



**UNITING CHURCH IN AUSTRALIA  
ST STEPHEN'S SCHOOL**  
Founded 1984

# **Year 9 and Year 10 Curriculum Handbook 2010**

**DUNCRAIG CAMPUS**

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## *The Curriculum Framework*

The Curriculum Framework is implemented in all schools in Western Australia. It is a structure which allows students to:

- experiment with new skills;
- discover new processes;
- explore new technologies;
- test new materials;
- develop new ideas;
- understand new information;
- work on tasks alone, in groups, or with the whole class.

These experiences are called '**learning opportunities**'.

## Outcomes of Learning

The learning opportunities are used to help students improve their success in the '**outcomes**' of each course they are studying. Outcomes are the end result of study and show what students '**can do**'.

Some outcomes are compulsory and will be present in every course of study taken in Year 9 and Year 10. The 13 compulsory outcomes are called the '**Overarching Learning Outcomes**' and are listed on the next page.

Outcomes which relate to specific courses only are called '**Learning Area Outcomes**' and are shared by all the courses which belong to the same Learning Area.

## Nine Learning Areas

At St Stephen's School, courses are linked together in groups called '**Learning Areas**'.

The nine Learning Areas are:

- English
- Faith and Values
- Health and Physical Education
- Languages other than English LOTE (French)
- Mathematics
- Science
- Society and Environment
- Technology and Enterprise (comprising Home Economics, Design and Technology, Information Technology and Computing).
- The Arts (comprising Music, Visual Arts, Media and Drama )

# Christian and Community Focus

All Learning Areas at St Stephen's School have the following aims embedded within teaching and learning programs:

- To be part of the Christian witness of the Church in the community;
- To provide a caring Christian community within which the development towards a student's full potential (intellectual, emotional, physical, spiritual, cultural, social) can take place;
- To develop numeracy and communication skills and to nurture attitudes and skills necessary for continued learning and personal growth throughout life;
- To encourage an awareness of, an interest in and a valuing of the environment, ranging from local through global to universal, and to develop in students the skill and knowledge necessary to enable them to adopt responsible roles;
- To provide opportunities for developing respect for others and their right to differing points of view, the ability to work cooperatively towards a common goal, and a sense of responsibility expressed in caring service to others and
- To equip students with an appreciation of their own worth and the value of others; to develop in students the capacity and confidence to make decisions about all aspects of life, including their vocations and to help them to deal creatively with economic and social realities.

## *Overarching Learning Outcomes*

The thirteen compulsory overarching outcomes are listed below.

1. Students use language to understand, communicate ideas and information and interact with others.	2. Students select, integrate and apply numerical and spatial concepts and techniques.	3. Students recognise when and what information is needed, locate and obtain it from a range of sources and evaluate, use and share it with others.
4. Students select, use and adapt technologies.	5. Students describe and reason about patterns, structures and relationships in order to understand, interpret, justify and make predictions.	6. Students visualise consequences, think laterally, recognise opportunity and potential and are prepared to test options.
7. Students understand and appreciate the physical, biological and technological world and have the knowledge and skills to make decisions in relation to it.	8. Students understand their cultural, geographic and historical contexts and have the knowledge, skills and values necessary for active participation in life in Australia.	9. Students interact with people and cultures other than their own and are equipped to contribute to the global community.
10. Students participate in creative activity of their own and understand and engage with the artistic, cultural and intellectual work of others.	11. Students value and implement practices that promote personal growth and well being.	12. Students are self-motivated and confident in their approach to learning and are able to work individually and collaboratively.
13. Students recognise that everyone has the right to feel valued and be safe, and, in this regard, understand their rights and obligations and behave responsibly.		

## *Electives Selection*

Apart from the traditional compulsory subjects in Years 8–10, students in Years 9 and 10 may choose electives within their curriculum. From the choices made by students, it will be determined whether an electives class will run and the number of classes that will run. If an electives class does not run, or is full, the next available electives class in order of a student's preference will be considered for that student. It is recommended that students consider their choices of electives in terms of choosing an overall Education package (of 15 periods in total) with respect to providing substantial curriculum foundation for the senior Years ahead. Students should also consider choice in terms of what they know they are most interested in.

In Year 10, students choose two six period electives and in Year 9, students choose three five period electives.

There may be fees associated with some of these electives. Please refer to the Duncraig Fees and Charges for a guide.

### **Note:**

Once the electives selection form has been completed it **must** be returned to the **main administration office** by the due date indicated. The electives selection form must **not** be returned until after the Subject Information evening.

# Electives Selection Year 9 2010

Name .....

Homeroom.....

- Students to choose **three** five period electives
- Students please consider your choices in the context of seeing them as an educational package preparing for future course selections
- **Do not fill out this form until after the subject information evening Tuesday 11 August and ensure you return it by the due date indicated below**

5 period elective	Pref 1 to 10 including next column	Course Code	5 period elective	(...cont) Pref 1 to 10	Course Code
<b>Arts Learning Area</b>			<b>Technology and Enterprise Learning Area</b>		
<b>Arts Learning Area</b>			<b>Technology and Enterprise Learning Area</b>		
Design		9DES	Children, Families & Technology 1		9CFCT
Drama		9DRA	Design Graphics 1		9GRAP
Media		9MED	Energy Technology 1		9AET
Music		9MUS	Food Design & Technology		9FOOD
Visual Art		9VART	Industry Studies		9INDST
			Information Technology & Multimedia		9ITMM
			Introduction to Small Business Management & Enterprise		9SBME
			Materials Technology 1		9MDT
<b>LOTE</b>			Textiles, Design & Technology 1		9TEXT
French		9FREN			
<b>INSPIRE</b>		9INSP	<b>Physical Education Learning Area</b>		
			Physical Recreation		9PHREC

**\*Note:**

The elective for INSPIRE must have the approval of the Coordinator of INSPIRE in order to be selected.

Signature: \_\_\_\_\_  
Student

\_\_\_\_\_  
Parent

**DUE DATE: Tuesday 18 August** (return to main administration office.)

# Electives Selection Year 10 2010

Name .....

Homeroom.....

- Students to choose **two** six period electives
- Students please consider your choices in the context of preparation for senior school
- **Do not fill out this form until after the subject information evening Tuesday 11 August and ensure you return it by the due date indicated below.**

6 period elective	Pref 1 to 7 (including next column)	Course Code	6 period elective	(..cont) Pref 1 to 7	Course Code
<b>Arts Learning Area</b>			<b>Technology and Enterprise Learning Area</b>		
Design		10DES	Applied Engineering Systems		10AET
Drama		10DRA	Children, Families & Personal Management – Future Focus		10CFCPM
Media		10MED	Food Design & Technology 2		10FOOD
Music		10MUS	Introduction to Applied Information Technology & Computer Science		10AIT&CS
Visual Art		10VART	Materials Technology 2		10MDT
			Small Business Management & Enterprise 2		10SBME
<b>LOTE</b>			<b>Physical Education Learning Area</b>		
French		10FREN	Outdoor Education		10ODED
			Sport Science		10SPSC
<b>INSPIRE</b>		10INSP			
WL-Vet in schools		10WPL			

**Note:**

The elective for INSPIRE must have the approval of the Coordinator of INSPIRE in order to be selected.

Signature: \_\_\_\_\_  
Student

\_\_\_\_\_  
Parent

**DUE DATE: Tuesday 18 August** (return to main administration office).

## *Curriculum Team*

During the time that students and their families are making decisions about choice of elective courses, it is important to talk about suitable choices with subject teachers and the relevant Heads.

The following people will be able to help with enquiries regarding curriculum decisions.

**Deputy for Curriculum and Learning: Mrs Dawn Clements**

Learning Areas/Departments	Heads of Learning Area/Department and Coordinators
The Arts	Ms Carol Wohlnick (HOLA) Mr Ben Mettam (Media Coordinator) Ms Marion Jamison (Music Coordinator)
English	Mr Phillip Taylor
Faith and Values	Rev Hollis Wilson/Mr Ben Kingwell (Semester 2, 2009)
Health and Physical Education	Mrs Nerina Cordner
Languages other than English (LOTE)	Mrs Michelle Rainer
Mathematics	Mr Phil May
Science	Charles Biddle
Society and Environment	Ms Bernadette Lhota
Technology and Enterprise	Mr Frank Dawes-Smith
INSPIRE Department Coordinator	Ms Debbie Davies
Careers Department	Mrs Sheevaun Darby (Careers Adviser) Mrs Sondra Turner (Careers Adviser, VET Coordinator, Careers Adviser) Mrs Cathy Trethowen (Workplace Learning Coordinator)
Timetabler	Mrs Barbara Marshall, Mr Mark Downsborough
Curriculum Council Administrative Officer Examinations Coordinator	Mr Mark Downsborough

# English - HOLA: Mr Phillip Taylor

## English Courses Year 9 and 10

### English Department Mission Statement

With insight into and sensitivity for the differences of all students in our care, the English Department at St Stephen's School Duncraig is committed to striking a balance between functional and critical literacy. We promote the imaginative, analytical and cultural aspects of language to develop powerfully literate citizens who are well equipped to understand themselves and the world. Utilising the latest digital technologies, we engage students with local, national and world issues while maintaining links to the past and to the rich heritage of Australian culture.

### Overview of course:

Aligned with the *Curriculum Framework Progress Maps*, the *Early Adolescence (8 – 10) English Syllabus* and the *National Framework for Values Education*, the Year 9 and 10 courses aim to provide varied opportunities for students to demonstrate their knowledge, understandings, skills and values in increasingly challenging contexts.

Specifically, the courses are written to encourage the student's awareness and enjoyment of concepts and processes, to develop their understanding and critical awareness of the world around them and to engage and further encourage their passion for a range of varied literacies.

Through these courses, it is our hope that students will: come to an awareness that all texts have been constructed in particular ways; learn to discuss the construction of meaning in texts; examine elements of construction in more detail; reflect on construction and how it affects their responses to and understanding of texts.

Students will be provided with opportunities to increase their control of a variety of forms of writing and to manipulate these for different purposes, audiences and contexts. They will learn how to produce texts for a wider range of purposes and audiences. Particular attention is given to ensuring that students are able to produce written and oral work that shows a clear command of the conventions of spelling, punctuation and grammatical construction associated with Standard Australian English.

There is a strong focus on the processes and strategies (such as brainstorming, conferencing, planning, drafting, redrafting and rehearsing) required to develop appropriate levels of work.

Students' understanding of the relationship between language and culture will also be extended. Students will begin to examine in more detail the ways that different reading practices may produce different meanings from texts and to consider the ways in which context and values may influence an audience's reading of a text.

With a dedication to maintain technological relevance, the courses include multiple opportunities to develop and immerse in a range of ICT literacies. As well, students will be given access to non-print and print texts that represent a balance between the past and the present.

Supporting the course studied in class, and through the library, your child will take part in a reading program during Year 9. This program is aimed at promoting a critical understanding of texts while allowing the scope to enjoy reading.

Assessment is a necessary and vital part of these courses; students in Year 9 will be formally assessed on multiple occasions throughout the year and over four thematic units or, in Year 10, over two units styled on the Course of Study syllabus that they can expect in Years 11 and 12. All students in Year 9 will sit an end-of-year exam and students in Year 10 will sit an exam in each semester.

The English department recognises the importance of students taking responsibility for their learning and encourages them to engage with all facets of their course. For this reason, homework is seen as necessary for their understanding of and ability to apply skills learnt in class. Particularly, it will be a requirement of all Year 9 and 10 students to complete weekly homework exercises on functional English skills through the relevant English Rules Homework Book (Year 9) and the Skills Work (Year 10).

Inclusivity is at the core of all courses in the St Stephen's Duncraig English Department, which recognises the diversity of our students. With this in mind, these courses seek to offer students "opportunities to explore their perspectives and experiences and consider them in terms of the impacts of social, cultural, linguistic, geographic and economic circumstances, as well as their abilities, needs and interests" (*Curriculum Council Progress Maps*). Students will be introduced to a wide range of texts and are encouraged to read actively. They will be given opportunities to "reflect on the experiences represented in texts and to consider how these experiences compare with, relate to or shed light on their own" (*Curriculum Council Progress Maps*).

The courses also "[note] that values based education can strengthen students' self-esteem, optimism and commitment to personal fulfillment; and help students exercise ethical judgment and social responsibility" (*National Framework for Values Education in Australia*). With this in mind, the courses are premised on and provide opportunities to explore the nine values of Care and Compassion/Care for self and others, Doing Your Best, Fair Go, Freedom, Honesty/Trustworthiness, Integrity, Respect, Responsibility, and Understanding/Tolerance/Inclusion.

# English Year 9 – 9ENG

## **Duration of course:**

One year (nine periods per cycle).

## **Duration of course:**

All Year 9 students participate in either General English or Extension English.

There is one Extension class in which opportunities will be provided for selected students—who have demonstrated advanced skills in the area of literacy, including critical thinking, analysis and creativity—to extend their knowledge and understanding of and skills in the subject.

Extension is designed to direct students towards Literature in Years 11 and 12, but offers students the skills and understanding necessary to make the transition into English should they choose this option.

Within General and Extension English the English Learning Outcomes form the basis of all of the activities that the students will be engaged in; these are Speaking and Listening, Viewing, Reading and Writing.

Each course is designed around four units of work which are structured to coincide with the four school terms. Each unit is accompanied with spelling and grammar tests aimed at developing functional literacy skills.

## **Assessment:**

Students will complete a minimum of three assessments per unit and will be graded according to analytical marking schemes devised for each assessment. Criteria for these marking schemes are taken from the Curriculum Framework, the Scope and Sequence documents and the task itself.

Assessments aim to be academically rigorous, interesting and relevant whilst acknowledging and adding to existing strengths. Assessments, for those requiring it, will be modified to meet the particular learning needs of students with learning difficulties.

Students are encouraged to develop and demonstrate their highest level of proficiency across all of the English learning area outcomes.

Year 9 students will sit an exam at the end of semester two.

# English Year 10 – 10ENG

## **Duration of course:**

One year (nine periods per cycle).

## **Overview of course:**

All Year 10 students participate in either the General English or the Extension English course.

Two Extension classes will provide opportunities for selected students—who have demonstrated advanced skills in the area of literacy, including critical thinking, analysis and creativity—to engage with activities, concepts and skills aimed at extending their abilities in and understandings of the subject.

Extension courses will be modelled on the 2010 Literature Course of Study, namely, paired unit combinations 1A/1B and / or 1C/1D. Each Extension course is designed to direct students towards Literature in Years 11 and 12, however, they will also allow for movement into 2A/2B in Year 11 with the appropriate skills being taught to cater for this alternative pathway.

Within General and Extension English the English Learning Outcomes form the basis of all of the activities that the students will be engaged in, namely, Speaking and Listening, Viewing, Reading and Writing.

