



Saint Stephen's College

# Year 10 in 2021

## Experiences Program

### Academic Courses Handbook

The information contained in this handbook was correct and current at the time of publication (23 November 2020). Any enquiries related to subject offerings and availability should be directed to the Dean of Teaching and Learning via [knaug@ssc.qld.edu.au](mailto:knaug@ssc.qld.edu.au)

Developing character,  
inspiring hope



# CONTENTS

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<b>General Information</b> .....	
Year 10 Curriculum .....	1
The Subject Selection Process .....	2
<b>Subject Information</b> .....	
Accounting .....	4
Biology .....	6
Business – Certificate III .....	7
Chemistry .....	9
Design .....	11
Drama .....	13
Economics .....	14
English ( <i>English, English Literature, English as an Additional Language</i> ) .....	15
English as an Other Language .....	16
Fitness – Certificate III .....	17
Geography .....	18
Japanese .....	19
Legal Studies .....	20
Mathematics ( <i>Essential Mathematics, General Mathematics, Mathematical Methods</i> ) .....	21
Specialist Mathematics .....	23
Modern History .....	25
Music Industry – Certificate III .....	26
Philosophy and Reason .....	28
Physical Education .....	29
Physics .....	30
Spanish .....	33
Team Projects .....	34
Visual Art .....	36
<b>Laptops</b> .....	
BYOL (Bring Your Own Laptop) Program .....	38



# YEAR 10 CURRICULUM

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Students undertake studies that are more intensive across a range of options in Year 10 (Experiences Program).

As directed by the Australian National Curriculum, English, Mathematics and Science are compulsory subjects and will be undertaken by **all** students. There is also an opportunity for students to select from a suite of electives. Student academic strengths and personal interests will significantly influence subject selection decisions.

The subjects offered are grouped under the following categories:

- Core
- Elective
- Additional

**Core** and **Additional** subjects are studied by **all** students, and each student must choose **three** *elective* subjects. Specific information on each subject is contained within this handbook.

## Core Subjects

The Core subjects consist of:

- English, and/or English Literature, or English as an Additional Language
- Mathematics (Essential Mathematics, General Mathematics, Mathematical Methods)
- Science (Biology and/or Chemistry, and/or Physics)

## Elective Subjects

There is an opportunity for students to select from a suite of electives to explore. Individual student's academic strengths and personal interests will significantly influence subject selection decisions. It is ***strongly recommended*** that students choose one Humanities subject, so they study a breadth of subjects.

## Additional Subjects

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

- |                                       |                          |
|---------------------------------------|--------------------------|
| • APS Sport                           | Three periods per week   |
| • Assembly                            | One period per fortnight |
| • Career Development                  | One period per week      |
| • Chapel                              | One period per week      |
| • Flexi Lesson                        | One period per fortnight |
| • Positive Education                  | One period per week      |
| • Team Projects                       | Two periods per week     |
| • Tutor Group                         | 15-minute session daily  |
| • Year Level and House Group Meetings | Rotational               |

# THE SUBJECT SELECTION PROCESS

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## Elective Subjects

The elective subjects provide opportunity for students to choose subjects from a range of Learning Areas.

Elective subjects offered include:

Subject	Faculty
Accounting	Global Studies
Biology	Physical Sciences
Business – Certificate III	Enterprise and Entrepreneurship
Chemistry	Physical Sciences
Design	Enterprise and Entrepreneurship
Drama	Performing Arts
Economics	Global Studies
Fitness – Certificate III	Physical Education
Geography	Humanities
Japanese	Global Studies
Legal Studies	Humanities
Modern History	Humanities
Music Industry – Certificate III	Performing Art
Philosophy and Reason	Humanities
Physical Education	Physical Education
Physics	Physical Sciences
Spanish	Global Studies
Specialist Mathematics	Mathematics
Visual Art	Creative Arts

Students must select **three** elective subjects to study in Year 10.

## Subject Selection Process

The selection of subjects is a four-stage process:

1. Students complete a '**Subject Nomination**' online survey indicating in order of preference, the subjects they wish to study in Year 10.
2. A '**line structure**' will be developed that provides the widest range of elective combinations (within timetabling constraints).
3. '**Subject Allocation**' will occur for those students whose preferences are satisfied by the 'line structure'. Students will be advised in writing about their 'subject allocation'.
4. '**Subject Selection**' will have to be reconsidered 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 Dean of Teaching and Learning.

*Note: Subject selections for **new enrolments** will be made according to the 'line structure' and are subject to class size constraints.*

## Choosing Electives

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

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 pre-requisite 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 a healthy balance across the Learning Areas.

## Pre-requisites

Fitness – Certificate IV	Fitness – Certificate III ( <i>pre-requisite</i> )
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It is **strongly recommended** that students choose one Humanities subject. Students who have a GPA of less than 11 are **required** to pick a VET subject.

## Be Prepared to Ask for Help

Do not be afraid to consult the appropriate teachers, Subject Coordinators, Heads of Faculty, Head of Year, Career's Department, Dean of Teaching and Learning or the Principal. Do not be afraid or too shy to seek their assistance, they are prepared to help you.

# ACCOUNTING

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*This course is designed to provide a foundation in the discipline of Accounting and to prepare students for further studies of Accounting in Units 1 to 4.*

*Students who wish to continue with Accounting in Years 11 and 12, are advised to commence this course at the beginning of Year 10.*

Accounting is an information system that provides financial data and information for making and evaluating decisions in the development and maintenance of the financial control of business organisations. This course promotes the development of numeracy, effective communication and logical reasoning, including analysis and interpretation of data and information, problem solving and decision-making in an accounting context, using computer programs where appropriate. Completion of this course should enable students to manage their personal finances with more confidence and participate more effectively and responsibly in a changing business environment.

At the conclusion of this course, students should have developed:

- a knowledge of the nature and purpose of accounting;
- the knowledge and technical skills of accounting required to record, process, understand, analyse, interpret and communicate simple financial data and other information to interested parties for decision-making;
- an awareness of the role of technology in accounting and an ability to apply appropriate technology;
- communication skills used in the discipline of accounting;
- an ability to use rational, objective and critical methods when examining simple accounting information and decision-making;
- an ability to apply accounting knowledge and skills to a variety of situations;
- a continuing interest in accounting and business-related issues;
- an awareness of social, ethical and professional responsibilities in accounting.

## Learning Experiences

The course is organised under two areas of study:

- service businesses with no GST;
- trading businesses with GST.

During the course, students will develop their knowledge of the:

- principles of double entry accounting;
- use of information and communication technologies relevant to the preparation of accounting records and reports using manual systems, accounting packages and spreadsheets;
- preparation of simple accounting records and reports to indicate financial performance and financial position;
- processes for accounting for GST;
- analysis and interpretation of financial data information in order to make decisions;
- justification of judgements and recommendations.

## Objectives

By the conclusion of the course of study, students will:

- comprehend accounting concepts, principle and processes;
- apply accounting principles and processes;
- analyse and interpret financial data and information;
- evaluate accounting practices to make decisions and propose recommendations;
- synthesise and solve accounting problems;
- create responses that communicate meaning to suit purpose and audience.



## Pathways

A course of study in Accounting can establish a basis for further education and employment that can take students to the four corners of the globe, including:

Public Accounting	Corporate Accounting	Government	Education	Non-Government Agencies
Auditing	Financial Management	Auditing	Teaching	Accounting
Taxation	Financial Reporting	Financial Management	Research	Internal Auditing
Environmental	Internal Auditing	Financial Reporting	Consultancy	Financial Planning
Forensic	Cost Accounting	Budget Analysis		Budgeting
International	Taxation	Research		Money Handling
Personal Financial Planning	Budget Analysis			Record Keeping

Prospective employers include public Accounting firms, government departments and agencies, companies (of all sizes, in all sectors), hospitals, schools and tertiary institutions, libraries and many more.

