriculum offered in Years 7 and 8 (the Connections Programme) provides opportunity for students to access a wide range of subjects spanning the nationally recognised Key Learning Areas (KLAs) of English, LOTE (Languages other than English), Humanities, the Arts, Mathematics, Science, Technology and Physical Education.

Curriculum design centres on the spirit of investigation with students being introduced to new and exciting subject offerings, as well as new academic routines. By comparison, in Years 9 and 10 (the Experiences Programme) students undertake more intensive studies across a range of options. Some of the subjects are considered essential and will be undertaken by **all** students. There is also an opportunity for students to select from a suite of electives. Individual student's academic strengths and personal interests may significantly influence subject selection decisions.

The subjects offered are grouped under three (3) categories:

- Core
- Additional
- Elective

Core and *Additional* subjects are studied by **all** students, and each student must choose three (3) *elective* subjects per semester. Specific information on each subject is contained within this booklet.

Core Subjects

The *Core* subjects consist of **English, Mathematics, Science, Humanities and Physical Education**.

Each subject is studied for four (4) periods per week, except for Physical Education which is only studied for two (2) periods per week. Students who successfully complete the Year 10 Core subjects will have a sound base upon which to progress to Years 11 and 12 subjects demanded for entry into virtually all professional courses.

Additional Subjects

In addition to the *Core* subjects described above, all students in Year 10 will take part in *Additional* subjects/activities as listed below:

- | | |
|---------------------------------------|--------------------------------|
| • Assembly | Rotational |
| • Chapel | One period per week |
| • Habits of Mind (HOM) | One period per week |
| • Pastoral Care Period (PCP) | One period per week |
| • Sport | Two periods per week |
| • Tutor Group | 10 minute session each morning |
| • Year Level and House Group Meetings | One period per week |

THE SUBJECT SELECTION PROCESS

Elective Subjects

The elective subjects provide opportunity for students to broaden their interests within the Key Learning Areas (KLAs) of the Arts, LOTE (Languages other than English), Technology and Health and Physical Education.

Please note, elective subjects are designed so that Semester Two builds on Semester One, so it is **recommended** students pick both Semester one and Semester Two electives if on offer.

Elective subjects offered in 2012 include:

Subject	Key Learning Area (KLA)
Year-long Electives	
Business Technology	Technology
Drama	The Arts
Graphics	Technology
Health and Physical Education (Extension)	Health and Physical Education
Information Technology	Technology
Japanese	LOTE
Media Studies	The Arts
Music	The Arts
Spanish	LOTE
Visual Art	The Arts
Semester Electives	
Humanities Electives – Semester Units	
Ancient History Economics Legal Studies	Humanities
Introduction to Mathematical Methods	Maths (Maths C)

Each elective is studied for **two** (2) periods per week and students select three (3) elective subjects to study each semester in Year 10.

The selection of subjects for Year 10 in 2012 is a **four-stage process**:

1. Students complete a '**Subject Preference**' form indicating in order of preference, the subjects they wish to study in Year 10.
2. The College develops a '**line structure**' that provides the widest range of elective combinations (within timetabling constraints).
3. '**Subject Allocation**' will occur automatically for those students whose preferences are satisfied by the 'line structure'. Students will be advised in writing about 'subject allocation'.
4. '**Subject Selection**' will occur for the few students (if any) whose preferences are not completely satisfied by the 'line structure'. This will be achieved via an interview with the Director of Studies.

Choosing Electives

It is important that you are an individual, and that your particular needs and requirements in subject selection will be quite different from those of others.

This means it is **unwise** to either take or avoid a subject because:

- another person says it is good or bad;
- your friends are, or are not, taking it;
- you supposedly like or dislike a teacher;
- you think it is only for boys or only for girls (all subjects have equal value for males and females).

It is **wise** to take a subject because:

- you believe you will enjoy it;
- you expect to do well;
- it is a prerequisite for further study or career;
- it develops skills, knowledge and values useful to you in life.

Consider obtaining a broad and balanced portfolio of subjects. Strengths and interests can change as you mature. Sensible decisions incorporate where possible, a healthy balance across the Key Learning Areas (KLAs). Premature specialisation in any one KLA may restrict options in Years 11 and 12 e.g. selecting combinations such as Visual Art, Drama and Music; or Business Technology, Graphics and Information Technology.

Note: Students contemplating such combinations should make an appointment with the Director of Studies to discuss the issues.

Pre-requisites

Subject choices for Year 10 may be influenced by what the student believes he/she may be pursuing in Years 11 and 12. The table below outlines 'recommended' and 'required' Years 9 and 10 subjects for the eight 'elective' offerings currently for Years 11 and 12.

Subject Desired at Years 11 and 12	Corresponding Subject to be studied at Years 9 and 10
Accounting	Business Technology (recommended)
Art	Art (recommended)
Drama	Drama (recommended)
Film TV and New Media	Media Studies (recommended)
Graphics	Graphics (required)
Humanities electives (Ancient History, Economics, Legal Studies)	Corresponding Year 10 electives (recommended)
Information Processing and Technology	Information Technology (required)
Japanese	Indonesian (required)
Mathematics C	Introduction to Mathematical Methods
Music	Music (required)
Physical Education	Health and Physical Education (recommended)
Spanish	Spanish

Information Technology, Japanese, Music and Spanish are **compulsory** for those wishing to study these subjects in Years 11 and 12. For the remaining 'electives', it is **recommended** that students study the related subject in Years 9 and 10 before undertaking the corresponding desired subject in Years 11 and 12.

Procedure to be followed

1. Carefully read the contents of this handbook.
2. Talk to your parents, teachers and others regarding which are the most appropriate electives to choose.
3. Take the opportunity to ask as many questions as possible. Teachers will not only be able to give advice based on their experience from Year 9 classes, but will also be able to answer questions relating to the elective subjects offered.
4. Complete the **Subject Preference** form.
5. Return the Subject Preference form to the **Director of Studies via Hayley McGregor by Thursday 25 August 2011**. This form can be returned in person, by fax 5573 8695 or via email hmcgregor@ssc.qld.edu.au

Be Prepared to Ask for Help

Above all, do not be afraid to consult the appropriate Teachers, Subject Coordinators, Heads of Department, Head of Year, Career's Advisor, Director of Studies or the Headmaster. Don't be afraid or too shy to seek their assistance, they are prepared to help throughout the process of Year 10 subject selection.