Each course is designed around two semesters of work.

## **Assessment:**

Students will complete a minimum of four assessments per unit and will be graded according to analytical marking schemes devised for each assessment. Criteria for these marking schemes are taken from the Curriculum Framework, the Scope and Sequence documents, the COS Syllabus and the task itself.

Assessments aim to be academically rigorous, interesting and relevant whilst acknowledging and adding to existing strengths.

Students are encouraged to develop and demonstrate their highest level of proficiency across all of the English learning area outcomes of Listening and Speaking, Viewing, Reading and Writing.

Year 10 students will sit an exam at the end of each semester.

# Faith and Values – HOLA: Rev Hollis Wilson

## Learning Area Statement:

The four strands of the Faith and Values program are faith issues, life skills, religion and community. Each addresses the six core values outlined in the Curriculum Framework (Appendix 2).

The Faith and Values Learning Area Outcomes:		
1.0	Faith Issues	Students show a disposition towards the quest for knowledge, as they strive to understand faith and religious issues. Students demonstrate a willingness to track their life's journey, through critical self evaluation and openness to developing a personal sense of meaning and identity.
2.0	Life Skills	Students know and understand health concepts that enable informed decisions for a healthy lifestyle. Students exhibit attitudes and values that promote a healthy life style. Students demonstrate self management skills, which enables them to make informed decisions. Students demonstrate the interpersonal skills necessary for effective relationships and healthy lifestyles. Students show a willingness to achieve their potential and, through critical and creative thinking, develop a broad understanding of their own values and world view.
3.0	Religion	Students show a disposition towards the quest for knowledge, as they strive to understand different religious and faith movements. Students accept the opportunity to explore different value systems and practise the right to develop their personal values system.
4.0	Community	Students exhibit attitudes and values that promote family and community health and a sensitivity to and concern for the well being of other people. Students demonstrate active servanthood through their behaviour and practice in the school environment. Students demonstrate concern for the well being of other people, and respect for life and property.

# Faith and Values

## Faith and Values Year 9 – 9FV

**Duration of course:** One year (three periods per cycle).

**Duration of course:**

This course is compulsory and undertaken by all Year 9 students.

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>Theme</b>	<b>Me</b>	<b>You</b>	<b>Us</b>	<b>Them</b>
<b>Plan</b>	Students begin to examine who they are and what they believe.	An in-depth examination of friendship and families.	Students consider what community is and identify the communities that they are a part of.	A study of the world we live in and the people who make it what it is.
<b>Task Examples</b>	Personality Box, Lenten Sacrifice, Telling the Easter Story.	Family Folio, Birth Order: Your Place in the Family.	Community Catalog, Town Simulation.	World Watch, Discovering the unseen or forgotten in our world.

**Assessment:**

Self evaluation - written and oral.

The aim is to provide an opportunity for the achievement of affective learning outcomes while at the same time acknowledging the inappropriateness of trying to formally assess these.

# Faith and Values

## Faith and Values Year 10 – 10FV

**Duration of course:** One year (three periods per cycle).

**Duration of course:**

This course is compulsory and undertaken by all Year 10 students.

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>Theme</b>	<b>Icons</b>	<b>Influence</b>	<b>Adult World</b>	<b>Grief &amp; Loss</b>
<b>Plan</b>	Students are introduced to the year's theme of "Crossroads". The term theme of Icons looks at the symbolic signs that help us on our individual journeys.	The term is devoted to examining the variety of influences confronted by young people. Students also consider how they influence and will influence in the future.	Given that we all spend much more time as adults than children, the term examines what it means to be an adults. The rights, responsibilities and things you need to know to function in this world.	Students have the opportunity to hear from current Year 11s to know of their experiences and anxieties. There is also an in depth review of mental health through the examination of grief and loss for individuals and communities.

**Assessment:**

Self evaluation–written and oral.

The aim is to provide opportunity for the achievement of affective learning outcomes, while at the same time acknowledging the inappropriateness of trying to formally assess these.

# Health and Physical Education

## HOLA: Mrs Nerina Cordner

### Learning Area Statement:

The goal of the Physical Education Department is to develop the ability and desire in students to participate in healthy lifestyles both now and in the future. To achieve this, courses focus on a holistic approach for each student whilst providing safe, fun and motivating programs embedded in a subculture with which students can identify.

Health and Physical Education Learning Area Outcomes:		
1.	Knowledge and Understandings	Students know and understand health and physical activity concepts that enable informed decisions for a healthy, active lifestyle.
2.	Attitudes and Values	Students develop attitudes and values associated with a healthy, active lifestyle.*
3.	Skills for Physical Activity	Students demonstrate movement, skills and strategies for confident and competent participation in physical activity.
4.	Self-management skills	Students demonstrate self-management skills that enable them to make informed decisions for healthy, active lifestyles.
5.	Interpersonal Skills	Students demonstrate the interpersonal skills necessary for effective relationships and healthy, active lifestyles.

\*Attitudes and values are monitored in relation to achievement of the other four outcomes for Health and Physical Education

Health and Physical Education courses and possible study pathways:					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Physical Education	Physical Education	Physical Education	Physical Education	Physical Education Studies Stage 1: Unit 1A and 1B Stage 2: Unit 2A and 2B	Physical Education Studies Stage 3: Unit 3A and 3B or Stage 2: Unit 2A and 2B or Stage 1: Unit 1C and 1D
		Physical Recreation	Outdoor Education		
			Sport Science		

**Year 10 students may select a 12 period combination of Sport Science and Outdoor Education.**

**Students are strongly recommended to include the Sport Science elective in their selection if they are considering Physical Education as a course of study in Upper School.**

# Health and Physical Education

## Health Education Year 9 and 10

**Duration of course:** One year.

**Duration of course:**

Health education will be integrated with the Faith and Values Educational program. The curriculum recognises the physical, emotional, mental, special and spiritual dimensions of health. Students are encouraged to develop the essential knowledge and understandings relating to health issues. Content and strategies will allow students to develop skills relating to self understanding, making decisions and relating to others.

Outcomes	Content
Knowledge and Understandings	Students know and understand health and physical activity concepts that enable informed decisions for a healthy active lifestyle.
Self Management	Students demonstrate self-management skills which enable them to make informed decisions for healthy active lifestyles.
Interpersonal Skills	Students demonstrate the interpersonal skills necessary for effective relationships and healthy, active lifestyles.

**Assessment:**

Self evaluation – written and oral  
Group participation  
Journal.

# Health and Physical Education

## Physical Education Year 9 - 9PE

**Duration of course:** One year (five periods per cycle).

**Duration of course:**

This course is compulsory and undertaken by all Year 9 students.

Sports covered include cricket, volleyball, football swimming, athletics, netball and basketball. The final selection of sports is conditional upon factors such as facilities, class size and teaching expertise.

Outcomes	Content
Knowledge and Understandings	Students know and understand health and physical activity concepts that enable informed decisions for a healthy active lifestyle.
Skills for Physical Activity Repertoire	Students select from a repertoire of movement skills, strategies and tactics to enhance the quality of physical activity participation.
Relationship	Students understand how the relationship between movement skills, strategies and tactics affects the quality of participation in physical activity.
Self Management	Students demonstrate self-management skills which enable them to make informed decisions for healthy active lifestyles.
Interpersonal Skills	Students demonstrate the interpersonal skills necessary for effective relationships and healthy, active lifestyles.

**Assessment:**

Progress will be monitored using Sports Specific Outcome Standards.

Effort

Application

Demonstration of individual skills

Game strategies and tactics

Improvement in fitness and achievement

Knowledge of relevant rules and safety regulations.

# Health and Physical Education

## Physical Recreation Year 9 - 9PHREC

**Duration of course:** One year (five periods per cycle).

**Duration of course:**

The program will include a range of recreational type activities which provide the students with physical challenges. Activities may include Martial Arts, Table Tennis, Archery and Bronze Star. *(other activities may be programmed in 2009)*The final selection of activities is conditional upon factors such as facilities, costs, class size and teaching expertise.

Outcomes	Content
Knowledge and Understandings	Students know and understand health and physical activity concepts that enable informed decisions for a healthy active lifestyle.
Skills for Physical Activity Repertoire	Students select from a repertoire of movement skills, strategies and tactics to enhance the quality of physical activity participation.
Relationship	Students understand how the relationship between movement skills, strategies and tactics affects the quality of participation in physical activity.
Self Management	Students demonstrate self-management skills which enable them to make informed decisions for healthy active lifestyles.
Interpersonal Skills	Students demonstrate the interpersonal skills necessary for effective relationships and healthy, active lifestyles.

**Assessment:**

Progress will be monitored using Course Specific Outcome Standards.

Effort

Application

Group activities

Demonstration of individual skills

Strategic thinking and planning

Improvement in fitness and achievement

Knowledge of relevant rules and safety regulations

Journal.

**Prerequisites:**

Students must have a proven record for responsible participation in physical activity, and a willingness to explore, relate and understand human interaction with the environment.

# Health and Physical Education

## Physical Education Year 10 - 10PE

**Duration of course:** One year (five periods per cycle).

**Duration of course:**

This course is compulsory and undertaken by all Year 10 students.

Sports covered include volleyball, football, badminton, dance, lacrosse, swimming, athletics and fitness. The final selection of activities is conditional upon factors such as facilities, class size and teaching expertise.

Outcomes	Content
Knowledge and Understandings	Students know and understand health and physical activity concepts that enable informed decisions for a healthy active lifestyle.
Skills for Physical Activity Repertoire	Students select from a repertoire of movement skills, strategies and tactics to enhance the quality of physical activity participation.
Relationship	Students understand how the relationship between movement skills, strategies and tactics affects the quality of participation in physical activity.
Self Management	Students demonstrate self-management skills which enable them to make informed decisions for healthy active lifestyles.
Interpersonal Skills	Students demonstrate the interpersonal skills necessary for effective relationships and healthy, active lifestyles.

**Assessment:**

Progress will be monitored using Sports Specific Outcome Standards.

Effort

Application

Demonstration of individual skills

Game strategies and tactics

Improvement in fitness and achievement

Knowledge of relevant rules and safety regulations.

.

# Health and Physical Education

## Outdoor Education Year 10 - 10ODED

**Duration of course:** One year (six periods per cycle).

**Duration of course:**

Activities covered include snorkelling, Bronze Medallion, climbing and abseiling, sailing, first aid and expedition skills. Other outdoor activities may also be included in the 2009 program. The final selection of activities is conditional upon factors such as facilities, costs, class size and teaching expertise.

Outcomes	Content
Knowledge and Understandings	Students know and understand health and physical activity concepts that enable informed decisions for a healthy active lifestyle.
Skills for Physical Activity Repertoire	Students select from a repertoire of movement skills, strategies and tactics to enhance the quality of physical activity participation.
Relationship	Students understand how the relationship between movement skills, strategies and tactics affects the quality of participation in physical activity.
Self Management	Students demonstrate self-management skills which enable them to make informed decisions for healthy active lifestyles.
Interpersonal Skills	Students demonstrate the interpersonal skills necessary for effective relationships and healthy, active lifestyles.

**Assessment:**

Progress will be monitored using Course Specific Standards.

Effort

Application

Group activities

Demonstration of individual skills

Strategic thinking and planning

Improvement in fitness and achievement

Knowledge of relevant rules and safety regulations

Journal.

**Prerequisite:**

Students must have a proven record for responsible participation in physical activity, and a willingness to explore, relate and understand human interaction with the environment.

# Health and Physical Education Sport Science Year 10 10SPSC

(combined Specialised Physical Education and Sport Science)

**Duration of course:** One year (six periods per cycle).

Sport Science is a subject integrating physical activity and theoretical concepts related to movement and conditioning.

**Duration of course:**

Physical Activities for this course *may* include Golf, Tennis, Fitness activities and team games. Other physical activities not listed may be selected for 2009. **Final** selection of physical activity is conditional upon factors such as facilities, class size and expertise of the teaching staff.

Theoretical aspects will be integrated with practice and where applicable related to physical activity. The course will focus on developing knowledge and understanding relating to physical activity. This will include functional anatomy and basic biomechanical and movement principles.

Students intending to pursue Physical Education as a course of study in upper school are strongly encouraged to include the Sport Science elective to build a solid foundation of knowledge and practical skills.

Outcomes	Content
Knowledge and Understandings	Students know and understand health and physical activity concepts that enable informed decisions for a healthy active lifestyle.
Skills for Physical Activity Repertoire	Students select from a repertoire of movement skills, strategies and tactics to enhance the quality of physical activity participation.
Relationship	Students understand how the relationship between movement skills, strategies and tactics affects the quality of participation in physical activity.
Self Management	Students demonstrate self-management skills which enable them to make informed decisions for healthy active lifestyles.
Interpersonal Skills	Students demonstrate the interpersonal skills necessary for effective relationships and healthy, active lifestyles.

**Assessment:**

Progress will be monitored using Course Specific Outcome Standards.

Effort

Application

Group activities

Demonstration of individual skills

Strategic thinking and planning

Improvement in fitness and achievement

Knowledge of relevant rules and safety regulations

Journal

Written tasks

Practical tasks

Portfolio.

**Prerequisites:**

Students must have a proven record for responsible participation in physical activity, and a willingness to explore, relate and understand human interaction with the environment.

# Languages Other Than English (LOTE)

## HOLA: Mrs Michelle Rainer

With increasing numbers of Australians travelling the world and tourists visiting Australia, employers are recognising the usefulness of having skills in another language. An ability to communicate in French, in conjunction with other skills, provides students with enhanced career opportunities in fields such as banking and international finance, commerce, diplomacy, government, law, tourism and hospitality, winemaking, fashion and cosmetics, media, science and technology and translating and interpreting. It also develops recognition of the value of being an effective communicator within the service industries. On a more personal level, the ability to communicate in French enhances enjoyment and appreciation of French culture through travel, film, literature, music, fashion and design, cuisine, art and sport.

### Learning Area Statement:

In the Languages Learning Area, students learn to communicate effectively in languages other than English and further develop their skills and understandings in English. They gain an understanding of other societies, the ability to interact with people and cultures other than their own and practical skills which they can use in future social, cultural and vocational areas.

