

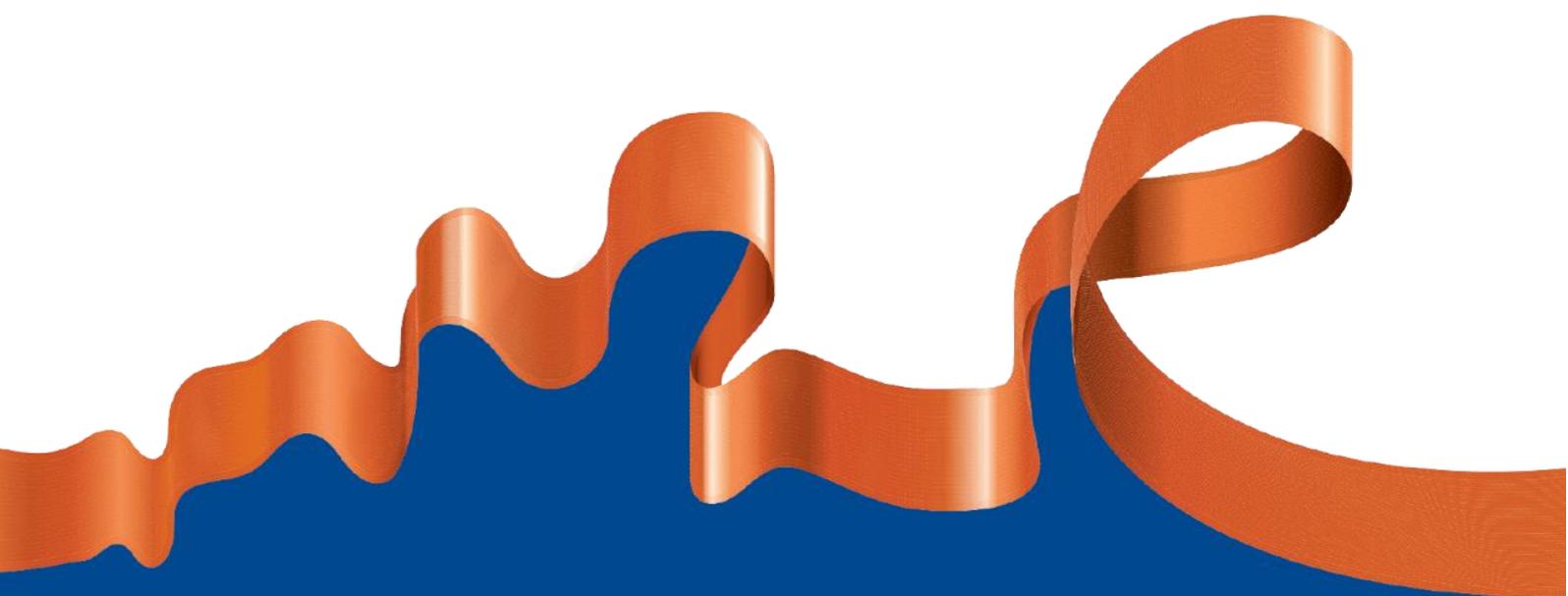


Saint Stephen's College

Year 10 in 2023

Experiences Program

Academic Courses Handbook



Developing character,
inspiring hope

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YEAR 10 CURRICULUM

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
- Mathematics
- Science

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 |
| • Pastoral Care | One period per week |
| • Team Projects | Two periods per week |
| • Tutor Group | 15-minute session daily |
| • Year Level and House Group Meetings | Rotational |

COLLEGE TIMETABLE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.20 Tutor Group 8.35				
8.35 1 9.15	8.35 1 9.15	8.35 1 9.15	8.35 1 9.15	8.35 1 9.15
9.15 2 9.55	9.15 2 9.55	9.15 2 9.55	9.15 2 9.55	9.15 2 9.55
9.55 3 10.35	9.55 3 10.35	9.55 3 10.35	9.55 3 10.35	9.55 3 10.35
10.35 Morning Tea 11.00				
11.00 4 11.40	11.00 4 11.40	11.00 4 11.40	11.00 4 11.40	11.00 4 11.40
11.40 5 12.20	11.40 5 12.20	11.40 5 12.20	11.40 5 12.20	11.40 5 12.20
12.20 6 1.00	12.20 6 1.00	12.20 6 1.00	12.20 6 1.00	12.20 6 1.00
1.00 Lunch 1.45	1.00 Lunch 1.45	1.00 Lunch 1.45	1.00 Lunch 1.45	1.00 Lunch 1.45
1.45 7 2.25	1.45 7 2.25	1.45 7 2.25	1.45 7 2.25	1.45 7 2.25
2.25 8 3.05	2.25 8 3.05	2.25 8 3.05	2.25 8 3.05	2.25 8 3.05