ENGLISH

Overview

English is a compulsory subject for all students in Year 10. In 2012, students in Year 10 will follow the Australian National Curriculum in English. In Year 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media, and the differences between media texts.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Students will study language, literature and literacy in Year 10 in four (4) term units. Possible organising principles will include:

Ways into Reading (*based on a novel and/or a play*)

This unit explores the construction of gender and other social issues in texts. The unit will be based around a main text and will be deconstructed in terms of the perspectives it presents on the particular theme/issue to be investigated. Students may consider the influences on the text in terms of where and when it was written and by whom; as well consider how different ways the text may be read in different societies and by different individuals. This can be achieved by the study of language use, style, symbolic resources used and character construction.

Choice of novels includes:

- "To Kill A Mockingbird"
- "The Wave"
- "Raw"
- "Touch Me"
- "The Crush"
- "The Bridge to Wiseman's Cove"

The play studied is "The Tragedy of Romeo and Juliet" by Shakespeare.

Sell, Sell, Sell

This unit explores reading practices in more depth by exploring advertising techniques. Advertisements present society with a particular view of the world. Students will not only explore how they are persuaded to buy a particular product, but also to analyse the subtext in order to understand the way in which the world and groups, places and individuals within it are represented.

Students will deconstruct various advertisements in order to understand how they are being positioned. Students will look at the cultural assumptions that underpin the visuals in advertisements. They will also explore the use of stereotypes, how they work and why they emerge and will utilise a range of verbal persuasive techniques to influence and engage an audience.

Within these units, students should improve literacy skills as grammar, spelling and punctuation are integrated in all units. Accuracy in these areas will help students to convey ideas clearly and meaningfully. As well, they will be encouraged to think decisively, imaginatively and critically in lessons.

Assessment

Assessment will be continuous and can take the form of *Reading and Viewing*, *Writing and Shaping*, and *Speaking and Listening*. All our assessment tasks aim to give students a realistic opportunity to perform their understanding in a variety of genres and to a range of audiences. Students will be expected to draft their work and seek parent, student and teacher input in an attempt to develop their ideas and editing skills.

Our Junior English course aims to give students a chance to be creative; to develop their skills; and to appreciate how vital it is to be able to communicate successfully in today's world and enjoy themselves.

HEALTH AND PHYSICAL EDUCATION (HPE)

Overview

Health and Physical Education will assist students to develop the knowledge, understanding, skills, values and attitudes to lead healthy, productive and satisfying lives. The HPE curriculum will also provide learning opportunities to explore, develop, and master skills in a range of contexts (practical and theoretical) and provide invaluable opportunities for creativity, life-skill exploration, and socialisation within a structured and safe learning environment.

Active engagement in physical activity is a major emphasis in this core subject. This emphasis recognises that participation in vigorous physical activity promotes health and acknowledges the unique role of physical activity as a medium for learning. A significant amount of time in the subject will be allocated to learning experiences that actively engage students in physical activity.

Students are given the option to select one (1) of the following HPE courses: Specialist or Essential HPE.

Specialist HPE

The Specialist HPE coursework has been designed for students wishing to study Physical Education in Year 11 and 12. Building on the foundations established in earlier years in HPE, the Specialist HPE programme has been designed to encourage a smooth transition of student understanding and skill development through Years 9 and 10 HPE to Senior Physical Education.

Essential HPE

The Essential HPE programme highlights the acquisition of understanding physical activities; as well as the motor skills required for participation in such activities. This is achieved through students' involvement in games, sports and other physical activities through monitoring and evaluating movement sequences and improving strategic awareness.

HUMANITIES

Overview

In preparation for the introduction of the National History Curriculum in 2013, Year 10 Humanities students will complete three (3) terms of **History** and one (1) of **Geography** in 2012.

History involves the process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of events that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops skills such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives, and communicate effectively.

Geography involves the study of human and natural characteristics of places, and the interactions between them. It focuses on where things are and why they are there and considers how humans interact with environments.

Geography prepares students by developing in them an informed perspective. Geographically informed citizens understand the many interdependent spheres in which they live, and make informed judgments to improve their community, state, country and the world.

Content

Terms One, Two and Three

The Year 10 curriculum provides a study of 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 cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

Term Four

In Term Four, students will focus on a geographical study of threatened environments, with particular emphasis on global issues. Students will gain an understanding of the elements and characteristics of these environments, the pressures on these areas and the management strategies that can be developed for the sustainable use of areas under threat. Students will undertake a field excursion and will focus on developing skills related to field work.

MATHEMATICS

Overview

Mathematics plays an integral role in the holistic development of the individual enabling them to respond effectively to the demands of a rapidly changing society. Mathematics helps students to be prepared to face these challenges by developing higher order thinking processes so that they can respond appropriately to the challenges of unfamiliar situations, different contexts or even conflicting data or information. It also encourages students to elaborate on their knowledge interpretations through extended communication. Learning 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 recognition of the existing and future challenges facing today's students the Mathematics Courses at Saint Stephen's College have been designed to actively encourage students to construct knowledge. This is fundamentally different from the traditional emphasis on rote learning and reproducing of knowledge. For students to *construct* knowledge they need to use skills such as organisation, synthesis, interpretation, explanation and evaluation – skills used extensively in adult life. This sort of student enquiry incorporates three important intellectual activities:

1. It draws upon an established knowledge base;
2. It stresses a deep understanding of the problem; and
3. It encourages students to elaborate on their knowledge interpretations through extended communication.

The Mathematics curriculum provides students with carefully paced, in-depth study of critical skills and concepts. It encourages teachers to help students become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences. This marks a shift in mathematics learning to more abstract ideas. Through key activities such as the exploration, recognition and application of patterns, the capacity for abstract thought can be developed and the ways of thinking associated with abstract ideas can be illustrated. The intent of the curriculum is to encourage the development of important ideas in more depth, and to promote the interconnectedness of mathematical concepts.