### Learning Area Outcomes:

Students demonstrate achievement of four major outcomes;

<b>French Outcomes</b>	
<b>Listening and responding</b>	<p><b><i>Students listen and respond to a range of texts.</i></b>            In achieving this outcome, students:</p> <ul style="list-style-type: none"> <li>• use understandings of language, structure and context when listening and responding to texts; and</li> <li>• use processes and strategies to make meaning when listening.</li> </ul>
<b>Spoken interaction</b>	<p><b><i>Students communicate in French through spoken interaction.</i></b>            In achieving this outcome, students:</p> <ul style="list-style-type: none"> <li>• use understandings of language and structure in spoken interactions;</li> <li>• interact for a range of purposes in a variety of contexts; and</li> <li>• use processes and strategies to enhance spoken interaction.</li> </ul>
<b>Viewing, reading and responding</b>	<p><b><i>Students view, read and respond to a range of texts.</i></b>            In achieving this outcome, students:</p> <ul style="list-style-type: none"> <li>• use understandings of language, structure and context to respond to texts; and</li> <li>• use processes and strategies to make meaning when viewing and reading.</li> </ul>
<b>Writing</b>	<p><b><i>Students write a variety of texts in French.</i></b>            In achieving this outcome, students:</p> <ul style="list-style-type: none"> <li>• use understandings of language and structure when writing;</li> <li>• write for a range of purposes and in a variety of contexts; and</li> <li>• use processes and strategies to enhance writing.</li> </ul>

# Languages Other Than English (LOTE)

## French Year 9 – 9FREN

*French is accepted as a language of international, economic, politic and cultural significance. More than forty-nine countries are totally or partially French speaking. The study of French also enhances enjoyment and appreciation of French culture through film, literature, cuisine, art and sport.*

**Duration of course:** One year.

### **Objective of course:**

Students continue to build on their understanding of French culture and language by Listening and responding, Speaking, Viewing, Reading and Responding, and finally, Writing in French. Oral and aural language remains important, but students will be exposed increasingly to written texts and will write more as the year progresses.

### Course Topics

Semester 1	Semester 2
<ul style="list-style-type: none"><li>• Time – o'clock</li><li>• Daily routine</li><li>• Planning a holiday</li><li>• Taking public transport (requesting for specific information; class, time, destination, ...)</li><li>• Getting around (directions / mapping)</li><li>• Weather and seasons</li><li>• Circus life (Cirque du Soleil)</li><li>• Pets / Animals</li></ul>	<ul style="list-style-type: none"><li>• House and house duties</li><li>• Eating at a restaurant</li><li>• Planning a meal</li><li>• Shopping at the supermarket</li><li>• Buildings (e.g. <i>fromagerie, poissonerie, ...</i>)</li></ul>

### **Assessment:**

Students will be assessed using a variety of tasks based on achievement in the four following outcomes:

- Listening and responding
- Spoken interaction
- Viewing, reading and responding
- Writing

### **Prerequisite:**

Satisfactory completion of Year 8 French or equivalent.

# Languages Other Than English (LOTE)

## French Year 10 – 10FREN

**Duration of course:** One Year 6 periods per 10 day cycle.

### Semester One

**“Le Monde des Jeunes”** (The World of Youth)

This unit introduces students to the French language and culture from a personal perspective, enabling them to share personal information and obtain information from others related to personal identity, aspects of living in France, and popular culture. They begin to develop an understanding of what it is to be French and French-speaking, and **compare their own lives to those of French speakers**.

Students learn about, and engage in activities associated with their own world and personal identity, including relationships, daily activities, aspects of living in a French-speaking community and youth culture. They discover that they share some common values and aspirations, and confront similar issues in their daily lives.

### Semester Two

**“La Francophonie”**(The French-speaking world)

In this unit, students extend **their knowledge of the francophone world**, focusing specifically on a French-speaking region, community or country, which enables them to understand the diversity of the French-speaking world. They compare and contrast lifestyles in different communities and explore what this tells them about that community. They also examine how cultural, physical, historical and environmental factors have impacted on the French language, helping them to develop an awareness of the implicit connection between language and the attitudes, values and beliefs of different francophone communities.

### Assessment:

Assessment Types		Learning Outcomes Assessed
Oral communication	(30%)	Listening and responding
Response	(35%)	Spoken interaction
Written communication	(35%)	Viewing, reading and responding Writing

### Prerequisite:

Satisfactory completion of Year 9 French or equivalent.

# Mathematics – HOLA: Mr Phil May

## Learning Area Statement:

In Mathematics, students learn to use ideas about number, space, measurement chance and data, and mathematical ways of representing patterns and relationships to describe, interpret

and reason about their social and physical world. Mathematics plays a key role in the development of students' numeracy and assists learning across the curriculum.

Mathematics Learning Area Outcomes:		
1.0	Appreciating Mathematics	Students appreciate the role mathematics has had, and continues to have, in their own and other communities.
2.0	Working Mathematically	Students use mathematical thinking processes and skills in interpreting and dealing with mathematical and non-mathematical situations.
3.0	Number	Students use numbers and operations and the relationships between them efficiently and flexibly.
4.0	Measurement	Students use direct and indirect measurement and estimation skills to describe, compare, evaluate, plan and construct.
5.0	Chance and Data	Students use their knowledge of chance and data handling processes in dealing with data and with situations in which uncertainty is involved.
6.0	Space	Students describe and analyse mathematically the spatial features of objects, environments and movements.
7.0	Algebra	Students use algebraic symbols, diagrams and graphs to understand, to describe and to reason.

Mathematical courses and possible study pathways:				
Year 8	Year 9	Year 10	Year 11	Year 12
Mathematics Extension (Deciles 1, 2)	Mathematics Extension	Mathematics Extension	Mathematics Specialist 3AMAS/3B MAS and/or Mathematics General 3AMAT/3BMAT	Mathematics Specialist 3CMAS/3D MAS (TEE + 35) and/or Mathematics General 3CMAT/3DMAT (TEE + 30)
Mathematics Development (Deciles 3, 4, 5)	Mathematics Development	Mathematics Development	Mathematics General 2CMAT/2DMAT	Mathematics General 3AMAT/3BMAT (TEE + 20)
Mathematics Development (Deciles 6, 7, 8)	Mathematics Development	Mathematics Development	Mathematics General 2AMAT/2BMAT	Mathematics General 2CMAT/2DMAT(TEE + 10)
Mathematics Foundations (Deciles 9,10)	Mathematics Foundations	Mathematics Foundations	Mathematics General 1BMAT/1CMAT	Mathematics General 1DMAT/1EMAT (non TEE)

A mathematics course will be studied by all students in Years 9 and 10. One class of selected students will follow the Mathematics Development course plus academic extension activities. All Year 9 students will be allocated to one of the courses outlined in the following pages, depending on their progress in Year 8.

# Mathematics

## Mathematics Extension Year 9 – 9MATEX

**Duration of course:** One year (nine periods per cycle).

**Duration of course:**

This course is designed so that successful completion of this course will allow access to the Mathematics Extension course in Year 10. This in turn leads to the more challenging and rewarding Mathematics courses in Upper School.

**Outline of course content:**

Outcome Groups		Content
2.0	Working Mathematically	The Australian Mathematics Competition. The Australian Mathematics Trust Gauss Enrichment Course. Some students will be expected to enter the Maths Association Competitions.
3.0	Number	Mental calculations; use of calculators; ratio and proportion; applications of percentage including compound interest.
4.0	Measurement	Pythagoras' rule, conversion of units, surface area and volume of prisms pyramids and spheres: two and three dimensional right triangle trigonometry.
5.0	Chance and Data	Interpretation of data, measures of central tendency; sample spaces and probability, bivariate data, time series data.
6.0	Space	Types and properties of quadrilaterals and triangles; construction of 3D solids from nets; geometrical constructions; similarity; transformations in the plane.
7.0	Algebra	Algebraic expansions, simplification and factorisation, bivariate relationships; graphs of linear and quadratic functions; basic index laws, linear and quadratic equations.

**Assessment** ( both resource free and with calculator)

Topic tests

Examinations

Mental

Investigations including AMC and AMT (Gauss).

Projects.

# Mathematics

## Mathematics Development Year 9 – 9MATD

**Duration of course:** One year (nine periods per cycle).

**Duration of course:**

This course is designed so that successful completion of this course will allow access to the Mathematics Development course in Year 10. This in turn leads to at least stage two units Mathematics units in Year 11 which may lead to stage three units in Year 12.

**Outline of course content:**

Outcome Groups		Content
2.0	Working Mathematically	Identifying and using problem solving strategies; testing, refining and giving reasons for conjectures; making generalisations; checking solutions.
3.0	Number	Mental calculations; use of calculators; ratio and proportion; applications of percentage including compound interest.
4.0	Measurement	Pythagoras' theorem, conversion of units, surface area and volume of prisms and spheres; right triangle trigonometry.
5.0	Chance and Data	Interpretation of data, measures of central tendency; sample spaces and probability, bivariate data, time series data.
6.0	Space	Types and properties of quadrilaterals and triangles; construction of 3D solids from nets; geometrical constructions; similarity; transformations in the plane.
7.0	Algebra	Algebraic expansions, simplification and factorisation, bivariate relationships; graphs of linear functions; basic index laws, linear equations.

**Assessment:** (both resource free and with calculator).

Topic tests  
 Examinations  
 Mental  
 Investigations  
 Projects.

# Mathematics

## Mathematics Foundations Year 9 – 9MATF

**Duration of course:** One year (nine periods per cycle).

**Duration of course:**

This is an activity and skills based course designed to teach and enable students to acquire and practice mathematics relevant to everyday life. Completion of this course allows access to the Year 10 Mathematics Foundations course and later the stage 1 Mathematics units in Years 11 and 12.

**Outline of course content:**

Outcome Groups		Content
2.0	Working Mathematically	Identifying and using problem solving strategies; checking solutions.
3.0	Number	Directed numbers, calculator use, fractions and percentages, discount, commission, rates, simple interest.
4.0	Measurement	Pythagoras' theorem, areas, scale drawings, surface area of prisms.
5.0	Chance and Data	Collecting data, central tendency, frequency tables and graphs, grouped data, experimental probability, bivariate relationships.
6.0	Space	Quadrilaterals, angle types and relationships, circles, constructing triangles, transformation symmetry, tessellations.
7.0	Algebra	Inverse operations, linear equations, formulas simplifying algebraic expressions, bivariate relationships.

**Assessment:** (both resource free and with calculator)

- Topic tests
- Examinations
- Mental
- Investigations
- Projects.

# Mathematics

## Mathematics Extension Year 10 – 10MATEX

**Duration of course:** One year (nine periods per cycle).

**Duration of course:**

This course is designed so that successful completion in Year 10 will allow entrance into the more challenging and rewarding mathematics courses in Upper School.

**Outline of course content:**

Outcomes		Content
2.0	Working Mathematically	Using problem solving strategies; verifying solutions; investigating, reasoning and justifying. The Australian Mathematics Competition. The Australian Mathematics Trust Noether Enrichment Course. Some students will be expected to enter the Maths Association Competitions.
3.0	Number	Real number system; compound interest; depreciation; solving problems with rates and proportions sequences and recursion.
4.0	Measurement	Volume and surface area for prisms, pyramids and spheres; solving triangles with trigonometry in 2D and 3D with sine and cosine rules. Distances on the Earth.
5.0	Chance and Data	Probability; simulations; bivariate data; surveys, simulations; measures of central tendency and spread.
6.0	Space	Cartesian coordinate system; effects of dilations; networks; including matrix transformations; angles in circles.
7.0	Algebra	Linear and quadratic and cubic functions; index laws; simultaneous equations; exponential functions; trigonometric functions; reciprocal functions; modelling with functions; simplifying rational expressions.

**Assessment:** (both resource free and with calculator)

Topic tests

Examinations

Mental

Investigations including AMC and AMT (noether)

Projects.

# Mathematics

## Mathematics Development Year 10 – 10MATD

**Duration of course:** One year (nine periods per cycle).

**Duration of course:**

This course is designed so that successful completion of this course leads to at least stage two units Mathematics units in Year 11 which may lead to stage three units in Year 12.

**Outline of course content:**

Outcomes		Content
2.0	Working Mathematically	Using problem solving strategies; verifying solutions; investigating, reasoning and justifying.
3.0	Number	Real number system; compound interest; depreciation; solving problems with rates, proportions, sequences and recursions.
4.0	Measurement	Volume and surface area for prisms, pyramids and spheres; solving triangles with trigonometry in 2D and 3D; including areas of triangles.
5.0	Chance and Data	Probability; simulations; bivariate data; surveys.
6.0	Space	Cartesian coordinate system; effects of dilations; networks; angles in circles.
7.0	Algebra	Linear and quadratic functions; index laws; simultaneous equations; exponential functions; trigonometric functions; reciprocal functions; modelling with functions; simplifying rational expressions.

**Assessment:**

Topic tests  
 Examinations  
 Mental  
 Investigations  
 Projects.

# Mathematics

## Mathematics Foundations Year 10 – 10MATF

**Duration of course:** One year (nine periods per cycle).

**Duration of course:**

This is an activity and skills based course designed to teach and enable students to acquire and practice mathematics relevant to everyday life. Completion of this course is intended for access to the Stage 1 Mathematics units in Years 11 and 12.

**Outline of course content:**

Outcomes		Content
2.0	Working Mathematically	Identifying and using problem solving strategies: checking solutions.
3.0	Number	Scientific notation; rounding; calculating with inter powers; fractions and percentages; mental calculations and estimates; rates; simple and compound interest.
4.0	Measurement	Areas of trapezia and circles; volume of prisms, cylinders and cones; scale drawing; Pythagoras' theorem, areas, surface areas and volumes of prisms and tangent ratios.
5.0	Chance and Data	Probability using tree diagrams, Venn diagrams and two way tables.
6.0	Space	Using networks.
7.0	Algebra	Using algebraic expressions; distributive property; index laws; writing and solving linear equations; representing and using linear functions formulas, simplifying algebraic expressions, bivariate relationships.

**Assessment:** (both resource free and with calculator).

- Topic tests
- Examinations
- Mental
- Investigations
- Projects.

## Science – HOLA: Mr Charles Biddle

### Learning Area Statement:

In the Science learning area students undertake investigations to help them understand and communicate about the physical, biological and technological world and to value the processes that support life on our planet. Science helps students to become critical thinkers and encourages them to evaluate the use of science in everyday life.

Academic Extension classes also operate in Science for Years 8 and 9.

Science Learning Area Outcomes		
<b>Part 1 Working scientifically incorporating the following outcomes:</b>		
1.0	Investigating Scientifically	Students investigate, answer questions, analyse and interpret data. They learn to prepare a plan, to collect information and communicate their conclusions in an appropriate manner.
2.0	Communicating Scientifically	Students communicate scientific understanding.
3.0	Science in Daily Life	Students select and apply scientific knowledge to daily life.
4.0	Acting Responsibly	Students make decisions about ethical considerations that impact on people and the environment.
5.0	Science in Society	Students understand the nature of science as a human activity.
<b>Part 2 Understanding concepts including the following outcomes:</b>		
6.0	Earth and Beyond	Students understand how the physical environment on earth and its position in the universe impact on the way we live.
7.0	Energy and Change	Students understand the scientific concept of energy and explain that energy is vital to our existence.
8.0	Life and Living	Students understand their own biology and that of other living things and recognise the interdependence of life.
9.0	Natural and Processed Materials	Students understand that the structure of materials determines their properties.

