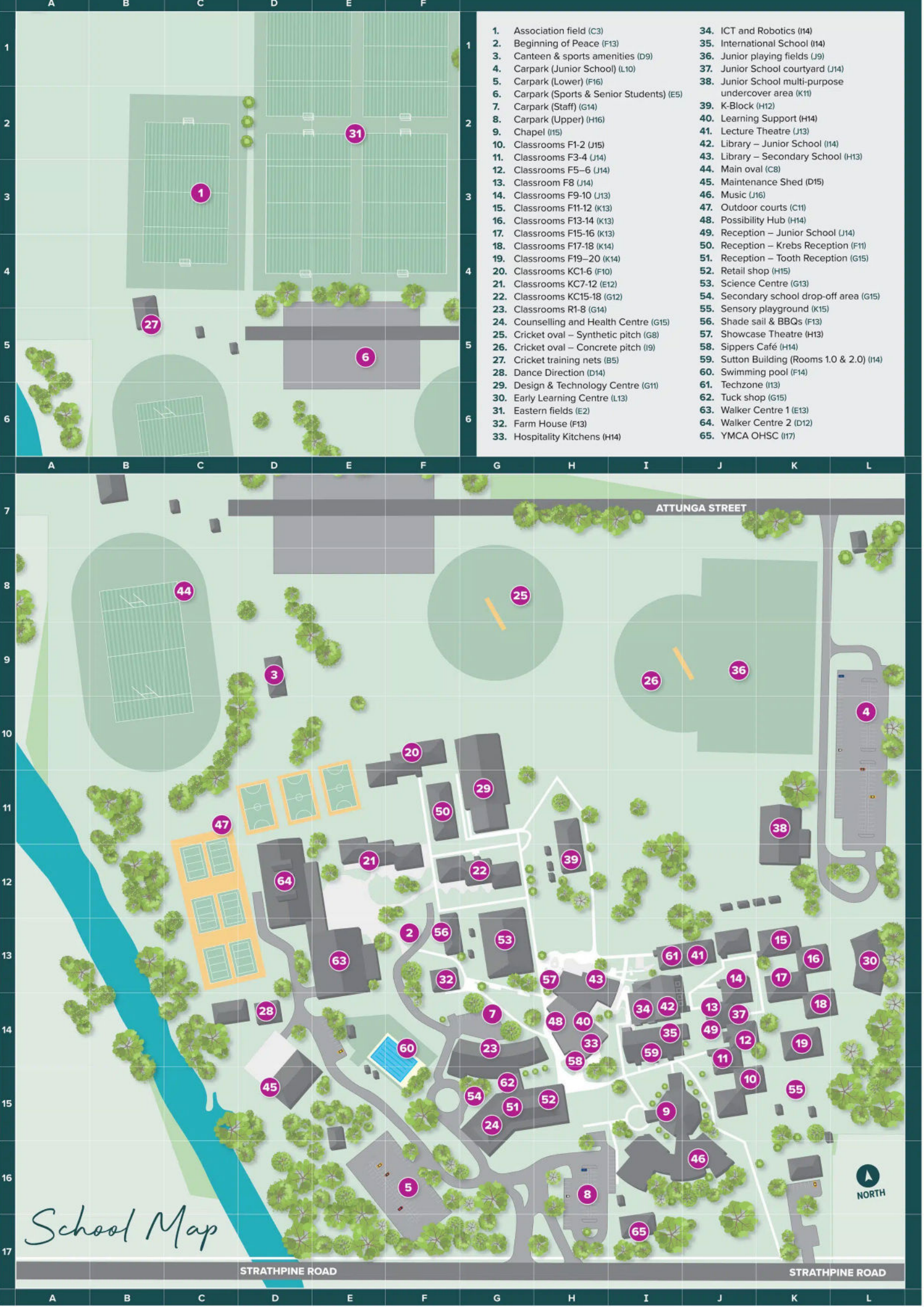
SPS
An Anglican School

Year 10 Subject Handbook

2026



1. Association field (C3)
2. Beginning of Peace (F13)
3. Canteen & sports amenities (D9)
4. Carpark (Junior School) (L10)
5. Carpark (Lower) (F16)
6. Carpark (Sports & Senior Students) (E5)
7. Carpark (Staff) (G14)
8. Carpark (Upper) (H16)
9. Chapel (I15)
10. Classrooms F1-2 (J15)
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Our Values

At St Paul's School, we are committed to holistic education: nurturing academic excellence, personal growth, wellbeing and a sense of belonging in our community. This plan places a strong emphasis on creating enriched learning experiences beyond the classroom, where students can develop their talents, discover new passions and grow as individuals. By fostering a culture of belonging, we aim to ensure that all members of the St Paul's School community feel supported and empowered to contribute to its ongoing success.

Growth

Thriving in mind, body and spirit

Belonging

Feeling valued, included and connected

Community

United in care, respect and compassion

Faith

Guided by love, service and hope, modelled on Christ

Our Purpose Statement

At St Paul's School, we nurture growth, foster belonging and inspire personal excellence for all students by crafting high quality learning programs, providing extracurricular opportunities and investing in our staff and facilities.