THE SUBJECT SELECTION PROCESS

Elective Subjects

The elective subjects provide opportunity for students to choose subjects from a range of Learning Areas. Elective subjects offered at the College include:

Subject	Faculty
BAE – Business, Accounting, Economics	Global Studies
Biology	Science
Business – Certificate III	Global Studies
Chemistry	Science
Design	Creative Arts
Digital Solutions	Global Studies
Drama	Performing Arts
Fitness – Certificate III	Health and Physical Education
Geography	Humanities
Law and Society	Humanities
Modern History	Humanities
Music Industry – Certificate III	Performing Arts
Philosophy	Humanities
Physical Education	Health and Physical Education
Physics	Science
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 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 particular types of students.

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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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 or the Dean of Teaching and Learning. Do not be afraid or too shy to seek their assistance, they are prepared to help you.

BAE - BUSINESS, ACCOUNTING, ECONOMICS

This course is designed to provide a foundation in the discipline across the three disciplines of Business, Accounting and Economics:

- *Senior Accounting*
- *Senior Economics*
- *Diploma of Business*

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

- an understanding of financing and budgeting for personal and business needs.
- the 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 ability to use rational, objective, and critical methods when examining simple accounting information for decision-making.
- an understanding of the basic business functions - operations, marketing, finance and human resource management as it relates to Social Enterprise.
- an accurate picture of how individuals, governments, businesses, and other organisations make choices that affect the distribution of scarce resources in our society.
- skills and strategies to thrive, both individually and in businesses, in challenging economic environments.

Learning Experiences

This course is organised using elements of all three disciplines throughout the year:

Accounting	Economics	Business
<ul style="list-style-type: none">• Introduction to Basic Accounting• Financial Literacy (managing your own and a business' money)• Financial Statement Analysis• Focus: Decision making for Business	<ul style="list-style-type: none">• Share market and Investment strategies• ASX Stock market Challenge• The Circular Flow• Supply and Demand• Sydney Trip to the ASX and the RBA (in planning)	<ul style="list-style-type: none">• Understanding Social Enterprise• Using Business Tools for Analysis• Evaluating the Triple Bottom Line: Profit, Planet, People• IKEA excursion-A Business that Gives Back

Pathways

A course of study in BAE can take students into almost any field of study, locally and globally. A background in BAE can establish a basis for further education and employment in the fields of banking and finance, financial management, business law, venture capitalism, property investment and development, human resource management, operations management, journalism, and public policy, government departments and agencies, public policy organisation, hospitals, schools and tertiary institutions, and tourism.

Assessment

A variety of techniques will be used to assess overall achievement with the goal of preparing students for the types of assessment that will be required in Years 11 and 12, including short and extended response examinations (a mix of short item and extended response items using seen and unseen stimulus), research reports and multimodal presentations.

BIOLOGY

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 ability 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, and 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)

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.

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

DESIGN

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

The Design subject focuses on the practical application of design thinking to envisage creative ideas in response to a design problem. 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 the production processes to allow them to appreciate and exploit new and innovative ideas.

The teaching and learning of Design are based around a design process and grounded within a problem-based learning framework. This approach enables students to learn about and experience design through the exploration of client needs, wants and opportunities to make informed decisions before developing and synthesising ideas. Drawing and low fidelity prototyping skills, analysing design information, and evaluating design decisions are all tools' students use in order to deliver their design proposal.

Students will be exposed to a variety of Computer-aided design (CAD), software; some of which include, ArchiCAD, Google Sketchup, Adobe Creative Cloud and Solidworks. All provided software is industry standard and available for all Design students.