Content Structure

- The Mathematics Course is organised around the interaction of three (3) content strands and four (4) proficiency strands.
- The content strands are ***Number and Algebra, Measurement and Geometry, and Statistics and Probability***. They describe what is to be taught and learnt.
- The proficiency strands are ***Understanding, Fluency, Problem Solving, and Reasoning***. They describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above. This approach has been adopted to ensure students' proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

Content Strands

Together with other key components of the course, already discussed, the language framework of mathematics is also recognised as a critical foundation for student success. It is only through words that meaning can be given to the ideas that are the foundation of clear thinking and Mathematics. Students who understand the meaning behind the words will make meaning of the facts and procedures of mathematics and enhance their success.

Digital technologies will be used to facilitate the expansion of ideas, deeper understanding of concepts and to provide access to new tools for continuing mathematical exploration and invention. The use of technology also teaches students to be creative.

For students who find the mainstream Mathematics Course challenging, there are two (2) alternative courses available. These include:

Mathematics A

Mathematics is used constantly in everyday life. We use mathematics when we are shopping, using a street directory, painting a house, filling a swimming pool, playing sport etc. In every part of our lives, there is a mathematical element. The Mathematics A stream is designed to reflect these links between real life and mathematics and to provide the foundations for study of Mathematics A at the Senior Mathematics level.

Mathematics A is a course of study intended for those students who require a less mathematically rigorous course of study but who still require a level of mathematical knowledge necessary for further formal study at the Senior Mathematics A level and, even more importantly, provide for the achievement of proficiency in those aspects of mathematics needed in a rapidly changing technological society. At the same time, it is hoped that this course of study will give students an appreciation of mathematics that will encourage them to go on learning and using mathematics. Indeed, the aim of the Mathematics A course at Saint Stephen's College is to deepen students' understanding and appreciation of mathematics, and broaden their experience of an exciting, enjoyable and relevant discipline.

Essential Mathematics

Essential Mathematics is a course of study for students who find mathematical concepts extremely difficult to master. It is designed to reflect the links between real life and Mathematics and to provide the foundations for study of Pre-Vocational Mathematics at the Senior Mathematics level. It is a subject intended for those students who require a less rigorous course of study but who still require a level of mathematical proficiency needed for Post-secondary courses such as required by trades or some business courses and the social sciences.

Subject selection for the Mathematics A and Essential Mathematics programmes will only be offered to students by teacher recommendation, together with parent consultation.

The intent of the Year 10 Mathematics programmes are to encourage more positive attitudes in students to the study of mathematics by stimulating their interest through a range of approaches including; exploration, investigation, application of knowledge and skills, problem solving and communication. Students are encouraged to mathematically model, to work systematically and logically, to conjecture and to reflect, to justify and communicate, and to develop effective time management skills. These are invaluable life skills regardless of the profession or vocation pursued.

Assessment

Assessment tasks could include:

- Traditional Written examinations
- Practical Investigations
- Oral Tasks
- Written Assignments or Reports
- ICT Tasks

By the end of Year 10 **all** students should:

- appreciate the value of Mathematics and its applications in everyday life;
- know and apply concepts, facts, and procedures associated with number, measurement, space, chance and data, patterns and algebra, and be able to work reliably and accurately;
- be willing to think mathematically to interpret and solve problems and to investigate and explore situations;
- be able to effectively communicate mathematics;
- be confident, show initiative, creativity and be persisted in the face of initial difficulties;
- be **well prepared** for the successful study of Mathematics in Years 11 and 12.

SCIENCE

Overview

The Australian Curriculum in Science emphasises inquiry-based teaching and learning. A balanced and engaging approach to teaching will typically involve context, exploration, explanation and application. This requires a context or point of relevance through which students can make sense of the ideas they are learning. Opportunities for student-led open inquiry will also be provided.

The Saint Stephen's College Junior Science Work Programme provides many opportunities for students to develop the valued attributes of lifelong learners. As all Australian schools will move towards a National Curriculum in 2013, Saint Stephen's College believe it is important to embrace these changes as soon as possible. Thus, these new statements of learning have been implemented in our work programme for students from Years 7 to 10 in 2012.

Course Content for Science covers the main areas of Science Understanding (Biology, Chemistry, Physics and Earth and Space), Science Inquiry Skills and Science as a human endeavour. This provides students with an introduction into these main areas and a taste of the subject material that will be covered further in Year 11 and 12 as the elective Science subjects of Biology, Chemistry and Physics.

Year 10 Science is taught primarily through first-hand experiences and has an emphasis on acquiring and practicing skills. Projects undertaken throughout the year allow students to practice their research skills and use technology appropriately. Science is also concerned with testing ideas and theories against evidence. Thus, it has a key role to play in developing in students the ability to draw logical, evidence-based conclusions, use problem-solving strategies and accept the provisional nature of scientific explanations.

Assessment

Students have four (4) types of assessment throughout the year:

1. Examinations (one per term worth 60% of the total assessment)
2. Practical Reports (approximately three per term worth 20% of assessment)
3. Field Trip Report (one per year worth 10%)
4. Practical Examination (one per year worth 10%)

ANCIENT HISTORY

Ancient History is a Semester Unit

Overview

History is about change. It looks at people over time, past and present in different societies, noticing and explaining their attitudes, beliefs and behaviours, and interpreting their reactions to the various pressures, conditions and events that induce change. History remembers the past, explains the present and gives hopes and interpretations for our future.

In Ancient History, students will study ancient societies and cultures from Palaeolithic times to the fall of the Roman Empire, and will focus on the development of skills necessary for senior Ancient History. Students will focus on the role of archaeology and primary sources in the investigation of ancient societies. Students will study a range of ancient cultures and topics including some of the following:

- What is history?
- Archaeology and its role in historical investigation
- Palaeolithic and Neolithic (Stone Age) civilizations
- Bodies as evidence (bog bodies, mummies, the iceman)
- A selection from the Aztec and Inca civilizations, Ancient Egypt, Rome or Greece
- Ancient China

Assessment

A variety of assessment techniques will be used to gather information about your performance in Ancient History. These could include a choice from a written research assignment, response to stimulus test, and an essay based on stimulus material done under examination conditions, multi-modal presentations.

BUSINESS STUDIES

Business Studies is a Semester Unit.

Overview

Business Studies involves the study of how businesses work, especially the financial and management aspects. Business Studies allow the broad study of business to be broken down into more comprehensive subject areas that are easier to absorb and study. This categorisation of studies allows for specialisation as well. Rather than requiring each student to be proficient in the general category of business, Business Studies allow students to concentrate on one area and specialise in it to achieve expertise. Business Studies more efficiently prepare students for business careers than a broad study of business would.