Fide et Literis (By Faith and By Learning)

Our Motto

Our Philosophy

Learning is a life-long pursuit, or journey, of which the years of formal education form a small part. St Paul's School believes that the purpose of education is to:

- Facilitate the growth of the whole person: Students should have the opportunity to grow academically, socially, emotionally, physically, and spiritually.
- Create an environment whereby students can discover their identity and their gifts and talents without a fear of failure: Students should come to an understanding that success in life is the result of the ability to take risks. Often the greatest discoveries have been made through a mistake.
- Prepare students to become responsible and contributing global citizens in the increasingly complex world economy: Students should leave St Paul's School with a strong sense of empathy and a conviction to act when they see injustice and inequity, always seeking to put others, rather than themselves at the centre of the community.
- Develop in young people the confidence to shape the future: Students should be given opportunities to be flexible, to be able to discern change and adapt to their local environment without losing sight of their moral and ethical grounding. Students are encouraged to dream, imagine, and create a future whereby their sense of fulfilment is attained.
- Challenge students intellectually: Students should stretch their minds and imagination through critique, collaboration, and communication.

How To Choose Your Subjects

There are many important decisions you must 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; and**
- **Which will develop skills, knowledge and attitudes useful throughout your life.**

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:

- **The Good Universities Guide https://www.gooduniversitiesguide.com.au/**
- **myQCE https://myqce.qcaa.qld.edu.au/**
- **St Paul's School Careers Page https://www.stpaulscareers.com.au/**
- **Other career information such as brochures from industry groups which show the various pathways to jobs in these industries**
- **QTAC https://www.qtac.edu.au/**
- **TAFE Queensland https://tafeqld.edu.au/**

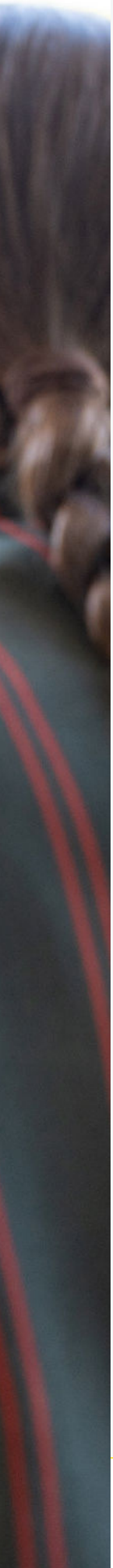
Find out thoroughly about your school's subjects:

- **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 Information 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 (ie. 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, that your choice of subjects now may affect your choice later in Years 11 and 12. For example:

- **Students attempting subjects such as Mathematical Methods, Specialist Mathematics, Chemistry and Physics require a high level of understanding in Years 9 and 10 Mathematics and Science to be successful.**
- **Music, Languages and Visual Art in the senior years almost always require previous study in Years 9 and 10.**



Queensland Certificate Of Education (QCE)

The Queensland Certificate of Education (QCE) 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 at the beginning of Year 10 and will appear on their student card.

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 Portal at https://myqce.qcaa.qld.edu.au/student-learning-accounts.html

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 requirements are outlined on the QCAA website https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce/eligibility-requirements

In Semester 2, 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 https://myqce.qcaa.qld.edu.au/

Subject Selection Process

Students select subjects online, using Web Preferences. An email will be sent to students from: noreply@selectmysubjects.com.au.

Core Subjects	Elective Subjects
• English or Literature (students choose one) • Mathematics or Mathematics Advanced (students choose one) • Science • Religion and Values Education • Careers Education	**Students will then be required to enter three elective subjects from the following list, plus two reserve subjects** • Business • Chinese • Digital Technologies • Design Engineering • Drama • Food & Textiles Technology • Geography • History • Introductory Senior Physical Education • Japanese • Manufacturing Studies • Music • Visual Culture • ELD (English Language Development Program for EAL students only)

Students will receive an email advising of their subject allocations. Every effort will be made to allocate students their preferred subjects; however, class sizes and equipment availability need to be considered.

Subject Specific Equipment Requirements

- **Food Technology:** Food ingredients for practical assessment tasks.
- **Japanese:** Obento Supreme Workbook.
- **Maths & Science:** Non-programmable Scientific Calculator, preferred model is the Casio fx-82AU Plus II as this is the required calculator for senior QCAA subjects.
- **Music:** headphones that fit student laptops (generally 3.5mm plug).
- **RAVE:** 1 x A4 plastic document wallet

Subject Overviews

Business

Who Is The Course Intended For?

- Students who are thinking of studying Economics, Business, Accounting/ or Law at university;
- Students who are inquisitive about the world around them and seek to better understand it;
- Students who would like to develop analytical and literacy skills that can be applied to all facets of life; and
- Students who enjoy exploring issues from a range of different perspectives.

What Skills Will I Need To Succeed With The Course?

- Collaboration and communication skills;
- Problem-solving and analytical skills;
- Above-average English language skills; and
- An ability to remain open-minded and curious.

What Will I Study In The Course?

The course is designed to provide students with learning opportunities directly relevant to the Year 11 and 12 General syllabuses of Business, Economics, Accounting, and Legal Studies.

Draws and builds on core concepts studied throughout Terms 1 to 3 to deepen students' understanding in a holistic manner.