Architecture, Landscape Architecture (Semester One)

Students will gain experience in landscape and residential architecture as they design their dream homes within the framework of social, economic, and ecological sustainability. Engaging with stakeholders and identifying stakeholder needs, wants and constraints, students will learn about the nature and complexity of architecture; devising ideas in response to a given brief and producing graphical solutions to resolve the design problem. Students learn about design trends and influential design styles and use elements and principles of visual design to analyse and evaluate their developed ideas. Students will apply divergent and convergent thinking strategies and drawing and digital prototyping skills to deliver a design proposal in response to the given brief. Students gain experience in hand-building skills and construction methods, using the laser cutter and a variety of materials to model their scaled architectural designs for exhibition.

Product Design and Graphic Design (Semester Two)

This course focuses on the application of design thinking to envisage and create products and services in response to human needs, wants and opportunities. Product and Graphic Design examines influential design styles and trends within the framework of sustainable design, introducing design through the experience of applying a design process. Students are required to define design problems and identify design criteria to represent ideas, design concepts and design information. Using drawing and low fidelity prototyping skills, students will design and produce a light installation based on a chosen design style. Students will use Computer Aided Design (CAD) to make and assemble design parts before delivering and communicating a design proposal in response to a given brief. Through this process, students learn about materials, construction methods and gain experience with laser cutting as they prototype their final product to be showcased in a design installation.

Special Equipment

It is a requirement that students have an A3 sleeved display folder to organise their handouts and sketches for the duration of this course.

Pathways

Studying Design can establish a basis for further education and employment in the fields of architecture, technical drafting, cartography, mechanical/electrical design, product design, engineering, landscape architecture, town planning, building and commercial artistry.

Assessment

Students are required to keep a record of work in an A3 sleeved display to be scanned and submitted through D2L drop box. There will be three assessable items due for each semester that cover the following elements:

- Using drawing, analysis, and evaluation to produce a Design Folio.
- Using technical and presentation skills to deliver a Design Proposal.
- Using hand building skills to develop a High-Fidelity Prototype.

DIGITAL SOLUTIONS

*This subject has several components that will assist with the study of Digital Solutions in Years 11 and 12. A strong background in logic-based subjects is **recommended** because this subject is highly oriented towards rigorous problem-solving applications.*

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

Digital Solutions allows students to master some of the latest software. It also allows them to master the analytical thinking and communication skills that are needed to complement this technology. The confidence that students gain in working with a variety of technologies will assist them in coping with the changes that are certain to be a part of their future.

Data and Cyber Security

Students will explore how data can be secured through various methods, such as access controls, virus checking, encryption, backups, data masking and data erasure. Students will learn about malicious code, such as computer viruses, malware, adware, Trojans, and spyware that are used to commit cyber-attacks and build an informative website about these topics. Students will learn about robotics, machine learning and artificial intelligence. They will investigate the ethical dilemmas associated with artificial intelligence and the future of robotics and develop a python based chatbot that can talk with users about these concepts. Students will build on game design and development skills learned in Year 9 Digital Solutions and about how technology focused teams operate as they develop a two-dimensional game with Python.

Big Data and Databases

Students will learn all about databases and how to create, fill and search them using SQL. They will learn about the role that big data plays in our lives, and how data is being used for innovative purposes to keep society advancing. The assessment will be to create a database which they will then fill and query.

Pathways

Many of the careers that this subject will assist with do not exist yet; however, the course of study in Digital Solutions can establish a basis for further education and employment in programming, multimedia, game design, database and web site creation and management.

Assessment

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

DRAMA

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 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

ENGLISH

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

The English learning area is made up of three learning areas, including English, English Literature 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

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 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 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 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 OTHER LANGUAGE

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 English as an Additional Language, 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 as an Additional Language 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 classes are also conducted outside of school hours.

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 can 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 21st Century.

Assessment

Assessment tasks may include:

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

LAW AND SOCIETY

Law and Society 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, Law and Society 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 Duty of Care.
- Human Rights.

Learning Experiences

A range of experiences ranging from videos, role-plays, animations, quizzes, discussions etc. will be utilised. Law and Society 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 Law and Society 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

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

Students must choose either Foundational Mathematics or Mathematics.

Foundational Mathematics

Foundational 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 Foundational 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.

Foundational 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.***

An Essential Mathematics course of study is an individualised program available for students who are struggling in Foundational Mathematics content. Selection is by teacher discretion after consultation with parents and guardians or evidence of achievement at an appropriate level.

