

STAINES MEMORIAL COLLEGE



Junior Secondary Curriculum Handbook

2018



STAINES
MEMORIAL COLLEGE

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Guidelines for choosing subjects

Choose subjects:

1. Which will support your career options
2. Which give you skills, knowledge and attributes useful to you in life
3. In which you can do well
4. You enjoy

Find out about subjects:

1. Ask the teachers of that subject
2. Listen carefully when teachers tell you about the subject in class and at information sessions
3. Read about the subjects in the Curriculum Handbook
4. Speak to Careers Facilitator for more information

Wrong reasons for choosing subjects

Many students choose subjects for the wrong reasons and as a result are unhappy at school or are unable to follow their career choice later.

Do not take a subject simply because:

1. Someone says it is a good or bad subject
2. Your friends are, or are not taking it
3. You think it is easy or difficult
4. You like or dislike the teacher

Helpful Hints

Think about a range of careers

It is best to consider a few career options, not just one.

Be Realistic

There is no point in taking subjects for particular careers if those career choices are not realistically achievable. Avoid subjects you find too hard. However, choosing subjects because they are 'easy' may be limiting your opportunities in the future.

Work Experience and Volunteer Work

Work experience and volunteer work allows you to spend time at a workplace to learn about an occupation or industry. You may observe others doing their job and have a go yourself. It is an opportunity to develop skills and networks, learn about the world of work and to decide what kinds of things you would like to do

Career Pathways

All career pathways are personal. When planning your career pathway consider:

1. What you like
2. What is important to you
3. What you are good at
4. The people you know who may be able to help you

Core Subjects

Students in Years 7 through to 10 will complete study in the following core subjects:

- Mathematics
- English
- Science
- Health and Physical Education

Students in Year 7 through to 9 will also study History.

Elective Subjects – Years 7 - 9

Students have the opportunity to select a range of electives subjects in Year 7, 8 and 9. It is recommended that students choose a variety of electives during these years to broaden their experiences.

Electives include:

- Dance
- Design and Technology
- Digital Technologies
- Food and Nutrition
- Geography
- Performance
- Textiles
- Visual Arts

Following is an outline for each elective.

- *Subject outlines are a guide only. Units and course topics are subject to change. The information provided in this handbook is a guide only.*

Dance

Why study Dance?

Rich in tradition, the arts play a major role in the development and expression of cultures and communities, locally, nationally and globally. Students communicate ideas in current, traditional and emerging forms and use arts knowledge and understanding to make sense of their world.

Key Ideas

Learning and assessment in *Dance* is categorised into two sub-strands. *Making* and *Responding*. This translates across the various art forms studied at our College.

- making includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions.
- responding includes exploring, responding to, analysing and interpreting artworks.

What is studied?

Elements of Dance

Students explore the definitions of the elements of Dance through a series of creative activities.

Choreographic Devices

This unit is focused on the use of choreographic devices to communicate purpose to an audience. Throughout the unit, students apply their knowledge of the elements of Dance and develop their skills of creativity. Looking at the choreographic intent, students must select relevant devices to help emphasise their purpose for the audience.

Dance as Therapy

Students explore the use of Dance as not just an art form, but for various other purposes. Looking at contexts such as fitness, rehabilitation and socialisation, they will develop a dance session/program that is suited to a particular people group with a particular purpose/goal. Within this, students learn the major muscular and skeletal groups of the body.

Style Studies

In this unit, students learn basic techniques associated with common dance styles. This unit will consist of mini *intensive-style* courses where students are taught relevant terminology. This will assist them in both performances within styles and the recognition of styles.

Musical Theatre

Students explore the blend of acting and dancing within this unit. Within this unit, students study the history of musical theatre and its presence today. They will be required to look at cultural and/or stylistic influences that will need to be considered when performing and choreographing within the context of a chosen musical.

Traditional/Cultural Dance

Within our school we are blessed with a wealth of cultural richness. This unit aims to celebrate the culture of others and help our students learn the significance of dance within various cultures around the world.

Design and Technology

Why study Design and Technology?

Design and Technology aims to develop the knowledge, understanding and skills to ensure that individually and collaboratively students:

- are creative, innovative and enterprising when using traditional, contemporary and emerging technologies
- effectively and responsibly select and use appropriate technologies, materials, tools and equipment when designing and creating products
- critique, evaluate and use thinking skills and technologies processes for a range of problems or situations
- plan, manage, create and produce (make) technologies solutions for situations or problems for a range of settings.

