TABLE OF CONTENTS

THE HEAD OF STUDIES SENIOR SCHOOL

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

SAMPLE: CHOICE OF SUBJECT FORM YEAR 10, 2017

BUSINESS FOR LIFE

COMPUTER STUDIES

DANCE

DESIGN ENGINEERING

DRAMA

ENGLISH

HEALTH AND LIFESTYLE TECHNOLOGY

HEALTH AND PHYSICAL EDUCATION

HUMANITIES

INTRODUCTORY SENIOR PHYSICAL EDUCATION

LANGUAGES

MANUFACTURING STUDIES

MATHEMATICS

MUSIC

UNDERSTANDING SELF AND SOCIETY (USS)

SCIENCE

VISUAL CULTURE

VOCATIONAL EDUCATION AND TRAINING (VET)

Please Note: Information in this handbook is subject to change.
THE HEAD OF STUDIES SENIOR SCHOOL

There are many important decisions you have to consider whilst at school. Some of the most important are concerned with the choice of subjects to take in Year 10 and later the selection of subjects for Years 11 and 12. These are important decisions since they may affect your career plans when you leave school. Your course selections can also directly affect your success at school and how you feel about school.

As an overall plan, it is suggested that you choose subjects:

- Which you enjoy, and you have success in.
- For which you have met the specific pre-requisites.
- Which will help you achieve your chosen career goals, or at least keep your career options open.
- Which will develop skills, knowledge and attitudes useful throughout your life.

The Queensland Government will introduce new systems for senior assessment and tertiary entrance, which will commence for students entering Year 11 in 2018. They will provide a new approach to senior assessment, combining school-based assessment with external assessment set and marked by the Queensland Curriculum and Assessment Authority (QCAA). Students seeking tertiary entrance will obtain an Australian Tertiary Admission Rank (ATAR) instead of the current Overall Position (OP) rank. (Further details to be released at a later date). Any reference to OP subjects in this Handbook for all intense purposes will most likely apply to the new ATAR system as well.

POINTS TO CONSIDER

Keep your options open
Many students from Year 9 have thought about their future, but are still uncertain about courses or occupations they would like to follow after they have finished school. It is wise, therefore, when looking at subject choice, to keep your options open. This means choosing a selection of subjects that makes it possible for you to continue thinking about your career choice over the next year before making more definite choices as you approach the end of Year 10.

Think about career options
It is helpful to have some ideas about possible career choices at this stage, even though you may change plans or review decisions in Year 11. Check the following sources of information on subjects, courses and careers:

- Job Guide – available in all schools and online at: www.jobguide.thegoodguides.com.au
- Student Connect website www.studentconnect.qca qld.edu.au
- Other career information such as brochures from industry groups which show the various pathways to jobs in these industries.
- The QTAC Guide – for occupations requiring university study or study in full time TAFE diploma and advanced diploma courses or visit their website www.qtac.edu.au
- The TAFE Queensland Handbook at www. tafe.qld.gov.au
Find out thoroughly about your school’s subjects:

- Read the subject descriptions in this Handbook.
- Ask Curriculum Leaders and teachers of particular subjects.
- Attend Careers Expos.
- Listen carefully at career talks and Subject Selection Evenings.
- Make sure your progress is compatible with your subject choice.

When investigating a subject to see if it is suitable for you, find out about the content (i.e. what topics are covered in the subject) and how the subject is assessed.

For example: does the subject mainly involve learning from individual research; are there any class excursions, practical work, or experiments; how much assessment is based on exams compared to assignments, theory compared to practical work, written compared to oral work.

Remember too, that your choice of subjects now may affect your choice later in Years 11 and 12.

For example:

- Students attempting subjects such as Chemistry and Physics require a high level of understanding in Year 9 and 10 Mathematics and Science to be successful.
- Music, Languages and Art in the senior years almost always require previous study in Years 9 and 10.
- Subjects such as Graphics and Accounting may be taken for the first time in Year 11, though it is useful (but not essential) to have taken related subjects in Years 9 and 10.
QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

The Queensland Certificate of Education is Queensland’s senior school qualification, which is awarded to eligible students usually at the end of Year 12. The QCE confirms achievement in contributing studies of a significant amount of learning at a set standard and pattern, while meeting literacy and numeracy requirements.

Most students are awarded a QCE at the end of Year 12. Students who do not meet the QCE requirements at the end of Year 12 can continue to work towards the certificate, as their learning account remains open, regardless of their age (credits expire after 9 years).

Registration and Banking of Credits

When a student is registered with the Queensland Curriculum & Assessment Authority (QCAA) by St Paul’s School, an individual learning account is opened for them and a Learner Unique Identifier (LUI) is allocated to each student. Students will be issued with their LUI and access details during Year 11 subject selection interviews.

The learning account records all eligible learning undertaken during the senior phase of learning, as well as where and when the learning takes place and the results achieved upon completion.

Students can access their learning accounts and view stored information through the Student Connect website at www.studentconnect.qcaa.qld.edu.au.

Flexibility

A wide range of learning can contribute towards the QCE, including senior school subjects, vocational education and training (VET), workplace learning recognised by the QCAA and university subjects undertaken while at school. Achievements in different types of learning attract different credit values. A credit is the minimum amount of learning at the set standard that can contribute towards the QCE. Students must have at least 20 credits in the required pattern, and fulfil other requirements to be awarded a QCE.

Eligibility

To be eligible for a QCE, students must achieve at least 20 credits of learning over their Year 11 and 12 studies.

Courses of study are organised into 4 categories:

- **Core**
- **Preparatory**
- **Enrichment**
- **Advanced**

A minimum of 12 credits must come from completed Core courses of study. A Sound Achievement or higher must be achieved to receive credit. The remaining 8 credits can come from a combination of Core, Preparatory, Enrichment or Advanced courses, with Preparatory studies contributing a maximum of 6 credits. Partial completion of a Core course of study may also contribute some credit. Students must also meet the QCE Literacy and Numeracy requirements. These are outlined on the QCAA website http://www.qcaa.qld.edu.au/3171.html.
At the end of each year, information sessions regarding the Queensland Certification of Education are held at the School. Please refer to the School calendar for upcoming events.

For more information:
- Visit the QCAA website at www.qcaa.qld.edu.au
- Visit the Student Connect Website at www.studentconnect.qcaa.qld.edu.au

Mr G Smith
Head of Studies Senior School
SAMPLE: CHOICE OF SUBJECT FORM YEAR 10, 2017

ST PAUL’S SCHOOL
SUBJECT PLANNING FORM FOR YEAR 10, 2017

NAME:

COMPULSORY SUBJECTS

CORE SUBJECTS:

1  English
2  Mathematics
or  Mathematics Advanced
3  Science
4  Humanities

SCHOOL SUBJECTS:

- Health & Physical Education
- Understanding Self and Society

ELECTIVE SUBJECTS

In this column, use numbers 5, 6, 7 to indicate the subjects of your choice in order of preference.