## Assessment

A variety of techniques will be used to assess overall achievement, including:

Terms One, Two and Four

- Examination – combination response: short item responses (theory), practical item responses and extended response item (seen and/or unseen stimuli)

Term Three

- Project – practical response and extended response item. Extended response items range between 300-500 words.

# BIOLOGY

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*This course provides students with development in the skills of Science and with specific preparation for Biology in Years 11 and 12.*

Biology is the study of life in its many manifestations. It encompasses studies of the origin, development, diversity, functioning and evolution of living systems and the consequences of intervention in those systems. The study of Biology provides students with opportunities to:

- gain insight into the scientific manner of investigating problems pertaining to the living world;
- experience the processes of science, and that leads to the discovery of new knowledge;
- develop a deeper understanding and aesthetic appreciation of the living world.

Participation in Biology enables students to engage in creative scientific thinking and to apply their knowledge in practical situations. The study of Biology will help students foresee the consequences of their own and society's activities on the living world. This will enable them to participate as informed and responsible citizens in decision-making processes, the outcomes of which will affect the living world now and in the future. Biology provides learning experiences, which will further develop in students:

- a knowledge and understanding of the living world;
- the capacity to identify, gather, manipulate and process information in the context of scientific endeavours, including field investigations;
- the capacity to communicate effectively in various formats on biological issues;
- an appreciation of the complexity and beauty of biological phenomena;
- a recognition that Australian ecosystems have unique characteristics;
- an appreciation that each type of organism, including Homo sapiens, occupies a unique position in the biosphere;
- a sense of responsibility for the stewardship of the local and global environment;
- an ability to apply biological understanding, skills and reasoning to present-day and emerging issues.

Topics covered include:

- Cells and Multicellular Organisms (Term One);
- Infectious Disease and Immunity (Term Two);
- Structure of DNA and Genetics (Term Three);
- Evolution (Term Four).

## Learning Experiences

The study of Biology provides students the opportunity to develop the following key competencies:

- collecting, analysing and organising information and communicating ideas and information;
- planning and organising activities, and working with others and in teams;
- using mathematical ideas and techniques and solving problems and using technology.

## Pathways

A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, marine and food sciences, agriculture, biotechnology, environmental sciences, conservation, sustainability.

## Assessment

Assessment items include:

- Student Experiment (Term One) (25% of year);
- Data Test (Term Two) (15% of year);
- Examination (Term Three) (35% of year);
- Research Investigation (Term Four) (25% of year).

# **BUSINESS – CERTIFICATE III (BSB30115)**

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*The Certificate III in Business is part of the 'VET in Schools' program, designed to allow students to develop and use skills in the areas of community, work and leisure.*

## **Qualification Purpose**

This course provides practical skills in areas of organising and prioritising work tasks, work health and safety, as well as how to design and produce business documents and publications. The knowledge and skills developed during the course will enhance students' confidence and ability to participate effectively in the business environment.

## **Qualification Outcomes**

Graduates will be able to use their Certificate III in Business:

- as an entry level qualification into the Business Services Industries e.g. Customer Service Advisor, Administration Officer;
- to pursue further tertiary pathways e.g. Certificate IV, Diploma or Bachelor of Business;
- to improve their chances of gaining tertiary entrance.

## **QCE Points**

Upon successful completion, students will receive 8 Queensland Certificate of Education (QCE) credits.

## **Pathways**

The Certificate III in Business will be used by students seeking to enter the Business Services Industries and/or pursuing further tertiary pathways e.g. Certificate IV, Diploma and Bachelor of Business. For example:

- Small Business Owner
- Project Manager
- Marketing Manager

## **How is Student Work Assessed in the Certificate III in Business?**

Assessment is competency based. The range of assessment methods that will be used may include, but are not limited to:

- Observations
- Simulations
- Activity Sheets
- Assignments
- Role Plays
- Case Studies
- Examinations

Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

## **Fees**

No additional charges – covered in school fees.

## **Qualification Requirements**

There are no pre-requisite entry requirements for this qualification. The Certificate III in Business requires completion of 12 Units of Competency: 1 core and 11 electives.

Full details can be found via <http://training.gov.au/Training/Details/BSB30115>

Over the course of study, students will complete twelve units of competency in this nationally accredited certificate course. Students who do not obtain the full certificate will exit with a Statement of Attainment in the units they have achieved. Late enrolment in the subject may result in a statement of attainment only.

This qualification is delivered and assessed over a one-year period in Year 10.

Saint Stephen's College offers the following Units of Competency:

Unit of Competency		Core or Elective
BSBWHS302	Apply knowledge of WHS legislation in the workplace	Core
BSBWHS302	Process customer complaints	Elective
BSBCUS301	Deliver and monitor a service to customers	Elective
BSBDIV301	Work effectively with diversity	Elective
BSBITU312	Create electronic presentations	Elective
BSBITU313	Design and produce digital text documents	Elective
BSBITU306	Design and produce business documents	Elective
BSBWOR301	Organise personal work priorities and development	Elective
BSBWRT301	Write simple documents	Elective
<b>Two units from an alternate Certificate III qualification</b>		
BSBADM302	Produce text from notes <i>(from BSB30415 Certificate III in Business Administration)</i>	Elective
BSBITU307	Develop keyboarding speed and accuracy <i>(from SIR30216 Certificate III in Retail)</i>	Elective
<b>Flexible Units</b>		
BSBITU213	Use digital technologies to communicate remotely	Elective
SITHFAB002	Provide responsible service of alcohol	Elective

This is a nationally recognised certificate and as such, a significant commitment of time and energy to complete the course successfully. This includes:

- The course will be delivered over one line, consisting of two double lessons and one single lessons. Double lessons are 80-minutes and single lessons are 45-minutes (205 minutes per week), based on a two-week timetable cycle;
- Excursions and Community Projects;
- Work Experience/Placement;
- Personal study time and additional lessons as required;
- Additional support while undertaking current school-based studies.

**Note:** *Information is correct at the time of publication, but is subject to change.*

# CHEMISTRY

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*This course provides students with development in the skills of Science and with specific preparation for Years 11 and 12 Chemistry.*

The study of Chemistry engages students in an exciting and dynamic investigation of the material universe. Matter and its interactions - from supernovae to chromosomes, space age alloys to fashion fabrics, lifesaving medicines to cosmetics - are the essence of Chemistry. An understanding of concepts and models coupled with scientific procedures and intellectual processes allows Chemistry to facilitate human survival through use of the limited resources on the planet. Where traditional science boundaries are becoming blurred, Chemistry is a uniting feature of the majority of scientific undertakings.

Chemistry enables cognitive links to be made between the macroscopic properties of the world in which we live and the sub-microscopic particles and forces that account for those properties. Chemistry, therefore, has an explanatory power, which enables humans to make sense of the physical world and a predictive power, which enables them to harness its resources. The need to interact with and explore matter is common to all human cultures. The history of our existence on this planet is marked by such interaction - from the Bronze and Iron Ages, fireworks and gunpowder, the gold rushes in Australia and other countries, through the nuclear age to the current information and technology age.