Economics	Accounting
• The basic economic problem; • Micro vs macro economics; • Government intervention in the economy; • The role of scarcity and effective decision-making in sustaining a balanced economy; • and circular flow of income; • The impact of the forces of supply and demand on decision-making.	• The history of Accounting • The importance of Accounting to a business • The Accounting Process • The Accounting Equation Classification of Accounts • Transaction Analysis • General Journals • General Ledgers
Business	**Legal Studies**
• Impacts of changing external conditions on government, business and individuals; • An introduction to consumer behaviour and evolving attitudes, values and beliefs of consumers; • Business adaptation and emerging technologies in business; • Business ethics and corporate social responsibility.	• The role of courts and their importance in maintaining Australia's democracy • The power of the Constitution and the High Court; • Criminal behaviour; • Criminal code; • Analysis of legal situations to identify and examine legal issues and stakeholders' perspectives.

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:

1. **Extended Response:** Feasibility Report.
2. **Examination:** Combination Response.
3. **Investigation:** Economics Report.
4. **Examination:** Extended Response to Stimulus.

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

Design & Technologies

Who Is The Course Intended For?

“Learning to write programs stretches your mind, and helps you think better, creates way of thinking about things that I think i s helpful in all domains.“ - Bill Gates

The course is intended for everyone. It is not intended as a course for those wanting to get into computer science. It is a course that should be studied as part of a general, liberal education because it develops in students a computational way of thinking that is now essential across the broad spectrum of careers. Knowing how to code and how data is structured, processed and stored is now as essential as being literate or numerate.

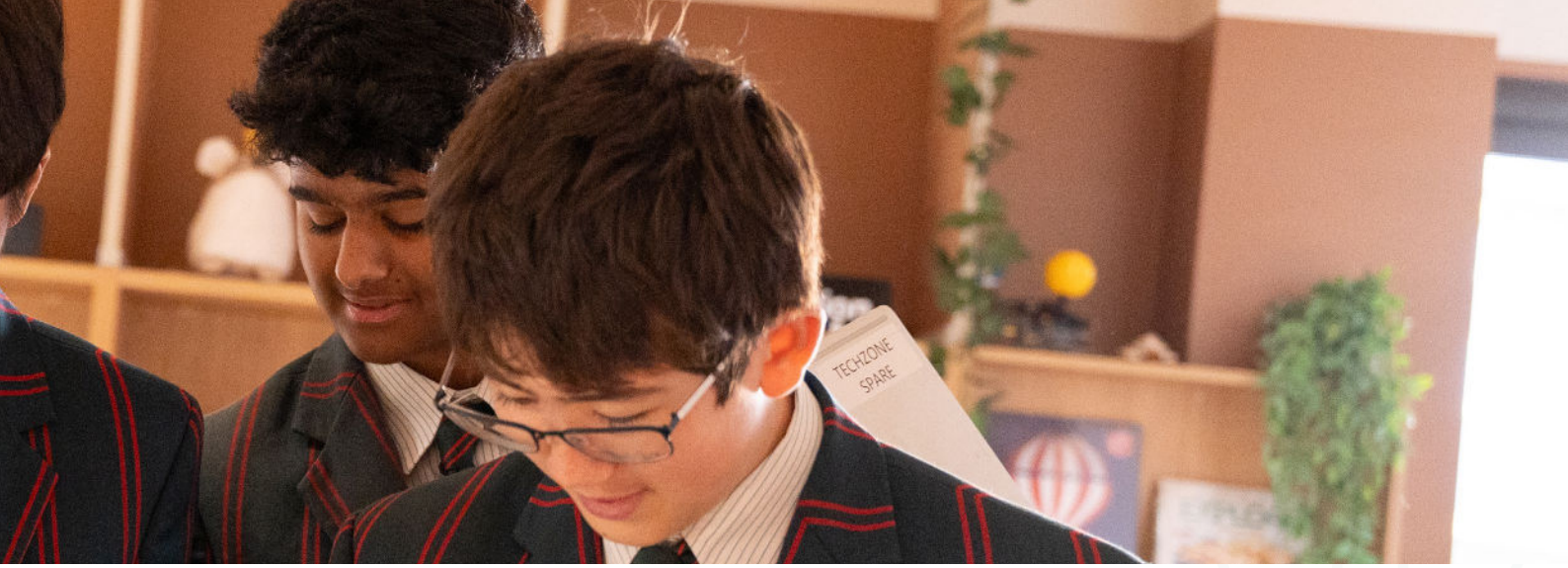
Studying computer science can provide a student with the necessary education to innovate in extraordinary ways. Computer technology is at the heart of many endeavours to make a meaningful difference in the world, whether through scientific research, medical advances, helping disabled people lead more fulfilling lives, improved communication and transportation or many other areas. These advances generally happen not by applying existing technology to a new problem, but by collaborating with experts in other fields and developing innovative solutions.

Computational thinking can bring careful, logical approaches to problem solving and an understanding of the power of abstraction to many types of areas of study. The ability to think logically and to develop abstractions is applicable even if one does not ultimately write those solutions in a programming language.

Computer Studies is not about equipping students to work as software engineers, it is about developing thinking. Computational thinking is how to 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, even if these problems are not in computer science.

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 while allowing you to showcase your creativity and innovativeness. The subject provides a link to senior school studies in Digital Solutions.



What Will I Study In The Course?

This Digital Technologies course includes the following units over a year's course of study:

- **Introduction to Web Technologies;**
- **Game development;**
- **Programming with Python;**
- **Computer science fundamentals; and**
- **Self-directed IT project of choice.**

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

Additional Information

In today's world, there are professions in ICT that were not even imagined 20 years ago. Check out the voices and reasons for studying computer science: https://code.org/quotes

The following websites provide information about careers in ICT:

- **www.ichoosetechnology.com.au – ICT jobs and salaries**
- **www.australia.gov.au/ictentrylevel – ICT apprenticeships and cadetships being offered by the Australian Government**
- **A video about the importance of computer programming and what many schools don't teach - http://www.youtube.com/watch?v=nKIu9yen5nc**

Design Engineering

Who Is The Course Intended For?