2 subjects will be studied; number 7 is a reserve selection:

<table>
<thead>
<tr>
<th>Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japanese</td>
</tr>
<tr>
<td>Visual Culture</td>
</tr>
<tr>
<td>Music</td>
</tr>
<tr>
<td>Drama</td>
</tr>
<tr>
<td>Health and Lifestyle Technology</td>
</tr>
<tr>
<td>Computer Studies</td>
</tr>
<tr>
<td>Business for Life</td>
</tr>
<tr>
<td>Design Engineering</td>
</tr>
<tr>
<td>Manufacturing Studies</td>
</tr>
<tr>
<td>Introductory Senior Physical Education</td>
</tr>
<tr>
<td>Dance</td>
</tr>
</tbody>
</table>

You can use this page to plan your course of study before entering your choices into Web Preferences.
BUSINESS FOR LIFE

Business and eCurriculum Leader: Mr Bryson Stansfield

FOR WHOM IS THE COURSE INTENDED?

- Students who would like to experience how St Paul’s School approaches these senior subjects: Accounting, Economics or Legal Studies.
- Students who are thinking of studying Commerce at University.
- Students who do not intend to study Commerce in the future, but would like to experience the subject now.

HOW WILL I BE ASSESSED?

The course will assess its Year 10 candidates in a similar way to Year 11 and 12. This will include:

2. Short Response Tests.
3. Practical Assessment.
6. Assignments and Inquiry Based Assignments.
7. Non Written Responses.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the QCAA syllabus relevant to this subject.

WHAT SORT OF SKILLS WILL I NEED TO COPE WITH THE COURSE?

In the past Economics and Legal Studies favoured essays and assignments (English skills). Accounting required more logical and mathematical skills. These days all students are examined in a much more creative way and students may be able to select assessment tasks which suit their own particular strengths.

Members of the Business Faculty are available to answer queries about different types of assessment.

WHAT WILL I STUDY IN THE COURSE?

All three subjects will have their own separate topics which will introduce students to aspects of Year 11 and 12 work.

Accounting: Practical Accounting for Small Business
Introductory accounting theory

Economics: What is Economics?
The role of prices in Economics
The market
The Free Enterprise System
The role of the Government
Legal Studies: The Legal System (including Parliament)
Areas of Law: a brief overview (Constitutional, Statute, Crime, Tort, Agreement)
The Court system
Police powers
Extension units: Drugs and the law, Driving and the Law

WHO CAN ADVISE ME?

For further information on any of the above, please contact any member of the Business Faculty, or Mr Bryson Stansfield, Business and eCurriculum Leader.
FOR WHOM IS THE COURSE INTENDED?

COURSE RATIONALE

"Learning to write programs stretches your mind, and helps you think better, creates a way of thinking about things that I think is helpful in all domains."

Bill Gates

Why is it so vital that we teach our children to code? We are already living in a world dominated by software. Your telephone calls go over software-controlled networks; your television is delivered over the internet; people don't buy maps anymore, they use the web; we all shop online. The next generation's world will be even more online and digital. Soon, your house will be controlled with software, some of your medical care will be delivered over the web and your car may even drive itself.

Software is becoming a critical layer of all our lives. It is the language of our world. In the future, not knowing the language of computers will be as challenging as being illiterate or innumerate are today.

Will every job in the future involve programming? No. But it is still crucial that every child learns to code.

Computer Studies is not about equipping students to work as software engineers, it is about promoting computational thinking. Computational thinking is how software engineers solve problems. It teaches you how to tackle large problems by breaking them down into a sequence of smaller, more manageable problems. It allows you to tackle complex problems in efficient ways that operate at huge scale.

This approach to solving problems goes well beyond writing software. Fields as diverse as mechanical engineering, fluid mechanics, physics, biology, archaeology and music are applying computational thinking.

As Steve Jobs said: "I think everyone should learn how to program a computer, because it teaches you how to think. I view computer science as a liberal art, something everyone should learn to do."

Computer Studies will improve your ability to think with clarity and precision. It also allows you to showcase your creativity. The subject provides a link to senior school studies in Information Processing and Technology, as well as Information Technology Systems.

HOW WILL I BE ASSESSED?

Most assessment will consist of the completion of projects that will require documentation to also be submitted.
This assessment has been specifically designed to expose students to a variety of intellectual challenges involving distinctive approaches to problem solving, communication and a range of associated practical skills.

**WHAT SORT OF SKILLS WILL I NEED TO COPE WITH THE COURSE?**

Recommendation: Minimum ‘C’ standard in English and Mathematics is recommended.

**WHAT WILL I STUDY IN THE COURSE?**

This Computer Studies course includes the following units over a year’s course of study:

- Introduction to Programming.
- Website Technologies.
- Computer Science Fundamentals.
- Mobile App Development.
- Self-directed project of choice.

**WHO CAN ADVISE ME?**

For further information on any of the above, please contact Mr Bryson Stansfield, Business and eCurriculum Leader.

**ADDITIONAL INFORMATION:**

In today’s world there are professions in ICT that were not even imagined 20 years ago. Also, there is an ICT skills shortage across government and by 2020 more than 25% of the current ICT workforce is due to retire.

The following websites provide information about careers in ICT:

- An video about the importance of computer programming and what many schools don’t teach - [http://www.youtube.com/watch?v=nKiU9yen5nc](http://www.youtube.com/watch?v=nKiU9yen5nc)

See if you are ready! [http://light-bot.com/hocflash.html](http://light-bot.com/hocflash.html)
DANCE

Curriculum Leader (HPE): Mr Aaron Setterfield

The Senior School subject, Dance, provides opportunities for students to critically examine their experiences and understandings of dance and dance forms, exploring society, culture, historical context, and the interrelationship between practical and theoretical components of dance. As they study and participate in various dance contexts, genres and styles, students develop as critical and creative complex thinkers, effective communicators, reflective and independent learners and participants in an interdependent world. Students learn to choreograph, perform and appreciate dance works.

Through the physicality of dance and the use of their bodies as a means of artistic expression, students experience a genuine sense of enjoyment and personal achievement. Students develop self-confidence and the necessary social skills to work effectively, individually, and in groups within the study of dance. Dance heightens awareness of, and develops respect for, the body and increases the quality of personal and physical wellbeing.

The study of Senior Dance encourages students to develop insights about the world in which they live, and promotes an understanding of their own culture as well as sensitivity to other cultures.

FOR WHOM IS THE COURSE INTENDED?

- Students who want to develop as complex, creative thinkers.
- Students who are good at dance or who love to dance
- Students that want to develop and foster employable, transferable skills for their future in an environment that is out of the classroom.
- Students that want to develop higher order thinking skills in an art form that they are passionate about.
- Students wishing to take the course in Year 11 and 12.

WHAT SORT OF SKILLS WILL I NEED TO COPE WITH THE COURSE?

- Motivation.
- Organisation.
- Basic Dance knowledge.
- An open-minded approach to learning.
- Some ability to respond on dance works in writing.
- Some ability to create dance works and perform independently and in groups.
- Creativity.

WHAT WILL I STUDY IN THE COURSE?

What do you learn?

Students develop important transferable social, emotional, physical and intellectual skills through the study of 3 dimensions Performance, Choreography and Appreciation.

- Own choice – Students make an inquiry into the genre of their choice.
• Dance, Film and Technology – Students experiment with technology to form deep understandings in a contemporary context.
• Abstract Dance – Students explore abstract dance principles.
• Dance Entrepreneurs – Students develop specific dance work for a focus audience.