After studying this unit, students will understand some key features of how to manage small business and its place in the Australian and global economy. Students will realise that economic issues affect different industries such as Tourism, and that the Australian economy does not operate in isolation and is increasingly affected by global influences.

Managing Business and Tourism

The main focus of the unit requires students to investigate a selected entrepreneur, identifying key business concepts and principles contributing to their success. Assessment consists of an examination which assesses the students understanding of business concepts and principles, and an oral presentation based on a holiday package.

Areas to be studied include:

- Entrepreneurship
- Motives for starting a small business
- Management and managerial skills
- Establishing factor
- Marketing and the 4 P's
- Financing and Budgeting
- Different sectors of industry
- Forms of ownership
- Franchising
- Tourism – creating a holiday package
- Economic problems – interest rates, inflation, unemployment, income distribution and the effect on Tourism
- The Economic effect of Tourism on the Gold Coast (Case study)
- Tourism attractions on the Gold Coast
- Tourism and the Economic Environment
- Tourism and Currencies
- Tourism and Cultural differences

DRAMA

Pre-requisites

It is *preferable* that students undertake Drama in Years 9 and 10 if they plan to continue with Drama studies in their senior years. Although it is *not compulsory*, senior studies will be more achievable with the sound grounding Junior Drama provides.

Overview

Drama is a unique way for students to blend intellectual and emotional experiences in order to define their identity in the context of their immediate surroundings and of the broader society. Drama offers students a forum for independent social thinking and criticism and teaches them how to learn to cooperate and coordinate with other people. Most importantly, Drama builds a sense of self confidence and fosters speaking and listening skills in students. The focus of Junior Drama is to allow students to represent various “points of view” and build confidence in front of peers and an audience.

Outline

Semester One	Australian Drama and Acting Improvising Comedy
Semester Two	Contemporary Classics Mix of Style Acting for Screen

Assessment

Students will undertake assessment in three (3) dimensions:

- Forming - shaping the Drama
- Presenting – showing the Drama
- Responding – how was the Drama?

At junior level the assessment aims to test students in every aspect of Drama to provide feedback on individual strengths.

Special Equipment and Costs

It is hoped that students will have the opportunity to see suitable professional performances either on the Gold Coast or in Brisbane. The cost of such excursions varies; however, group bookings for students are very reasonable.

Note: Parent volunteers for these trips will be appreciated and appropriately rewarded with a ticket.

Possible Careers

- Actor
- Model
- Public Relations
- Teacher
- Playwright
- Radio/Television Announcer
- Producer/Director
- Customer Service
- Stage Manager
- Stage Design/Editing/Sound and Lighting

ECONOMICS

Economics is a Semester Unit.

Overview

After studying this unit, students will understand some key features of Australia's economic system and its place in the global economy. Students will realise that economic issues affect us all, and that the Australian economy does not operate in isolation and is increasingly affected by global influences.

Areas to be studied include:

- What is Economics?
- Wants and Resources
- Sectors in the economy and the circular flow of income
- Money
- Economic problems – interest rates, inflation, unemployment, income distribution, industrial disputes
- Government economic policies – fiscal, monetary, prices and incomes and international trade
- Globalisation and impacts of transnational companies

Assessment

Assessment will include a research assignment on a current economic issue and a knowledge examination.

ENGLISH AS A SECOND LANGUAGE (ESL)

Overview

English as a Second Language is a subject which supports English second language students who are integrated into full mainstream courses. Students receive individualised and small group tuition, with an emphasis on the content and editing assistance of set tasks, to develop their English language skills. As most assessment is based on written tasks or essays, special attention is given to writing skills, essay planning and techniques to improve the quality of the students' writing. Students are also given supportive notes to enhance their understanding of English texts, and helped to prepare their set tasks and examinations in English to ensure they refer to the relevant criteria and perform to the best of their ability.

Assessment

Assessment for ESL is based on the National Languages and Literacy Institute of Australia (NLLIA) band scales, which is different to the grading system used in other subjects. ESL tutoring consists of timetabled lessons, while additional optional classes are also conducted outside of school hours. ESL tuition is charged at \$750 per term, which is a figure significantly less than home tutoring services of the same duration and expertise.

GRAPHICS

Pre-requisites

Although the course is not a pre-requisite for Senior Graphics, history has shown that students who study Graphics at a junior level tend to have an advantage in the senior courses.

Overview – Skills and Processes

Graphics is about the visual presentation of technical information. The skills that students will develop in this course include simple sketching, measuring and drawing of two dimensional floor plans, and three-dimensional modelling.

Graphics offers opportunities to both genders and therefore shouldn't be seen as a male dominated area of study. The two main areas of focus in Graphics involve Business Graphics and the Built Environments. Business Graphics involves product design and modelling, logo design, packaging, graphs and charts. The Built Environment is based on architecture and interior design. In line with the move of graphics and industrial design to Computer Aided Design and Drafting (CAD or CADD), Saint Stephen's College offers a Junior Graphics course based mainly on CAD work, with some manual sketching early in the course.

Assessment

In industry, most people work as part of a team, and most people will encounter a variety of long and short term work projects. One focus for education is to prepare people for the workforce, and so assessment for the course will involve a mixture of group work, individual work, some assignment work and some formal examinations. Examples of designs drafted may include floor plans for houses, a plan of the College grounds, or a draft design for furniture, jewellery even logo design for a small business.

There are no pre-requisites required in order for students to study Junior Graphics. Students must feel at ease in taking measurements and using arithmetic, and must have a strong grasp of Year 8 Geometry and a good spatial awareness.

Possible Careers

- Technical Drafting
- CAD Work/Architecture
- Cartographer
- Graphical Design
- Landscaping
- Computer Modelling
- Technology Teacher
- Game Design
- Interior Design
- Engineering/Builder
- Commercial Artist
- Town Planner
- Technical Illustrator
- Mechanical/Electrical Designer

Year 10 Graphics Electives

GRA1: Event Marketing and Product Design

This unit will be covered in two major parts using Computer Aided Drafting. The **Product Design** aspect focuses on the preparation of drawings for the manufacturing, construction or craft industries. This will include drawing plans, detailed drawings and three-dimensional modelling. The **Business Graphics** aspect focuses principally on Graphics relating to advertising, corporate identification and published works such as logos, business cards and letterheads and advertising. These aspects will then be combined into a major project.