What is studied?

Introduction to Workshop Procedures

Course work is designed to give students basic skills and exposure to Workshop Procedures and Material Identification, working with timber, sheet metal and plastics. Students gain experience by completing a range of different practical projects, which may include a wooden pencil case and an acrylic key tag. In addition, students are given the opportunity to use the computer program Inventor to design their name to be printed out using the 3D Printer.

Workshop Procedures and Introduction to Graphic Procedures

Course work is designed to build on student's basic hand skills. They will again work with timber and sheet metal by completing a range of different practical projects, which may include a wooden jewellery box and a Galva bond dustpan.

Workshop Procedures and Consolidation of Graphic Procedures

Course work is designed to further build upon student's basic skills and exposure to both Workshop Procedures and Graphical Concepts. Students work with timber and sheet metal as well as CAD (computer-aided drafting) work on the computer. Students gain experience by completing a range of different practical projects, which may include a wooden sandwich tray and a sheet metal tool carry all. Students also develop skills in using the CAD Program 'Inventor' to produce design drawings of their practical projects.

Digital Technologies

Why study Digital Technologies?

Learning in Digital Technologies focuses on developing understanding and skills in computational thinking such as decomposing problems and prototyping, and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

It is hoped students will develop their skills in ICT (information communication technologies), as well as experience the practical application of robotics and coding.

What is studied?

- Development of programs for a Lego EV3 robot, using the Lego Mind storms computer program.
- Coding of computer games using Scratch
- 3D printing
- Understanding computers



Food and Nutrition

Why study Food and Nutrition?

Technologies have been an integral part of society for as long as humans have had the desire to create solutions to improve their own and others' quality of life. Technologies have an impact on people and societies by transforming, restoring and sustaining the world in which we live.

Australia needs enterprising and innovative individuals with the ability to make discerning decisions related to the development, use and impact of technologies. When developing technologies, these individuals need to be able to work independently and collaboratively to solve complex, open-ended problems. Subjects in the Technologies learning area prepare students to be effective problem-solvers as they learn about and work with contemporary and emerging technologies.

What is studied?

Food and Nutrition is the study of food in the context of food science, nutrition and food technologies. Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life.

The food system includes the sectors of production, processing, distribution, consumption, research and development. Waste management, sustainability and food protection are overarching concepts that have an impact on all sectors of the food system. Students will actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

Discovering Food

Students are taught basic personal hygiene and kitchen safety including knife safety, the use of ovens, stoves and ingredients. Students investigate what it means to be a healthy adolescent who makes nutritious food choices. Students have practical opportunities to prepare a variety of snack, dinner and dessert items.

Becoming Independent

Students investigate what it means to be a healthy adolescent who makes nutritious food choices. Students have practical opportunities to prepare a variety of snack and dinner options for a teenager. Students investigate the influences on food habits, particularly on junk food and its impact on the body.

Food and Nutrition

Students investigate what it means to be a healthy adolescent who makes nutritious food choices using the six major food nutrients. Students have practical opportunities to prepare a variety of dinner options a teenager could create at home. Students investigate the six food nutrients in relation to their food sources, functions in the body and appropriate cooking methods.

Geography

Why study Geography?

Geography empowers students to shape change for a socially just and sustainable future. Geography inspires curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Through a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, Geography enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world.

Geography teaches students to respond to questions in a geographically distinctive way, plan inquiries, collect, evaluate, analyse and interpret information, and suggest responses to what they have learnt. Geography provides students with opportunities to develop a wide range of general skills, capabilities and dispositions that can be applied in everyday life and at work. The subject helps students to develop information and communication technology skills, an appreciation and respect for social, cultural and religious diversity and different perspectives, an understanding of ethical research principles, a capacity for teamwork, and an ability to solve problems and to think critically and creatively.

Geography helps students to be regional and global citizens capable of active and ethical participation.

What is studied?

Water in the World

Students examine the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity.

Place and Liveability

Students investigate how people value places differently according to their needs. They learn how to analyse data from maps, charts, tables and photographs. The students carry out a guided inquiry into two different local areas to compare aspects of liveability.

Landforms and Landscapes

Students investigate the changing human geography of countries, as revealed by shifts in population distribution through internal and international migration. In this unit students attend an excursion to White Rock and develop an Inquiry Presentation about White Rock and its geomorphology.