How do you learn?

Students learn through experimenting, researching, selecting and organising, independently and collaboratively.

HOW WILL I BE ASSESSED?

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the QCAA syllabus relevant to this subject.

Choreography

A choreography assessment is an authentic response to the demands of choreographic processes in Dance. It requires the student to create a dance piece or segment using dance components and skills in a particular context, genre or style. It may be in groups, pairs or individual.

Performance

Students learn, rehearse and perform set dance works. They must develop technical and expressive skills particular to the context, genre and style.

Appreciation

An appreciation assessment is an extended student response to known and provided materials. It requires the sustained application of cognitive abilities through analysis, synthesis and evaluation of data and information in the development of a response. Assessment may appear in the form of persuasive essay, critique, review, comparative analysis, Interview, seminar or speed.

WHO CAN ADVISE ME?

For further information on any of the above, please contact Mrs Carla Wise, Physical Education Teacher or Mr Aaron Setterfield, Curriculum Leader (HPE).
DESIGN ENGINEERING

Curriculum Leader (Design Technology): Mr Andrew Wilson

COURSE DESCRIPTION AND INTENTION

Design Engineering (DEN) applies principles of both design and engineering in an authentic real world context derived from personal, commercial and product-based activities to solve problems that satisfy human needs and wants. Design Engineering will endeavour to take students beyond what they see, applying the same design principles that real Engineers and Designers use to create and evolve the world we use and exist in.

Throughout this course students will engage in a variety of design problems that builds upon foundation knowledge experienced in the middle years of schooling (years 7-9). This course will involve variations of a design process, ways to engage in thinking, develop creative and innovative ideas and produce products both graphically and physically.

Students should choose this subject if they are considering Senior Study in Technology Studies and/or Graphics, enjoy designing and prototyping (making), engaging in real world problems and issues, have career aspirations in the Engineering or Design fields or simply have a passion for the subject area.

LEARNING EXPERIENCES

Learning experiences are broad but may include:

- A design process.
- Drawing principles and foundations.
- Graphical communication.
- Built environment design.
- Civil and/or mechanical engineering principles.
- Design Thinking and 21st Century learning skills (problem solving, critical thinking, collaboration etc.).
- A real world application to problems in society and the environment.
- Making informed and relevant decisions.

ASSESSMENT

Assessment is derived from senior course principles where possible and aligned with QCAA’s interpretation of the National Curriculum applied to the Technology Strand of these requirements. Content is typically divided through three to four design problems throughout the two semesters and students are typically assessed on a design process and making products (both graphically and/or physically).
SENIOR STUDY PATHWAYS (Year 11 and 12)

Design Engineering should be considered but not strictly required as a pre-requisite for further study in Technology Studies or Graphics in YR11 and 12. Content studied in this course will directly reflect content taught in these subjects in the Design Technology Learning Area. However, a variety of skills in problem solving, critical thinking and collaboration are all beneficial towards a range of transferable skills in almost all disciplines of study. Students wishing to develop these skills are also encouraged to choose Design Engineering.

WHO CAN ADVISE ME?

For further information on any of the above, please contact Mr Andrew Wilson, Curriculum Leader (Design Technology) a.wilson@stpauls.qld.edu.au
DRAMA

Curriculum Leader (Drama): Ms Siobhan Gillespie

FOR WHOM IS THE COURSE INTENDED?

An education worth having in the 21st needs to see creativity as a core or basic skill, along with other skills such as numeracy and literacy. The study of the discipline of Drama, should be seen as crucial to offering students the opportunity to explicitly develop the highly desirable and employable skills of creativity, critical thinking, collaboration and communication.

The subject educates the whole person, allowing students to explore issues such as self-esteem, and the confidence to be themselves in a safe environment. Over the course of the year students will develop those skills which positively influence learning in other areas such as developing the ability to communicate their ideas to individuals and groups, oral presentations, job interview skills, debating, leadership roles and working as part of a team.

JOB READY SKILLS FOR EMPLOYMENT IN THE 21ST CENTURY

“I don’t want my child to be a musician, artist, or dancer.” “What sort of job are they going to get studying one of those subjects?” These are just a sample of statements or questions put to arts educators by parents considering subject selection.

The time has come for us to re-evaluate what it means to have an education worth having in the 21st century. No longer can we appraise the opportunities presented to students based on the previous generations’ preconceptions of an education system that prepared them for participation in a very different workforce.

The age that UCLA economist William Yu, refers to as the Industrial Economy is over. Some recent studies predict that up to 50% of current jobs will be superseded by artificial intelligence by 2023. Future opportunities for employment will be found in the new creative economy, where innovative people with new ideas, artistic views and mindsets will be needed more than ever.

Presently business leaders are reporting that students enter the workforce without mastery of what they refer to as highly valued soft skills: People who can work collaboratively, problem solve, synthesize information, communicate effectively, innovate and have the ability to turn setbacks into wins.

The subject of Drama by its very nature fosters these skills as part of our process. Google's Brin, Page, and Schmidt clearly articulate the emerging importance of creative brain power over the recall of information in this new creative economy.

Despite widespread misunderstanding, the study of the Drama is a rigorous academic undertaking. It is not only the training grounds for future artists, although they will assist those students as well. Previous St Paul's students have taken the 21st century skills gained into a variety of fields including medicine, law, computer science, psychology, political science, education and business to name but a few.
An education worth having in the 21st needs to see creativity as a core or basic skill, along with other skills such as numeracy and literacy. The pursuit of study in an arts discipline such as Drama should be seen as crucial to offering students the opportunity to explicitly develop the highly desirable and employable skills of creativity, critical thinking, collaboration and communication, thereby not only allowing them to survive but to thrive in this new emerging creative economy.

What is Drama all about?

Drama explores dramatic forms and styles, and the ways they are used to express and communicate human experience in different cultures, times and places. You will use and develop your creativity, thinking skills and technical understandings about drama to imagine and explore behaviour, relationships, emotions and beliefs in different situations and contexts.

What will you learn?

Drama has three important aspects: creating drama, presenting drama as an actor, and critiquing drama performances. To build your knowledge, understandings and skills across each of these aspects, you will learn about elements of drama, skills of drama and the conventions of a variety of dramatic forms and styles, including Realism.

You will use the knowledge, understanding and skills you have learnt to:

- Create drama in different forms and styles to communicate your ideas.
- Present drama performances to live audiences.
- Critique performances by professional companies.

How will you learn?

In Drama you will work in groups and as an individual to learn and apply your knowledge, understandings and skills in different types of activities. These activities include practical tasks, such as acting and directing, that allow you to demonstrate your ideas to your teacher and/or peers, and other non-practical tasks that allow you to present your ideas as written or spoken/signed work.

- Practical work is the focus when presenting drama as an actor, and demonstrating drama you have formed and created.
- Non-practical work is the focus when critiquing drama performances, and producing written and spoken/signed presentations of drama you have formed and created.

How will you be assessed?

- Assessment in Drama gives you opportunities to demonstrate your knowledge, understandings and skills in creating drama, performing as an actor, and critiquing professionally produced drama performances in a variety of forms and styles.

How can parents/carers help?