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 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 studying Design in Year 11 and 12, enjoy designing and prototyping (making), engaging in real world problems and issues, have career aspirations in the various design fields or simply have a passion and enjoy the type of learning that occurs in the Design Technology Learning Area.

What Will I Study In The Course?

Learning experiences are broad but may include:

- **A design process;**
- **Drawing principles and foundation;**
- **Graphical communication;**
- **Design Thinking and 21st Century learning skills (problem solving, critical thinking, collaboration etc.);**
- **A real-world application to problems in society and the environment; and**
- **Making informed and relevant decisions.**

Semester 1	Semester 1
Visual Communication in Design • Sketching as a way of communicating in design • 2D sketching • 3D sketching **Discovering Design Styles** • Gain and understanding of how design styles have influenced the world we live in. • Considering their influence of social, environmental, ethical, and economic aspects of society. • Developing an understanding of effectively communicating design ideas through a design board and spoken presentation. **Design Project # 1 – Design Folio and Practical Work (Design Styles Sound Systems) Part A** • The design process (Engage, Ideate and Prototype) • Working with acrylic, timber, cardboard electronics, laser cutter, graphic design software. • Generating, visualising, and evaluating design ideas. • Communicating design ideas through sketching and digital means. • Create (prototype) a designed solution based on a design brief and criteria.	**Design Project # 1 – Design Folio and Practical Work (Design Styles Sound Systems) Part A** • The design process (Engage, Ideate and Prototype) • Working with acrylic, timber, cardboard electronics, laser cutter, graphic design software. • Generating, visualising, and evaluating design ideas. • Communicating design ideas through sketching and digital means. • Create (prototype) a designed solution based on a design brief and criteria. **Design Project # 1 – Design Folio and Practical Work (Utility Step)** • The design process (Engage, Ideate and Prototype) • Working with plywood, CNC Router, graphic design software. • Generating, visualising, and evaluating design ideas. • Communicating design ideas through sketching and digital means. • Create (prototype) a designed solution based on a design brief and criteria.

How Will I Be Assessed?

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).c

Senior Study Pathways (Year 11 & 12)

Design Engineering should be considered but not strictly required as a pre-requisite for further study in Design in Year 11 and 12. Content studied in Design Engineering will directly reflect content taught in Design subject in Year 11 and 12; 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 and strengthen these vital 21st century learning skills are also encouraged to choose Design Engineering as the first step towards their senior pathway.ontent and achievement standards (developed by ACARA) relevant to this subject.

Required Equipment

Designer Toolkit purchased through the Retail Shop.

Drama

Who Is The Course Intended For?

Year 10 Drama is for those students who enjoy working collaboratively, and who wish to further develop their skills of performance, play building and design elements. It is also intended for any student interested in studying an engaging, practically based, academic subject that develops skills such as creativity, critical thinking, collaboration, and communication that will benefit them both within and beyond the classroom.
Study of Year 9 Drama is beneficial but not essential. It is highly recommended for students wishing to pursue ATAR Drama.

What Skills Will I Need To Succeed With The Course?

- Enthusiasm to work collaboratively with others;
- Curiosity about the world and human experience;
- Eagerness to take creative risks and think imaginatively;
- Willingness to perform in front of others; and
- Sense of playfulness.

What Will I Study In The Course?

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.

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.

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 I 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.

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; and**
- **Critique performances by professional companies.**

English

Who Is The Course Intended For?

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

What Skills Will I Need To Succeed 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; and
- Competency in sentence structure, paragraphing and language/syntax skills.

What Will I Study In The Course?

Unit	Description
Shakespeare: *Romeo and Juliet*	• Explore Shakespeare's Romeo and Juliet in great depth whilst simultaneously viewing one or more film adaptations of the classic play. • Comparative analysis of character, plot, setting, language and intention of the playwright. • Learn and employ analytical speaking and writing skills. • Students will present a comparative analytical presentation that discusses the different ways in which a chosen theme has been represented to the audience by the playwright.

Unit	Description
Crime Fiction	• Students will study and understand the essential elements of crime fiction to write a short story. • Deconstruct narrative structure including plot, setting, character details. • Analyse the pace of complication and resolutions. • Analyse the important components of a crime fiction eg. Red Herring etc. • Determine motivating factors influencing characters' decisions. • Analyse how and why Australian culture is presented in various texts. • Revise formal language required for essay - no clichés, slang, first person, tautology. • Revise connective ties and consider ways to improve vocabulary range.
Australia's Identity	• Students will create a vlog with a focus on Australian identity. • Learn how to create an appropriate script that is analytical in nature. • Demonstrate student's understanding of Australia's culture and identity. • Incorporate the visual elements of a vlog. • Use appropriate verbal and non-verbal communication.
Novel Study	• • Investigate how the life and times of the author may have influenced the • novel's themes/issues. • Evaluate the language used to convey emotion. • Analyse characterization, themes, plot, setting and literary elements. • Evaluate key scenes of narrative development. • Evaluate consequences of characters' key decisions. • Write analytically, using evidence to support assertions.