Settlements

Students explore how people move around the world and the impact of people living in different places. Students conclude with an exam covering history of settlements and impacts of settlements.

Biomes and Food Security

Students examine the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future.

Geographies of Interconnections

Students learn how geographical processes change the characteristics of places. They predict changes in the characteristics of places over time and identify the possible implications of change for the future.

Performance

Why study Performance?

Rich in tradition, the arts play a major role in the development and expression of cultures and communities, locally, nationally and globally. Students communicate ideas in current, traditional and emerging forms and use arts knowledge and understanding to make sense of their world.

Key Ideas

Learning and assessment in *Performance* is categorised into two sub-strands. *Making* and *Responding*. This translates across the various art forms studied at our College.

- making includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions.
- responding includes exploring, responding to, analysing and interpreting artworks.

What is studied?

Elementary, My Dear Watson

Students explore the definitions of the elements of Drama through the use of multiple intelligences, scripted performances and improvisation.

Children's Theatre

Students explore the style of Children's Theatre through reflections of their childhood and experimentation with relevant conventions. Students devise and present their work to an audience of lower primary students.

Process Drama

Students participate in various Process Dramas that explore various topics and pretexts. From this, students use their skills of analysis to develop their knowledge of how a central dramatic purpose is communicated through Drama. Students work in groups to facilitate a Process Drama for their classmates within a chosen context.

Clowning Around

Students build off of their knowledge from previous years. They apply the skills of improvisation and some aspects of Children's Theatre to explore the style of Clowning, focusing on the use of verbal and non-verbal comedy. Students work in duos to create a Clowning routine for an audience.

Theatre Analysis

Students further their understanding of the style of Clowning by critiquing a recorded live performance. They analyse the central dramatic purpose and evaluate the manipulation of elements of Drama and conventions in order to create a desired effect.

Textiles

Why study Textiles?

Textile choices and practices within the textile industry impact directly on the wellbeing of individuals, families and communities. Students will acquire knowledge of textiles relating to clothing and/or fashion choices, use throughout the household, sustainability and cultural influences, including Indigenous influences. Students will develop inquiry skills through the effective use and evaluation of resources for the provision of textiles. Students will access information to discern, design and develop a variety of practical skills to construct textile products. Students will investigate issues relating to how social, cultural, political, technological, ethical, economic and environmental points of view impact fashion industry practices, textile choices and wellbeing.

What is Studied?

Discovering Textiles

This unit serves as an introduction to textiles. Students investigate safe work practices when dealing with textiles equipment. Practical opportunities include paper sewing, fabric sample and ultimately the creation of a simple drawstring bag where students demonstrate their straight stitching and zig-zag skills whilst following a basic pattern.

Becoming Independent

Students investigate safe work practices when dealing with textiles equipment. Practical opportunities include paper sewing, fabric sample and ultimately the creation of a pair of beach shorts or pyjama shorts for their use.

Developing Textiles Skills

Students investigate safe work practices when dealing with textiles equipment. Practical opportunities include paper sewing, fabric sample, embellishment samples such as applique, sewing on ribbon/buttons/lace, free motion stitching, patchwork and more to ultimately create a cushion cover for their use.

Visual Arts

Why study Visual Arts?

The Arts aims to develop students':

- creativity, critical thinking, aesthetic knowledge and understanding about arts practices, through making and responding to artworks with increasing self-confidence
- arts knowledge and skills to communicate ideas; they value and share their arts and life experiences by representing, expressing and communicating ideas, imagination and observations about their individual and collective worlds to others in meaningful ways
- use of innovative arts practices with available and emerging technologies, to express and represent ideas, while displaying empathy for multiple viewpoints
- understanding of Australia's histories and traditions through the arts, engaging with the artworks and practices, both traditional and contemporary, of Aboriginal and Torres Strait Islander Peoples
- understanding of local, regional and global cultures and their arts histories and traditions, through engaging with the worlds of artists, artworks, audiences and arts professions.

What is studied?

It's Elementary

Students explore different forms in visual arts, and learn that over time there has been development of techniques used in traditional and contemporary styles. Students study topics that may include:

- Making a Pop Art poster in which symbols and motifs communicate meaning
- Planning and constructing a miniature tree house – 3 dimensional structure
- Applying knowledge of Indigenous patterning in an artwork using icons of Australia
- Learning how to draw people realistically
- Inventing a creative and original concept for a painting.