Mathematics

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.

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.

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.

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, 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 using 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, 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 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 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

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 or Track and Field	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

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, a 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 to become a pilot, astronomer, electrician, medical practitioner, oceanographer, electrical mechanic or a sound engineer.

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

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 it is grammatically straight-forward and quite easy to pronounce.
- Hispanic immigration into Australia dates back to the 19th Century. There are more than 100,000 speakers of Spanish living in Australia.
- a significant number of Australian companies have investments or trade with Spanish speaking countries, such as BHP, Hoyts and Qantas.
- several Queensland Universities have significant links with Latin America and Spain and offer extensive Spanish programs.

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 travel and tourism, including consulting, aviation, management, and accommodation. It is also a desirable skill in the fields of translating and interpreting, politics and government, diplomacy, the defence forces and intelligence services, international business and law, journalism, international trade (imports/exports), the construction and mining sectors and teaching (both domestically and overseas). For Australians, Spanish opens a whole world of opportunities with trade and business partners across the whole American continent.

Assessment

There are one or two summative assessments per term. Assessment focuses on the student's ability to communicate and understand the language and assessment can take the form of a quiz, examination, project, written assessment, speech or conversation. It is expected that students revise and rehearse vocabulary regularly for homework.

SPECIALIST MATHEMATICS

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.
- 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.

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
- Straight line motion

Assessment

Assessment tasks may include:

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

TEAM PROJECTS

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 – Teamwork (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

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 Sculpture, Ceramics, Construction Painting, Drawing, Photography, Printmaking and Mixed Media.

Sculpture, Ceramics and Construction

This course enables students to develop and refine techniques in a variety of three-dimensional image making approaches in Sculpture, Ceramics and Construction. Students will learn fundamental and technical skills using a range of media including resin, cane, latex, wire, clay, glazes, oxides, glass and more to create an experimental folio that will then lead them towards creating a body of work. They can choose their concept and display options, that may include free-standing objects, assemblage, installation, and wearable art. Students will be shown correct safety procedures using the slab roller, glue guns, carving/power tools and kiln firing processes.

Students will also become familiar with the history of sculpture to gain a developed understanding of the many diverse approaches in the way that society has created functional and non-functional objects in different times, places and cultures.

Art as a Lens - Drawing, Painting, Printmaking and Photography

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 personal, cultural, formal, and contemporary contexts to analyse and interpret visual communication and meaning in artworks. Students will learn fundamental and technical skills using a range of media including charcoal, acrylic, watercolour, photo-emulsion screen-printing, digital art and mixed media to represent concepts and produce an experimental/resolved body of work

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

Students will have the opportunity to view exhibitions at HOTA Gallery (Home of the Arts) during their excursion and participate in workshops mentored by local visiting artists. The cost of such excursions varies; however, group bookings for students are very reasonable. Most equipment will be supplied; however, some equipment may need to be purchased by the student depending on their individual projects.

Pathways

A course of study in Visual Art can establish a basis for further education and employment in the fields of:

- Advertising - art director, photographer, graphic artist.
- Communication - writer, journalist, sign writer, web content producer.
- Creative Industries - visual artist, illustrator, screenwriter.
- Arts Administration and Management - art project manager, agent, events, and festivals.
- Design - architect, fashion designer, graphic design, interior/landscape design.
- Education - specialist classroom teacher, lecturer, private teacher, art gallery education officer.
- Film and Television - animator, art director, costume designer, special effects make-up artist.
- Public Relations - gallery curator, campaign manager, publicist, creative director.

Assessment

Students will be assessed at the end of each term based on their responding and making skills to be submitted as a folio of experimental/resolved work, PowerPoint presentation and VAPD. The Visual Art Process Diary will contain process documentation, sketches, artist research and reflections to support their development by working as both artist and audience. Students will be given the opportunity to showcase their work in our annual Prep to Year 12 Creative Arts Exhibition and various community projects/competitions.

VET

The following VET courses are offered at the College.

- Business – Certificate III
- Fitness – Certificate III
- Music Industry (Performance) – Certificate III

Note: These courses are held within the school day and as part of a student's timetable. One or more VET courses may be nominated as an elective.