Your parents/carers may help you by:

- Discussing different views of current Drama issues with you.
• Encouraging and helping you find suitable websites, documentaries, journals and other resources.
• Encouraging you to take part in school-based activities, including field trips, and tours and extracurricular activities run by the Drama Committee.
• Offering their services as guest speakers if they are involved in the area of study or related industry.
• Encouraging safe and ethical behaviour.
• Contacting your school to establish communication with your teachers to help understand the work undertaken, and to become familiar with assessment requirements.

**Where can Drama take you?**

The course study of drama is advantageous not only as a lead-in for those wishing to study Drama in Years 11 and 12, but for those students wishing to benefit from a subject that nurtures those skills and attributes identified as *the sought-after skills for new and emerging industries in the 21st century*.

A course of study in Drama can establish a basis for further education and employment in theatre, the broader arts industry and education. Previous students have taken the 21st century skills gained from Drama into a variety of fields including medicine, law, computer science, psychology, political science, education and business to name but a few.

**WHO CAN ADVISE ME?**

For further information on any of the above, please contact Ms Siobhan Gillespie, Curriculum Leader (Drama).
ENGLISH

Curriculum Leader (English): Mr Darren Carnell

FOR WHOM IS THE COURSE INTENDED?

- All students entering Year 10 at St Paul’s School who need to complete Authority Registered English studies for exit requirements.
- The course is based on the Australian National Curriculum and is designed as the first year of Senior English.

HOW WILL I BE ASSESSED?

Writing and Speaking/Signing are both assessed. Students will compile a folio with a minimum of six assessment tasks including three written pieces and three spoken tasks. In order to obtain a Sound Achievement or above, students must meet or exceed the minimum requirements for Sound Achievements in both written and spoken modes.

Assessment will give students the opportunity, as outlined in the Australian National Curriculum, to demonstrate the three strands:

1. Language
2. Literature
3. Literacy

WHAT SKILLS WILL I NEED TO COPE WITH THE COURSE?

- Confident, independent reading/comprehension skills of novels and media material.
- Ability to master and structure a range of written genres, especially essay format.
- Competency in sentence structure, paragraphing and language/syntax skills.

WHAT WILL I STUDY IN THE COURSE?

- As per the Program.
- Novels, drama (including Shakespeare), poetry, media, ICT and film.
- Full range of written and spoken skills in English.

WHO CAN ADVISE ME?

For further information on any of the above, please contact Mr Darren Carnell, Curriculum Leader (English).
HEALTH AND LIFESTYLE TECHNOLOGY
Acting Curriculum Leader (HLT): Mr Aaron Setterfield

FOR WHOM IS THE COURSE INTENDED?

Health and Lifestyle Technology is a field of study intended to develop skills, attitudes and knowledge in the areas of Health Education and Hospitality studies. It is an action-orientated subject that inspires students to implement and evaluate their own and others’ strategies to maximise the health and wellbeing of individuals, families and those in their community. Health and Lifestyle Technology students work independently and collaboratively when engaging in self-managing activities that require them to meet constraints such as time, cost and availability of resources.

The Year 10 course is designed for students who have an interest in any of the above areas for either career aspirations or personal fulfilment.

SENIOR PATHWAYS (YEAR 11 & 12)

Health and Lifestyle Technology offers students the opportunity to gain extensive foundations for further studies in areas such as:

- Health Education.
- Hospitality Studies.

WHAT SKILLS WILL I NEED TO COPE WITH THE COURSE?

Many of the skills required are developed during the course of study; however, the following attributes do allow students to gain the knowledge and skills required in Health and Lifestyle Technology:

- A positive attitude and enthusiasm for trying new experiences.
- Solid time management skills (strategies are taught during the course).
- Independent thinking and an ability to express these ideas appropriately (eg. written format, verbally, using IT).
- A willingness to be involved in group projects.
- Desire to complete work creatively and accurately.
- Imagination.

WHAT WILL I STUDY IN THE COURSE?

Health and Lifestyle Technology is a very diverse subject and the many facets of the course make the subject interesting, challenging and rewarding. Students will have the opportunity to study a variety of the following issues:

<table>
<thead>
<tr>
<th>Introduction to Hospitality</th>
<th>Organisational principles of hospitality ventures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Synthesis of a client brief</td>
</tr>
<tr>
<td></td>
<td>Development of associated practical skills</td>
</tr>
<tr>
<td></td>
<td>An informed overview of the hospitality industry,</td>
</tr>
<tr>
<td></td>
<td>its workplace culture and practices</td>
</tr>
<tr>
<td></td>
<td>Kitchen Production procedures and practices</td>
</tr>
<tr>
<td></td>
<td>Beverage production and service</td>
</tr>
</tbody>
</table>
### Nutrition and Well-Being

- Prerequisites for Health
- Social, Emotional, Economic, Political, Environmental and Physiological influences on health and food issues.
- Foundations of Nutrition
- Dietary analysis of meals and eating programs
- Dietary concerns for Australians today – health promotion strategies
- Proactive approaches from individual to global perspectives of Health.
- Food trends and influences upon current health status of Australian population.
- Food issues for today – convenience foods/fast foods/
- Sustainability of food supply – Food miles.
- Developing and implementing strategies for using time and resources to complete practical work
- Developing workflow methods to produce logically, sequenced work patterns

### HOW WILL I BE ASSESSED?

A range of techniques will be used to assess students due to the scope of this course:

- Multi-modal presentations.
- Blogs.
- Open responses based upon the decision making process, which is used as a model for responding to questions where decisions are required, research essay and/or projects.
- Practical assessment (Food items, beverages and meals will be developed within a designated amount of time).
- Folios/process journals/blogs (a collation of ideas and research developed over a period of time to support choices for practical items).

### WHO CAN ADVISE ME?

For further information on any of the above, please contact Mr Aaron Setterfield, Acting Curriculum Leader (HLT).
HEALTH AND PHYSICAL EDUCATION

Curriculum Leader (HPE): Mr Aaron Setterfield

In Year 10 the Health and Physical Education Program provides students with a few significant challenges as well as a range of activities which build on learning from previous years.

SEMESTER ONE

Swimming (February – March)

This unit asks students to work on improving their swimming endurance each lesson, applying principles of training towards attaining the distance of 800m all to be completed using Crawl Stroke, and with no stops. Students will write some of their own training sessions which will contribute to their overall grade.

There will usually be 7 lessons in the lead-up to an assessment swim as a culminating activity. Students are free to supplement the class time training with some swimming practice in their own time. For those for whom 800m freestyle is not a significant challenge, an alternative task is usually set, such as swimming a harder stroke or a longer distance.

Touch Football (April – June)

Touch football is a sport involving short, near maximal efforts of varying periods with numerous accelerations, changes in direction and recovery jogs. The aim of the game is to score touchdowns by getting through the opponent team’s part of the field and placing the ball down in the touchdown zone. It is a minimal contact sport that encourages fitness, communication, team spirit and decision-making.

Throughout the touch football unit, students participate in a range of physical skills in simple and complex authentic contexts to enable them to evaluate their personal performance in the game. They learn to apply strategies, tactics and correct decision making to maximise their own performance potential.

Students are assessed on their engagement in the unit, their skill development, tactics and strategies, decision making, reflections to improve performance, team cohesion, and knowledge and understanding of rules and procedures.