# Science

## Science Year 9 - 9SCIENCE

**Duration of course:** One year (nine periods per cycle).

**Duration of course:**

In Year 9, students will undertake courses focusing on outcomes 1,6,7,8 and 9 as listed on the previous page. Outcomes 2, 3 and 4 are embedded in the content. All courses offered in science have outcomes 2, 3 and 4 embedded in the content and incorporate outcomes 1,2,3,4 and 5. Students will undertake four different courses during the year based on the following course outcomes and content.

**Outline of course content:**

Outcomes		Content
1.0 – 5.0	Investigating Scientifically– this incorporates communicating, acting responsibly, understanding the impact science makes in society and in our daily life.	This is assessed in every term unit as a result of practical work, class discussion and formal assignments.
6.0	Earth and Beyond– students are made aware of our physical environment, our position in the universe and the consequences of our life style changes.	Students look at out place in space, astronomy and look at the geology of the earth’s structure.
7.0	Energy and Change– students understand that energy is vital to our existence and to our quality of life.	Students study energy transformations with special reference to simple machines, electronic circuit and our solar energy.
8.0	Life and Living– students understand their own biology and that of other living things. They will appreciate the interdependence of life.	Students will study plants and their relationship with the environment. n the context of numbers, students will look at the structure and functions of common organs in the humans body.
9.0	Natural and Processed Materials– students are made aware that the structure of a material determines its properties. They are made aware of processing methods, especially in WA, and the use of new materials and technology.	Students are introduced to basic ideas in chemistry including bonding, atomic structure, elements, compounds and simple formulae. Special emphasis is placed on metals.

**Assessment :**

Each major term unit will have two or more outcomes that will be assessed.

Assessment tasks may include:

Practical investigations

Research and presentation

Homework assignments

Tests.

# Science

## Science Year 10 - 10SCIENCE

**Duration of course:** One year (nine periods per cycle).

### Duration of course:

The Year 10 course is broken into several topics in an effort to give a broad understanding of the various fields of study in the sciences. It is also a time when students need to look at their strengths and consider the areas of science they may wish to pursue in upper school. Students and parents need to be mindful of the consequences of students failing to demonstrate their full potential.

Recommendations for upper school are made at the mid point of this year and it is vital that students choose appropriate courses for their strengths and interest.

In term one all students undertake five weeks of Physics and five weeks of Chemistry. In terms two, three and four students rotate through a selection of three units from the following subjects, Biology, Human Biology, Integrated Science, Chemistry and Physics. If students wish to study Physics and Chemistry in Year 11 and 12 they must select Physics and Chemistry in this series of rotations. This hopefully gives the student a realistic view of these subjects in upper school and provides them with an interest in and appreciation of how vital science is to the future of human kind.

### Outline of course content:

Outcomes		Content
1.0-5.0	Working Scientifically– this incorporates communicating, investigating, acting responsibly, and understanding the impact science makes on our daily lives.	These essential outcomes are embedded in every unit and relate to practical work, oral and written presentations and formal tests.
7.0	Energy and Change (Physics)– students understand that energy and its transformations are vital to our existence and to our quality of life.	Students will study wave motion, light and sound in the introductory unit. In the advanced unit, students will further explore ideas fundamental to success in the study of physics through a unit based on the study of movement.
8.0	Life and Living (Biological Science)– students understand their own biology and that of other living things, and will appreciate the interdependence of life.	Students will study the variation in living things and how these variations are inherited. In the advanced unit students will study the structure and functions of humans, plants and animals.
9.0	Natural and Processed Materials (Chemistry)– students are made aware that the structure of a material determines its properties, and that processing of raw materials results in new materials with different properties and uses. An emphasis is placed upon WA industry.	In the introductory unit students are introduced to ions, basic atomic structure, formulae and bonding types. In the advanced unit this is extended to equations, reaction types and calculations involving reacting masses. The behaviour of gases is also included.

### Assessment:

A student will receive a separate grade for each unit studied. Students will be assessed in each unit using the following items:

Practical component

Research

Oral and/or written presentation

Test.

Students will sit an end of year exam in the appropriate units studied.

# Society and Environment – HOLA: Ms Bernadette Lhota

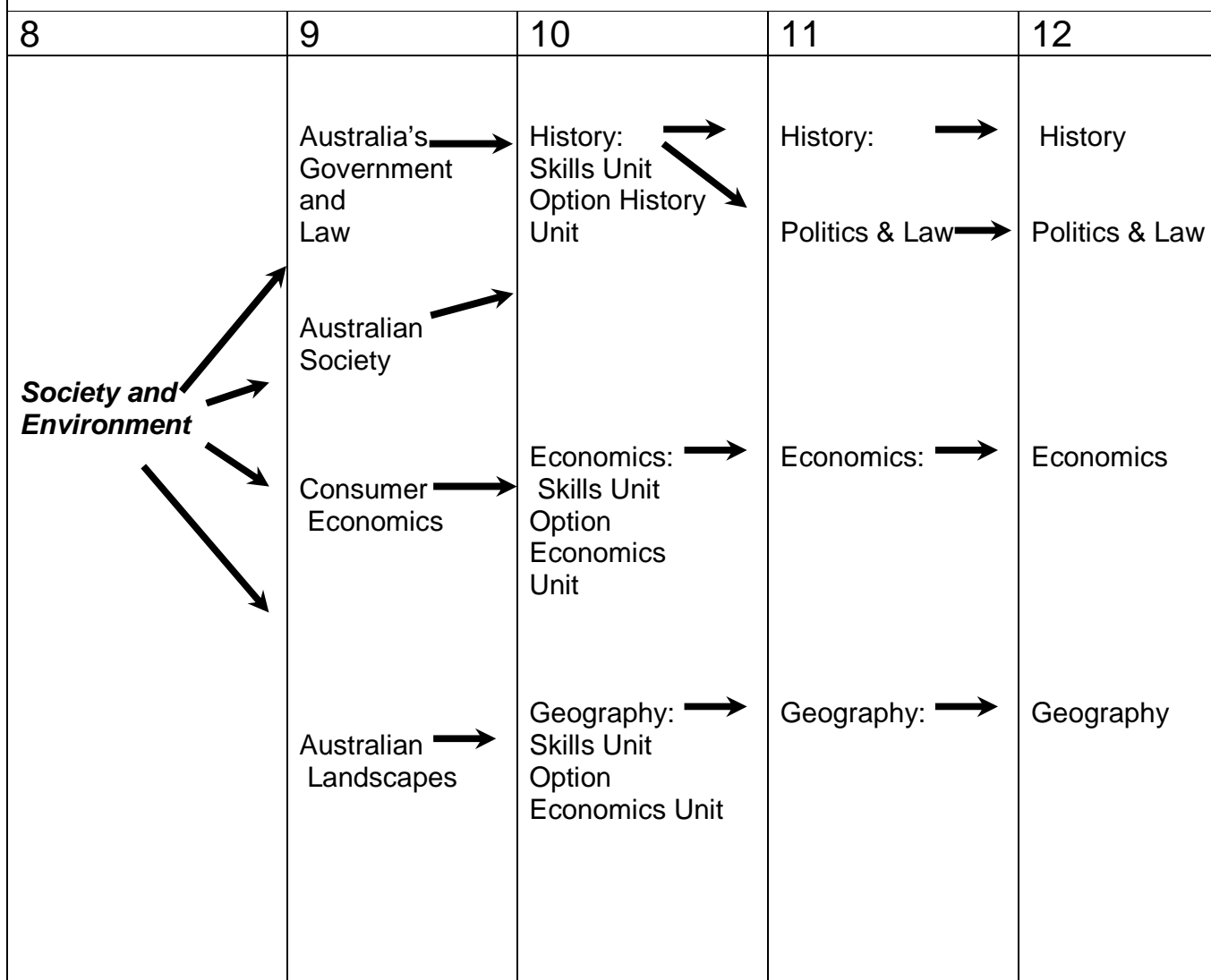
## Learning Area Statement:

The Society and Environment learning area develops student's understanding of how individuals and groups live together and interact with their environment. Students develop a respect for cultural heritage and commitment to social justice, the democratic process and ecological sustainability.

Academic Extension classes also operate in Society and Environment for Years 8, 9 and 10.

The Society and Environment Learning Area Outcomes		
1.0	Investigation, Communication and Participation	Students investigate the ways people interact with each other and with their environments in order to make informed decisions and implement relevant social actions.
2.0	Place and Space	Students understand that the interactions of people have with places in which they live are shaped by the location, patterns and processes associated with natural and built features.
3.0	Resources	Students understand that people attempt to meet their needs and wants by making optimum use of limited resources in enterprising ways.
4.0	Culture	Students understand that people form groups because of shared understandings of the world, and, in turn, they are influenced by the particular culture formed.
5.0	Time, Continuity and Change	Students understand that people's actions and values are shaped by their understanding and interpretation of the past.
6.0	Natural and Social Systems	Students understand that systems provide order to dynamic natural and social relationships occurring in the world.
7.0	Active Citizenship	Students demonstrate active citizenship through their behaviours and practices in the school environment, in accordance with the principles and values associated with democratic process, social justice and ecological sustainability.

*The Society and Environment courses and possible study pathways:*



**Note:**

In Year 9 Society and Environment all students will study all courses. Places in an extension course will be offered to students who have demonstrated a high level of achievement in social science skills and processes in Year 8 and who would benefit from extension.

In Year 10 Society and Environment, during Semester 1, all students will study three skills units based upon the disciplines of economics, geography and history. In Semester 2 students will choose units of study based upon their interests and choices for the study of social science subjects in upper school.

# Society and Environment

## Australia's Politics and Law Year 9 - 9SE

**Duration of course:** One term (nine periods per cycle).

**Duration of course:**

The Australian government course focuses upon how societies function in accordance with rules which regulate the behaviour of individuals and groups. Particular attention will be given to the structure and processes upon which Australia's government is based.

**Outline of course content:**

Outcomes		Content
1.0	Investigation, Communication and Participation	Main types of political systems throughout the world. Three levels of government in Australia and their roles. The origin and development of Australia's representative democracy. Australia's main political parties.
6.0	Natural and Social Systems	Structure of federal parliament. Federal election procedures and the process of forming government after an election.
7.0	Active Citizenship	Elected representatives make laws The Jury system reflects our values The law and young people.

**Assessment:**

Students will be assessed using a variety of the following items:

Essay/Report

Investigation

Oral Presentation

Unit Test

Examination Semester II.

# Society and Environment

## Australian Society Year 9 - 9SE

**Duration of course:** One term (nine periods per cycle).

**Duration of course:**

The Australian Society course focuses upon the notion that contemporary Australian society has been influenced by its past and, in particular, the interaction between the Aborigines and

non Aboriginal colonisers. Attention will be given to both traditional Aboriginal culture and Australian history since white settlement in 1788.

**Outline of course content:**

Outcomes		Content
1.0	Investigation, Communication and Participation	Ancient Australia. Traditional Aboriginal society and culture. European discovery and settlement. Conflict between Aboriginal and non Aboriginal people. Major developments in 19 <sup>th</sup> and 20 <sup>th</sup> century Australian history.
4.0	Culture	Contemporary Australian society: characteristics and issues.
5.0	Time, Continuity and Change	

**Assessment:**

Students will be assessed using a variety of the following items:

Essay/Report

Investigation

Oral Presentation

Unit Test

Examination Semester II.

# Society and Environment

## Consumer Economics Year 9 - 9SE

**Duration of course:** One term (nine periods per cycle).

**Duration of course:**

Consumer Economics focuses upon the choices that must be made in an economy due to the conflict between unlimited wants and limited resources. The course introduces basic economic concepts.

**Outline of course content:**

Outcomes		Content
1.0	Investigation, Communication and Participation	Needs, wants, goods and services. Earned and unearned income. Circular flow of income. Use of budgets by consumers.
3.0	Resources	Cash and credit. Consumer saving and insurance. Advertising. Consumer protection.
6.0	Natural and Social Systems	

**Assessment:**

Students will be assessed using a variety of the following items:

Essay/Report

Investigation

Oral Presentation

Unit Test

Examination Semester II.

# Society and Environment

## Australian Landscapes Year 9 - 9SE

**Duration of course:** One term (six periods per cycle).

**Duration of course:**

This course looks at Australia's natural environment and the ways in which people interact with it. It incorporates many geographical concepts (physical/cultural) as well as mapping skills.

**Outline of course content:**

Outcomes		Content
1.0	Investigation, Communication and Participation	Mapping the continent – size, location, landforms, urban and rural settlements Major landforms and landscapes Climate
2.0	Place and Space	Vegetation Agriculture Mining
4.0	Culture	Population and settlement Tourism.

**Assessment:**

Students will be assessed using a variety of the following items:

Essay/Report

Investigation

Oral Presentation

Unit Test

Examination Semester II.

# Society and Environment

## Economics Unit Year 10 - 10SE

**Duration of course:** six weeks in Semester 1 (skills unit) (nine periods per cycle).  
Eight weeks in Semester 2 (option unit) (nine periods per cycle).

**Duration of course:**

The first section of the course focuses on the skills associated with the discipline of economics. The optional unit will examine a practical use for economics in the 21<sup>st</sup> century.

**Outline of course content:**

Outcomes		Content
1.0	Investigation, Communication and Participation	Needs, wants, resources and economic problem Characteristics of self-sufficient and specialised Economies Production of goods and services through the use of human, capital and natural resources
3.0	Resources	Demand and Supply Economic systems and their characteristics Environmental economics including an examination of externalities, sustainability, pollution permits, marginal costs and benefits.
7.0	Active Citizenship	Government policies, fiscal policy, monetary policy, economic growth and the taxation system.

**Assessment:**

Students will be assessed using a variety of the following items:  
Investigation  
Essay/Report  
Oral Presentation  
Data Analysis  
Examination (Semester I & II).

# Society and Environment

## Geography Unit Year 10 - 10SE

**Duration of course:** six weeks in Semester 1 (skills unit) (nine periods per cycle).  
Eight weeks in Semester 2 (option unit) (nine periods per cycle).

**Duration of course:**

The first section of the course focuses on the skills associated with the discipline of geography. The optional unit will examine a practical use for geography in the 21 century.

**Outline of course content:**

Outcome		Content
1.0	Investigation, Communication and Participation	Mapping skills Climate/weather Water cycle River landscapes
2.0	Place and Space	Natural cycles Ecological sustainability Ecological systems and Biomes
4.0	Culture	Demographics Population Pressures Environmental issues and prospects.