Students completing a course in Chemistry are expected to develop:

- confidence to move forward into a future of new discoveries, accelerating technologies and increasingly complex human issues knowledge and understanding of chemical models, methods and language;
- a capacity to work as part of a team engaging in cooperative activity comparable to the interactions within the community of scientists;
- an awareness of chemistry as part of the social, historical, ethical, biological and physical environment as a basis for responsible decision-making;
- logical, creative and reflective thinking processes to create understandings, make decisions and solve problems;
- strategies to access, retrieve, filter, utilise and report scientific information using appropriate technology, to make informed judgments about specific issues;
- ability to confidently undertake scientific investigation in the laboratory, using safe and responsible practices for the handling and disposal of substances and the management of apparatus;
- scientific literacy and the ability to communicate chemical ideas effectively in a variety of forms, including written, graphical, diagrammatic, pictorial, electronic and spoken knowledge and understanding of chemical models, methods and language.

## **Learning Experiences**

The focus of this subject is the engagement of students in the active development of knowledge and understanding of chemical aspects of their world through processes of scientific investigation. The process of investigation in Chemistry requires students to identify questions that need to be answered, to articulate hypotheses and to design, plan and conduct investigations, both experimental and non-experimental. This involves the use of problem-solving strategies and processes in making judgments, reaching conclusions, and proposing further investigations.

Topics covered include:

- Chemical Fundamentals; Structure, Properties and Periodic Table (Term One);
- Bonding and Chemical Reactions (Term Two);
- Organic Chemistry; Properties and Structure of Organic Materials (Term Three);
- Acids and Bases; Properties of Acids and Bases (Term Four).

Learning experiences include:

- laboratory activities and experiments and use of technology;
- solving problems individually and as a member of a group and/or team;
- library research and assignment work;
- model construction;
- role-play and simulation games and classroom debates;
- teacher exposition and questioning;
- excursion and field work observation;
- film, video and slide audiovisual observation;
- computer software simulation or tutorial use;
- computer interfacing and use of technology;
- case studies and/or surveys;
- media presentations and/or oral reports;

### **Pathways**

A course of study in Chemistry can establish a basis for further education and employment as a chemist, anaesthetist, dentist, dietician, pharmacist, pathologist, doctor, forensic science, bacteriologist, chemical engineer, laboratory technician, environmental scientist and sports scientist.

### **Assessment**

Assessment items include:

- Student Experiment (Term One) (20% of year);
- Data Test (Term Two) (10% of year);
- Examination (Term Three) (50% of year);
- Research Investigation (Term Four) (20% of year).

# DESIGN

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*This course is designed to provide a foundation in Design and to prepare students for further study of Design in Years 11 and 12.*

Students who wish to continue with Design in Years 11 and 12, **must** study a minimum of Semester Two Year 10 Design.

## ***Fashion, Graphic Design, Architecture, Interior Design, Product Design, Landscaping***

The Design subject focuses on the practical application of design thinking to envisage creative ideas in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving using divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.

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

Students will work with a variety of Computer Aided Design (CAD) software. Some of which include, Adobe Illustrator, Adobe Photoshop, Adobe InDesign, Adobe Premier Pro, AchiCAD, SolidWorks and Artlantis. Student licences are provided in most cases for educational purposes. All software programs are industry standards and link directly to associated university courses.

### ***DES1: Wearable Product Design and Graphic Design (Semester One)***

**Topic 1:** Students will be experimenting with design in the “Develop Phase of the Design Process”. Students will be preparing a series of rapid concept ideas based on a client brief. Selecting one of their ideas, students will prepare a prototype of their wearable design to exhibit in the **Wearable Art and Design Show**. This event attracts over five hundred attendees every year and gives students real work experience through the opportunity to show their works to an audience. Computer Aided Design, Sketching and Laser Cutting will be used as a part of the design process.

**Topic 2:** Experiencing design, students are introduced to Graphic Design. The teacher will provide a well-constrained simple problem. Students will learn to devise design ideas and experience that multiple valid design concepts are possible for any design brief to present to a client.

### ***DES2: Architecture, Landscaping and Industrial Design (Semester Two)***

**Topic 3:** Students will engage with more comprehensive design processes to gain a deeper experience of how designers work and the importance of stakeholders in the design process. Students will learn about the nature and complexity of design problems, how to and how to identify design criteria based on the principles of good design. They will devise architectural and landscaping ideas using thinking strategies and drawing and digital prototyping skills.

**Topic 4:** Students will learn how contemporary designers are influenced by trends. Students will be introduced to the elements and principles of visual design and this provides a lens through which design styles are recognised and analysed. They will apply the elements and principles of visual design to create a product. Computer Aided Design, Sketching and Laser Cutting will be used as a part of the design process.

**Pathways**

A course of study in Design can establish a basis for further education and employment in the fields of technical drafting, CAD work, architecture, cartographer, graphic design, landscaping, computer modelling, technology teacher, game design, interior design, engineering, builder, commercial artist, town planner, technical illustrator and mechanical/electrical designer.

**Assessment**

Students are required to keep a record of their Design Process for all projects in a folio. This folio will form part of their assessment. Students will be required to produce a prototype of their wearable art and design concept and have it worn and presented in the Wearable Art and Design Show (please note, this can be by someone other than the students themselves). Each semester has a supervised examination that is a mini-design challenge.



# DRAMA

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*This course is designed to provide a foundation in Drama and to prepare students for further study of Drama in Years 11 and 12.*

It is **preferable** that students undertake Drama in Year 10 if they plan to continue with Drama studies in Years 11 and 12. Although it is not compulsory, Year 10 Drama provides a sound grounding for success in Years 11 and 12.

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 Year 10 Drama is to allow students to develop confidence in their growing performance skills and creative choices.

The content of the Drama course will include:

## ***Semester One***

- Acting study - realism
- Play study
- Directing for the stage

## ***Semester Two***

- Class project – theatrical production

## **Special Equipment and Costs**

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

## **Pathways**

A course of study in Drama can establish a basis for further education and employment in the fields of acting, modelling, teaching, public relations, radio, television announcing, producing, directing, stage managing and designing, editing, customer service, playwright, sound and lighting.

## **Assessment**

Assessment aims to test students in every aspect of Drama to provide feedback on individual strengths. The content studied in Year 10 also aligns with the senior curriculum and thoroughly prepares students for Senior Drama.

Students will undertake three types of assessments, which are designed to be precursors to the assessments they will undertake in Senior Drama. These are:

- Performance
- Dramatic Concept
- Practice-led Project

# ECONOMICS

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*This course provides students with development in the skills and understandings needed in preparation for Years 11 and 12 Economics.*

Economics is the study of how individuals, governments, businesses and other organisations make choices that affect the allocation and distribution of scarce resources. After studying this course, students will understand 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. Students will develop a strong understanding of economic issues that affect them and equip them with strategies to thrive in challenging economic environments.

Topics will include:

- Supply and Demand;
- Production;
- Economic Theory;
- Money and Markets;
- Share Market and Investment Strategies;
- Economic Theory and Management;
- Measures of Economic Performance;
- Globalisation and Trade;
- Consumer Behaviour;
- Employment and Labour;
- Government Economic Management.

## **Pathways**

A course of study in Economics can establish a basis for further education and employment in the fields of accounting, banking and finance, business law, economics, venture capitalism, investments, property development, human resource management, business management, marketing, tourism, journalism and public policy.

## **Assessment**

Assessment tasks may include:

- Combined Response Examinations;
- Research Reports;
- Extended Response to Stimulus Essays;
- Multimodal Presentations.

# ENGLISH

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***English is a compulsory subject for all students in Year 10.***

The English learning area is made up of four learning areas, including English, English Literature, Essential English and English as an Additional Language. These subjects share common features that include the continuing development of students' knowledge, understanding and skills in listening, speaking, reading, viewing, designing and writing. Differences between the subjects lie in the emphasis on how language and skills are developed and the contexts in which they are applied.