HPE Week – The Health of the SPS Community (March – June)

Students will become informed about Health issues in today’s society and develop initiatives to target specific populations within the St Paul’s community. An emphasis will be placed on students investigating, developing, creating and reflecting upon ideas through the lens of a Guided Inquiry approach. Students will demonstrate their understanding through web based logs which will allow for collaborative group practices.
SEMESTER TWO

Striking Games (July – September)

Students will participate in two striking games involving implements, for example, court hockey and softball. Throughout the unit, students participate in a range of physical skills in simple and complex authentic contexts to enable them to evaluate their personal performance in both games. They learn to apply strategies, tactics and correct decision making to maximise their own performance potential.

Students are assessed on their engagement in the unit, tactics and strategies, decision making, team cohesion, knowledge and understanding of rules and procedures, and to a lesser extent, their skill development, and reflections to improve performance.

Dance – (October – November)

Students research dance movements and work towards making up their own routines in small groups. These routines will be showcased to an audience.

Safe Choices (July – November)

This unit explores the importance of harm minimisation and safe behaviours. With freedom, independence and opportunity people face choices involving addictive substances, sexuality, automobiles, mental health, online privacy, domestic violence and other risk taking activities, frequently in combination. Choices about these risks can have consequences for individuals, families, and society as a whole.

A focus is on developing attitudes that can provide resilience against inappropriate use and abuse of substances, increasing knowledge and providing skills to help students avoid problems themselves, and to help others in need. Individual investigation, teacher presentations, electronic media and frank discussions will allow students to explore as many issues as required.

An emphasis will be placed on students investigating, developing, creating and reflecting upon ideas through the lens of a Guided Inquiry approach. Students will demonstrate their understanding through the creation of an electronic presentation.

ASSESSMENT

Students are assessed in both the practical and theoretical (health) components of the course.

WHO CAN ADVISE ME?

For further information on any of the above, please contact Mr Aaron Setterfield, Curriculum Leader (HPE).
HUMANITIES

Curriculum Leader (History & Geography): Mrs Kerry Daud

FOR WHOM IS THE COURSE INTENDED?

The Year 10 Course has been designed to reflect the Australian National Curriculum and throughout the year students will complete the requirements for Geography, Modern History and Ancient History.

In studying Geography students will explore concepts centred on human wellbeing and sustainability. They will develop their cognitive processes, their skills and their values. They are provided opportunities to better understand the world around them, from their local “world” to locations distant from them and their particular experiences.

When studying History, as in everyday life, students will learn to ask meaningful questions, collect evidence, analyse and evaluate it, to produce satisfactory answers to the 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. History remembers the past, explains the present, and gives hope and interpretations for our future. It provides contexts, meanings and explanations for our lives.

HOW WILL I BE ASSESSED?

The assessment that the Year 10’s will experience will reflect the assessment techniques used in the senior course. The students will be given the opportunity to develop their skills in mapping, graphing, research, source analysis, paragraph and essay writing, and report writing. They will be assessed on their ability to recall factual and spatial knowledge.

A student assessment profile is developed over the two semester course using varied assessment techniques such as: stimulus response essays, report writing, research essays and practical exercises (e.g. graphing and cartography). The exit level of achievement will be determined by the student’s relative performance in two criteria:

- Historical/Geographical Knowledge and Understanding
- Historical/Geographical Skills

WHAT WILL I STUDY IN THE COURSE?

<table>
<thead>
<tr>
<th>Unit Duration</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 weeks</td>
<td><strong>Ancient History – Vikings and Europe in transition.</strong> During this unit students will explore the cultural, social and religious structures of the Viking world. They will develop their research skills in historical inquiry and evaluate how Viking culture developed through this epoch in history. Through a structured program of critical source analysis and Design Thinking, students will acquire the research and analysis skills required for the study of Ancient History in senior schooling. Students will acquire a comprehensive knowledge of European History, whilst enjoying the mythology and excitement that surrounds this era in history.</td>
</tr>
<tr>
<td>10 weeks</td>
<td><strong>Geography – Human Wellbeing and Sustainability</strong> The Year 10 course is designed to be an introduction to Senior Geography in that the topics chosen will reflect the four areas of the Senior Geography course, namely:</td>
</tr>
<tr>
<td>Topic</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>Managing the natural environment</td>
<td></td>
</tr>
<tr>
<td>People and development</td>
<td></td>
</tr>
<tr>
<td>Social environments</td>
<td></td>
</tr>
<tr>
<td>Resources and environment.</td>
<td></td>
</tr>
</tbody>
</table>

The topics chosen will vary somewhat from year to year to take advantage of current issues/topics that are particularly of interest.

<table>
<thead>
<tr>
<th>10 weeks</th>
<th><strong>Modern History – World War II and Australia at War</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This term students will complete a study of the modern world and Australia from 1918, with an emphasis on Australia in its global context. Students will investigate Australia’s social, cultural, economic and political development throughout the 20th Century.</td>
</tr>
<tr>
<td></td>
<td><strong>Background / Comparative Study</strong></td>
</tr>
<tr>
<td></td>
<td>Background and comparative studies will include:</td>
</tr>
<tr>
<td></td>
<td>Australia (1920 – 1939) – The Roaring Twenties through to The Great Depression.</td>
</tr>
<tr>
<td></td>
<td>Australia as Peace Keepers – Australia’s role in the United Nations post World War II.</td>
</tr>
<tr>
<td></td>
<td><strong>Creativity Study</strong></td>
</tr>
<tr>
<td></td>
<td>Australia and World War II.</td>
</tr>
<tr>
<td></td>
<td>Students investigate wartime experiences through a study of World War II artefacts. This includes a study of the causes, events, outcome and broader impact of conflict as an episode in world history and the nature of Australia’s involvement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10 weeks</th>
<th><strong>Choose your own adventure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In Term 4 students elect to revisit their favourite subject in Humanities to complete an Inquiry into an area that they have developed a passion for. The broad themes that will guide these Inquiries are:</td>
</tr>
<tr>
<td></td>
<td>1. Popular Culture in the Modern World – How did popular culture give voice to the civil rights movement in the 1960’s.</td>
</tr>
<tr>
<td></td>
<td>2. Sustaining our coastal identity – the geographic challenge of balancing the coastal ecosystems with the Australian desire for beach living.</td>
</tr>
</tbody>
</table>

**WHO CAN ADVISE ME?**

For further information on any of the above, please contact Mrs Kerry Daud, Curriculum Leader History and Geography.
INTRODUCTORY SENIOR PHYSICAL EDUCATION  
Curriculum Leader (HPE): Mr Aaron Setterfield

The senior course is an increasingly important one for students going on to tertiary study in a wide range of courses associated with recreation, sports and fitness instructing. Those who take this course in Year 10 would not only have an advantage over others entering the course later, due to their familiarity with course structure, assessment and some of the content, but also would be broadening their understanding of sociological, physiological and cognitive aspects of physical activity and recreation.

FOR WHOM IS THE COURSE INTENDED?

The benefits of such a course in Year 10 are threefold:

1. Students will develop a better knowledge and understanding of the many benefits of exercise, training and physical activity, and will be able to apply this knowledge in their lives into the future (Lifetime education).