GRA2: Urban Design and Advanced Computer Aided Drafting Techniques

This unit will cover **The Built Environment** using Computer Aided Drafting and will explore techniques in conceptualising projects, drawing standards, and knowledge of terminology, construction methods and materials. Students will gain experience in two-dimensional and three-dimensional modelling. Students will produce working drawings i.e. Floor plans, surveys and realistic three-dimensional digital models. Through this unit students are expected to gain an insight into how the built environment affects their lives, so that they can make informed decisions regarding effective design reflecting environmental and ergonomic factors.

Note: *Students wanting to study this advanced unit must have obtained a High Level of Achievement or higher in any Year 9 Graphics unit or have completed GRA1 to a Sound Level of Achievement prior to commencing GRA2.*

HEALTH AND PHYSICAL EDUCATION (EXTENSION)

Health and Physical Education (Extension) is to be taken in addition to HPE Specialist/Essential.

Pre-requisites

It is *desirable*, but not essential, that students wishing to study Physical Education in Years 11 and 12 engage in Health and Physical Education (PE) in Year 10.

Overview

Year 10 electives in Health and Physical Education involve students learning in, about and through physical activity. The elective focuses on the complex interrelationships between motor learning, psychological and other factors that influence individual and team physical performances.

The elective also focuses on the wider social attitudes to and understandings of physical activity. Learning in, about and through physical activity will enable students to acquire knowledge, skills and understandings directly and indirectly as they participate in and study physical activity. To allow students to develop as intelligent performers the thinking skills, associated with the cognitive processes, are part of the learning in these electives.

Content

Students study four (4) physical activities over the elective with equal time and emphasis given to each activity. These currently include Volleyball, Team Handball, Golf and Badminton. Subject matter is drawn from three focus areas which are:

- learning physical skills related to the activities;
- processes and effects of training and exercise including physiology of exercise, training and program development and how these can improve team and individual performance;
- sport, physical activity and exercise in the context of Australian society.

Assessment

A variety of assessment techniques will be used to gather information about each student's performances in the electives. Assessment will include demonstration of skills and abilities in a range of different formats including written and oral tasks, including examination essays, research reports, oral seminars and presentations as well as physical performance tasks in the four (4) physical activities.

Possible Careers

- Teaching
- Health and Fitness Industry
- Sports Medicine
- Recreation Officer
- Ambulance Officer
- Sports Coach

Year 10 Electives

HPE1: Volleyball and Team Handball

Students will investigate how humans learn physical skills, through the physical performance of Volleyball. Volleyball skills will be developed and applied in drills, modified games and match play, using different learning approaches and strategies. Each of these strategies will be evaluated according to individual students' learning styles. This concept of skill acquisition will then be applied to Team Handball, where game analysis and movement patterns will be studied, using GPS tracking devices and Polar Heart Rate monitors to investigate the physiology of exercise, including energy systems and components of fitness used in this high speed game. The study of each of these activities will include classroom activities and specific physical performance tasks.

HPE2: Badminton and Golf

Students will be involved in physical performance tasks related to Badminton and Golf. In Badminton, students will use Figueroa's Framework to examine the complexities that surround and influence participation within Australia.

Note: Changes to courses are probable for 2013 to meet the Australian National Curriculum requirements.

INFORMATION TECHNOLOGY

Pre-requisites

This subject has several components that will assist with the senior study of Information, Processing and Technology (IPT). Future IPT students are **encouraged** to complete Information Technology (IT) in Years 9 and 10. A strong background in logic-based subjects is **recommended** as this subject is highly orientated towards problem-solving applications and is quite academic.

Overview

We live in a world of rapid technological change. Students who have an awareness and mastery of current technology will always have an advantage over other students. More importantly, students who can analyse problems, design solutions, and then use the best technology to implement these solutions, will have a skill that can be used with any technology.

Information Technology allows students to master some of the latest software. It also allows them to master the analytical thinking and communication skills that are needed to complement this technology.

The confidence that students gain in working with a variety of technologies will assist them to cope with the change that is certain to be a part of their future.

Assessment

Assessment is both theoretical and practical; however, as this is a very practical subject, both projects and examinations are often of a practical nature. Written reports and oral presentations also occur.

Possible Careers

Many of the careers that this subject will assist with do not exist yet; however, it leads to Programming, Multimedia, Desktop Publishing, and Database and Web Graphics careers.

Year 10 IT Electives

IT1: Introduction to Modern Information Technology

This elective is designed to aid students with an interest in modern trends in applying Information Technology, with particular attention to preparing various types of user-friendly active content for the Internet. Students will apply skills to prepare websites and simple computer programs with effective user interfaces. Students will then combine these skills to prepare programmed active content for the World Wide Web. Students will also engage in activities that help them make sound judgments regarding the Social and Ethical implications of these emerging technologies.

IT2: Application of Modern Information Technology

This elective is designed to aid students with an interest in modern trends in applying Information Technology, with particular attention to preparing eCommerce applications (such as “shopping sites”) for the Internet. Students will further their knowledge of software programming techniques, and prepare simple relational databases to simulate a website offering products or services. Students will then combine these skills to prepare eCommerce content for the World Wide Web. Students will also ensure the adherence of their products to Social and Ethical practices such as privacy and software licensing.

This subject is the second of two (2) pre-requisites for the study of IPT in Years 11 and 12.

INTRODUCTION TO MATHEMATICAL METHODS

Introduction to Mathematical Methods is a Semester Two Unit Only

Overview

Mathematics plays an integral role in the holistic development of the individual enabling them to respond effectively to the demands of a rapidly changing society. Mathematics helps students to be prepared to face these challenges by developing higher order thinking processes so that they can respond appropriately to the challenges of unfamiliar situations, different contexts or even conflicting data or information. It also encourages students to elaborate on their knowledge interpretations through extended communication. Learning 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 recognition of the existing and future challenges facing today's students the Mathematics Courses at Saint Stephen's College have been designed to actively encourage students to construct knowledge. This is fundamentally different from the traditional emphasis on rote learning and reproducing of knowledge. For students to *construct* knowledge they need to use skills such as organisation, synthesis, interpretation, explanation and evaluation – skills used extensively in adult life. This sort of student enquiry incorporates three important intellectual activities:

1. It draws upon an established knowledge base;
2. It stresses a deep understanding of the problem; and
3. It encourages students to elaborate on their knowledge interpretations through extended communication.