Our Place

Our Place offers students a range of visual art experiences through various approaches, media and techniques as they respond independently to art works and stimulus. Students study topics that may include:

- A realistic painting in perspective featuring an object in space, like Brent Wong
- A sculpted landscape to communicate the artist's perspective on the world
- A multi-media artwork featuring human figures in the local environment.

Really Real

Students adapt ideas, representations and practices from selected artists and use them to inform their own personal aesthetic when producing a series of artworks that are conceptually linked, and present their series to an audience. Students study topics that may include:

- A seated ceramic figure
- Construction of a 3D form e.g. a common object, but modified to express a selected world view
- An expression of personal identity/culture utilising paint, photography and spray paint
- A landscape in watercolours to express an idea about a garden
- A cardboard mask communicating human character.



Elective Subjects – Year 10

Students have the opportunity to select a range of elective subjects in Year 10. These electives are designed to help prepare for studies in Years 11 and 12. It is recommended that students choose subjects that they might consider studying further in Year 11 and 12.

Electives Include:

- Business
- Construction
- Design and Technology
- Digital Technologies
- Drama
- Food and Nutrition
- Geography
- Legal Studies
- Modern History
- Visual Art



Business

Why study Business?

Throughout the world people engage in business activities to design, produce, market, deliver and support goods and services. So that young people can contribute to the dynamic and constantly changing business environment, and make informed and reasoned decisions about their role in it, they need business knowledge, skills and strategies.

Business offers students opportunities to engage in and understand a range of administrative practices through real-life situations and business simulations. Students examine the broader social, cultural and environmental implications of business activities with a focus on the essential skills of communication and the use of business specific technologies.

What is studied?

A one semester course of study in Business covers topics of study including:

- Business environments
- Financial administration
- Marketing

How can parents/guardians help?

Students will be assisted in their learning by providing a supportive and challenging learning environment. By showing interest and encouraging students in their work, parents/guardians will support them in their academic endeavours. Frequent communication between the home and the school also provides additional support for students.

Parents/guardians might also consider:

- Showing an interest in what their child learns and encouraging them to share their learning with other family members
- Talking to their students about the topics of study and contexts, the assessment program and deadlines
- Discussing their student's progress with the student and school personnel
- Drawing attention to business-related issues, both local and global, as presented by and in the media
- Encouraging their student to develop an appreciation of learning and a willingness to be an active participant in life-long learning.

Future Pathways

University, TAFE, Other Training Providers, Apprenticeships, Traineeships, Work

Jobs include: Business Owner/Manager, Receptionist, Executive Assistant, Telemarketer, HR Manager, Teacher, WH&S Officer, Union Organiser, Sales Representative, Hotel Clerk, Public Servant, Cashier, and Retail Manager.

Construction

Why study Construction?

The Construction course provides students with the opportunity to develop the skills needed for a future career in building and construction. Through the course you will be given the chance to explore different trades including carpentry and joinery.

What is studied?

Skills students can gain

- Work effectively and sustainably in the construction industry
- Plan and organise work
- Communicate in the workplace
- Read and interpret plans and specifications
- Work safely in the construction industry
- Meet WHS requirements
- Use construction tools and equipment

Future Pathways

Apprenticeships in the Construction Industry including cabinet maker, carpenter, plumber, tiler etc. TAFE.

Design and Technology

Why study Design and Technology?

Design and Technology skills are the skills used by many industries that transform raw materials into products wanted by society. Design and Technology will provide you with opportunities to explore, experience and learn knowledge and practical skills required to produce products in a variety of industries, including building and construction, engineering, and plastics. It provides a unique opportunity for you to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

What is studied?

You will study industry practices and processes to produce products from raw materials.

Within the Graphics component you will learn to:

- Use design processes in graphical contexts.
- Formulate design ideas and solutions using design factors.
- Create and communicate design solutions in the form of graphical representations, including a range of sketches and drawings.
- Apply industry conventions where applicable.

Future Pathways

A course of study in Design and Technology can establish a basis for further education and employment in construction and manufacturing industries. With additional training and experience, potential employment opportunities may be found in the industry areas of aeroskills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

Digital Technologies

Why study Digital Technologies?

Learning in Digital Technologies focuses on developing understanding and skills in computational thinking such as decomposing problems and prototyping, and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

It is hoped students will develop their skills in ICT (information communication technologies), as well as experience the practical application of robotics and coding.

What is studied?