2. They will be better prepared to make a decision about choosing the senior course after trying it in Year 10. If they elect Senior Physical Education they will have an introduction to aspects of the course such as the integrated and personalized content/performance nature of the course and the criteria for assessment, which will be similar.

3. Students undertaking the course will gain the health and cathartic benefits of an increase in physical activity levels due to the extra activity inherent in such a course.

WHAT SORT OF SKILLS WILL I NEED TO COPE WITH THE COURSE?

For success in this course you will need:

- Reasonable physical fitness.
- A willingness to try a range of physical activities.
- An open-minded approach to learning.
- Some ability to report on physical activities in writing.

WHAT WILL I STUDY IN THE COURSE?

What do you learn?

The course will be similar to the senior course in design of both performance components and content learning. Students learn in, about and through physical performances. Over the year four performance activities will be covered, with an associated theory unit. Currently the term units consist of:

- Tennis with a study of biomechanics.
- Australian Rules Football with a study of exercise physiology and energy systems.
- Netball with a study of sociology.
- Triathlon with a study of training program design.
How do you learn?

Students participate in the performance activities, which are also used as source of content for the theory part of the course. Some time will be spent in classrooms, much in the PEC or outside.

Where can this lead me in Years 11 and 12?

This subject articulates to Senior Physical Education. Content covered will also be of benefit for those wishing to study Certificate III in Fitness in Year 11 and 12.

HOW WILL I BE ASSESSED?

Assessment methods similar to the one in the Senior Course will be used both for performance and theory. Criteria will be the same but standards will be varied to suit the depth of learning. Course criteria in the Senior course are Acquire, Apply and Evaluate. Theory assessment tasks are personalised and relate specifically to the performance activities studied. There will be 8 assessment tasks, 4 practical and 4 written (essay, exam essay, report, multimodal).

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the QCAA syllabus relevant to this subject.

WHO CAN ADVISE ME?

For further information on any of the above, please contact Mr Aaron Setterfield, Curriculum Leader (HPE).
LANGUAGES

Acting Curriculum Leader (Languages): Ms A van Rosmalen

The Languages offered in Year 10 are the same as those offered in Years 11 and 12:

- Modern Standard Chinese.
- Japanese.

FOR WHOM IS THE COURSE INTENDED?

It is assumed that students who choose to enrol in the course will continue their additional language studies in Years 11 and 12. It is to be remembered that the pre-requisite for an additional language in Years 11 and 12 is that the student must have completed the course at Year 10, which is the transition year between Years 9 and 11.

HOW WILL I BE ASSESSED?

- Assessment, both formative and summative, is expected.
- Assessment will be given in the four macro skills, i.e. Speaking, Listening, Reading and Writing.
- Speaking assessments are recorded.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the QCAA syllabus relevant to this subject: Knowing and Understanding and Reasoning and Responding.

WHAT SORT OF SKILLS WILL I NEED TO COPE WITH THE COURSE?

The study of an additional language provides opportunities for developing the key competencies in contexts that arise naturally from the content and investigative bases of the subject. The following general capabilities of the Australian Curriculum are relevant to the study of an additional language:

- Collecting, analysing and organising information,
- Communicating ideas and information,
- Planning and organising activities,
- Working with others and in teams,
- Solving problems,
- Ethical behaviour,
- Literacy,
- ICT,
- Personal and social competence,
- Inter cultural understanding,
- Critical and creative thinking,
- Using technology.

WHAT WILL I STUDY IN THE COURSE?

The programs for Chinese and Japanese have generic themes and topics that include:

1. Family and Community
2. Leisure, Recreation and Human Creativity
3. School and Post-School Options
4. Social Issues

Teachers of each language area can choose to cover the themes in any order at any time during the academic year. The themes can also be treated either as Semester units or as Term units.
More detail about what is covered in each language area will be found in the individual work programs written specifically for each language.

**WHO CAN ADVISE ME?**

For further information on any of the above, please contact Ms Amanda van Rosmalen, Acting Curriculum Leader (Languages).
MANUFACTURING STUDIES

Curriculum Leader (Design Technology): Mr Andrew Wilson

COURSE DESCRIPTION AND INTENTION

Manufacturing Studies (MAN) has been designed to support our Senior Industrial Skills (ISK) and Manufacturing (CERT1) and Engineering (CERT1) Technology subjects including various practical and design principles experienced in Technology Studies.

Students will engage in a variety of Manufacturing (trade) based skills and experiences that relate to a variety of vocational interests. Students will have the opportunity to have a go at projects that relate specifically to their interests and talents and will be designed for students looking but not excluding an alternate pathway in Year 11 and 12. Students wishing to improve their knowledge in this area and better prepare them for practical aspects of Technology Studies (OP eligible) should also consider this as a second elective option in Year 10.

LEARNING EXPERIENCES

Learning experiences are broad but may include:

- Workplace health and safety.
- Various industry skills.
- Basic design application.
- Real world problem solving.
- Construction processes (building).
- Manufacturing and engineering processes (metal based).
- Plastic fabrication (fibre glassing).
- Furnishing processes (timber based).
- Finishing techniques.

ASSESSMENT

Assessment is derived from senior course principles where possible and aligned with QCAA’s interpretation of the National Curriculum applied to the Technology Strand of these requirements. Content is typically divided between a variety of projects throughout the two semesters and students will be assessed against criteria based on ACARA standards.

WHO CAN ADVISE ME?

For further information on any of the above, please contact Mr Andrew Wilson, Curriculum Leader (Design Technology) a.wilson@stpauls.qld.edu.au
MATHEMATICS

Acting Curriculum Leader (Mathematics): Mrs Catherine Smith

FOR WHOM IS THE COURSE INTENDED?

Mathematics in the Year 10 Australian Curriculum is compulsory. There are two choices for students:
- Mathematics (Australian Curriculum).
- Mathematics Advanced.

Mathematics Advanced is an accelerated course. The students will cover the Australian Curriculum content prescribed in the Mathematics course at an accelerated rate.

The selection of Mathematics or Mathematics Advanced will not restrict students’ Mathematics selections in Year 11. The content in both courses would suitably prepare students for any selection in Year 11 and 12. It is anticipated that students considering Mathematics C in Year 11 would elect to study the Mathematics Advanced course in Year 10. It is advised that students selecting Mathematics Advanced will have achieved a B+ or higher in Year 9 Mathematics.

HOW WILL I BE ASSESSED?

Each semester will include supervised exams and at least one assignment. Assessment will give students the opportunity to demonstrate appropriate learning outcomes as outlined in QCAA’s interpretation of the Australian National Curriculum.

WHAT WILL I STUDY IN THE COURSE?

Mathematics topics include:
- Indices.
- Linear Equations, Simultaneous Equations.
- Coordinate Geometry, Deductive Geometry, Trigonometry.
- Area and Length.
- Quadratic Expressions, Quadratic Equations.
- Functions and Relations.
- Finance.

Mathematics Advanced topics include the additional topics:
- Real Number System.
- Polynomials and Advanced Functions.
- Logarithm Laws and Advanced Indicial equations.
- Circle Geometry and Advanced Trigonometry.

WHO CAN ADVISE ME?

For further information on any of the above, please contact Mrs Catherine Smith, Acting Curriculum Leader (Mathematics).
MUSIC

Head of Music: Mrs Kellee Green

FOR WHOM IS THE COURSE INTENDED?