**Assessment:**

Students will be assessed using a variety of the following items:

Investigation

Essay/Report

Skills Test

Fieldwork

Examination (Semester I & II)

Active Citizenship.

# Society and Environment History Unit Year 10 - 10SE

**Duration of course:** 6 weeks in Semester 1 (skills unit) (9 periods per cycle).  
Eight weeks in Semester 2 (option unit) (9 periods per cycle).

**Duration of course:**

The first section of the course focuses on the skills associated with the discipline of history. The optional unit will examine a practical use for history in the 21st century.

**Outline of course content:**

Outcome		Content
1.0	Investigation, Communication and Participation	The nature and practice of history Evidence: types and problems Investigating case studies Through research and investigation students will examine
5.0	Time, Continuity and Change	the many versions of history and that these are dependent upon beliefs of individuals and groups within societies at a particular time. Through gathering information and investigation students
7.0	Active Citizenship	will develop an understanding of people, events and ideas.

**Assessment:**

Students will be assessed using a variety of the following items:

Investigation

Essay/Report

Oral Presentation

Cartoon analysis

Examination (Semester I & II).

# Technology and Enterprise

## HOLA Mr Frank Dawes-Smith

### Learning Area Statement:

In the Technology and Enterprise learning area, students will have the opportunity to apply knowledge, skills and resources to satisfy human needs and wants, extend capabilities and realise opportunities.

Students are able to experience the reality of technological systems, materials and processes by bringing their ideas from conception to fruition.

All Year 9 electives are of 5 period's duration whilst Year 10 electives are of 6 period's duration.

### Design Challenges & Problem Solving:

Students will work individually and collaboratively to carry out investigations into the issues related to a variety of design challenges and problem solve to make the design a reality.

### Information Technology:

A major focus of this learning area is the student's understanding and effective use of information and communication technologies to respond critically, reflectively and effectively to the challenges of a rapidly changing world.

### Learning Area Outcomes:

All Technology and Enterprise Courses cover the overarching outcomes.

Courses may draw from the following Technology and Enterprise learning area outcomes along with outcomes from the Health and Physical Education Learning Area.

The Technology and Enterprise Outcomes Learning Area Outcomes:		
1.0	Technology Process: Investigating Devising Producing Evaluating	Students apply a technology process to create or modify processes, systems, services or environments to meet human needs and real opportunities.
2.0	Materials: Nature Techniques	Students select and use materials that are appropriate to achieve solutions to technology challenges.
3.0	Information: Nature Techniques	Students design, adapt and use systems that are appropriate to achieve solutions to technology challenges.
4.0	Systems: Nature Techniques	Students design, adapt and use systems that are appropriate to achieve solutions to technology challenges.
5.0	Enterprise	Students pursue and realise opportunities through the development of innovative strategies designed to meet human needs.
6.0	Technology Skills	Students apply organisational, operational and manipulative skills appropriate to using, developing and adapting technologies.
	Technology in Society	Students understand how cultural beliefs, values, abilities and ethical positions are interconnected in the development and use of technology.

The Technology and Enterprise courses and possible study pathways:					
	Year 8 (Students have complete all four electives)	Year 9 (5 period option)	Year 10	Year 11	Year 12
<b>Design and Technology</b>	Introductory Technology (Materials – Wood)	Energy Technology 1	Engineering Systems	Automotive Engineering and Technology 1A/1B	Automotive Engineering and Technology 1C/1D
	Introductory Technology (Materials – Metal)	Design Graphics Industry Studies Materials Technology	Engineering Systems Materials Technology	Materials, Design and Technology 1C/1D	Materials, Design and Technology VET Stand alone
<b>Home Economics</b>	Introductory Technology (Food Design and Technology)	Food Design & Technology 1 * Textiles Design & Technology 1	Food Design & Technology 2  Children; Families & Personal Management-Future Focus	Food Science Technology (Hospitality) 1A/1B (2009) Food Science Technology (Hospitality) 1C/1D (2010) Children; Family and Community 1C/1D. (Caring for Others)	Food Science Technology (Hospitality) 1C/1D (2010) Food Science Technology (Hospitality) 2A/2B (2011) Children; Family and Community 2A/2B (Caring for Others)
	Introductory Technology (Textiles Technology)	Children Families & Technology 1		Psychology 1A/1B	Children; Family and Community 1C/1D (Living Independently) Psychology 2A/2B
<b>Information Technology &amp; Commerce</b>		Information Processing & Multimedia 1	Introduction to Applied Information Technology & Computer Science	Applied Information Technology 1C / 1D	Applied Information Technology 2A / 2B
		Design Graphics  Introduction to Small Business Management	Introduction to Applied Information Technology & Computer Science  Small Business Management & Enterprise 2	Computer Science 2A / 2B  Business Management & Enterprise 1C/1D	Computer Science 3A / 3B  Business Management & Enterprise 2A/2B

### Entry Requirements:

Entry into any of these courses can occur at the beginning of the academic year with the exception of Computer Science which requires students to have completed successfully Programming Principles (2008) or Introduction to Computer Science (2009) in Year 10. A portfolio to demonstrate aptitude/confidence may be required by the subject teacher/HOLA for students with limited experience or prior achievement.

### Talented and Gifted Students:

Projects in the Technology and Enterprise Learning Area are often open ended in the sense that students can choose a design challenge that is as easy or as difficult as they desire. Problem solving is integrated into what students do as a result of the very nature of the learning area, whether they be working with textiles, food; metals or wood.

Hence students who are identified as potentially talented and gifted in the Technology and Enterprise Learning Area from their studies in year 8 may be provided with enrichment and extension design challenges which offer students the opportunities to achieve outcomes at a higher level within the courses they select. Class teachers will negotiate with parents upon identifying that students are working well above the expected level for their year group to plan extension and enrichment challenges. Students will be assessed on the published course assessments and their extension and enrichment challenges.

# Technology and Enterprise

## Energy Technology 1 Year 9 – 9AET

**Duration of course:** One year (5 periods per cycle).

### Overview of course:

This is an introductory course to Energy Technology where students are provided with the opportunity to experience a range of contemporary energy technology systems used throughout the world. The course is structured to allow a wide range of interests to be covered. Students who traditionally enrol in this course are generally interested in rocket and flight systems, remote control and design, constructing bicycle pedal systems, engineering, design and welding.

Students will be presented with a number of challenging tasks which will allow them to become familiar with a range of technology systems. A number of construction activities also require completion using the technology process of investigate, devise, produce and evaluate.

### Outline of course outcomes and content:

Outcomes		Content
4.0	Systems: Nature Techniques	Students have the opportunity to understand that systems are designed for specific purposes and evaluate its performance and the impact of systems. Students select and safely use equipment and techniques for the development of systems to required specific standards of operation and control.
6.0	Technology Skills	Students will learn to use a number of tools relating to electronics and small workshop construction.

### Design challenges:

- Flight and rocket systems: paper dart, hang glider, straw plane, balsa glider, kite design; rockets and rocketry and the opportunity to further refine designs eg 2 stage rockets; use of Flight Simulator software.
- Electricity & Electronics –basic skills; construction and measurement; Electric model cars
- Microelectronics: what's a microcontroller, detecting the outside world, micro controlled movement, simple automation, measuring an input, manual to digital.

### Assessment:

Students will be assessed on a range of practical sessions and an electronic portfolio documenting their design challenges using the technology processes.

Typically the portfolio will contain written, photographic and pictorial evidence of the process used to investigate, devise produce and evaluate each completed design challenge to specified standards of accuracy and presentation.

# Technology and Enterprise

## Food Design Technology 1 Year 9 – 9FOOD

**Duration of course:** One year (5 periods per cycle).

### Overview of course:

This course aims to develop advanced skills in food handling, preparation, and presentation. Students will participate in food design challenges and extend their creativity and design skills using the technology process to investigate, devise, plan, produce and evaluate a wide range of food related challenges working with interesting and appetising materials. In this very practical course, activities will focus on the influence of advances in technology and their impact on what we eat, culture, and social aspects of good health and food.

### Outline of course outcomes and content:

Outcomes		Content
1.0	Technology Process: <ul style="list-style-type: none"> <li>• Investigating</li> <li>• Devising</li> <li>• Producing</li> <li>• Valuating</li> </ul>	Students will complete design challenges, using the technology process, around on the following themes: appliances in the 21 <sup>st</sup> century convenience meals – fasta pasta food promotions and nifty nutrients.
2.0	Materials: <ul style="list-style-type: none"> <li>• Nature</li> <li>• Techniques</li> </ul>	Students will prepare a wide range of food items in addition to their design challenges. Students will develop skills and knowledge of the nature of food and the techniques used to prepare and evaluate food products.

### Design Challenges:

Food, Technology and Convenience

Nutrition for Life

Student Negotiated Challenge 1

Student Negotiated Challenge 2.

# Technology and Enterprise

## Information Technology & Multimedia Year 9 – 9ITMM

**Duration of course:** One year (5 periods per cycle).

### Overview of course:

In this course you will have the opportunities to further your creative interest in advancing the depth and quality of your multimedia creations.

Had enough of Powerpoint Presentations? Wonder what else you can do with web pages apart from Year 8 Reading Journals? Want to “Flash up” your presentations? Then this subject is for YOU.

This subject aims to develop the student’s skills to enable the development of a strong foundation in computer based multimedia (as opposed to that involving digital movie cameras) and hence provide a good foundation for further study in multimedia and information technology. This is a practical, hands-on unit in which students use computing hardware and software to create various multi media products using the Technology Process to investigate, devise, plan, produce and evaluate.

### Course outcomes and content:

Outcomes		Content
3.0	Information: <ul style="list-style-type: none"> <li>• Nature</li> <li>• Techniques</li> </ul>	Students will use a range of multimedia technologies to prepare and present a range of creative & informative digital presentations to share with their peers using acceptable design standards.
6.0	Technology Skills	Students will learn to use a number of programs from the Macromedia Studio MX Suite (or equivalent) in which they will apply operational and manipulative skills.

### Design challenges:

Design a promotional collage.

Investigate various formats for a multimedia presentation having a health message.

Animations that tell a story – in various formats such as stop frame animation..

Integrated assignment

Introduction to Programming using SCRATCH to make a simple computer game.

### Software:

Microsoft Office – Word; Excel; Powerpoint; Adobe Web Design Studio – Dreamweaver; Flash; Fireworks; JASC Paint Shop Pro and Animation Shop; Programming Language – Scratch

### Assessment:

Students will be assessed on a range of practical class room activities and a portfolio of work documenting their design tasks using the Technology Process. Typically this portfolio will contain written and pictorial evidence of the process used to investigate, devise, produce and evaluate their design tasks. A high quality of presentation is required showing evidence of the appropriate use of information technologies to investigate, organise and illustrate their work on the design challenges.

# Technology and Enterprise

## Children, Families and Technology 1 Year 9 - 9CFCT

**Duration of course:** One year (5 periods per cycle).

### Overview of course:

Have you an interest in young children and understanding what makes them tick? Then this is the course for you. Understand why and how children learn through play and design activities which enhance the development of young children while you are playing and carrying out activities with students in the Early Learning Centre and Primary School.

This practical course focuses on the development of young children. Physical, social, emotional and spiritual development will be explored along with issues such as effective parenting, milestones of development, maternal health and careers working with children and families.

Students may have the opportunity to participate in the “Baby Think It Over” virtual baby program to assist them to experience and evaluate the real life consequences and challenges of interacting effectively with children.

### Outline of course outcomes and content:

Outcomes		Content
1.0	<b>Technology Process:</b> <ul style="list-style-type: none"> <li>• Investigating</li> <li>• Devising</li> <li>• Producing</li> <li>• Evaluating</li> </ul>	Students will complete design challenges using the technology process on the following themes: Physical Development Practical Task Applied project-play (student choice negotiated with the teacher) Careers working with children and families Applied project observing children in St Stephen’s Early Learning Centre.
<b>Health and Physical Education Outcomes</b>		
1.0	Knowledge and Understanding Concepts for a Healthy Lifestyle	Psychology of human interactions Growth and development milestones for children. Interacting with children to promote development. Emotional, social, physical, and cognitive development. Safety and children’s toys. Positive parenting skills; Assertive discipline.

### Design challenges:

- Physical development practical
- Applied project-play
- Careers working with children and families
- Applied project observing children in St Stephen’s Early Centre

### Assessment:

Students will be assessed on a range of practical sessions and a portfolio documenting their design challenges using the technology process. Typically this portfolio will contain written, photographic and pictorial evidence of the process used to investigate, devise, produce and evaluate their food design challenges.

# Technology and Enterprise

## Design Graphics Year 9 – 9GRAP

**Duration of course:** One year (5 periods per cycle).

### Overview of course content:

This is an introductory course in design graphics where students are provided with the opportunity to experience design techniques used in industry. Students will be able to create images with the computer using techniques used in advertising and marketing that capture the imagination of the viewer. It is expected that students will use the technology process to investigate, devise, produce and evaluate design products. These skills are useful for students in all subject areas who wish to improve their skills in presentation, graphic design, information technology and projects of their own choice and interest.

### Outline of course content:

Outcomes		Content
3.0	Information: <ul style="list-style-type: none"> <li>• Nature</li> <li>• Techniques</li> </ul>	Students will produce a number of products to meet the needs of a particular audience. Students select and use techniques for the production of information materials to specific standards of accuracy and presentation.
6.0	Technology Skills	Students will complete design challenges using the Technology process developing skills in the following areas: freehand sketching techniques and products engineering drawing and conventions (AutoCAD) photographic composition and Image manipulation drawing and rendering techniques.

### Design challenges:

Freehand: lines, boxed shapes, perspective, circles and curves, design a car - Auto Expo

Engineering (AutoCAD): setting up page layout, lines–polar coordinates, circles and semicircles, dimensioning, using layers

Photographic images (PaintshopPRO / Fireworks): setting up a shot, rule of thirds, composition, downloading on the computer, manipulating your image

Drawing and rendering (PaintshopPRO / Fireworks): lines, shapes on the computer, rendering basic shapes, colours, layers.

### Assessment:

Students will be assessed on a range of skills employed in graphical communication. A portfolio of work displaying evidence of the use of the technology process will be required. The portfolio will display written, photographic and/or pictorial evidence of each completed design challenge to specified standards of accuracy and presentation. A high quality of presentation is expected, showing evidence of the appropriate use of information technologies to investigate, organise and illustrate presentations for a number of design situations. Students will also be expected to work in groups to share ideas and produce items that require a collaborative teamwork approach.

# Technology and Enterprise Industry Studies Year 9 – 9INDST

**Duration of course:** One year (5 periods per cycle).

## **Overview of course:**

This course is designed to provide students with a range of experiences, which are linked to industry, and to help them make informed career pathway, and appropriate subject choices.