The mathematics curriculum provides students with carefully paced, in-depth study of critical skills and concepts. It encourages teachers to help students become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences. This marks a shift in mathematics learning to more abstract ideas. Through key activities such as the exploration, recognition and application of patterns, the capacity for abstract thought can be developed and the ways of thinking associated with abstract ideas can be illustrated. The intent of the curriculum is to encourage the development of important ideas in more depth, and to promote the interconnectedness of mathematical concepts.

Content Structure

- The Mathematics course is organised around the interaction of three content strands and four proficiency strands.
- The content strands are ***Number and Algebra, Measurement and Geometry, and Statistics and Probability***. They describe what is to be taught and learnt.
- The proficiency strands are ***Understanding, Fluency, Problem Solving, and Reasoning***. They describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above. This approach has been adopted to ensure students' proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

Content

In this unit, students will study the uses of mathematics in the "real world" by investigation of both applied and pure mathematical methods. Extension topics beyond the Mathematics curriculum include:

Topic 1: Measurement and Geometry

- Angles of any magnitude;
- Sine and co-sine rules and applications;
- Area of triangles;
- Solving simple trigonometric equations.

Topic 2: Number and Algebra

- Solving simple exponential equations by equating the bases;
- Definition of logarithm and applying logarithmic laws;
- Use of logarithmic Scale;
- Relationship between exponential and logarithmic expressions;
- Describing, interpret and sketch parabolas, hyperbolas, circles and exponential functions using transformations.

Topic 3: Statistics and Probability

- Calculate and interpret the mean and standard deviation of data and use these to compare data sets;
- Line of best fit.

Topic 4: Number and Algebra

- Operations with surds including rationalising the denominator;
- Solving problems and giving answer in exact values;
- What is a polynomial and apply the remainder and factor theorems.

Topic 5: Geometric Reasoning

- Applying properties of circles to develop formal proofs.

Assessment

Assessment tasks could include:

- Traditional Written examinations
- Practical Investigations
- Oral Tasks
- Written Assignments or Reports
- ICT Tasks

JAPANESE

Pre-requisites

It is *desirable* that students wishing to take Japanese in Year 10 can recognise and can produce the hiragana and katakana script. It is also desirable that students have studied Japanese in Year 9 and achieved at least a Sound Achievement.

Why Study Japanese?

Learning a foreign language widens horizons, broadens cognitive and cultural experience, develops communicative and intercultural competence and opens up new perspectives for learners, not only in relation to other cultures and languages, but also to their own language and cultural practices. Learning another language extends, diversifies and enriches learners' cognitive, social and linguistic development.

For Australia, the countries of the Asian region are of critical importance. Japan is one of our closest neighbours and one of our major trading partners. The Gold Coast is also a popular holiday destination for Japanese tourists and is also attracting a large number of Japanese students wishing to study here. Saint Stephen's College students will have the opportunity to travel to Japan every two years on short term exchanges and experience Japanese lifestyle through a home stay situation at our sister school in Okayama. Our students also have the opportunity to meet Japanese exchange students on a regular basis.

Studying Japanese offers an opportunity for students to appreciate the uniqueness of Japanese cultural while learning about similarities of modern Australian and Japanese societies.

Course Information

This is a year-long course. While Japanese could be taken for only a semester, it is not beneficial if a student wishes to pursue the language in later years.

- All lessons are taught with a communicative approach and students are generally immersed in the target language;
- The Japanese language has three scripts: hiragana, katakana and kanji. By the end of Year 10, students should have mastered both hiragana and katakana and will be able to recognize about 100 kanji characters;
- Japanese is a phonetic language which means that pronunciation is easily acquired because of the consistency of sound patterns;
- Japanese has regular structure which assists students in comprehending and composing patterns;
- The study of culture is an integral part of language learning.

Assessment

All four (4) macro skill; *Reading, Writing, Speaking* and *Listening*, are assessed according to the Japanese syllabus. Generally, there are two (2) examinations per term and there is no assignment component.

Career Paths

Even partial knowledge of a foreign language is desirable for potential employees in any sector, particularly given the global community in which we now live. In the long term, knowledge of Japanese language and culture is advantageous as an additional skill even when not utilised daily. It can be pursued solely at university through Asian Studies or Linguistics; however, it is best combined with other disciplines (Law, Journalism, Education, Business, Medicine and Science).

Possible career paths include:

- Flight Attendant
- Translator/Interpreter
- Government Diplomat
- Tourism Industry/Travel Consultant
- Defence Force/Intelligence
- International Business/Law
- Journalism
- International Trade: Import/Export
- Construction/Mining Sectors
- Teacher

LEGAL STUDIES

Legal Studies is a Semester Unit.

Overview

Legal Studies helps students develop knowledge, skills and attitudes to enhance their ability to participate as informed proactive and critical members of society. Students are encouraged to understand the impact of the law in their daily lives, and to gain knowledge so that they are better able to constructively question and contribute to legal processes within our society.

This elective focuses on an introduction to the Australian legal system and how the law affects young people within our society.

Topics covered will include:

- The Australian Legal System
- The Court Hierarchy
- An introduction to Criminal Law
- The Trial Process
- New Legislation e.g. the new Driver Licence Laws introduced in 2007
- Juvenile Justice

Assessment

A variety of techniques will be used to gather information about your performance in Legal Studies. These include a court report or written assignment, short response tests, and response to stimulus tests.

MEDIA STUDIES

Pre-requisites

The Media Studies course is not a pre-requisite for any senior subject. Saint Stephen's College offers the senior subject Film, Television and New Media in Year 11, and it is advisable to undertake these units if you wish to study the senior subject in the future. There are numerous career opportunities for students who study media, ranging from public relations and journalism to graphic design, multimedia and work in the film industry.

Overview – Skills and Processes

Australia leads the world in the development of media studies as a separate subject for secondary school students. In Queensland, Media is one of the five strands of the Years 1 to 10 the Arts Syllabus.

How will Media benefit students?