Any Year 10 student who plays music or sings and enjoys developing his/her musicianship.

This subject should also be considered by those wishing to take the Music Technology course offered in Year 11 and 12, Senior Music or Music Extension as the skills developed during Year 10 establish a beneficial foundation for Year 11 and 12 Music subjects.

Musical content is learned primarily through practical and performance based activities, as this enhances understanding and increases student engagement. Understanding of music notation, while important, is not the only indicator of student success, and students should not feel discouraged if note reading is not one of their strengths.

HOW WILL I BE ASSESSED?

Through activities designed to be in line with the new ACARA Arts Curriculum students will be assessed on both making and responding practices and processes.

Making involves the rehearsal and performance of music, as well as the creation and arrangement of new works. This practice will be assessed by such methods as individual and group performances and composition tasks.

Responding to music involves reflecting on the intentions of composers and performers, as well as understanding the seven musical elements in the context of existing works through analysis, and will be assessed through both written and verbal expressions of understanding. Central to both of these practices is the process of self-reflection, through which personal observation is used to inform and refine student practice.

WHAT SORT OF SKILLS WILL I NEED TO COPE WITH THE COURSE?

1. Successful completion of the Year 9 Music course with a minimum level of “C”.
2. Enthusiasm to participate in various music projects.
3. Ability to play an instrument or sing.
4. Enthusiasm to learn how to compose, analyse and perform music.

WHAT WILL I STUDY IN THE COURSE?

Core time is allocated to develop instrumental and/or vocal skills, with a speciality focus on broadening an understanding of musical styles.

Specific musical content includes:

- The ability to read and write music in order to develop an understanding of sound as a means of artistic expression.
- Developing composition skills in a variety of styles and contexts through the manipulation of musical elements.
• Developing analytical skills – deconstructing the music to understand how if reflects various musical styles and genres.
• The use of music technology on laptops and iPads to provide sound reinforcement and record sound using Industry standard software and specialised equipment.
• The use of modern electronic instruments such as controller pads and turntables and understanding their roles in contemporary music styles.

The musical styles studied in the Music course in Year 10 are flexible and continually revised considering current and emerging technology and trends in the Music industry, as well as student interest and experience level.

Currently the following topics are being covered in the Middle School:

• The essentials of music: instrument introduction and appreciation.
• How to write a pop song and become famous; when pop and rock singers use four chords to get rich.
• The music of Video Games.
• Recording techniques.
• Singer/songwriters.

WHO CAN ADVISE ME?

For further information on any of the above, please contact Mrs Kellee Green, Head of Music.
UNDERSTANDING SELF AND SOCIETY (USS)

Head of RAVE: Mrs Monica Keating

Understanding Self and Society (USS)

All Year 10 students take this new compulsory course which operated in 2016 for the first time. There are four units of work in the course which are entitled: religion, values and ethics; ritual; sacred texts; and religion and state relationships. Assessment, which provides feedback to students and teachers on the teaching and learning process, is an integral part of the course with a variety of assessment tools being used throughout the year.

- **Religion, values and ethics** focuses on moral questions and ethical principles, and how these are incorporated into everyday life. Relevant religious, historical and cultural traditions, norms and virtues are examined.

- **Religion-state relationships** focuses on the social, cultural and political implications of religious belief and practice.

- The topic of **ritual** focuses on several social and religious contexts both in the past and in the present.

- **Sacred texts** examines those texts which have special religious significance.

Through the lessons students are given the opportunity to value diversity; remove barriers which impinge on the uniqueness of others; examine stereotypes which can lead to pre-judging others; develop tolerance and respect for others; develop an understanding of indigenous aboriginal perspectives; and ultimately lead to a better knowledge and understanding of themselves and the society in which they live.

**WHO CAN ADVISE ME?**

- Mrs Monica Keating, Head of RAVE
- Mrs Caro Emslie
- Mr David Adams
SCIENCE

Curriculum Leader (Science): Mrs Claire Collins

The Year 10 Course has been designed to reflect the Australian National Curriculum.

While some ideas need to be memorised the focus is on the processes of Science. Students use the essential processes of ways of working to develop and demonstrate their Knowledge and Understanding.

Students develop their ability to work scientifically through active participation, both individually and collaboratively, and will be given opportunities to incorporate Information Technology into their research, production of graphs, presentation of reports and the use of software to assist their understanding of concepts.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Science and understanding.
- Science as a human endeavour.
- Science inquiry skills.

Students rotate in class groups at the end of each term, to be taught by specialist teachers in the areas of Biology, Chemistry, Physics and Science 21. Therefore students do not have the same teacher for the entire year, but a total of 3.

HOW WILL I BE ASSESSED?

Assessment is aimed at being a seamless part of student learning and gives feedback concerning a range of thinking abilities and skills. A range of assessment types are used including: Written tests (WT), Extended Experimental Investigations (EEI), Extended Response T-asks (ERT).

These allow a suitable balance in assessment techniques and instruments/tasks, and conditions and also reflect the assessment types encountered in the senior science subjects Biology, Chemistry, Earth Science, Science21 and Physics.

The assessable elements have equal emphasis across the range of summative assessment.

WHO CAN ADVISE ME?

For further information on any of the above, please contact Mrs Claire Collins, Curriculum Leader (Science).
VISUAL CULTURE

Curriculum Leader (Visual Culture): Mr Philip Glover

VISUAL CULTURE

We live in an increasingly image-led and image-conscious society. The study of visual culture helps students to interpret, question and engage with their visual surroundings and the wider visual world. Through a variety of making and responding experiences in line with the Australian National Curriculum for The Arts, students will be encouraged to develop artistic expression, inquire deeply and create images, objects and actions that challenge accepted ideals.

Problem-solving, decision-making, creative and critical thinking skills along with practical making skills and techniques will be utilised in the exploration and invention of individual and collective ideas. Personal and collective working practices will be utilised throughout, ensuring students experience and develop the skills, processes and techniques needed to respond to the 21st century workplace.

WHO MIGHT THIS SUIT?

Visual Culture is intended for those students who are passionate about creativity and thrive in an environment of exploration, discovery and experimentation. It is for those who are interested in the images, objects and actions that make up their lives and most importantly those students who want to learn how to make sense of such images, objects and actions, to manipulate them and react to them in ways that challenge normality and in doing so build a truly relevant 21st century skill and mindset.

WHAT MIGHT BE INVOLVED?

Students will pursue real world concepts, interests and means of artistic expression. Image, object and action making and responding within the Visual Culture leaning area promotes the exploration of a broad range of 2-dimensional, 3-dimensional, 4-dimensional practices and written and spoken communication.

Practices may include but are not limited to: Drawing, Painting, Printmaking, Mixed Media, Photography, Installation, Performance, Sculpture, Moving Image, Digital Projection, Sound, Fibre Art, Wearable Art, Body Adornment, Textile Art.

Throughout their time in the learning area students will develop the necessary skills and technical ability required to independently research, identify, develop and refine their expression and written communication of set concepts and personally identified focuses.

ASSESSMENT?

Student work will be assessed across two criteria inherent to the making process, namely Making and Responding.