If a student completes the qualification and passes all competencies, courses may count towards the Queensland Certificate of Education (Senior Certificate) and contribute to an ATAR. Furthermore, the Certificate III in 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 discretion of the individual universities. Other institutions may provide such information in the future.



Saint Stephen's College
RTO Number 45295



BSB30120 Certificate III in Business

Qualification Description

This qualification 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. 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.

Entry 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 <https://training.gov.au/Training/Details/BSB30120>

Duration and Location

This is a one-year course delivered in Year 10 on site at Saint Stephen's College.

Course Units

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

Unit Code	Title
BSBCRT311	Apply critical thinking skills in a team environment
BSBPEF201	Support personal wellbeing in the workplace
BSBSUS211	Participate in sustainable work practices
BSBTWK301	Use inclusive work practices
BSBWHS311	Assist with maintaining workplace safety
BSBXCM301	Engage in workplace communication
BSBTEC201	Use business software applications
BSBTEC301	Design and produce business documents
BSBTEC302	Design and produce spreadsheets
BSBTEC303	Create electronic presentations
BSBSTR301	Contribute to continuous improvement
BSBCMM411	Make presentations
BSBCMM412	Lead difficult conversations

Delivery Modes

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.

Fees

There are no additional costs involved in this course – covered in school fees.

Assessment

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

- Observation and simulations
- activity sheets and assignments
- role plays and 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.

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

RTO Obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. Students who are deemed competent in all 12 units of competency will be awarded a Qualification and a record of results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment. **Note, information is subject to change.**

SIS30321 Certificate III in Fitness

Qualification Description

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.

Entry Requirements

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.

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 and/or trainer relationships.

Duration and Location

This is a one-year course delivered on site at Saint Stephen's College.

Delivery Modes

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.

Fees

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 an additional cost. Please note, if a student withdraws from the course, full payment is required.

Assessment

Assessment is competency based.

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.

Course Units

The following Units of Competency will be offered:

Unit Code	Title
BSBOPS403	Identify risk and apply risk management processes
HLTAID011	Provide First Aid
BSBPEF301	Organise personal work priorities
BSBOPS304	Deliver and monitor a service to customers
SISFFIT032	Provide health screening and fitness orientation
SISFFIT033	Complete client fitness assessments
HLTWHS001	Participate in Workplace Health and Safety
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISFFIT037	Develop and instruct gym-based exercise programs for children
SISFFIT0047	Use anatomy and physiology knowledge to support safe and effective exercise
SISFFIT035	Plan group exercise sessions
SISFFIT036	Instruct group exercise sessions
SISXCAI009	Instruct strength and conditioning techniques
SISFFIT0052	Provide healthy eating information
SISXFAC002	Maintain Sport, Fitness and Recreation Facilities



RTO Number 40821

CUA30920 Certificate III in Music Industry (Performance)

Qualification Description

The Certificate III in Music Industry (Performance) course will help students to develop their skills as a musician, prepare for solo and group performances and gain an insight into working in the music industry. 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 may 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.

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.

Learning Experiences

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

Duration and Location

This is a one-year course delivered on site at Saint Stephen's College.

Course Units

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

Unit Code	Title
Core	
CUAIND314	Plan a career in the creative arts industry
CUACMP311	Implement copyright arrangements
CUAIND313	Work effectively in the music industry
CUAMLT311	Develop and apply aural perception skills
BSBCRT311	Apply critical thinking skills in a team environment
CUAMCP311	Create simple musical compositions
CUAMPF311	Develop technical skills for musical performance
CUAMPF314	Make music demos
CUAMPF414	Perform music as part of a group
CUAMPF312	Prepare for musical performances
CUAMLT313	Develop musical notation skills

Delivery Modes

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.

Fees

This certificate requires a fee, which is charged by the Queensland College of Music, our partner external Registered Training Organisation (RTO). Please note, if a student withdraws from the course, full payment is required.

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.

Assessment

Assessment is competency based.

RTO Obligation

The College guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. Students who are deemed competent in all units of competency will be awarded a Qualification and a record of results by the Queensland College of Music. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment. **Note, information is subject to change.**

BYOL (BRING YOUR OWN LAPTOP) PROGRAM

All students require a Windows 10 or Windows 11 laptop computer.