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 'C' Achievement or above, students must meet or exceed the minimum requirements for 'C' 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**

Literature

Who Is The Course Intended For?

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

What Skills Will I Need To Succeed 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 and imaginative pieces.
- Competency in sentence structure, paragraphing and language/syntax skills.

What Will I Study In The Course?

Unit	Course Description
Unit 1	**Australia on Film** Written Imaginative (Short Story)
Unit 2	**Poetry & Dichotomies of Life** Spoken Imaginative (Digital Story)
Unit 3	**Shakespeare's Plays** Written Analytical (Exam)
Unit 4	**Novella Study of Mice and Men** Spoken Persuasive (Lecture)

How Will I Be Assessed?

Writing and Speaking/Signing are both assessed. Students will complete a folio with a minimum of four assessment tasks including two written pieces and two spoken tasks. In order to obtain a 'C' Achievement or above, students must meet or exceed the minimum requirements for 'C' Achievements in both written and spoken modules.

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

1. **Language**
2. **Literature**
3. **Literacy**

English Language Development

Who Is The Course Intended For?

In Australian schools, learning is accessed through English, and achievement is demonstrated through English. Each area of the curriculum has language structures and vocabulary particular to its learning domain, and these are best taught in the context in which they are used (ACARA, 2014). Second language learners require specific support to build the English language skills necessary to access the range of syllabus that form part of the Queensland Curriculum and Assessment Authority's QCE system. According to Cummins (1979) Cognitive Academic Language Proficiency takes a second language learner a minimum of 5-7 years to develop intermediate fluency.

The Year 10 English Language Development program provides an opportunity for second language learners to continue the development of their English language skills. Through a range of age-appropriate and level- appropriate material on a variety of topics, students are introduced to new vocabulary and provided with opportunities to practise their reading and writing strategies. Students also complete grammar activities and participate in group and class discussion to improve their confidence communicating in English. Developing these skills is important for success in the mainstream classroom.

The lessons also provide an opportunity for students to work collaboratively with their peers or individually with their teacher to better understand their classroom work and assessment. Students have opportunities to ask questions, clarify task instructions and seek help with planning and drafting for subject specific assessment. This course is highly recommended for all second language learners.

Food & Textiles Technologies

Who Is The Course Intended For?

Food & Textiles Technology is a field of study intended to develop skills and knowledge in the areas of Food, Nutrition, and Hospitality. It is an action-orientated, problem-solving 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. Students will gain an insight into the field of Hospitality, and Food & Nutrition pathways. Food & Textiles Technology students work independently and collaboratively when engaging in learning 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)

Food & Textiles Technology offers students the opportunity to gain extensive foundations for further studies in areas such as:

- Food and Nutrition
- Certificate III in Hospitality

What Skills Will I Need To Succeed With The Course?

Many of the skills required are developed during study; however, the following attributes do allow students to gain the knowledge and skills required in Food & Textiles 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 (e.g. written format, verbally, using IT);**
- **A willingness to be involved in group projects;**
- **Desire to complete work accurately and precisely; and**
- **Imagination and creativity.**

What Will I Study In The Course?

Food & Textiles 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:

Unit	Course Description
Hospitality	• Organisational principles of hospitality ventures • Synthesis of a client brief • An overview of the hospitality industry, its workplace culture and practices • Kitchen Production procedures and practices • Beverage production and service • Food presentation and service • Current and future trends in the Hospitality industry • Development of teamwork • Communication and documentation
Food & Nutrition	• Foundations of Nutrition • Chemical and function properties of Foods • Meeting the needs of nutritional consumer markets • Food trends and influences upon current health status of Australian population • Food Technology • Analysing and developing food prototypes to meet consumer needs • 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:

- **Written responses to seen and unseen questions;**
- **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, prepared and presented within a designated time frame); and**
- **Folios/process journals/blogs (a collation of ideas and research developed over a period to support choices for practical items).**

Introductory Senior Physical Education

Course Rationale: 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 instruction. 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 Education and Fitness Studies.

Who Is The Course Intended For?

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 select 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 Skills Will I Need To Succeed 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; and**
- **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:

1. **CrossFit with a study of functional anatomy and training methods.**
2. **Netball with a study of recovery, injury prevention and nutrition.**
3. **Australian Rules Football with a study of exercise physiology and energy systems.**
4. **A multi-sport competitonwith a study of the Olympics**

Where Can This Lead Me in Years 11 and 12?

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 Walker Centre in the Den (gym) or outside.

How do you learn?

This subject articulates to Senior Physical Education. Content covered will also be of benefit for those wishing to study the dual course of Certificate III in Fitness/ Certificate II in Sport and Recreation in Year 11 and 12.

How Will I Be Assessed?

Assessment methods like the one in the Senior Physical Education 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. Theory assessment tasks are personalised and relate specifically to the performance activities studied. There will be 4 assessment tasks which includes a combination of practical performance and written assignments (essay, report, exam and multimodal). Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the QCAA syllabus relevant to this subject.

Humanities

Who Is The Course Intended For?

The Year 10 courses have been designed to reflect the Australian National Curriculum and throughout the year students can choose to study either Geography or Modern History.

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

What Will I Study In The Course?