- Development of programs for a Lego EV3 robot, using the Lego Mind storms computer program.
- Coding of computer games using Scratch
- 3D printing
- Understanding computers

Year 10 studies will be a progression of Year 9 studies.



Drama

Why study Drama?

Rich in tradition, the arts play a major role in the development and expression of cultures and communities, locally, nationally and globally. Students communicate ideas in current, traditional and emerging forms and use arts knowledge and understanding to make sense of their world.

What is studied?

Learning and assessment in *Drama* is categorised into two sub-strands. *Making* and *Responding*. This translates across the various art forms studied at our College.

- making includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions.
- responding includes exploring, responding to, analysing and interpreting artworks.

What do students do?

From Page to Stage

Students work with a published playscript to present a polished performance for an audience. They look for hidden meanings that may be within the script, utilising inferences and nuances to gain understanding of the use of the elements of Drama and how best to present it on a stage.

Playbuilding

Students work collaboratively to create a play within a chosen context. They develop their central dramatic purpose and present their completed work as part of the *Senior Drama Showcase* at the end of the term.

Introduction to Scriptwriting

Students explore the foundational skills of scriptwriting within this unit. Working from the knowledge gained during last term's playbuilding unit, students devise their own personal works that explore a chosen issue or topic. They work individually to develop their concept, whilst also learning correct formatting and layout for scripted works.

Conventions of Styles

This unit aims to explore the predominant styles of theatre that will be encountered within Senior Drama and aim to define the various conventions that are used within each. Students will further explore their skills of analysis, applying their new understanding of style, when evaluating a recorded live performance in an extended written response.

How can parents/guardians help?

Parents/guardians may help by:

- Discussing different views of current issues in the dramatic arts with their child
- Encouraging and helping their child find suitable websites, documentaries, journals and other resources
- Encouraging their child to take part in school-based activities, including field trips and extracurricular activities
- Offering their services as guest speakers if they are involved in this area of study or related industry
- Encouraging safe and ethical behaviour
- Communicating with teachers to understand the work students are undertaking and becoming familiar with assessment requirements.

Future Pathways

University, TAFE, Other Training Providers, Apprenticeships, Traineeships, Work

Career possibilities: Actor, Advertising, Art/Film/Literature Critic, Arts Administrator/Manager, Author, Event Management, Film and Television Producer/Director, Playwright, Publicist/Marketing, Script Writer, Stage Manager, Teacher, Theatre Lighting/Production, Youth and Community Arts Worker.

Food and Nutrition

Why study Food and Nutrition?

Technologies have been an integral part of society for as long as humans have had the desire to create solutions to improve their own and others' quality of life. Technologies have an impact on people and societies by transforming, restoring and sustaining the world in which we live.

Australia needs enterprising and innovative individuals with the ability to make discerning decisions related to the development, use and impact of technologies. When developing technologies, these individuals need to be able to work independently and collaboratively to solve complex, open-ended problems. Subjects in the Technologies learning area prepare students to be effective problem-solvers as they learn about and work with contemporary and emerging technologies.

What is studied?

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies. Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life.

The food system includes the sectors of production, processing, distribution, consumption, research and development. Waste management, sustainability and food protection are overarching concepts that have an impact on all sectors of the food system. Students will actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

How can parents/guardians help?

Parents/guardians can help students by providing a supportive environment in the home and by showing an interest in what students are doing daily. Students can be encouraged to practise their skills at home, including those of team-work and cooperation. Parents/guardians can promote an appreciation of the educational, life skills and employment value of Food and Nutrition studies. Discussion with students of issues that arise on television and in print assists students to consider a variety of opinions on issues and situations relating to the wellbeing of individuals and families. Parents/guardians can show their support by attending open days or events hosted by the Food and Nutrition Department of the school. Frequent communication between the home and the school should also provide support for students.

Future Pathways

University, TAFE, Other Training Providers, Apprenticeships, Traineeships, Work

Possible career paths include: Dietitian, Food Scientist, Teacher, Health Promotion, Food Design, Social Worker, Nutrition, Food Journalist, Child Care Worker.

The Year 10 unit will be developed around the new 2019 Senior Syllabus.

Geography

Why study Geography?

Geography is the study of the human and natural characteristics of places and the interactions between them. Geography is a rich and complex discipline which includes two vital dimensions: • the spatial dimension, which focuses on where things are and why they are there • the ecological dimension, which considers how humans interact with environments. Geography prepares students for adult life by developing in them an informed perspective. This perspective should be developed across the two-year course of study through a range of scales, including local, regional, national, and global scales.