Media develops a young person's ability to:

- communicate information and ideas;
- use and explore technology;
- create for a purpose;
- produce for an audience;
- work in teams;
- persevere through to completion;
- be self-directed and self-assured;
- be innovative and entrepreneurial;
- explore new ideas and concepts;
- be critical of what they see, hear or read.

Content - What might you be doing as part of the Media program?

- creating newspapers, magazines, videos, websites and radio scripts;
- recording interviews;
- analysing and deconstructing television programs and stereotypes;
- videoing their communities;
- photographing people and objects;
- creating storyboards;
- targeting audiences using music and soundtracks;
- recording voice-overs;
- writing scripts;
- focussing on the history of film;
- analysing important films/film-makers;
- conducting meetings;
- designing brochures and posters;
- advertising media products;
- focussing on elements of Youth Culture;
- experiencing filming techniques;
- constructing characters;
- editing images and sound;
- using computers to design and create;
- researching on the Internet;
- using scanners and digital cameras;
- interpreting words, sounds and images;
- examining the role of media;
- analyse the varying styles in presenting and reporting news on TV, radio and newspaper;
- designing packaging and labels.

Possible Career Path Links

You don't want to be a filmmaker. Why should they do Media?
What students learn in media will help with many jobs:

- creative problem solving;
- communication skills;
- cooperation with others;
- an understanding of visual text and meaning;
- application of ICT technologies;
- critical analysis skills;
- revising and reworking material;
- being sensitive to individual differences;
- being organised, following design briefs;
- visualising ideas and implementing plans;
- meeting deadlines.

Media contributes to career paths in these industries and professions:

- Advertising
- Animation
- Audio Engineering
- Education
- Events Management
- Film Production
- Graphic Design
- Hospitality
- Interior Design
- Journalism
- Lighting
- Make-up Artist
- Multimedia
- Music Recording
- Photography
- Promotions
- Public Relations
- Publishing
- Sales & Marketing
- Scriptwriter
- Stage Design
- Web Design

Year 10 Media Studies Electives

MED1: Media for Events

Students undertaking this unit will study various multimedia used to promote, present and record live events both at school and for television. Students will explore how media is used in pre-produced packages used to promote before and during the event, roles including the production crew, equipment used, planning processes and shot selection when filming for live feed events. Extensive training in the setup and operation of equipment relevant to a formal event staged in the Goda Firkins Auditorium is also considered. Students will also learn After Effects and stop frame animation techniques to enhance promotional packages.

MED2: Music Videos

In this unit students will have the opportunity to explore and analyse music videos in various genres. Students will become aware of how music videos portray sexuality, gender roles, materialism, violence and consumerism using visual metaphors. This unit will look at music video design and creation with students presenting a concept and production for a film clip. They will discover various pre and post production skills and techniques including camera, editing and lighting.

It is advisable to undertake this unit if you wish to study the senior subject Film Television and New Media.

MUSIC

Pre-requisites

Students wishing to undertake the study of Year 10 Music should either be presently learning an instrument/voice or should commence individual tuition at the start of Year 10. Normally, students wishing to study music at Year 11 and Year 12 will normally be required to have studied Year 9 and 10 Music. Exceptions may be made in consultation with the Head of Music.

Overview

The study of Music, one of Howard Gardner's multiple intelligences, has been shown to be a powerful tool for developing cognition on a number of levels and in areas as supposedly diverse as spatial-mathematical, kinaesthetic and linguistic. In the Junior Music course (Years 9 and 10) the focus will be on the development of musical literacy, audiation and performance skill, which will provide students with an effective foundation for lifelong knowledgeable engagement with music as well as further study at senior level.

Content

Listening

- develops aural awareness through studying the tonal materials of music, such as intervals, scales and rhythms;
- develops an awareness of the principles of sound design through the study of songs and instrumental compositions of diverse genres and styles;
- develops a sensitivity to one's own place in and contribution to an ensemble, and by extension, to a group of colleagues pursuing a common goal.

Composing

- allows practice of combining musical materials in order to achieve an expressive aim;
- will be prepared by learning to 'think in sound' and instruction in improvisation;
- will incorporate the use of computer software as an extension of the above skills;
- will include deliberate teaching, learning and practicing of musical concepts in order to facilitate a growing ability for creative expression.

Performing

- solo performance skills;
- ensemble performance skills;
- conducting skills;
- rehearsal and directing skills.

Assessment

Students will be assessed on their ability to *Listen* (through ongoing aural work in class); *Compose* (through written assignments); and *Perform* (through videoed performances).

Special Equipment and Costs

It is *desirable* for students to be taking individual instrumental tuition with a suitable music tutor, but is not a definite prerequisite at this stage. A small fee is required for workshops, concerts or excursions throughout the year.

Possible Careers

- Teaching
- Film/TV/Commercial composition
- Instrument Sales
- Copyists/Publishing
- Studio Teaching
- Performer/Session Musician

Year 10 Music Electives

It is *recommended* that students study *both semesters* of Music in Year 10 in order to ensure on-going skill development in the areas of audiation and composition, particularly if Music is likely to be studied at senior level.

MUS1: Connections

This unit explores the relevance of western art music in the lives of Australian youth. Too often is art music dismissed as being out of date and touch with the needs and desires of people in the 21st century.

Through active music making, students will experience our past as a treasure trove that has *connections* to the music we hear today. Students will be immersed in a vast array of styles and genres from Gregorian Chant to electronic dance music. They will deconstruct and reassemble repertoire that clearly demonstrates how we are influenced by composers throughout time. Students are immersed in repertoire through practical musicianship tasks, notation activities, analysis and performance activities.

MUS2: Heroes and Villains

This unit looks at how music can evoke powerful emotion and as such, forms an important part of industries such as Film and TV, Advertising and Marketing etc. Music in this content takes advantage of new technologies, which is fast becoming a facet in current music creation. Students will be immersed in a vast array of styles and genres, as these occur in media.

Students will deconstruct and reassemble repertoire that clearly demonstrates how music evokes emotion and supports drama. Students will be immersed in repertoire through practical musicianship tasks, notation activities, analysis and performance activities.

This unit may offer music students the opportunity to collaborate with a concurrent unit studied in Drama.

SPANISH

Pre-requisites

It is *desirable* that students wishing to take Spanish in Year 10 have a basic knowledge of Spanish and its alphabet. It is also desirable that students have studied Spanish in Year 9 and achieved at least a Sound Level of Achievement.