Unit	Course Description
Unit 1	**Geographies of Human Wellbeing** Students will study the geographic challenges involved in Globalisation and sustainability of human wellbeing. They will use the methods to measure spatial variations in human wellbeing and development, and how these can be applied to determine differences between places at the global scale. They will consider reasons for, and consequences of, spatial variations in human wellbeing at a regional and national scale, drawing on studies such as from within India or another country in Asia. They investigate reasons for, and consequences of, spatial variations in human wellbeing in Australia, including for First Nations Australians; and responses of international and national government and non-government organisations to improve human wellbeing in Australia, within India and another country in the Pacific.

Unit	Course Description
Unit 2	**Managing Environment Change – Coastal Management** Environmental Change and Management focusses on managing and balancing the coastal ecosystems with the Australian desire for beach living, and the environmental world views of people and the implications of these for environmental management. This unit looks at the effects of human activity on the coastal environment and environments on humans over time. Students will evaluate the extent of interconnections occurring between people and places and environments. Students evaluate strategies to address geographical challenges using social, environmental and economic criteria.
Unit 3	**Managing Environment Change – Urban Planning and Sustainability** Explore how cities grow and change, and how urban planners shape the future of our communities. This unit focuses on sustainable urban development, examining how cities can balance population growth, environmental protection, and liveability. Students will investigate real-world examples of innovative urban planning, analyse spatial data, and propose solutions for creating more sustainable and resilient urban environments.
Unit 4	**Geographies of Human Wellbeing – Megacities** Dive into the dynamic world of megacities—urban areas with over 10 million people—and discover their global impact. This unit examines the challenges and opportunities of life in megacities, including housing, transport, pollution, and access to services. Students will explore how these massive urban centres affect human wellbeing and consider strategies to improve quality of life for their diverse populations.

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.

Unit	Course Description
Unit 1	**The Second World War - The European Theatre** In this unit, students will explore the causes, course, and consequences of World War II, with a focus on the European theatre. Key topics include the rise of Nazi Germany, major battles such as Stalingrad and D-Day, and the devastating impact of the Holocaust. Students will examine how ideologies shaped the conflict and investigate Australia's involvement in the European war effort, including the experiences of Australian service personnel. Through historical sources and inquiry, students will develop a deeper understanding of how WWII reshaped the modern world and continues to influence global perspectives on conflict and human rights.
Unit 2	**The Second World War - The Pacific Theatre** Students will investigate the places where Australians fought in the Pacific, their perspectives and experiences during WWII. With a focus on Japanese expansion and key events such as the fall of Singapore, the bombing of Darwin and the experiences of prisoners of war (POWs), and Kokoda. The unit highlights how Australia responded to the threat of invasion, the shift in foreign policy from reliance on Britain to closer ties with the United States, and the impact of war on Australian society. Through historical inquiry, students will examine the experiences of Australian service personnel and civilians and consider how the war reshaped Australia's national identity and international relationships.

Unit	Course Description
Unit 3	**Building Modern Australia – Rights Movements** In this unit students will learn about the historical significance of the period from 1918 until 21st Century. Students will learn about rights and movements that have shaped Australia such as the freedoms and rights for migrants and First Nations Australians. This unit will allow students to explain causes and effects of events, developments, turning points or movements in 20th Century Australia and internationence global perspectives on conflict and human rights.
Unit 4	**Building Modern Australia and the Global World** Students will investigate the development of modern Australia through key social and political reforms, including the roles and rights of women and the evolution of national identity. The unit also examines Australia's place in an increasingly globalised world—how international alliances, trade, popular culture, and environmental challenges have influenced Australian society. Through inquiry and analysis, students will consider how globalisation has impacted Australia's economy, politics, culture, and environment, and reflect on the nation's response to technological innovation and global issues.

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.

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**

Languages: Japanese

Course Rationale: The Language offered in Year 10 is the same as that offered in Years 11 and 12, which is Japanese.

Who Is The Course Intended For?

The study of an additional language is an important skill for living in a global society. The course is designed for students who enjoy Languages and the intercultural understanding that is embedded within the language. Talking with students on study tours and integrations are a regular feature in the course. As it is a pre- requisite for students who study an additional language in Years 11 and 12, students should complete the course in Year 10.

How Will I Be Assessed?

- Assessment will be both formative and summative;
- Assessment will be given in the four macro skills, i.e.. Speaking, Listening, Reading and Writing. A combination of these skills will be used for most assessments; and
- Speaking assessments may be recorded.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the QCAA syllabus relevant to this subject: Communicating meaning in Japanese; Understanding Language and Culture.

What Skills Will I Need To Succeed 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**
- **Literacy**
- **Communicating ideas and information**
- **ICT**
- **Planning and organising activities**
- **Personal and social competence**
- **Working with others and in teams**
- **Intercultural understanding**
- **Solving problems**
- **Critical and creative thinking**
- **Ethical behaviour**
- **Using technology**

What Will I Study In The Course?

The programs for Japanese have generic themes and topics that include but are not limited to:

1. **Family and Community**
2. **Leisure, Recreation and Human Creativity**
3. **School**
4. **Travel**
5. **Social Issues**

Teachers 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.

Manufacturing Studies

Who Is The Course Intended For?

Manufacturing Studies has been designed to support our Industrial Skills and Engineering Skills subjects in Year 11 and 12.

Students will engage in a variety of Manufacturing (trade) based skills and experiences that relate to a variety of vocational interests. Throughout the two semesters, students will have the opportunity to engage in several projects that relate specifically to their interests and talents. This subject is part of the Vocational pathway offered at St Paul's that supports students who are considering a trade or alternative pathway in the senior years of study in Year 11 and 12. Students wishing to improve their knowledge in this area and better prepare them for practical aspects that relate to future study could also consider Manufacturing Studies as a second elective option in Year 10.