Geographically informed citizens understand the many interdependent spheres in which they live, and make informed judgments to improve their community, state, country and the world. To meet the challenges of the future, a geographically informed citizen should be able to: • know and understand facts, concepts and generalisations about Geography • apply geographic skills to observe, gather, organise, present and analyse information • use geographic perspectives to evaluate, make decisions about, and report on issues, processes and events.

What is studied?

The Year 10 curriculum for Geography includes units on 'Environmental change and management' and 'Geographies of human wellbeing'.

'Environmental change and management' focuses on investigating environmental geography through an in-depth study of a specific environment. Students learn of the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views – including those of Aboriginal and Torres Strait Islander Peoples – that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human–environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

'Geographies of human wellbeing' focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.

Assessment includes exams, field inquiries, multimodal presentations and a range of research strategies.

Legal Studies

Why study Legal Studies?

Legal Studies is about developing an understanding of the Australian legal system and how it affects your basic rights, obligations and responsibilities. You will explore how to become an active and informed citizen and learn how to constructively question and contribute to the improvement of laws and legal processes.

What is studied?

The Year 10 Legal Studies course enables you to learn through the investigation of legal issues, exploring two core areas of study:

- The Legal System
- Criminal Law

What do students do?

As a student of Legal Studies, you will examine case studies and legal situations from local, national and global contexts. You will apply your knowledge and understanding of legal concepts and processes to situations in order to identify and examine legal issues and different stakeholders' perspectives. You will select and organise information from sources to facilitate the analysis of legal issues.

How can parents/guardians help?

Your parents and carers may help you by:

- discussing different views of current Legal Studies 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 mock trials and extracurricular activities
- offering their services as guest speakers if they are involved in this area of study or related industry
- encouraging safe and ethical behaviour
- communicating with your teachers to understand the work you are undertaking and becoming familiar with assessment requirements
- encouraging you to stay up to date with course work and to take adequate time for assessments.

Future Pathways

Open a door to further education and employment in the fields of Law, Law Enforcement, Criminology, Justice Studies, Social Work, Government, Corrective Services, Business, Education, Economics and Politics.

Modern History

Why study Modern History?

Through the study of Modern History, students can understand why our modern world is the way it is. They can understand the processes of change and continuity that have shaped today's world, their causes, and the roles people have played in those processes. They can understand that there are relationships between our needs and interests and a range of historical topics, people and events. At a personal level, Modern History helps students identify their social location, their place in time and their heritage within a distinctive culture. Students develop these understandings through processes of critical inquiry, debate and reflection, and by empathising with the views of others.

What is studied?

Topics may include:

- World War II
- Global Inequalities
- Rights and Freedoms

What do students do?

Historical study is based on inquiry. While the teaching of history may involve expository and text-based teaching, the main approach to learning is student inquiry. Students are actively involved in locating, interpreting, analysing and evaluating historical sources, both primary and secondary. In Modern History, sources can include academic texts, diaries, letters, speeches, cartoons, journal articles, newspaper reports, documentary television programs, artefacts and everyday items.

How can parents/guardians help?

Parents/guardians can help their children as they study Modern History by taking an active interest in and discussing current events and news items, encouraging them to look for the historical background to contemporary events and debates. Much of the subject matter for Modern History arises from the contemporary world and its events and concerns. Parents/guardians can help their students by taking an interest in and discussing with their students the range of views that are held in the community about such events, and the evidence and justifications used to support these views.

Future Pathways

University, TAFE, Other Training Providers, Apprenticeships, Traineeships, Work

Employers look for people with strong analytical skills. The skills developed studying Modern History can open many wonderful careers including Politics, Teaching, Law, Administration, Public Service etc. Additionally, you will develop the skill of critical analysis, strongly in demand in our globalised economy.

Studies in History may assist a young person to gain employment, for example as Library Assistant, Museum Technician, Travel Consultant, Tour Guide, Records Manager, Defence Force, Photographer, Film and Anthropologist, Solicitor, Barrister, Historian, Journalist.

Visual Art

Why study Visual Art?

Visual Art involves the production of artworks (making) and the appreciation of artworks (appraising) through the processes of researching, developing, resolving and reflecting.