## **Outcomes and content: chosen from the following**

Outcomes		Content
4.0	Information	Students design, adapt, use and present information that is appropriate to achieving solutions to technology challenges.
6.0	Technology Skills	Students apply organisational, operational and manipulative skills appropriate to using, developing and adapting technologies.

## **Design challenges:**

Chosen from the following:

Workshop safety and practice

Construction techniques for a number of projects in the areas of wood, metals and other materials.

Plan reading.

Presentation: Investigating, planning, communicating and managing a personal career pathway

Worksite activity: investigating, devising, planning and constructing a building activity

Building design, construction and codes: OH&S. building construction codes and bylaws

School to career decisions: investigating other career choices

## **Assessment:**

Students will be assessed on a range of practical sessions and a portfolio documenting their design challenges using the technology Process.

Typically the portfolio will contain written, photographic and/or pictorial evidence of the process used to investigate, devise, produce and evaluate each task to specified standards of accuracy and presentation.

# Technology and Enterprise

## Small Business Management and Enterprise 1 Year 9 – 9SBME

**Duration of course:** One year (5 periods per cycle).

### Overview of course:

This course aims to develop the student's understanding of the world of commerce and the valuable contribution small business makes to the Australian economy. It includes legal and management issues confronting small business. This course has a wide ranging practical base and allows students to demonstrate practical problem solving, decision making and communication skills. Students will participate in design tasks using the Technology Process to investigate, devise, plan, produce and evaluate a wide range of business related tasks.

This course provides essential background for students thinking of a career in the business; finance or marketing areas.

### Outline of course outcomes and content:

Outcomes		Content
3.0	Information: <ul style="list-style-type: none"><li>• Nature</li><li>• Techniques</li></ul>	Students will use a range of information technologies to prepare and present a range of creative informative oral, digital or written presentations to share with the class.
5.0	Enterprise	Students will be given the opportunity to demonstrate the development of innovative strategies designed to meet human needs.
6.0	Technology Skills	Students will use a number of software programs in which they will apply operational and manipulative skills to utilise appropriate information.

### Design challenges:

- Introduction to establishing a small business
- Introduction to running a small business
- Introduction to marketing a small business

### Assessment:

Students will be assessed on a range of practical class room activities and a portfolio of work documenting their design tasks using the Technology Process. Typically this portfolio will contain written and pictorial evidence of the process used to investigate, devise, produce and evaluate their design tasks. A high quality of presentation is required showing evidence of the appropriate use of information technologies to investigate, organise and illustrate their work on the design challenges.

# Technology and Enterprise

## Materials Technology 1 Year 9 – 9MDT

**Duration of course:** One year (5 periods per cycle).

### Overview of course:

This course is for students who wish to express themselves in designing and making practical activities using wood, metal and other materials. Students will be presented with a number of design challenges which will allow them to become familiar with a range of materials, tools and equipment used to fabricate, join, shape and finish. The course builds on the skills presented in the Introductory Technology course in Year 8. Activities will require completion of a design portfolio employing the Technology Process of investigating, devising, producing and evaluating.

### Outline of course outcomes and content:

Outcomes		Content
1.0	Technology Process: <ul style="list-style-type: none"> <li>• Investigating</li> <li>• Devising</li> <li>• Producing</li> <li>• Evaluating</li> </ul>	Students will complete design challenges using the technology process in the following areas: <ul style="list-style-type: none"> <li>• researching and locating existing designs for a design challenge using the internet, books, magazines etc;</li> <li>• graphically developing design ideas and concepts for a solution to a design problem;</li> <li>• producing the article that you have just designed;</li> <li>• evaluating the finished product to see if designs have achieved the original purpose.</li> </ul>
2.0	Materials: <ul style="list-style-type: none"> <li>• Nature</li> <li>• Techniques</li> </ul>	Students must consider the properties of materials when making selections to meet design and production requirements. Students select and safely use equipment and techniques for the material and design requirements to specified standards of accuracy and presentation.

### Design challenges:

- Chopping board: selecting materials according to their properties, joining and finishing techniques
- Clock: designing for function and aesthetic requirements
- Storage: selecting materials for particular needs
- Racks: combining materials for specific purposes.

### Assessment:

Students will be assessed on a range of practical sessions and a portfolio documenting their design challenges using the technology processes. Typically the portfolio will contain written, photographic and pictorial evidence of the process used to investigate, devise produce and evaluate each completed design challenge to specified standards of accuracy and presentation.

# Technology and Enterprise

## Textiles Design and Technology Year 9 – 9TEXT

**Duration of course:** One year (5 periods per cycle).

### Overview of course:

Do you want to explore your creative side and learn design skills that enhance your practical creations and enjoyment of your hobbies. Did you enjoy learning the creative freedom of using the sewing machine to bring your own creations to life? Have you a passion for crafty pursuits? Then this could be the course for you.

This course focuses on developing creativity and design skills to produce a range of textile items using a selection of modern and traditional materials and techniques. This practical subject allows for a wide range of experiences when handling textiles and includes crafts such as cross stitch, stencilling and patchwork through which students use the technology process to investigate, plan, produce and evaluate their design proposals to make a range of practical items of their own choice.

### Outline of course outcomes and content:

Outcomes		Content
1.0	Technology Process: <ul style="list-style-type: none"> <li>• Investigating</li> <li>• Devising</li> <li>• Producing</li> <li>• Evaluating</li> </ul>	Students will complete design challenges using the Technology Process and textile techniques such as cross stitch, stenciling and patchwork. The techniques included in this course will be negotiated with the class and based on student interest and skill.
2.0	Materials: <ul style="list-style-type: none"> <li>• Nature</li> <li>• Techniques</li> </ul>	Students will develop an understanding of the creative use of the elements and principles of design including colour, line and texture related to each textile technique. Students will investigate and safely use a range of materials and equipment as they explore their design choices.

### Design challenges:

Design challenges will be negotiated with students and may include areas such as: cross stitch, stencilling, patchwork and craft.

### Assessment:

Students will be assessed through the technical skills shown in their products and a portfolio documenting their design challenges using the technology process. Typically this portfolio will contain written, photographic and pictorial evidence of the process used to investigate, devise, produce and evaluate their textile design challenges.

### Assessment:

Portfolio and design challenges.

# Technology and Enterprise

## Food Design and Technology 2 Year 10 - 10FOOD

**Duration of course:** One year (six periods per cycle).

### Overview of course:

This course is for those students which have serious passion for food and quality design. Students will develop food science and nutrition skills through practical experiences which empower them as food producers, consumers and designers.

This diverse course offers students the opportunity to explore the nature and techniques used to creatively prepare and present food from around the world whilst developing quality food handling and techniques and products. As a material, food offers an enormous range of challenging opportunities to extend students creativity and design skills.

Students will be given a wide range of experiences which explore the vast range of commercial careers which have emerged in the growing food design and production and hospitality industry.

### Outline of course content:

Outcomes		Content
1.0	Technology Process: <ul style="list-style-type: none"> <li>• Investigating</li> <li>• Devising</li> <li>• Producing</li> <li>• Evaluation</li> </ul>	Students will complete design challenges using the Technology Process on the following themes: Cultural Celebrations Food Forensics – undercover science!! Boutique foods – food trends and innovations.
2.0	Materials: <ul style="list-style-type: none"> <li>• Nature</li> <li>• Techniques</li> </ul>	Students will prepare a wide range of food items in addition to their design challenges. Student will develop skills and knowledge of the nature of food and the techniques used to prepare and evaluate food products.

### Design challenges:

Design challenges will be negotiated with students. Below are some examples.

- Food Forensics
- Boutique Food Marketing and Fashion
- Pizzas with Pizzazz
- Food Science Busters

### Assessment:

Students will be assessed on a range of practical sessions and a portfolio documenting their design challenges using the Technology Process. Typically this portfolio will contain written, photographic and pictorial evidence of the process used to investigate, devise, produce and evaluate their food design challenges. A high quality of presentation is required showing evidence of the appropriate use of information technologies to investigate, organise and illustrate their work .

# Technology & Enterprise

## Materials Design and Technology 2 Year 10 – 10MDT

**Duration of course:** One year (six periods per cycle).

### Overview of course:

If you have a serious hands on passion for designing and producing, high quality products using skilful techniques, design approaches and equipment then this is the course for you. This course is designed to allow students to explore their potential in designing and making practical activities using wood, metal and other materials. There has been a high demand for skilful employees in the labour market with appropriate technical skills or demonstrated aptitude for working effectively with materials.

Students will be presented with a number of design challenges which will allow them to become familiar with a range of materials, tools and equipment used to fabricate, join, shape and finish. The elements and principles of design will be explored to enhance the design skills of students. The course builds on the skills presented in the Introductory Technology course in Year 8. Activities will require completion of a design portfolio employing the Technology Process of investigating, devising, producing and evaluating.

### Outline of course outcomes content:

Outcomes		Content
1.0	<b>Technology Process:</b> <ul style="list-style-type: none"> <li>• Investigating</li> <li>• Devising</li> <li>• Producing</li> <li>• Evaluating</li> </ul>	Students will complete design challenges using the technology process in the following areas: <ul style="list-style-type: none"> <li>• Researching and locating existing designs for a design challenge using the internet, books, magazines etc</li> <li>• Graphically developing design ideas and concepts for a solution to a design problem</li> <li>• Producing the article that you have just designed</li> <li>• Evaluating the finished product to see if designs have achieved the original purpose.</li> </ul>
2.0	<b>Materials:</b> <ul style="list-style-type: none"> <li>• Nature</li> <li>• Techniques</li> </ul>	Students must consider the properties of materials when making selections to meet design and production requirements. Students select and safely use equipment and techniques for the material and design requirements to specified standards of accuracy and presentation.

### Design challenges:

Design challenges will be negotiated with students. Below are some examples

Designing for a purpose – Service Tray	Selecting materials according to their properties Joining and finishing techniques
Shaping Materials - (clock)	Designing for function and aesthetic requirements
Joining Materials - Own choice	Selecting materials for particular needs (Storage) Combining materials for specific purposes
Exhibition Piece	Creative design project

### Assessment:

Students will be assessed on a range of practical sessions and a portfolio documenting their design challenges using the technology processes.

Typically the portfolio will contain written, photographic and pictorial evidence of the process used to investigate, devise produce and evaluate each completed design challenge to specified standards of accuracy and presentation.

# Technology and Enterprise

## Applied Engineering Systems Year 10 – 10AET

**Duration of course:** One year (six periods per cycle).

### Overview of course:

This is a course to further investigate Energy Technology as studied in Year 9. Students are provided with the opportunity to experience a range of contemporary energy technology systems used throughout the world. The course is structured to allow a wide range of interests to be covered. Students who traditionally enrol in this course are generally interested in methods of propulsion; mechanisms; and high quality work.

Students will be presented with a number of challenging tasks which will allow them to become familiar with a range of technology systems. A number of construction activities also require completion using the technology process of investigate, devise, produce and evaluate.

### Outline of course content:

Outcomes		Content
2.0	Materials: <ul style="list-style-type: none"> <li>• Nature</li> <li>• Techniques</li> </ul>	Students select and use materials that are appropriate to achieve solutions to technology challenges.
4.0	Systems: <ul style="list-style-type: none"> <li>• Nature</li> <li>• Techniques</li> </ul>	Students have the opportunity to understand that systems are designed for specific purposes and evaluate its performance and the impact of systems. Students select and safely use equipment and techniques for the development of systems to required specific standards of operation and control.

### Design challenges:

- Internal combustion process: Introduction to small engine components, servicing, troubleshooting and Occupational Health & safety
- Bicycle powered pedal systems: how do bikes really work, designing a pedal powered machine and Occupational Health & Safety.
- Welding and construction: welding methods and techniques, welding exercises, welding for construction and welding Occupational Health & safety
- CO2 propelled cars (students may be involved in a “race off” – initially cross campus but the successful student may be invited to participate in an interstate challenge).

### Assessment:

Students will be assessed on a range of practical sessions and a portfolio . Typically the portfolio will contain written, photographic and pictorial evidence of the process used to investigate, devise produce and evaluate each completed design challenge to specified standards of accuracy and presentation.

# Technology and Enterprise

## Introduction to Applied Information Technology (AIT) & Computer Science Year 10 – 10AIT&CS

**Duration of course:** One year (six periods per cycle).

This course provides a solid foundation for students wishing to do further studies in computing / ICT in Years 11 & 12.

### Overview of course:

This subject enables students to develop a strong basis for further study in the areas of computing science as well as providing a strong computing background for other areas such as business studies and science.

Whilst it is not an essential prerequisite for Applied Information Technology 1C/1D it is recommended. However, it is a compulsory prerequisite for Computer Science 2A/2B.

There are three main aspects to this course:

- Opportunities to hone your skills in the use of multimedia software and to research its use in the community.
- the opportunity to learn the foundation principles of programming, and to acquire basic skills in designing and developing computer programs using Game Maker as a platform.
- An introduction to hardware; operating systems and social / environmental impacts of communication and information technology.

In addition, students will develop many of the skills required to succeed in the workplace. As students progress through the unit they will gain the knowledge and skills to process and present information in a variety of ways from interactive web pages to databases / spreadsheets and desktop publishing. The subject links skill development to a wide range of related tasks.

### Outline of course content:

Outcomes	Content	
3.0	Information: <ul style="list-style-type: none"> <li>• Nature</li> <li>• Techniques</li> </ul>	Students will utilize a range of information technologies to prepare and / or process information.
4.0	Systems: <ul style="list-style-type: none"> <li>• Nature</li> <li>• Techniques</li> </ul>	Programming constructions; operating systems and the evaluation of computer systems suitable for home or small office.
6.0	Technology Skills:	Students will use a several programming languages to create programs both from tutorials and and of their own design.

### Design challenges:

Understanding how a computer works.

Problem solving; Translating simple problems into computer programs that work!

Modifying / designing a computer game.

New skills in Microsoft Office Professional & Adobe Web Premium CS4

Spreadsheets using visual basic for applications (VBA); Surveys via Interactive web pages and databases.

Desktop Publishing; Flash animations and slide shows.

### Assessment:

Students will be assessed on the achievement of outcomes derived from the Curriculum Framework. Assessment tasks include the completion of programming exercises and design; folder management; projects and class tests.

# Technology and Enterprise

## Children, Families and Personal Management – Future Focus Year 10 – 10CFCPM

**Duration of course:** One year (six periods per cycle).

This new course is a combination of **Children, Families and Technology** and **Personal Management- Future Focus**.

Have you an interest in young children and understanding what makes them tick? Understand why and how children learn through play and design activities which enhance the development of young children. Explore the responsibilities of working and caring for children in a voluntary or career capacity. Safety practices will be considered in the planning of purposeful activities and resources for young children.