Students will study English **and/or** English Literature **or** English as an Additional Language.

## ***English***

*Students should have obtained **at least** a Sound Level of Achievement (C grade) in Year 9 English. This subject will prepare students to study English and/or Literature.*

English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

Examples of units include graphic novels, plays and novels.

## ***English Literature***

Students should have obtained **at least** a Sound Level of Achievement (C grade) in Year 9 English. This subject will prepare students to study English and/or Literature.

Students will explore how literary texts (films, novel, plays) shape perceptions of the world and enable us to enter the worlds of others. They will explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

## ***English as an Additional Language***

*Students should only select this subject if English is **not** their first language, and they have been learning in English for less than five years.*

English as an Additional Language, is designed to develop students' knowledge, understanding and language skills in Standard Australian English, and provides students with opportunities to develop higher-order thinking skills through interpretation, analysis and creation of varied literary, non-literary, media and academic texts.

Examples of units include song lyrics, graphic novels, film and one novel study.

# ENGLISH AS AN OTHER LANGUAGE

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English as an Other Language (EOL) is a subject, which *supports* English second language students who are integrated into full mainstream courses. Pupils receive individualised and group tuition, with an emphasis on the content and editing assistance of set tasks, in order to develop their English language skills and their ability to self-edit.

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. Pupils 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.

## **Special Equipment and Costs**

English as an Other Language tuition is charged at \$750 per term, which is significantly less than home tutoring services of the same duration and expertise. Students in Years 10, 11 and 12 should purchase the 'English Handbook and Study Guide', which is available on the booklist. Students should also have an A4 display folder to organise their EOL handouts.

## **Assessment**

Assessment for English as an Other Language 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. English as an Other Language tutoring consists of timetabled lessons, while additional optional classes are also conducted outside of school hours.

# FITNESS – CERTIFICATE III (SIS30315)

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*The Certificate III in Fitness is part of the 'VET in Schools' program designed to allow students to develop and use skills in the areas of community, work and leisure.*

If the student completes the qualification and passes all competencies, courses can count towards the Queensland Certificate of Education (Senior Certificate) and contribute to an ATAR. Furthermore, the Certificate III is a valuable contribution to Tertiary Entrance. At time of print, Griffith University and Queensland University of Technology have acknowledged that they will award an **ATAR equivalent rank of 68** for a successful completion of a Certificate III. Course options are varied. This is subject to change at the decision of the University and other institutions may provide such information in the future.

In order to be involved in the Fitness courses, students will follow an application process and may be interviewed by the Head of Physical Education and/or the Career's Department. There is no pre-requisite learning for the Fitness course; however, students should have an interest in pursuing a pathway within a community fitness environment.

***Please note, once the enrolment is completed with the provider, Fit Education, students are not permitted to leave the course.***

The Certificate III in Fitness course will enable students to gain their personal training qualification in the future. This course is one year in duration, with students completing the Certificate III in Year 10 and the opportunity to continue onto a Certificate IV in Year 11. This course will be timetabled as any other subject. Students will complete relevant practical and theoretical elements, which are competency-based. This program is structured on being able to utilise the skills in a simulated workplace environment. Teachers from Saint Stephen's College will deliver the course to the students; however, Fit Education acts as the Registered Training Organiser (RTO) for the enrolled students.

The Certificate III in Fitness course prepares participants for employment in the sports and fitness industry as a gym instructor, which is the minimum entry-level qualification. The gym instructor can take individual and group clients in specified work environments, such as a fitness and/or health centre. Graduates will be competent in a range of essential skills, such as undertaking client health assessments, planning and delivering fitness programs, developing and instructing circuit classes and conducting group fitness sessions. Upon completion, graduates are eligible for registration with Fitness Australia with specialisation in becoming a gym instructor or a group exercise instructor.

## **Learning Experiences**

Students are required to complete a number of theoretical components to support the learning of content. These involve short answer responses, research tasks, online learning tools and scenario responses. Students will be asked to engage with peers to conduct training sessions and programs and evaluate diet and health appraisals. This will require liaising with external clients or different age groups and developing client/trainer relationships.

## **Special Equipment and Costs**

This certificate requires a fee, which is charged by Fit Education, the registered training provider. In conjunction with this, students are required to complete relevant first aid qualifications at a cost.

## **Pathways**

A course of study in Fitness can establish a basis for further education and employment in the fields of personal training, strength and conditioning coaching, sports coaching, health industry services and sports and recreation services.

## **Assessment**

Assessment is competency-based and therefore no levels of achievement are awarded (only competent/not yet competent).

# GEOGRAPHY

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*This course provides students with development in the skills and understandings needed in preparation for Years 11 and 12 Geography.*

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.

Students will study topics, such as:

- Geospatial skills;
- Climate change;
- Global well-being;
- Environmental change and Management, including a field study of Byron Bay.

## Learning Experiences

Through studying Geography, students will:

- develop an understanding of issues and problems arising from the use of earth's resources;
- use key questions in geographic investigation;
- use a range of thinking, social, communication and practical skills;
- develop a concern for the sustainability of the environment and the quality of human life.

Geography assists in developing essential skills, such as maps, graphic and diagrammatic interpretations, field research and data collection techniques, computer operations, report writing and essay writing. These are **essential** skills for **any** tertiary study.

## Pathways

Geographers are multi-skilled people and consequently are able to walk an exciting and varied array of career paths. A course of study in Geography can establish a basis for further education and employment in the fields of Environmental Sciences, Regional Town Planning, Coastal Engineering Studies, Environmental Law, Meteorology, Geology, Surveying, Agricultural Sciences and Geographic Information Systems, just to name a few. Additionally, studies in the Geographical Sciences can take students into career areas, such as Foreign Affairs Bureau, Defence Forces, National Parks and Wildlife Services, Landscape Architecture and a rich variety of state and federal government departments.

Career choices in Geography are continuing to grow as the discipline becomes increasingly relevant to a society attempting to sustainably manage its living and non-living environment for the 21<sup>st</sup> Century.

## Assessment

Assessment tasks may include:

- Field Reports (Response to Investigation);
- Data Reports;
- Short Response Examinations (definition, paragraphs).

# JAPANESE

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***Study of Japanese in Year 9 is a pre-requisite for this subject.*** This course provides students with development in the skills and understandings needed in preparation for Years 11 and 12 Japanese.

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

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 Kyoto. 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.

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 study of the language in later years. Some of the elements of the course are listed below.

- 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 recognise 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.

## Pathways

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. Japanese can be pursued solely at university through Asian Studies or Linguistics; however, it is best combined with other disciplines (Business, Education, Journalism, Law, Journalism, Medicine and Science).

A course of study in Japanese can establish a basis for further education and employment in the fields of translating and interpreting, government diplomat, tourism and travel, defence force and intelligence, international and business law, journalism, international trade (import/export), construction and mining sectors, teaching.

## Assessment

Reading, Writing, Speaking and Listening, will be assessed according to the Japanese syllabus. Generally, there are two examinations per term and there is no assignment component.

# LEGAL STUDIES

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***This course provides students with development in the skills and understandings needed in preparation for Years 11 and 12 Legal Studies.***

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. The purpose of the course is to develop critical thinking about the fairness and effectiveness of laws to manage behaviour of citizens through case studies of contemporary cases and laws.

This subject focuses on an introduction to the Australian Legal System and how the law affects young people within our society. Students will collect, analyse, organise and evaluate the quality and validity of legal information, to comment on the social relevance of law in Australian society. Consequently, Legal Studies promotes the development of many Key Competency Skills by encouraging enquiry, identification and application of legal principles to develop and justify decisions made.