Visual Art prepares young people for a future in the workforce by requiring them to seek creative solutions to complex design problems, think divergently and use higher order learning skills to articulate an informed and individualised style or expression. At a time when creativity is sought by industry, visual art significantly contributes to the design and manufacture of images and objects needed for living in an inspiring and visually interesting environment.

What is studied?

Using the processes of researching, developing and resolving, students explore concepts, contexts, and media areas through a study of art forms from the past and contemporary practices. Students are encouraged to work across the media areas and be creative. In Visual Art, a course of study integrates the course components of concepts, focuses, media areas and visual language and expression – which leads to the development and resolution of Bodies of Work.

The media areas may include the following: ceramics, drawing, electronic imaging, environmental design, fibre arts, graphic design, installation, painting, performance art, photographic arts, printmaking, product design and sculpture.

Students also study a diverse range of artworks, visual art styles and philosophies from a variety of social, cultural, geographical, historical, technological, political and personal contexts.

How can parents/guardians help?

Parents/guardians can help students by providing a supportive environment in the home and by showing an interest in what students are doing each day. They can:

- Support and keep informed about the Visual Art program in the school by reading the syllabus and the school's work program
- Discuss the visual environment with their students
- Attend school, community art and gallery exhibitions with students
- Encourage students to visit the workplaces of artists and designers
- Be considerate of the practical demands of the subject in terms of physical effort and time, especially the out-of-hours commitment sometimes required
- Encourage students to practise using media techniques, processes and technologies. One to two hours a week study is the minimum requirement for this course
- Encourage the reading of and writing about contemporary practices in Visual Art.

Future Pathways

University, TAFE, Other Training Providers, Apprenticeships, Traineeships, Work

Art careers include the making, researching, education, support structures/administration of art workers, design, Industrial Design, Fashion Design, Product Design, Landscape Design, Interior Design, Crafts people, Hairdressing, Catering, Sign Writing, Professional Studies, Curatorship, Display Design, Publishing, Media/Film/TV/Video, Advertising, Image Promotion, Writing/Artistic Journalism, Scripting for the Mass Media, Exhibition Scheduling, Product Management, Animation, Jewellery Makers/Designers, etc.

The New Queensland Certificate of Education (QCE) System

Popular Q&As for students and families

Senior schooling in Queensland is changing to help give students the skills for success in work and life in the future. They'll acquire 21st century skills to support them as lifelong learners, valued employees, innovators and engaged global citizens.

Under the new QCE system, students can still choose from lots of subjects and courses that suit their work and study goals. But in some Queensland Curriculum and Assessment Authority (QCAA) subjects, assessment will change.

There will also be a new way to rank students who wish to apply for university after school. The current rank is called the Overall Position (OP). From 2020, it will be the Australian Tertiary Admission Rank (ATAR).

I start Year 10 in 2018. What will it mean for me?

When you start Year 11 in 2019, school will be a little different to how it is for Year 11 and 12 students today. You'll need to know what to expect under the new QCE system as you start to think about senior subjects.

In Year 10, your school and family will help you plan what to study in Years 11 and 12. You'll discuss what jobs or careers you are interested in and then choose the subjects and courses that will enable you to achieve a QCE and work towards your goals.

What subjects can I choose?

In the new QCE system, you can study a wide variety of subjects:

- QCAA General subjects— currently known as Authority subjects
- QCAA Applied subjects — currently known as Authority-registered subjects
- Vocational education and training (VET) courses
- School-based apprenticeships and traineeships
- University subjects completed while at school
- Workplace learning
- Certificates and awards such as those issued by the Australian Music Examinations Board or Duke of Edinburgh program.

Some current QCAA subjects will be renamed, some combined and there will be some new ones.

How is senior assessment changing?

Assessment will be different in General and Applied subjects in the new QCE system. Four assessments will count towards your final grade in each subject. This is fewer assessments than students currently complete.

General subject results will be based on your achievement in three internal assessments (developed by your school), and one external assessment that is set and marked by the QCAA. In most general subjects your internal assessment results will count for 75% of your overall subject result. In maths and science subjects, your internal assessment results will generally count for 50% of your overall result.

Applied subject results will be based on your achievement in four internal assessments.

Internal assessments might include in-class tests, assignments, essays or some other form. Your work will be marked by your school, and QCAA will then review samples of student work for every subject in every school to ensure the quality and rigour of assessment and results.

External assessment for each subject will be held on the same day in all schools across the state.

Your final subject result will be made up of your external assessment result, plus your three internal assessment results.