The other part of this diverse course aims to assist students in building a healthy approach to self image and self esteem, and in acquiring the skills needed in personal and professional life. This will focus on managing behaviour for a healthy, happy and decisive life.

This practical course will focus on students being able to use the Technology Process to design and produce a range of items to meet the needs of children and of teenagers. Students will be encouraged to consider how their knowledge and expertise can be used in enterprising ways to meet the health and lifestyle needs of adolescents and of families with young children.

Technology and Enterprise Outcomes		
1.0	Technology Process: <ul style="list-style-type: none"> <li>• Investigating</li> <li>• Devising</li> <li>• Producing</li> <li>• Evaluating</li> </ul>	Students will complete design challenges using the Technology Process on the following themes. <ul style="list-style-type: none"> <li>• Communication skills and personal relationships</li> <li>• Healthy lifestyles</li> <li>• Children's safety needs</li> <li>• Babysitting Other's children</li> <li>• Communicating with parents</li> </ul>
Health and Physical Education Outcomes		
1.0	Knowledge and Understandings – Concepts for a Healthy lifestyle.	<ul style="list-style-type: none"> <li>• Growth and development milestones for children</li> <li>• Interacting with children to promote development</li> <li>• Safety and children's play</li> <li>• Creative communication</li> <li>• Images of self and significant others</li> <li>• Healthy teenage meals</li> <li>• St Stephen's Health Promotion project</li> </ul>
5.0	Interpersonal Skills	Students develop interpersonal skills of negotiation, assertiveness, conflict resolution, collaboration, cooperation and leadership for formal and informal situations.

### Assessment:

Students will be assessed on a range of practical sessions and a portfolio documenting their design challenges using the Technology process. Typically this portfolio will contain written work and graphics as evidence of the process used to investigate, design produce and evaluate their design challenges.

# Technology and Enterprise

## Small Business Enterprise 2 Year 10 – 10SBME

**Duration of course:** One year (six periods per cycle).

### Overview of course:

Students studying this subject will gain insight into the marketing and business worlds and an understanding of the contribution small business makes to the community. Global business issues, ethics, legal and management issues will be applied to current day situations. An introduction to the basic accounting process will be explored using a computerised accounting package. It is intended for the unit to be as hands-on as possible to give students the opportunity to develop their problem solving, decision making and communication skills.

This course provides essential background for students thinking of a career in the business; finance or marketing areas.

Outcomes	Content	
3.0	Information: <ul style="list-style-type: none"> <li>• Nature</li> <li>• Techniques</li> </ul>	Students will use a range of information technologies to prepare and present a range of informative oral, digital or written presentations to share with the class.
5.0	Enterprise:	Students will be given the opportunity to demonstrate innovative strategies designed to meet human needs.
6.0	Technology Skills:	Students will use a number of software programs in which they will apply operational and manipulative skills to utilise appropriate information.

### Design challenges:

Establishing a small school based business

Preparation of a Business Plan

Evaluation of ethical and moral issues facing small business

Preparation of basic accounting reports and source documents

### Assessment:

Students will be assessed on a range of practical classroom activities and a portfolio of work documenting their design tasks using the technology process. Typically this portfolio will contain written and pictorial evidence of the process used to investigate, devise, produce and evaluate their design tasks. A high quality of presentations is required showing evidence of the appropriate use of information technologies to investigate, organise and illustrate their work on the design challenges.

### Prerequisites:

Nil.

# The Arts HOLA - Ms Carol Wohlnick

## Learning Area Statement:

In the arts learning area, students develop creative skills, critical appreciation and knowledge of artistic techniques and technologies in Design, Drama, Media, Music and the Visual Arts. The arts develop a student's sense of personal and cultural identity and equip them for lifelong involvement in and appreciation of the arts.

The arts also offer viable avenues for vocational opportunities in the music industry, media, film, television and theatre. In addition, the arts offer students' broad scope for the development of skills with a commercial application in the field of art, design and arts management.

Learning outcomes in all arts disciplines are based on the four arts learning outcomes shown in the table below.

<b>The Arts Learning Area Outcomes:</b>		
<b>Outcome 1:</b>	Arts Ideas	Students generate artworks that communicate ideas
<b>Outcome 2:</b>	Arts Skills and Processes	Students use the skills, techniques, processes and conventions; and technologies of the arts
<b>Outcome 3:</b>	Art Responses	Students use their aesthetic understanding to respond to, reflect on and evaluate the arts
<b>Outcome 4:</b>	Arts in Society	Students understand the role of the arts in society

## A summary of the Arts courses available in 2010 for Year 9 and 10

<b>Course</b>	<b>Description</b>	<b>Code</b>
Design 9	Year 9 Design 5 lessons per cycle	9DES
Design 10	Year 10 Design 5 lessons per cycle	10DES
Drama 9	Year 9 Drama 5 lessons per cycle	9DRA
Drama 10	Year 10 Drama 5 lessons per cycle	10DRA
Media 9	Year 9 Media 5 lessons per cycle	9MED
Media 10	Year 10 Media 5 lessons per cycle	10MED
Music 9	Year 9 Music 5 lessons per cycle	9MUS
Music 10	Year 9 Music 5 lessons per cycle	10MUS
Visual Art 9	Year 9 Visual Art 5 lessons per cycle	9VART
Visual Art 10	Year 10 Visual Art 5 lessons per cycle	10VART

The lower school programs in the arts lead to the Courses of Study within all disciplines of the arts in upper school. The following table is a guide to the courses offered in Year 11 and 12 in 2010.

## Year 11 and 12

Course	Description	Code
Design Stage 1	1C & 1D Course of Study Units in Design	11DES1C/D
Drama Stage 2	2A & 2B Course of Study Units in Drama	11DRA2A/B
Drama Stage 3	3A & 3B Course of Study Units in Drama	12DRA3A/B
Media Stage 1 (Year 11)	1C & 1D Course of Study Units in Media Production & Analysis	11MPA1C/D
Media Stage 2 (Year 11)	2A & 2B Course of Study Units in Media Production & Analysis	11MPA2A/B
Media Stage 2 (Year 12)	2A & 2B Course of Study Units in Media Production & Analysis	12MPA2/AB
Media Stage 3 (Year 12)	3A & 3B Course of Study Units in Media Production & Analysis	12MPA3/AB
Music Stage 2	2A & 2B Course of Study Units in Music	11MUS2A/B
Music Stage 3	3A & 3B Course of Study Units in Music	12MUS3A/B
Visual Art Stage 1	1C & 1D Course of Study Units in Visual Arts	11VART1C/D
Visual Art Stage 2	2A & 2B Course of Study Units in the Visual Arts	11/12VART2A/B
Visual Art Stage 3	3A & 3B Course of Study Units in the Visual Arts	12VART 3A/B

### Courses and possible study pathways

The Arts	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
<b>Design</b>			Design 9	Design 9	Design Stage 1	Design Stage 2
<b>Drama</b>	Drama 7	Drama 8	Drama 9	Drama 10	Drama Stage 1	Drama Stage 2
<b>Media</b>		Media 8	Media 9	Media 10	Media Production and Analysis Stage 1	Media Production and Analysis Stage 2
					Media Production and Analysis Stage 2	Media Production and Analysis Stage 3
<b>Music</b>	Music 7	Music 8	Music 9	Music 10	Music Stage 2	Music Stage 3
		Music 8A Extension	Music 9A Extension	Music 10A Extension		
<b>Visual Art</b>	Visual Art 7	Visual Art 8	Visual Art 9	Visual Art 10	Visual Art Stage 1	Visual Art Stage 2
					Visual Art Stage 2	Visual Art Stage 3

# The Arts

## Design Year 9 - 9DES

**Duration of course:** One year.

### Overview of course:

The Design course encourages students to develop practical applications in creative design which will lead to sound vocational skills. The course also develops effective problem-solving and analytical ways of thinking; fostering innovation through a process of inquiry and exploration.

### Course content:

The focus of the Design course is on developing fundamental skills in analysis, development and design production. There is an emphasis on commercial applications, where students work through a range of technical processes. Computer technology is utilised for the resolution of most production work.

Projects range from visual communication in graphic design where students apply the elements and principles of design, such as: typography, colour and space projects which lead to the design of posters, illustrations and advertisements. Students compile a visual diary which documents their design development and the production processes. Design research assignments provide a structure and basis for students' own design development and understandings of the role of design in society.

### Assessment:

The course will be assessed using the arts learning area outcomes, based on the following assessment items:

- Visual diary
- Presentation of completed design works
- Oral and written presentation

<p><b>Outcome 1: Design Ideas</b> Students generate design works that communicate ideas.</p>	<p><b>Outcome 3: Design Responses</b> Students use their aesthetic understanding to respond to, reflect on and evaluate design.</p>
<p><b>Outcome 2: Design Skills and Processes</b> Students use the skills, techniques, processes, conventions and technologies of the arts.</p>	<p><b>Outcome 4: Design In Society</b> Students understand the role of the arts in society.</p>

### Pathways:

Design 9 leads to Design 10 and the Design Courses of Study in upper school.

### Recommendations:

Completion of Visual Art 8 with a 'C' grade minimum is highly recommended.

# The Arts

## Drama Year 9 - 9DRA

**Duration of course:** One year

**Overview of course:**

Students will interact with each other in workshops and performances. They will use the elements and conventions of drama to develop and present ideas that explore personal and cultural issues. Students will engage in drama processes such as improvisation, playbuilding and script writing which allow them to create original drama and interpret the drama of others. Students will also develop their capacity to respond and reflect on drama, using appropriate terminology and language.

**Course content:**

Students will learn the conventions and techniques of the following drama styles:

- Term One: Ritual Theatre
- Term Two: Readers' Theatre
- Term Three: Playbuilding
- Term Four: Theatre Sports

**Assessment:**

The course will be assessed using the arts learning area outcomes, based on the following assessment items:

- Performance
- Script Writing
- Journal

<p><b>Outcome 1: Drama Ideas</b> Students create, interpret, explore, develop and present drama ideas.</p>	<p><b>Outcome 3: Drama Responses</b> Students respond to, reflect on and evaluate drama.</p>
<p><b>Outcome 2: Drama Skills and Processes</b> Students apply drama skills, techniques, processes, conventions and technologies.</p>	<p><b>Outcome 4: Drama in Society</b> Students understand the role of drama in society.</p>

**Pathways:**

Drama 9 leads to the Drama 10 and the Drama Courses of Study in upper school.

**Recommendations:**

Completion of Year 8 Drama Foundations with a 'C' grade minimum is recommended.

# The Arts

## Media Year 9 - 9MED

**Duration of course:** One year.

**Overview of course:**

Students will be introduced to the language of the media and learn how particular codes and conventions are used to make entertaining and engaging media texts. They will experiment with media technology to make music videos, short films and advertisements. Students will also generate ideas and learn the basic production skills and processes that will allow them to apply their knowledge and creativity in their own productions.

**Course content:**

**Media Language:**

Students learn about language relating to media form, narrative, codes and conventions; representation; and skills and processes.

**Audiences:**

Students develop awareness relating to the reader’s social and cultural experiences; values, attitudes and ideologies; sub-cultures; and past, present and emerging trends.

**Production:**

Students develop conceptual skills and understandings relevant to producing media texts; media use and target audience; and controls and constraints.

**Assessment:**

The course will be assessed using the Arts learning area outcomes, based on the following assessment items:

- Media production journal – outlining all ideas, storyboards and scripts
- Identification and competent use of media technology
- Scripting, filming and editing original music videos, short films and digital photography portfolio

<p><b>Outcome 1: Media Ideas</b> Students use creative processes and cultural understandings to explore and develop ideas.</p>	<p><b>Outcome 3: Responses to Media</b> Students use their critical, social, cultural and aesthetic understanding to respond to, reflect on and evaluate media works.</p>
<p><b>Outcome 2: Media Production</b> Students use skills, techniques, processes, conventions and technologies to create media works appropriate to audience, purpose and context.</p>	<p><b>Outcome 4: Media in Society</b> Students understand the role of media in society.</p>

**Pathways:**

Media 9 leads to Year 10 Media10 and Media Production and Analysis Courses of Study in upper school.

# The Arts

## Music Year 9 - 9MUS

**Duration of course:** One year.

### Year 9 Music Extension B

Students can only participate in **one** Year 9 Music Course.

#### Overview of course:

This course is studied throughout the year in order to develop a high level of music literacy. The core areas of the course are: Aural, Theory, Composition/ Arranging, Music History and Performance. **Performance is a very important aspect of the course, students must be receiving regular tuition on their chosen instrument and have competent performance skills.**

#### Outcome of course content:

Outcomes		Content
1.0	<b>Performing</b>	Students apply musicianship, skills, techniques and conventions when performing both as a soloist and within choral and instrumental ensembles.
2.0	<b>Composing and Arranging</b>	Students apply music language, skills, techniques and conventions when composing or arranging. They will use the MAC platform to access music technology programmes including Sibelius, Garage Band and Auralia.
3.0	<b>Listening and Responding</b>	Students respond to, reflect on, and evaluate music. Their reflections (self and peer) will be in both written and oral formats. In addition, students will critically evaluate concerts and recordings and establish personal goal setting for performance development.
4.0	<b>Culture and Society</b>	Students understand how social, cultural and historical factors shape the role of music in society. Students will investigate and analyse the forms and conventions of Classical, Romantic and Contemporary music.

#### **Performance is a major part of the Music Course throughout High School.**

- Students must receive weekly instrumental/vocal tuition and be committed to regular practice in order to continually improve their performance skills.
- Attendance at High School Choir rehearsals is a compulsory aspect of this course.
- Students studying a band or orchestral instrument must also be a member of one of the following Ensembles: Concert Band, Orchestra or Wind Ensemble.

#### **Assessment:**

The course will be assessed using the arts learning area outcomes, utilising the following assessment types: tests, assignments, performances – in class, public, solo and ensemble and through written and oral self evaluation.

#### **Recommendations:**

Year 9 Music B857 is recommended for students who have gained a 'C' grading or higher in all outcomes during their Year 8 Music course.

Year 9 Music Extension B is for students who have completed Year 8 Extension Music.

#### **Please note:**

- Students who have achieved a high level of performance and results in Year 8 Music may be able to gain a place in the Extension Course subject to approval from the Director of Music Curriculum.
- Students are encouraged to attend WASO concerts and other community musical events, and to perform in the local community and at school events.

# The Arts

## Visual Art Year 9 - 9VART

**Duration of course:** One year.

**Overview of course:**

The Visual Arts course is a fine arts course, which in lower school provides students with fundamental knowledge of the art and design elements and principles. It is a task orientated, project based course. It nurtures the development of problem solving skills together with creative and analytical thinking. The course encourages innovation through a process of inquiry and exploration. Students demonstrate arts outcomes through the processes of visual inquiry, studio practice, exhibition, and the investigation of historical and contemporary art.