What Will I Study In The Course?

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); and
- Finishing techniques.

How Will I Be Assessed?

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. Students will be assessed on both practical and written elements that reflect the standard applied in Senior Studies of similar courses.

Mathematics

Who Is The Course Intended For?

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

- **Mathematics OR**
- **Mathematics Advanced.**

In Year 10, students will consider possible pathways to senior secondary mathematics study. Preparation for subsequent study of Units 1 and 2 of Mathematical Methods and Specialist Mathematics can be strengthened by further exploring some aspects of mathematics content in Year 10. In the Mathematics Advanced course students will cover additional content to enrich and extend their mathematical study whilst completing the Year 10 curriculum in preparation for senior secondary mathematics.

It is required that students considering Mathematical Methods or Specialist Mathematics in Year 11 wouldselect to study the Mathematics Advanced course in Year 10.

In order to complete Year 10 Mathematics Advanced it is assumed that students will have prior knowledge from successfully completing Year 9 Mathematics with at least a B level achievement.

Prospective students intending to undertake Mathematical Methods in Year 11 must have successfully completed Year 10 Mathematics Advanced with a minimum of achievement of grade B. This standard of academic performance signifies the requisite depth of mathematical understanding and analytical proficiency essential for engagement with the Mathematical Methods curriculum.

What Will I Study In The Course?

- Investigate the accuracy of decimal approximations to irrational real numbers and explore the use of logarithmic scales involving small and large quantities and change.

- Apply numerical and graphical and algebraic approaches to analyse systems of two linear equations in two variables and solve linear inequalities and represent solution sets as intervals on the real number line.

- Generalise and extend their repertoire of algebraic techniques involving quadratic and simple exponential algebraic expressions, model situations exhibiting growth or decay using linear, quadratic and simple exponential functions, and solve related equations, numerically, graphically and algebraically.

- Solve measurement problems involving the surface area and volume of common objects, composite objects, and irregular objects, use Pythagoras' theorem and trigonometry of right-angled triangles to solve spatial problems in two and three dimensions. They apply geometric theorems to deduce results and solve problems involving plane shapes and use planar graphs and networks to investigate and model relations involving sets of points, connections, paths, and decisions.

- Investigate conditional probability and its relation to dependent and independent events, including sampling with and without replacement.

- Compare different ways of representing data including cumulative frequency graphs and interpret key features of the distribution. They use scatterplots to informally discuss and consider association between two numerical variables and informally consider lines of good fit by eye, interpolation, extrapolation and limitations.

Mathematics Advanced possible additional topics:

- **Surds & fractional exponents and logarithms;**
- **Exploration of functions including trigonometric, exponential and logarithmic.**
- **Circle Geometry; and**
- **Counting principles and factorial notation.**

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.

Required Equipment

Year 10 Mathematics requires students to use a scientific calculator, Casio FX-82 Plus II.

Year 10 Mathematics Advanced requires students to use a graphics calculator, Casio FXCG50AU.

Music

Who Is The Course Intended For?

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 undertake the Certificate III Music Industry course, Senior Music or Music Extension offered in Year 11 and 12, as the skills developed during Year 10 establish a beneficial foundation for these subjects.

What Skills Will I Need To Succeed With The Course?

- Successful completion of the Year 8 or 9 Music course with a minimum level of "C";
- Enthusiasm to participate in various music projects;
- Ability to play an instrument or sing; and
- Enthusiasm to learn how to compose, analyse and perform music.

What Will I Study In The Course?

Learning experiences are:

Unit	Course Description
Song Writing	In its most purist form, song writing is story telling. Students engage in songwriting activities that encourage them to find their own story and communicate this story using the elements on music, into a fully resolved work. They explore a range of compositional practices and begin to develop their own songwriting styles by creating arrangements using provocations as the basis of their own work. Students make and respond to musical works by exploring the music of various songwriters.
Sonic Highways - Brisbane Music Scene	As emerging musicians, having a strong connection to the industry you are about to be a part of is essential for success. In this project-based unit, students engage in learning experiences that connect them to the people, places, history and music of the city they live in. Each year, the provocation for the project changes to respond to what is currently happening in the industry. Prior learning experiences have included workshops with Brisbane musicians and composers, visiting live music venues, creating works based in response to industry needs. Students continue to develop their performance, music technology and composition skills throughout this unit.

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 (composing). This practice will be assessed by such methods as individual and group performances and composition tasks. Students will also be involved in a performance evening for family and friends each semester.

Responding to music involves reflecting on the intentions of composers and performers, as well as understanding the six 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.

Religion & Values Education (RaVE)

Course Rationale: St Paul's School is a Christian school in the Anglican tradition, and our vision of a meaningful education reflects this identity. In a secular and pluralistic society, we believe a truly good life is shaped by the values of God's Kingdom. While we welcome and celebrate the diverse cultural and religious backgrounds of our students, we affirm—like in Jesus' parable—that wise people build on the Rock. In a rapidly changing world, students need a firm foundation of faith. Through our Religion and Values Education (RaVE) curriculum, we explore ethics and Christian teaching to help students build lives grounded in purpose, integrity, and hope.