The College is a Windows environment, devices must be a Windows 10 or Windows 11 device built on 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 or Windows 11 laptop that meets the specifications for use at Saint Stephen's College.** If you need further advice, please email Greg Wilkinson, Director of eLearning via elarning@ssc.qld.edu.au.

'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-terms 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.

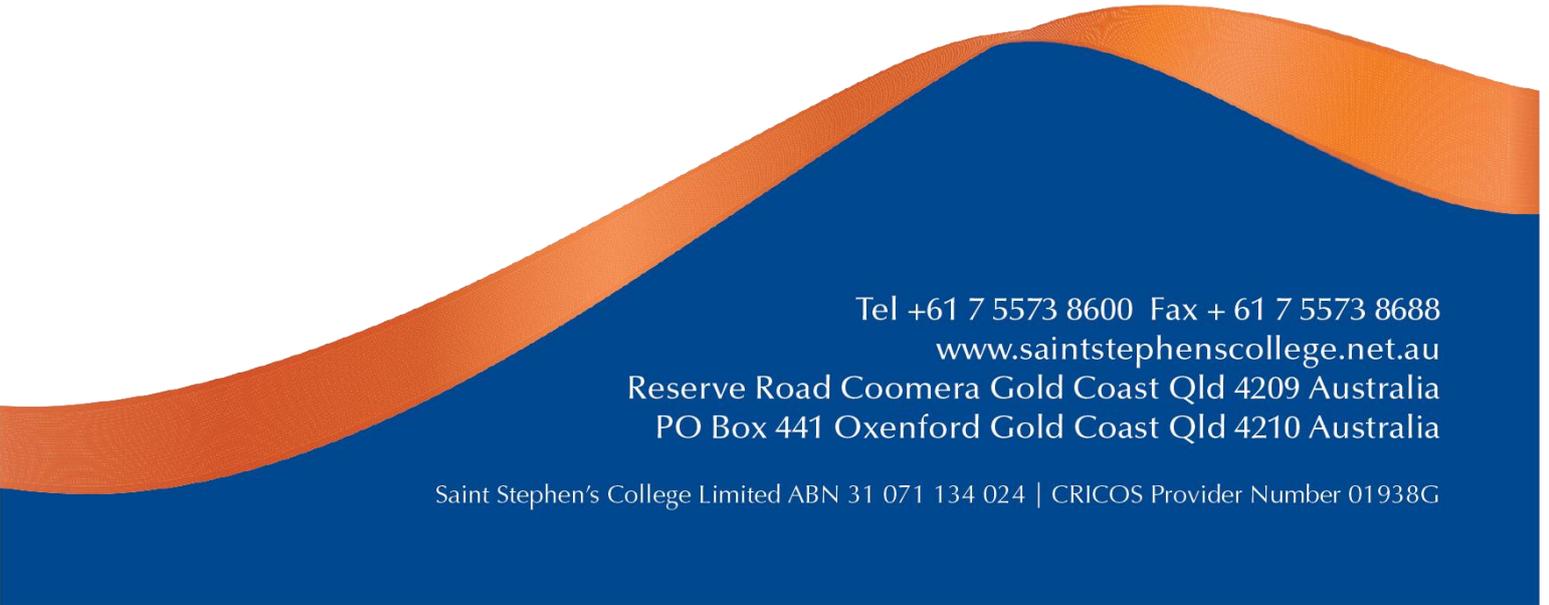
Headsets: Each student must have a headset for every lesson in a classroom. These can be ear buds, headphones, Bluetooth, with a USB connection, etc. Headphones with a microphone are recommended.

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.

CPU (Processor)	Intel i5 or i7 recommended, AMD equivalent acceptable
Screen	Touch screen with battery-powered pen; 11inch minimum with detachable or 360 rotation for a flat surface
Battery Life	6 hours of continuous use is a <i>minimum</i> .
Memory (RAM)	8GB is the minimum recommended. Of course, more is better.
Operating System	Windows 10 on a Windows 10 device or Windows 11 on a Windows 11 device (not Apple, Android or Chromebook)
USB Ports	One minimum
Hard Drive	128 GB SSD minimum
Front and Rear Camera	Devices must have front and rear cameras
Warranty and Accidental Damage Protection	It is recommended parents purchase 3 years of Warranty and 3 years of Accidental Damage Protection ADP when purchasing a device.

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 elearning@ssc.qld.edu.au.



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