These criterion provide feedback on student progress and understanding as well as providing insight into areas of expertise with regard to subject selection choices for Years 11 and 12.
Assessment will provide students with the opportunity to fulfil the achievements standards laid out within the ACARA Australian Curriculum (The Arts – Visual Art).

**SKILLS NEEDED TO COPE WITH THE COURSE?**

Year 10 is seen as a formative year of study for those students who are interested in, or curious about, continuing onto Visual Art in Years 11 and 12.

Students should be open to working with and manipulating a variety of real world concepts, materials, media and technologies. Students should also display confidence in reading, writing and researching across a broad range of resources. The ability to independently initiate and explore ideas, problems and beliefs is a central skill entwined in artistic pursuits and has become an important skillset for the 21st century.

As such we would wish students to be enthusiastic about pushing the boundaries of their thinking and understanding in these areas. A mature attitude, a strong independent work ethic and a comfort with ambiguity is vital to students’ development and success with the Visual Culture learning area.

**WHAT WILL BE STUDIED?**

*The table below provides a sample view of the opportunities for study during the year:*

<table>
<thead>
<tr>
<th>Year 10 Overview - Sample</th>
<th>Semester 2: Consumption</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concept</strong></td>
<td></td>
</tr>
<tr>
<td>Semester 1: Identity</td>
<td>Semester 2: Consumption</td>
</tr>
<tr>
<td>Identity, both individual and social, has long been a source of scrutiny for artists, designers and craftspeople. Through this unit students will consider the concept of identity in relation to their own experience.</td>
<td>By virtually any measure household expenditures, number of consumers, extraction of raw materials consumption of goods and services has risen steadily in industrial nations for decades, and it is growing rapidly in many developing countries. While many of us remain oblivious to the scale of our collective daily consumption and waste, a growing number of artists are finding ways to call attention to this problem.</td>
</tr>
</tbody>
</table>
### Focuses

Students will consider, discuss and react to a range of practices in relation to identity. Students may explore costume, pose, gesture, expression, and mood in a variety of art forms, and artist’s stylistic choices connected to our visual culture.

Students will consider how artists represent individual and collective identity in their artworks.

Themes could include:
- Personal Image/Disguise/Stereotypes/
- Prejudice/Expression/Memory/Growth/
- Experience/Time/History …

Students will consider, discuss and react to a range of practices in relation to consumption.

Students may consider and reflect upon the ways artists represent ideas around consumption in their artworks and how such ideas manifest within our visual culture.

Themes could include:
- Consumerism/Wants vs Needs/Poverty/Waste/Recycling/Advertising/Manufacturing/Diet/Wealth/Capitalism …

### Media

In response to the concept and focuses, students explore, experiment and create with materials, techniques, processes and technologies related to a selection of:

In response to the concept and focuses, students explore, experiment and create with materials, techniques, processes and technologies related to a selection of:

### Making

Students submit a body of work consisting of a visual journal, folio of exploratory supporting studies, resolved outcome and/or a series of resolved outcomes.

Students submit a body of work consisting of a visual journal, folio of exploratory supporting studies, resolved outcome and/or a series of resolved outcomes.

### Responding

Students engage in a written responding task that explores the work and ideals inherent within relevant artists and artworks.

Written responding tasks are supportive of and embedded within student making practices.

These take the form of written responses to set questions and/or formal essays.

Students engage in a written responding task that explores the work and ideals inherent within relevant artists and artworks.

Written responding tasks are supportive of and embedded within student making practices.

These take the form of written responses to set questions and/or formal essays.

### WHO CAN ADVISE ME?

For further information on any of the above, please contact Mr Philip Glover, Curriculum Leader (Visual Culture).
VOCATIONAL EDUCATION AND TRAINING (VET)

VET in Schools programs

‘VET in Schools’ refers to Vocational Education and Training (VET) in Schools programs undertaken during the Senior Phase of Learning. VET in Schools programs allow you to earn credit towards a recognised VET qualification, relevant to your career interest while you complete the general curriculum for your Queensland Certificate of Education and/or OP. VET qualifications will also contribute credit points to your Queensland Certificate of Education.

Please note: Unfortunately, Full-Fee Paying Overseas Students (FFPOS) are unable to undertake a TAFE course off the School campus.

With VET in Schools, you can:

- combine a vocational pathway with your general education curriculum
- work towards a Certificate I, II or III, or sometimes even a Certificate IV qualification
- keep your options open to pursue further vocational education such as courses at a Technical and Further Education (TAFE) institute, or move into higher education, such as undertaking courses at university.
- Gain valuable work experience

What does our School offer in VET in Schools programs?

- Counsellors can advise students who may be considering a career path for which a VET course is appropriate. VET in Schools Programs (Nationally Accredited Qualifications in Industry Areas) may include Internal or External Modes of Study – A list of courses appears later in this booklet.
- School Based Australian Apprenticeship (formally Traineeships and Apprenticeships)

VET in School Programs and School-based Traineeship/Apprenticeships are generally scheduled to coincide with school hours, and students need to sign a declaration that lesson content missed from the timetable will need to be made up in the allocated VET Study lessons.

What are Australian Apprenticeships?

Australian Apprenticeships (often referred to as traineeships and apprenticeships) are another career option. They combine practical work with structured training to give you a nationally recognised qualification and the experience you need to get the job you want. Training is flexible and can be on-the-job, off-the-job or a combination of both. Australian Apprenticeships are available at a variety of occupations, as well as in traditional trades and a wide range of emerging industry sectors.

You do not have to wait until you leave school to get started. School counsellors can advise regarding Australian School-based Apprenticeships, giving students the option of starting while still at school. Students also have the benefit of being paid for their on-the-job component each week. To start an Australian Apprenticeships (either Traineeship or Apprenticeship) students must have their own employer contact.
How do I get started finding a school-based traineeship/apprenticeship?

1. Consult one of the School Counsellors to discuss your career plans and interests;
2. Find work experience to see if you like the area;
3. Find an employer;
4. The School Counsellors may refer you to the VET Administrator to assist with your application.

Age restrictions will apply to some courses
In general St Paul's may allow students to explore VET options after the commencement of Year 10, following appropriate career counselling and guidance. All TAFE Queensland and Skills Tech Australia advertised courses have an age restriction policy. “VET in Schools” programs with private Training Organisations will allow students to start during Yr 10.

Do I need to drop a subject?
Yes, students are required to drop an elective subject to enrol into a VET course. Students must continue with the study of the compulsory subjects.

How do I express interest in VET in my Subject Selection Form?
Students choose 3 electives on the subject selection form (numbers 5, 6 and 7) and tick the box indicating an interest in pursuing a VET option. Students must then make an appointment with the School Counsellors to discuss their career plans and interests.

Cost of VET programs

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Parent Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET courses offered by TAFE</td>
<td>no extra parent contribution</td>
</tr>
<tr>
<td>VET courses offered by Private Training Organisation</td>
<td>extra parent contribution*</td>
</tr>
<tr>
<td>School-based Australian Apprenticeships</td>
<td>no extra parent contribution</td>
</tr>
</tbody>
</table>

*price will vary between courses.

WHO CAN ADVISE ME?
For further information on any of the above, please contact the School Counsellors or Mr Glen Smith, Head of Studies Senior School.