A key theme in Year 10 RaVE is that everyone has a worldview—shaped by how they understand politics, philosophy, and religion—even if they're unaware of it. This worldview influences our attitudes, relationships, and ethical decisions. At St Paul's, we embrace our role in shaping students' worldviews, partnering with families to help develop wise, compassionate individuals.

In Year 10 RaVE, student will complete three units of work, as follows:

Unit	Topic	Unit Description
Unit 1	*The Good, the Bad, and the Ethical*	An Introduction to ethics and philosophy including the Judeo-Christian moral framework of western civilization
Unit 2	*Enlarging our Perspectives*	An introduction to diversity and tolerance in Australia including our personal responses and government policies regarding several important moral issues.
Unit 3	*Good and Evil*	An introduction to the question of good and evil in human experience. This includes a philosophical and theological comprehension of the nature of suffering and the study of Theodicy.
Unit 4	*Youth Alpha Part 2*	This unit continues and completes our students' journey in RaVE studying the claims of Christianity.

Science

Course Rationale: At the core of all science endeavour is the inquiry into the nature of the universe. Science recognises that knowledge is not fixed but is fallible and open to challenge. Science therefore requires students to use a systematic way of thinking, involving creativity and critical reasoning.

What Will I Study In The Course?

The Year 10 course has been designed to foster curiosity and student passion while supporting students in becoming scientifically literate citizens. It provides students with opportunities to develop an understanding of scientific concepts, of science's contribution to our culture and society, and its applications in real life. This carefully considered approach to ACARA ensures students are exposed to the main disciplines of Science: Biology, Chemistry, Physics, Earth and Space Science. Students will learn about genetics and DNA and will consider the Theory of Evolution. Chemical reactions and rates of reaction will be explored as well as Newtons Laws of motion. Students will consider our place in the Universe and they will have the opportunity to consider how global systems including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere.

The course utilises an innovative integration approach to Science with each discipline explicitly sign-posted in order to support students in making informed decisions regarding future scientific pathways.

Students develop their ability to work scientifically through active participation, both individually and collaboratively, and will be given opportunities to work with foundational theory, digital technologies, scientific data collection and analysis to assist their understanding of concepts.

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

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

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, Student Experiments and Research Investigations.

These allow a suitable balance in assessment techniques and instruments and reflect the assessment types encountered in the senior science subjects - Biology, Chemistry, Physics and Psychology.

Visual Culture

Course Rationale: 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, 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.

Who Is The Course Intended For?

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. There is not an expectation of prior skills in Visual Culture.

What Will I Study In The Course?

Students will use the inquiry learning model, research, develop, reflect, resolve to pursue real world concepts, interests and means of artistic expression. Making and Responding within the Visual Culture learning 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, Wearable Art and Textiles.

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.

How Will I Be Assessed?

Student work will be assessed across criteria inherent to the inquiry learning model, research, development, resolution, and reflection through **Making** and **Responding**.

These criteria provide feedback on student progress and understanding as well as providing insight into areas of expertise about 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).

What Skills Will I Need To Succeed 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 I Study In The Course?

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

Unit	Semester 1: *Consumption*	Semester 2: *Place & Space*
Concept	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 developing countries. While many of us remain oblivious to the scale of our collective daily consumption and waste, artists have and continue to call attention to how humans consume on a local, national and global level.	Visual Artists are able to represent spaces and places beyond simple observation or documentation. Through control of visual language and expression, they communicate how we relate to the spaces in which we inhabit and travel through. Emotive, psychological and states of mind can be created which allow artists to communicate memory, nostalgia, dreams, imagination through representations of the landscape both natural and built.

Unit	Semester 1: *Consumption*	Semester 2: *Place & Space*
Focuses	Students will respond to a range of practices in relation to consumption through personal and contemporary contexts. These include: **Signifiers of Consumption** *Symbolism in Art* – including the Vanitas tradition of Still Life and its impact on contemporary practice. *Pop Art* – the consumption of Popular culture, wealth, capitalism. **The Anthropocene** The current geological age, viewed as the period during which human activity has been the dominant influence on climate and the environment. Consumption on a global scale. **The Act of Consumption** Food as Art, diet, attitudes, moral and ethical food consumption, health and illness.	Students will consider a range of practices in relation to representations of Place and Space through formal and cultural contexts. Students will explore ways to create emotive spaces through use of colour and expression. They will also learn about representations of the Australian landscape through Indigenous and Western perspectives to inform the development of their individual focuses. They may explore emotional and psychological spaces of imagination and memory or represent places of personal and/or cultural significance.
Media	In response to the concept and focuses, students explore, experiment and create with a range of materials, techniques, processes and technologies, related to a selection of: Drawing, Painting, Printmaking, Mixed Media, Photography and Animation, Installation, Sculpture – assemblage and clay modelling.	In response to the concept and focuses, students explore, experiment and create with materials, techniques, processes and technologies related to a selection of: Drawing, Painting, Photography and Animation and Installation.

Unit	Semester 1: *Consumption*	Semester 2: *Place & Space*
Assessment	Students submit a body of work consisting of Making and Responding work. (ACARA standards) The body of work includes: folio of experimental works, resolved artwork/s and artist statement. Written responses to stimulus artworks that demonstrate analysis, interpretation and evaluation of artworks in relation to the concept.	Students submit a body of work consisting of Making and Responding work. (ACARA standards) The body of work includes: folio of experimental works, resolved artwork/s and artist statement. Extended written response to stimulus that demonstrates research, analysis, interpretation and evaluation of artworks in relation to the concept.

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