Overview

Language is the essence of people. If we wish to understand other people and live in a harmonious, multiethnic society, we need to learn to communicate with other nations and identify with their culture. Learning another language not only develops communicative and intercultural competencies, it also opens up new perspectives for the learners, widens their horizons and broadens their cognitive and cultural experience.

Reasons to learn Spanish

- Spanish is the third most spoken language in the world and will overtake English this century.
- Spanish is the official language of 21 countries. It is the most widely spoken European language, and now a de facto second language in the United States, Brazil, and virtually all the smaller states in the Caribbean and Central/South America.
- Spanish is one of the six languages of the United Nations Organisation.
- Spanish is the preferred language on the Internet after English.
- Spanish is relatively easy for English speakers to learn (e.g. grammatically straight forward, quite easy to pronounce).
- Hispanic immigration into Australia dates back to the 19th Century. There are more than 100,000 speakers of Spanish living in Australia.
- A significant number of Australian companies have investments or trade with Spanish speaking countries (e.g. BHP, Hoyts & Qantas).
- Several Queensland Universities have significant links with Latin America and Spain and offer an extensive Spanish programme.

Assessment

All four (4) macro skills; *Reading, Writing, Speaking* and *Listening*, are assessed according to the Spanish syllabus. Generally, there are two (2) examinations per term and there is no assignment component.

Possible Careers

In this global world that we now live, communication across nations is crucial and frequent. The means by which we communicate are ever changing and so are our life paths. Even a partial knowledge of a foreign language is desirable for potential employees in any sector. In the long term, knowledge of the Spanish language and culture is advantageous as an additional skill, even when not utilised daily. It can be pursued at university combined with other disciplines such as arts, law, journalism, education, business, medicine and science. Having knowledge of Spanish could only widen the learner's opportunity for future employment and career paths; however, some of the most common paths takes are:

- Flight Attendant/Tourism Industry/Travel Consultant
- Translator/Interpreter
- Government Diplomat/Foreign Affairs
- Defence Force/Intelligence
- International Business/Law
- Journalism/Teacher
- International Trade: Import/Export
- Construction/Mining Sectors

Year 10 Spanish Electives

SPA1 – Spanish (S1)

In this unit, students will learn how to ask people about their daily routines, talk about exercise and healthy lifestyles, ask for items in a shop or market and describe leisure activities. Grammatically, students will learn to use reflexive verbs and extend their knowledge and range of tenses by applying future tense. They will develop their work on prepositions and commands.

SPA2 – Spanish (S2)

In this unit, students will learn how to talk about suitable vocations for various character types, discuss how they spend their money and learn more about ways of expressing their future plans. They will also compare weather in Australia, Latin America and Europe and compare the past with the present. Grammatically, students will extend their range of vocabulary, focus on adverbs and learn the conditional tense. Accuracy in writing formal Spanish will be further extended.

VISUAL ART

Pre-requisites

Students wanting to further their Visual Art studies in senior year levels are required to have undertaken Visual Art in Year 10 to equip them with the relevant skills and experience essential for the course requirements in Years 11 & 12.

Overview

Visual Art supports social, intellectual, physical, aesthetic, spiritual and emotional development. The study of Visual Art enhances students' creative thinking, problem-solving skills, questioning and interpreting skills and helps them with the expression of ideas. Visual Art provides opportunities for students to apply a variety of image making approaches to express thoughts, feelings, ideas and beliefs. Students develop self-confidence, social and personal skills whilst exploring a personal aesthetic and style in their individual responses to concepts. Students gain experience in generating and developing ideas, using a variety of skills and techniques to experiment, problem solve and invent visual responses and images. Students learn to reflect upon their own artwork and the work of others whilst developing skills to analyse and appraise art from a diverse range of cultural, social and environmental contexts. Content includes Painting; Drawing; Ceramics; Mixed Media; Sculpture; Mixed Media and Printmaking.

Assessment

Students will be assessed on both their practical work and Visual Diaries at the end of each unit. They will also be required to appraise their own and other artists' works, and research periods in Art History as part of their theoretical assessment.

Special Equipment and Costs

Students will have the opportunity to view suitable exhibitions or experience workshops either on the Gold Coast or in Brisbane, and the cost of such excursions would vary accordingly.

Careers

- Fine Artist
- Cartoonist
- Graphic Designer
- Illustrator
- Art Gallery Curator
- Teacher/Lecturer
- Set/Stage Designer
- Fashion Designer
- Interior Designer
- Animator
- Jeweller
- Visual Merchandiser
- Photographer
- Art Director
- Art Education Officer

Students are required to keep a Visual Diary which contains their ideas, notes on work in progress, difficulties that occur in production and how they were overcome and any theory work undertaken. The use of a Visual Diary in Junior Art means students will be familiar with the format and requirements of Senior Art – where the Visual Diary is submitted along with art works as part of their final result.

Year 10 Visual Art Electives

ART1: Wearable Art

This elective enables students to explore and develop their skill in creative design, illustration and garment construction. Students will learn the fundamentals and theory practice of using pattern drafting and assemblage to create a series of work and wearable art designs based on their own research and illustration designs. Students will become familiar with the history of fashion design, with a focus on film and television. The unit aims to prepare students for the transition into Senior Art where all work is concept based, making higher order thinking and problem solving and high technical skill is essential.

ART1: 2D Art making - Drawing, Painting & Printmaking

This elective enables students to learn and participate in a variety of two-dimensional image making approaches in drawing, painting and printmaking. Students will learn the fundamentals and theory practice of creating images with a range of techniques and skills involving expressive drawing, woodblock carving and various painting styles and techniques. Students will also research the work of other artists working in these areas of art making, to gain a broader understanding of the diverse range of media and techniques that artists employ.

CONCLUSION

Within staffing and timetabling constraints, the widest possible range of subject offerings has been made available to students of Year 10 in 2012.

Where students have made what are deemed to be sensible decisions about elective subject choice, the College will make every attempt to place those students in their preferred subjects.

Where decisions are considered to be not sensible or ill-informed, counselling sessions will be arranged with a view to negotiating an appropriate selection change.

Selections should be considered carefully. Whilst there is some latitude for subject change; **students should consider their subject decisions to be binding**. Overall, please take the time to discuss the information in this handbook and follow the procedure as outlined.