Topics covered will include:

- the Australian Legal System;
- Criminal Law
- the Court Hierarchy;
- the Trial Process;
- Negligence and the duty of care
- Human Rights

## **Learning Experiences**

A range of experiences ranging from videos, role-plays, animations, quizzes, discussions etc. will be utilised. Legal Studies will be of benefit to students who have an interest in:

- acquiring knowledge and understanding of the relationship between law and society;
- developing skills in the use of this information;
- an ability to recognise common social situations which have legal implications for their daily lives;
- understanding of the processes, operations and structure of our legal system so that that they may be more informed and responsible members of the community in which they live;
- exploring legal implications of controversial social issues.

## **Pathways**

A course of study in Legal Studies can establish a basis for further education and employment in the fields of journalism, court reporting, judge, diplomat, barrister, industrial relations, librarian, police, teaching, solicitor, lecturing, mediating.

*Note: Some careers will require a degree while others will only require a diploma or equivalent.*

## **Assessment**

Assessment is ongoing throughout the semester, and includes a selection of the following:

- Combination Response Examination;
- Argumentative Essays;
- Research Tasks;
- Multimodal Presentations.



# MATHEMATICS

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*Mathematics is a compulsory subject for all students in Year 10.*

*Students must choose either Essential Mathematics, General Mathematics or Mathematical Methods*

## ***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 Essential 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.

The intent of the Year 10 Mathematics Program is 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, work systematically and logically, to conjecture and to reflect, justify and communicate, and to develop effective time management skills. These are invaluable life-skills regardless of the profession or vocation pursued. ***Students selecting this course need to understand that transition between mathematics subjects is not fluid given the nature of the coursework.***

## **Content Structure**

- the Mathematics course is organised around the interaction of three content strands and three 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*, *Procedural Skills*, *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 skill develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

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.

## **Assessment**

Assessment tasks may include:

- Written Examinations;
- Practical Investigations;
- Oral Tasks;
- Written Assignments or Reports;
- ICT Tasks.

## ***General Mathematics***

General Mathematics is designed for students who want to extend their mathematical skills where their future studies or employment pathways do not require calculus. It incorporates a practical approach that equips learners for their needs as future citizens. The General Mathematics stream is designed to reflect these links between real-life and mathematics and to provide the foundations for study of General Mathematics at the Senior Mathematics level.

General Mathematics 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 General Mathematics level and, even more importantly, provide for the achievement of proficiency in those aspects of mathematics needed in a rapidly changing technological society. ***Students selecting this course need to understand that transition between mathematics subjects is not fluid given the nature of the coursework.***

## ***Mathematical Methods***

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 prepare to face these challenges by developing higher order thinking processes so 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 type of student enquiry incorporates three important intellectual activities:

- it draws upon an established knowledge base;
- it stresses a deep understanding of the problem;
- 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.

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.

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 General Mathematics 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.

# SPECIALIST MATHEMATICS

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*Students should choose this elective if considering studying Specialist Mathematics in Years 11 and 12.*

Mathematics plays an integral role in the holistic development of individuals 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 type of student enquiry incorporates three important intellectual activities:

- it draws upon an established knowledge base;
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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*, *Procedural Skills*, *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.

In this course, 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:

## ***Measurement and Geometry***

- Applications of Trigonometric Ratios and Pythagoras' Theorem;
- Exact Value Triangles;
- Measuring angles using Degrees and Radians;
- Angles of any magnitude;
- Solving simple Trigonometric Equations;
- Graphing basic Trigonometric Functions in the form  $y = a\sin(b(x + c)) + d$ ,  $y = a\cos(b(x + c)) + d$  and  $y = \tan x$ ;
- Modelling trigonometric functions;
- Trigonometric proofs;
- Circle geometry.

## ***Number and Algebra***

- Introduction to Complex Numbers;
- Introduction to Vectors, including its applications;
- Matrices and applications.

## **Assessment**

Assessment tasks may include:

- Written Examinations;
- Practical Investigations;
- Oral Tasks;
- Written Assignments or Reports;
- ICT Tasks.

# MODERN HISTORY

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*This course provides students with development in the historical skills and understandings needed in preparation for Years 11 and 12 Modern History.*

In history, as in our everyday lives, people ask meaningful questions, collect evidence, sift through it, analyse and evaluate it, to produce satisfactory answers to problems of living. These answers provide a context for our own lives and establish a range of values that shape our attitudes, beliefs and behaviours.

Through the study of Modern History, students can understand why our modern world is the way it is. They can understand the processes of change and continuity that have shaped today's world, their causes, and the roles people have played in those processes. They can understand that there are relationships between our needs and interests and a range of historical topics, people and events.

At a personal level, Modern History helps students to identify their social location, their place in time and their heritage within a distinctive culture. Students develop these understandings through processes of critical inquiry, debate and reflection, and by empathising with the views of others.

## **Learning Experiences**

Historical study is based on inquiry. Students are actively involved in locating, interpreting, analysing and evaluating historical sources, both primary and secondary. In Modern History, sources can include academic texts, diaries, letters, speeches, cartoons, journal articles, newspaper reports, documentary television programs, artefacts and everyday items. Using the inquiry approach, students identify historical questions for investigation, develop research questions to investigate inquiry topics, locate, analyse and evaluate sources, and reach conclusions or make judgments about the question they have identified.

## **Pathways**

A course of study in Modern History can establish a basis for further education and employment in the fields of museum curating, researcher, policy advising, teaching, journalism, international relations, diplomacy, law/legal assistant, librarian.

## **Assessment**

Assessment could include a selection of the following:

- Short Response to Historical Sources Examination;
- Extended Responses to Historical Sources Essay;
- Independent Source Investigation.

# MUSIC INDUSTRY (PERFORMANCE) - CERTIFICATE III (CUA30915)

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*The Certificate III in Music Industry is part of the 'VET in Schools' program designed to allow students to develop and use skills in the areas of community, work and leisure.*

If the student completes the qualification and passes all competencies, courses can count towards the Queensland Certificate of Education (Senior Certificate) and contribute to an ATAR. Furthermore, the Certificate III is a valuable contribution to Tertiary Entrance. At time of print, Griffith University and Queensland University of Technology have acknowledged that they will award an **ATAR equivalent rank of 68** for a successful completion of a Certificate III. Course options are varied. This is subject to change at the decision of the University and other institutions may provide such information in the future.

In order to be involved in this course, students will follow an application process and may be required to audition. There is no pre-requisite learning for the Music Industry course; however, students should have a background as a vocalist or instrumentalist.

***Please note, once the enrolment is completed with the provider, Queensland College of Music, students are not permitted to leave the course.***

The Certificate III in Music Industry (Performance) course will enable students to gain their personal training qualification in the future. This course is one year in duration, with students completing the Certificate III in Year 10 and the opportunity to continue onto further Vocational Studies in Year 11. This course will be an afterschool commitment, with the option of a timetabled study line during the school day. Students will complete relevant practical and theoretical elements, which are competency-based. This program is structured on being able to utilise the skills in a simulated industry environment. Teachers from Saint Stephen's College will deliver the course to the students; however, Queensland College of Music acts as the Registered Training Organiser (RTO) for the enrolled students.

## **Learning Experiences**

Students are required to complete a number of theoretical components to support the learning of content. These involve Short responses, Observation checklists, Music journal, Portfolio of documents and third-party reports. Students will be asked to engage with peers to produce group performances.

## **Special Equipment and Costs**

This certificate requires a fee, which is charged by the Queensland College of Music, the registered training provider who partners with Saint Stephen's College. Upon registering interest, more details will be given.

## **Assessment**

Assessment is competency-based and therefore no levels of achievement are awarded (only competent/not yet competent).

Saint Stephen's College offers the following Units of Competency:

Code	Description
<b>CORE</b>	
BSBWHS201	Contribute to health and safety of self and others
CUACMP301	Implement copyright arrangements
CUAIND303	Work effectively in the music industry
CUAMLT302	Apply knowledge of style and genre to music industry practice
<b>PERFORMANVE ELECTIVES</b>	
CUAMCP301	Compose simple songs or musical pieces
BSBCRT301	Develop and extend critical and creative thinking skills
CUAMPF301	Develop technical skills in performance
CUAMPF304	Make a music demo
CUAMPF404	Perform music as part of a group
CUAMPF406	Perform music as a soloist
CUAMPF302	Prepare for performances

By studying with The Queensland College of Music, in partnership with Saint Stephen's College, students will be provided with a range of learning materials and resources to help them complete their course, including:

- Comprehensive, interactive online resources;
- Ongoing and personalised support to help them complete assignments and achieve goals.

Note: This is not an online course. The course is a blend of online, face-to-face and project-based learning in both a written and practical manner. The completion of such a qualification is a fantastic opportunity for students to further their studies at a fraction of what it would cost after exiting school.

### Fee Schedule

Although the Certificate III in Music Industry is being delivered through Saint Stephen's College, it is in partnership with the external Registered Training Organisation (RTO). Each Training Organisation has varied fees for service.

The fee for this qualification is a total of \$760. The College will subsidise this fee by 40%, therefore, the cost to be paid per student is **\$456**. This fee will be charged in three instalments across term fees throughout the year.

Once enrolment has been completed and accepted ***the total fee may not be refundable***. This will be assessed on each individual case in consultation with the Queensland College of Music.

***Note: Information is correct at the time of publication, but is subject to change.***

# PHILOSOPHY AND REASON

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*This course provides students with development in the skills and understandings needed in preparation for Years 11 and 12 Philosophy.*

The study of Philosophy recognises the relevance of various philosophies to different social, ethical and religious positions, and to realise that decisions in these areas are the result of the acceptance of certain ideas and specific modes of reasoning. Critical thinking and logic provide knowledge, skills and understandings so that you are able to engage with philosophical ideas and issues, examine and analyse these, make rational arguments, espouse viewpoints and engage in informed discussion.

In Philosophy and Reason, students will explore, discuss and consider philosophical ideas that have shaped and continue to influence contemporary society by investigating philosophers' and thinkers' ideas and work across a range of topics. Students will study topics, such as Causation, Moral philosophy, Philosophy of art, Philosophy of Mind, Philosophy of Religion, Philosophy of Science, Social and Political Philosophy, and Thinkers and Schools of Thought. To help students to understand, interpret, analyse and evaluate philosophical viewpoints and to develop their own, students will study a core topic that is embedded across the three-year course called Fundamentals of Argument. Fundamentals of Argument examines argument structure and how propositions and arguments are analysed and evaluated through the use of inductive and deductive reasoning, identification of fallacies and the tools of formal logic.

## **Learning Experiences**

Students will learn to understand and use reasoning to develop coherent personal and worldviews. Students will be asked to reflect on the nature of their decisions, as well as how they respond to the views of others. In Philosophy and Reason, students will analyse arguments from a variety of sources and contexts, determining what constitutes effective reasoning. Students will formalise arguments, choose appropriate problem-solving techniques and attempt to solve problems through argument. Students will study the work of philosophers and reflect on the past, while relating events to contemporary society and their own perceptions explore current issues and discuss the relationships each has to the other.

## **Pathways**

A course of study in Philosophy and Reason can establish a basis for further education and employment in the fields of law, medicine, psychology, philosophy, journalism, teaching, politics, creative arts and engineering. The development of thinking skills in Philosophy and Reason establishes the transferrable skills of critical thinking and would support participation in a wide range of fields.

## **Assessment**

Assessment could include a selection of the following:

- Extended Response Examination;
- Analytical Essay.



# PHYSICAL EDUCATION

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*This course provides students with development in the skills and understandings needed in preparation for Physical Education in Years 11 and 12.*

Physical Education involves the study of a variety of aspects of physical activity to engage students as intelligent performers. This subject focuses on the complexities and interrelationships of sports performance by investigating the psychological, biomechanical, physiological and sociological factors that influence individual and team physical performance, and wider social attitudes to physical activity.

Physical Education is a subject that integrates both health education and physical education. It is a course of study designed to encourage students to:

- analyse how personal, social, cultural, economic, technological and environmental factors shape understanding of and opportunities for health and physical activity, locally, regionally and globally;
- understand that movement and physical activity concepts are informed by several sciences: the biophysical (exercise physiology, biomechanics, motor learning), the sociocultural (history, sociology, cultural studies), and the behavioural (psychology, health promotion) which are presented in both practical and classroom settings;
- acquire the skills, concepts and strategic awareness required for participation and enhanced performance in physical activities performed, both individually and in groups;
- develop movement competence and confidence in a range of physical activities in a variety of contexts and environments by building upon the important foundations of play and movement skills;
- develop and use personal and social skills and strategies to promote a sense of personal identity, well-being and to build and maintain positive relationships.

This 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.

Students will study four physical activities over the duration of the elective, with equal time and emphasis given to each activity. Activities may include Netball, Tennis, Football/Futsal, Oz Tag; however, these activities may change from year to year. 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.

## Learning Experiences

Foundations of Physical Education focus on the efficient functioning of the body systems, the cultural values underlying the practical activities of the course, and the health issues relating to the lifestyles of the students. Physical Education provides experiences that enable students to:

- choose behaviours which promote healthy living;
- be engaged as performers, analysts, planners and critics;
- make informed, rational decisions as to their involvement in all physical activities.

Unit	Duration
Sports Psychology and Tennis	9 weeks
Fitness for Physical Activity and Netball	9 weeks
Energy for Performance and Oz Tag	9 weeks
Anatomy and Biomechanics and Badminton	8 weeks

## **Pathways**

A course of study in Physical Education can establish a basis for further education and employment in the fields of teaching, exercise science, health-related careers, recreation officer, sports coaching, physiotherapist, sports administration, paramedic, occupational therapist, nursing and medical, personal training, strength and conditioning, journalism, psychology, sports statistics and program analysis.

## **Assessment**

Students will learn the theoretical concepts through participation in the allocated physical activity.

Assessment is allocated based on the criteria of:

- Explaining
- Demonstrating and Applying
- Analysing
- Evaluating and Justifying
- Communicating

Assessment will involve:

- Project Folio presented in an Essay and Multimodal with supporting evidence of practical performance;
- Research Assignment;
- Examination.

# PHYSICS

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*This course provides students with development in the skills of Science and with specific preparation for Year 11 and 12 Physics.*

Physics provides opportunities for students to engage with classical and modern understandings of the universe. Students will learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they will explore how scientists explain some phenomena using an understanding of waves.

It is a part of the human condition to wonder about the world. Throughout history, the innate curiosity of people has prompted them to reflect on their experiences and to develop explanations to make sense of those experiences. Where people have collaboratively developed explanations for phenomena, socially shared understanding has resulted. The development of understanding of physical phenomena occurs in physics by means of methods of inquiry that have been refined over the last three hundred years.

A culture of physics has emerged that values methods of precise measurement and reproducible experimentation and powerful mathematical relationships. Today, these methods continue to contribute to the development and provision of new information, ideas and theories to explain observations and experiences. As a result, Physics has become one of the most deeply conceptualised of the sciences, founded on physical concepts that have been developed into predictive theories expressed in mathematics.

Students completing a course of study in Physics are expected to develop:

- a curiosity about the world around them and a sense of wonder, enthusiasm and interest in physics;
- an appreciation of the usefulness of physics in explaining natural phenomena;
- become responsible decision-makers;
- research questions to test relationships, deductions and consequences of scientific ideas;
- methods of scientific inquiry to solve physical problems set in real-world contexts;
- acquired a broad general knowledge and understanding of the fundamental concepts and principles of physics;
- an understanding of the explanatory framework of Science.

Topics covered include:

- Physics of Motion (Term One);
- Electricity and Electromagnetism (Term Two);
- Waves (Term Three);
- Thermodynamics (Term Four).

## Learning Experiences

The study of Physics provides students with the opportunity to:

- collect, analyse and organise information;
- communicate ideas and information;
- plan and organise activities, and work with others and in teams;
- use mathematical ideas and techniques;
- problem-solve using technology;
- design experiments to test theories.

## Pathways

A course of study in Physics can establish a basis for further education and employment in the fields of teaching, engineering, surveying, optometry, marine science, pharmacy, radiography, or become a pilot, astronomer, electrician, medical practitioner, oceanographer, electrical mechanic or a sound engineering.

## **Assessment**

Assessment items include:

### ***Semester One***

- Data Test (worth 10% of semester);
- Student Experiment (worth 40% of semester);
- Examination (worth 50% of semester).

### ***Semester Two***

- Research Investigation (worth 40% of semester);
- Examination (worth 50% of semester);
- Data Test (worth 10% of semester).

# SPANISH

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*This course provides students with development in the skills and understandings needed in preparation for Years 11 and 12 Spanish.*

*Study of Spanish in Year 9 is a pre-requisite for this subject.*

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.

There are many reasons to study 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, as in it is grammatically straight forward, quite easy to pronounce;
- hispanic immigration into Australia dates back to the 19<sup>th</sup> 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, such as BHP, Hoyts and Qantas;
- several Queensland Universities have significant links with Latin America and Spain and offer an extensive Spanish program.

## Pathways

In the 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 the 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.

A course of study in Spanish can establish a basis for further education and employment in the fields of flight attendant, tourism and travel, translating and interpreting, government diplomat/foreign affairs, defence force and intelligence, international business/law, journalism, teaching, international trade (import/export), construction and mining sectors.

## Assessment

Reading, Writing, Speaking and Listening, will be assessed according to the Spanish syllabus. Generally, there are two examinations per term and there is no assignment component.

# TEAM PROJECTS

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Team Projects is a project-based course designed to allow students to engage with key skills that will help them be ready for the workforce in which they will be employed. For example, workforce trends suggest that great value is placed on collaborative teamwork between employees, design thinking, using people analytics to create roles in teams and flexible working environments. These trends, together with the coming together of five generations in the same workforce mean that flexible thinking and a greater emphasis on team dynamics is paramount in a changing future workforce.

The overarching goals for this course include:

- engaging in teams in genuine ways that will help them in future school, tertiary and employment situations;
- taking ownership of their projects and be invested and engaged in achieving goals collectively;
- become innovative, using variations of iterations to achieve their team's goals;
- applying strong communication skills in the building of their team's actions and objectives;
- reflecting intentionally on their project work and make revisions for future project work.

Running throughout the year, online study courses will be offered to students regarding teamwork and research skills.

## ***Term One – Learning the Basics of Team Projects***

Working through personality analytics/team analytics and team charters/short team and leadership challenges to build and prepare for larger challenges.

## ***Terms One and Two – The Cardboard Chair Challenge***

Students will work in teams to research chair design, then build, engineer and present a cardboard chair capable of holding an infant. A full report of the team's experience in creating the chair will be submitted. This will include research, design, documentation and reflection of the process.

## ***Terms Two and Three – Making a Difference***

Students will work in teams to complete a project from a specific list. Some examples of previous projects were the design of a tiny house, designing a tourist campaign for a little-known Gold Coast natural formation, working to solve the Gold Coast's traffic issues and conducting research and trialing the inclusion of a support dog into the College. Project lists are updated yearly.

## ***Terms Three and Four - World Changers***

Students will work in teams to complete a project from a newly formulated list. Students may negotiate their choice of project with their mentors.

## **Learning Experiences**

This course will challenge students to make a difference to their community, be it local, national or global, as they work on different projects throughout the year. Students will network, think, plan and apply their understanding to be a leader in their world and create transformative change. Many different areas of interest can be drawn upon so that students are able to work in an area for which they have a real passion. During this experience, resources, mentors and the opportunity to engage in real-world activities will be a part of students' project experience.

The stages in each project the students will work towards are:

- the building of teams and positions/ roles within those teams;
- detailed planning of the project, including goals, steps required to complete the goals of the project;
- enacting the processes of the project with access to mentors, real-world contexts, resources to enable project objectives;
- the promotion of work and giving feedback about projects;
- students will work in teams to complete a project from a specific list.

## **Pathways**

The Team Projects course enables students to work and experiment with valuable skills that will inform and enrich their careers. As stated above, students will be entering a vastly different workforce to their parents and it is appropriate that they engage in a course that hones skills that involve teamwork, flexibility, ongoing learning and upskilling, problem solving, communication and reflection. Team Projects is studied concurrently to all academic courses to ensure our students are fully equipped to enter their future world of work.

## **Assessment**

Assessment will go across terms so that it does not clash with other academic assessments. Team Projects tasks will use criteria based on teamwork, research, problem solving, communication and presentation.

- Assessment of Study Skills Course – Team work (Term One);
- Cardboard Chair Challenge (Terms One and Two);
- Making a Difference: Team Project (Terms Two and Three);
- World Changers: Team Project and Assessment of Study Skills Course – Research (Terms Three and Four).

# VISUAL ART

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***This course provides students with development in the skills and understandings needed in preparation for Visual Arts in Years 11 and 12.***

Students wanting to further their Visual Art studies in Years 11 and 12 are ***strongly recommended*** 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 and 12.

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 will 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 will 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.

The content of the Visual Art course includes Painting, Drawing, Mixed Media, Sculpture and Wearable Art.

## ***ART1: Wearable Art, Three-Dimensional and Time-Based Media***

This unit 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 and costuming. 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.

Students will be required to exhibit their Wearable Art design at the Wearable Art and Design Show, held during Term Two. Their design will include their sculpture, and hair and make-up. *Note: Students do not need to model their own design; students can nominate a model to wear the sculpture.*

## ***ART2: Art as a Lens - Drawing, Painting and Printmaking***

Students look at their material world through the concept of 'Art as Lens', applying different lenses or viewpoints. They explore how artists work through processes to create new ways of thinking, meaning and representation. Beginning with tangible forms as inspiration, they examine and respond to focuses of people, places and objects, producing figurative and non-figurative representations.

Students apply the contexts, foregrounding the personal and contemporary contexts to analyse and interpret visual communication and meaning in artworks. Students will be exposed to multiple viewpoints by examining the artist's value systems that underpin or influence the way subject matter is perceived and represented. Students use a range of materials, techniques and processes to create a folio of experimental work in response to artist research and personal observations.

Students experiment with a range of approaches to improve technical skills, foster curiosity and creative thinking, and inspire innovative art practices. They are guided through the inquiry learning process to develop research, reflect and resolve responses through learning experiences that facilitate investigation and experimentation.

As audience members, they consider their connection to the images and objects artists use, and how artists' viewpoints and representations challenge audience perspectives. As artists, they consider how different lenses might filter accurately or distort viewpoint, and through these lenses, they communicate how they look at and respond to the world.



## **Special Equipment and Costs**

It is hoped that students will have the opportunity to view suitable exhibitions or experience workshops. The cost of such excursions varies; however, group bookings for students are very reasonable. Depending on the semester and the student's individual design, some additional materials may have to be purchased for Wearable Art.

## **Pathways**

A course of study in Visual Art can establish a basis for further education and employment in the fields of artistry, cartoonist, graphic design, illustration, animation, curating, teaching, lecturing, art education officer, interior design, visual merchandiser, fashion design, photographer, jeweller and art directing.

## **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.

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 result.

# BYOL (BRING YOUR OWN LAPTOP) PROGRAM

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*All students require a Windows 10 laptop computer.*

The College is a Windows 10 environment on Windows 10 hardware with minimum specifications. Any other type of device, such as an Apple laptop running Windows via BootCamp, parallels of any other type of virtual environment, or a Linux computer running Windows in a virtual environment is not suitable. **Unsuitable devices or devices running unsuitable operating systems will not be connected to the network** and cannot be used in class. **Please do not purchase anything other than a Windows 10 laptop for use at Saint Stephen's College.** If you need further advice, please email Greg Wilkinson, Director of eLearning via [elearning@ssc.qld.edu.au](mailto:elearning@ssc.qld.edu.au).

## Digital Ink and Devices with a Stylus

The College is moving to a pen-based model in all year levels. A pen-based device is a requirement for Years 5 to 10 in 2021.

## 'Hand me down' Computers

Pre-owned computers will experience battery and hardware problems as the computer will be slow and without necessary specifications. It is imperative that laptops meet the minimum specifications. A laptop must be able to operate for most of the school day without the need for recharging. The minimum working period should be six hours. Many laptops have batteries that cannot be removed; however, if the battery has limited life and it can be removed, it is worth buying a replacement. If a laptop has a battery that is failing, it may indicate that the laptop is reaching replacement age.

## Security

Each student is able to store his/her laptop in a locker during breaks. Laptops should not be left unattended.

## Software

Most software needed by students is provided by the College. This includes the latest version of Microsoft Office, which is the standard software used across all subject areas. **Please do not purchase Microsoft Office when purchasing a computer.** Each student will be shown how to download and install a legal copy of Microsoft Office at no cost. For students studying subjects that require the Adobe suite, this will also be provided by the College. **Please do not purchase Adobe Programs when purchasing a computer.**

## Updating Laptops

Students are expected to keep software (the operating system, Microsoft Office, anti-virus software, plug-ins and other software) updated. Windows should be updated when required; however, updates should be done at home, as they can take some time to complete and often require a reboot which may impact class time. **Students should check for updates the weekend prior to returning to school after holiday periods.**

## Charging Laptops at the College

Students are expected to bring their laptops to school fully charged each day. Twenty 'charging lockers' are available in the *Teams* area (ground floor of QW/Science building); however, these are for 'emergency' use only, at lunchtime and outside of lesson times, rather than for regular daily charging by individuals. A good strategy is to put the laptop on charge before bed each night.

## "Loaner" Laptops

The College has a small number of 'loaners'. These are available at no cost for short-term loans of up to two weeks in the event that a student has a computer being repaired. They will not be available for excessive loan periods or if students simply forget to bring their laptops to school. The application form for a 'loaner' laptop is available in Student Cafe, Parent Lounge, the D2L Brightspace Home Page and from the IT Department. The agreement must be signed by a parent or guardian before a laptop can be provided. Please note that the College does not sell computers or loan computers for long term arrangements. Please arrange for the student laptop to be repaired as soon as it becomes damaged or inoperable.

## Anti-Virus, Spyware and Malware

Students must have viable and current anti-virus software operating on their laptops. For uniformity, we recommend the default product that is provided with Windows 10 (Defender) rather than any other free or commercial anti-virus product. These other products have caused support problems in the past.

## Warranty

Please check the conditions of the warranty to ensure the service provided is acceptable. When purchasing a new computer, some questions you should be asking yourself and the retailer, include:

- Does the computer warranty conversation happen with the store I purchased it from, or do I phone a state/national phone number?
- What is the normal turnaround time for repairs? (days, weeks?)
- Is the computer repaired locally or does it have to be sent away?
- If the computer is sent away, who arranges the courier? Do I have to wait at home for the courier to collect the device?
- What happens if what was thought to be a warranty repair isn't? (i.e. It was a software problem or it appears that the device was dropped, which caused the problem.) Is there a cost?

Many laptops come with a standard 12-month warranty; however, *an extended warranty is recommended* as a laptop should last two to three years in a school environment (depending on the physical treatment of the device). It is safer to have the warranty cover this full period of use.

## Insurance

***Accidental Damage Insurance is essential.*** A large percentage of the hardware problems that we see are due to physical damage, which is not covered by warranty. This can be arranged at the time of purchase.

## Accessories

***Laptop Case/Bag:*** The hybrid laptop/tablet devices (e.g. Surface Pro) should be encased in custom-made protective cases in order to minimise the chance of damage. These are available from companies, such as STM, UAG and Targus. Each student should have a padded case for his/her laptop. This reduces the risk of damage when travelling around the College or to and from home. The College is happy for each student to choose his/her own laptop case, *as long as it is appropriate*. A general guide for students regarding appropriateness is, 'Would the student be happy to show his/her laptop case at assembly when all staff and students are present'? Individualised laptop cases will also reduce confusion amongst students. We do not want students accidentally picking up the incorrect laptop because their case looks the same as everyone else's.

***Computer Mouse:*** For ease of use and ergonomic reasons, it is recommended that students have a mouse to use with their laptops. This can be wired or cordless. A cordless mouse offers greater flexibility. A Bluetooth cordless mouse does not use a USB port, which is useful for some devices with a limited number of USB ports.

***Headsets:*** Each student must have a headset for every lesson in a classroom. These can be ear buds, headphones, Bluetooth, with a USB connection, etc. Headphones with a microphone are recommended.

## Hardware Specifications - What needs to be purchased?

Minimum laptop specifications have been outlined to ensure that each student can use his/her laptop efficiently and effectively in order to maximise potential learning. When purchasing a new computer, it is important to get one that will meet minimum requirements. Computers that use Atom, Pentium, Celeron, Intel-Core 2 and similar CPUs may be inexpensive but are not suitable for the learning environment at the College.

<b>CPU (Processor)</b>	Intel i5 or i7 recommended, AMD equivalent acceptable
<b>Screen</b>	Touch screen with battery-powered pen; 11inch minimum with detachable or 360 rotation for a flat surface
<b>Battery Life</b>	6 hours of continuous use is a <i>minimum</i> .
<b>Memory (RAM)</b>	8GB is the minimum recommended. Of course, more is better.
<b>Operating System</b>	Windows 10 on a Windows 10 device (not Apple, Android or Chromebook)
<b>USB Ports</b>	One minimum
<b>Hard Drive</b>	128 GB SSD minimum
<b>Front and Rear Camera</b>	Devices must have front and rear cameras

For further information or guidance with regards to purchasing laptops, please contact Greg Wilkinson, Director of eLearning at the College on (07)5573 8600 or via [elarning@ssc.qld.edu.au](mailto:elarning@ssc.qld.edu.au).

Saint Stephen's College has a purchasing portal relationship with JB HiFi Solutions for Education. Please visit [www.jbeducation.com.au/byod](http://www.jbeducation.com.au/byod) and enter SSCQLD2020 for 2020 or SSCQLD2021 for a laptop in 2021 (after 01/01/2021).