**Course content:**

Students work through a series of projects in different art forms which are both two and three dimensional. These include: drawing, ceramics, painting, collage, printmaking, sculpture and textiles. The course is divided into two aspects; art making and art interpretation. Students compile a visual diary which documents their ideas development and the art making process. The majority of the course provides for the creation of resolved artworks. Art interpretation introduces students to art analysis and appreciation strategies. Students also have the opportunity to participate in the annual art exhibition where selected artworks are displayed.

**Assessment:**

The course will be assessed using the arts learning area outcomes and the following assessment items:

- Visual Diary
- Artworks
- Oral and written presentations
- Exhibition

<p><b>Outcome 1: Arts Ideas</b> Students generate arts works that communicate ideas.</p>	<p><b>Outcome 3: Arts Responses</b> Students use their aesthetic understanding to respond to, reflect on and evaluate the arts.</p>
<p><b>Outcome 2: Arts Skills and Processes</b> Students use the skills, techniques, processes, conventions and technologies of the arts.</p>	<p><b>Outcome 4: Arts In Society</b> Students understand the role of the arts in society.</p>

**Pathways:**

Visual Art 9 leads to Year 10 Visual Art and Visual Art Courses of Study in upper school.

**Recommendations:**

Completion of Year 8 Art Foundations with a 'C' grade minimum is highly recommended.

# The Arts

## Design Year 10 - 10DES

**Duration of course:** One year

**Overview of course:**

The Design course encourages students to develop practical applications in creative design which will lead to sound vocational skills. The course also develops effective problem-solving and analytical ways of thinking; fostering innovation through a process of inquiry and exploration.

**Course content:**

The focus of the Design course is on developing fundamental skills in analysis, development and design production. There is an emphasis on commercial applications, where students work through a range of technical processes. Computer technology is utilised for the resolution of most production work.

Projects range from visual communication in graphic design such as posters, illustration and advertising design to interior, costume and set design. Some aspects of textile design in fabric lengths, tee shirt, fashion and merchandising may also be available within this unit. Students compile a visual diary which documents their design development and the production processes. Design research assignments provide a structure and basis for students' own design development and understandings of the role of design in society.

**Assessment:**

The course will be assessed using the arts learning area outcomes, based on the following assessment items:

- Visual diary
- Presentation of completed design works
- Oral and written presentation

<p><b>Outcome 1: Design Ideas</b> Students generate design works that communicate ideas.</p>	<p><b>Outcome 3: Design Responses</b> Students use their aesthetic understanding to respond to, reflect on and evaluate design.</p>
<p><b>Outcome 2: Design Skills and Processes</b> Students use the skills, techniques, processes, conventions and technologies of the arts.</p>	<p><b>Outcome 4: Design In Society</b> Students understand the role of the arts in society.</p>

**Pathways:**

Design 10 leads to the Design Stage 1& 2 Courses of Study in upper school.

**Recommendations:**

Completion of Visual Art 9 with a 'C' grade minimum is highly recommended.

# The Arts

## Drama Year 10 - 10DRA

**Duration of course:** One year.

### Overview of course:

Students will interact with others in workshop and staged performance. They will use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues. Students will engage in drama processes such as improvisation, play-building and script interpretation, which allow them to create original drama and interpret the drama of others. Students will also undertake the design and production roles such as director, costume designer, set designer and props manager. Students will also develop their capacity to respond, reflect on, evaluate and make informed judgments about Drama, using appropriate terminology and language.

### Course content:

Students will learn the following Drama conventions and techniques:

- Term One: Script Interpretation/Design and Production
- Term Two: Monologues/Design and Production
- Term Three: Play-building/Design and Production/Theatre Review
- Term Four: Theatre Sports

### Assessment:

The course will be assessed using the arts learning area outcomes through the following assessment items:

- Performance
- Script Writing
- Practical Design and Production
- Review Writing
- Journal

<p><b>Outcome 1: Drama Ideas</b> Students create, interpret, explore, develop and present drama ideas.</p>	<p><b>Outcome 3: Drama Responses</b> Students respond to, reflect on and evaluate drama.</p>
<p><b>Outcome 2: Drama Skills and Processes</b> Students apply drama skills, techniques, processes, conventions and technologies.</p>	<p><b>Outcome 4: Drama in Society</b> Students understand the role of drama in society.</p>

### Pathways:

Drama10 leads to Drama Stage 2 Course of Study in Year 11.

### Recommendations:

Completion of Drama 9 with a 'C' grade minimum is highly recommended.

# The Arts

## Media Year 10 - 10MPA

**Duration of course:** One year.

**Overview of course:**

Students will view, listen to and analyse interesting and relevant texts, learning how particular, codes and conventions are used to construct them. They will consider how audiences' cultural experiences influence their responses to media. They will also generate ideas and learn the basic production skills and processes in order to apply their knowledge and creativity to their own productions.

**Course content:**

**Media Language:**

Students learn about language relating to media form, narrative, codes and conventions; representation; and skills and processes.

**Audiences:**

Students develop awareness relating to the reader's social and cultural experiences; values, attitudes and ideologies; sub-cultures; and past, present and emerging trends.

**Production:**

Students develop conceptual skills and understandings relevant to producing media texts; media use and target audience; and controls and constraints.

**Assessment:**

The course will be assessed using the Arts learning area outcomes, (see the Arts introductory page) via the following assessment items:

- Media production journal – folio of ideas, scripts and storyboards
- Filming and editing original music videos, short films and documentaries
- Radio advertisements and digital photography

<p><b>Outcome 1: Media Ideas</b> Students use creative processes and cultural understandings to explore and develop ideas.</p>	<p><b>Outcome 3: Responses to Media</b> Students use their critical, social, cultural and aesthetic understanding to respond to, reflect on and evaluate media works.</p>
<p><b>Outcome 2: Media Production</b> Students use skills, techniques, processes, conventions and technologies to create media works appropriate to audience, purpose and context.</p>	<p><b>Outcome 4: Media in Society</b> Students understand the role of media in society.</p>

**Pathways:**

Media 10 can lead to the Media and Production and Analysis Stage 1 and Stage 2 Course of Study in Year 11.

**Recommendations:**

Completion of Media 9 with a 'C' grade minimum is highly recommended.

# The Arts

## Music Year 10 - 10MUS

**Duration of course:** One year.

### Overview of course:

This course is studied throughout the year in order to develop a high level of music literacy. The core areas of the course are: Aural, Theory, Composition/ Arranging, Music History and Performance. **Performance is a very important aspect of the course, students must be receiving regular tuition on their chosen instrument and have competent performance skills.**

### Outcome of course content:

Outcomes	Content
Performing	Students apply musicianship, skills, techniques and conventions when performing both as a soloist and within choral and instrumental ensembles.
Composing and Arranging	Students apply music language, skills, techniques and conventions when composing or arranging. They will use the MAC platform to access music technology programmes including Sibelius, Garage Band and Auralia.
Listening and Responding	Students respond to, reflect on, and evaluate music. Their reflections (self and peer) will be in both written and oral formats. In addition, students will critically evaluate concerts and recordings and establish personal goal setting for performance development.
Culture and Society	Students understand how social, cultural and historical factors shape the role of music in society Students will investigate and analyse the forms and conventions of Classical, Romantic, Jazz and Twentieth Century music.

### Performance is a major part of the Music Course throughout High School.

- Students must receive weekly instrumental/vocal tuition and be committed to regular practice in order to continually improve their performance skills.
- Attendance at High School Choir rehearsals is a compulsory aspect of this course.
- Students studying a band or orchestral instrument must also be a member of one of the following Ensembles: Concert Band, Orchestra or Wind Ensemble.

### Assessment:

The course will be assessed using the arts learning area outcomes, utilising the following assessment types: tests, assignments, performances – in class, public, solo and ensemble and through written and oral self evaluation.

### Recommendations:

Year 10 Music C857 is recommended for students who have a sound knowledge of Music Theory and who are able to meet the performance requirements of the course.

**Please note:** Students are encouraged to attend WASO concerts and other community musical events, and to perform in the local community.

# The Arts

## Visual Art 10 - 10VART

**Duration of course:** One year.

The Visual Arts course is a fine arts course which in lower school provides students with fundamental knowledge of the art and design elements and principles in a hands on project based course. It encourages the development of problem solving skills together with creative and analytical thinking. The course encourages innovation through a process of inquiry and exploration. Students demonstrate the arts outcomes through the processes of visual inquiry, studio practice, exhibition, and the investigation of historical and contemporary art.

**Course content:**

Students work through a series of projects in different art forms which are both two and three dimensional. These include drawing, ceramics, painting, collage, printmaking, sculpture and textiles. The course is divided into two aspects art making and art interpretation. Students compile a visual diary which documents their ideas development and the art making process. The majority of the course provides for the creation of completed artworks. Art interpretation introduces students to art analysis and appreciation strategies. Students also have the opportunity to participate in the annual art exhibition where selected artworks are displayed.

**Assessment:**

The course will be assessed using the arts learning area outcomes through the following assessment structures:

- Portfolio
- Artworks
- Oral and written presentation
- Exhibition

<p><b>Outcome 1: Arts Ideas</b> Students generate arts works that communicate ideas.</p>	<p><b>Outcome 3: Arts Responses</b> Students use their aesthetic understanding to respond to, reflect on and evaluate the arts.</p>
<p><b>Outcome 2: Arts Skills and Processes</b> Students use the skills, techniques, processes, conventions and technologies of the arts.</p>	<p><b>Outcome 4: Arts In Society</b> Students understand the role of the arts in society.</p>

**Pathways:**

Visual Art 10 leads to the Stage 1 or 2 Visual Art Course of Study in Year 11

**Recommendations:**

Completion of Visual Art 9 with a 'C' grade minimum is highly recommended.

# Vocational Studies Mrs Sondra Turner Work Placement Coordinator and Careers Adviser Year 10 VET in Schools Program 10WPL

The Year 10 VET (Vocational Education and Training) in Schools Program is a vocational education course of study for Year 10 students which involves:

an alternative program of learning and assessment;  
experience in the workplace throughout the year (only relevant for some courses);  
attendance at TAFE (or a similar training organisation) for one day a week throughout the year and/or blocks of five days throughout the year;  
the opportunity to achieve certificate level accreditation (recognised nationally) which contribute to Secondary Graduation; and  
achievement which will contribute to the accumulation of points for entry into TAFE.

The program provides students with the opportunity to:  
develop workplace and industry skills, and  
achieve national accreditation and qualifications in Industry areas, eg

Certificate I in Aquaculture/Certificate I in Fisheries; or  
Certificate I Retail Operations (Cosmetics and Skin Care); or  
Certificate I Horticulture; and/or  
Competencies (Wet Trades) from the Certificate I in Construction.

The number of courses provided is dependent upon the number of students participating in the program. The achievement in the above certificate courses contributes to the student's Secondary Graduation on completion of Year 12.

In Years 11 and 12, students in the Year 10 VET in Schools Program will have the opportunity to participate in a TAFE directed program (which will include a much wider range of programs to the above) that will allow them to choose a worthwhile career and learning pathway on completion of their education at school.

Costs: A levy is imposed for the delivery and supervision of the certificate courses and Structured Workplace Learning.

## **Please note:**

Participation in the Year 10 VET in Schools program may preclude students from studying a full TEE program in Years 11 and 12. Students wishing to strive for a university education will be advised of an alternative pathway to university. For further information for alternative entry into university log on to the following:

[www.tafe.wa.gov.au](http://www.tafe.wa.gov.au)

then How do I Move between school, TAFEWA and University

then download a copy of 'A Guide to University Options for TAFEWA Graduates'

[www.ecu.edu.au](http://www.ecu.edu.au)

then Information for Future Students

then School Leavers

then Quick Links Portolio Pathway and/or University Preparation Course

[www.murdoch.edu.au](http://www.murdoch.edu.au)

then Undergraduate Prospective Students  
then available courses  
then Alternative Entry

[www.nd.edu.au](http://www.nd.edu.au)

then About Courses and Programs  
then Courses at Fremantle Campus  
then Undergraduate Courses  
then (under School of Education) Tertiary Enabling Program

**Please contact Mrs Sondra Turner for further information.**

# Careers Year 10 – Mrs Sheevaun Darby

**Duration of course:** One year (three periods per cycle).

**Duration of course:**

Life beyond school is full of opportunity and promise and there is a lot of career information to understand and process as students move from school to independence. Career education is at the forefront of Australian Government educational thinking. Skills shortages, an aging population and the impact of globalisation have on one hand created many new opportunities, new careers, new technologies and where working for one employer for 20 years or more or staying five years in one occupation is an achievement.

Career education is not only about helping young people to decide upon a career path, it also incorporates learning the skills necessary to empower the student to be able to continue to manage life long career choices. Career education will empower students to seek information, set goals and implement plans to achieve their goals in both their immediate and long term careers.

**Course content:**

Students will be able to examine their personality traits, strengths and weaknesses using sophisticated computer software. They will participate in The Real Game which is a game developed in Canada and designed to help students make important connections between school and their future working life. They will complete a resume and develop the beginning of their portfolio and prepare for work experience. They will be able to complete several workplace investigations, consider workplace OSH issues and discover the mechanisms to deal with workplace bullying, industrial relations and enterprising bargaining agreements and awards. Students will also have the opportunity to learn financial literacy, vital to their development as a responsible and capable citizen of the community.

In this subject students will complete three periods per in Year 10. At the beginning of Term 3 students will have their subject counselling interview for selecting subjects for Year 11 which parents are welcome to attend.

# **INSPIRE – Learning Support**

## **Coordinator Ms Debbie Davies**

Individually Negotiated Support Providing Inclusive Relevant Education

### **Year 9 B010**

### **Year 10 C010**

**Duration of program:** One year.

Year 8: 5 periods per cycle.

Year 9 and 10: 3 or 6 periods per cycle.

Year 11 and 12: 9 periods per cycle.

**Overview of program:**

Students have timetabled access to INSPIRE staff who provide support to complete homework and assignments, re-teach concepts, give students strategies to problem-solve and provide opportunities for them to succeed. The program aims to empower students with the motivation and skills to learn in the schooling environment and beyond, and to help them cope with the pressures of high school.

**Assessment:**

No additional assessment.

**Prerequisite:**

Students must meet **INSPIRE Program** criteria (ie have a funded disability or a Specific Learning Disability with significant additional needs).

**Note:**

Students who do not choose INSPIRE in place of a subject may still access support during weekly or fortnightly individually negotiated times.

For further information about the **INSPIRE Program** please contact the Coordinator, Ms Debbie Davies at Dun Craig on 9243 2401.

## **Gifted and Talented Program – Years 7 – 10**

The gifted and talented program operates alongside the Extension program to provide for differentiation for students who are highly gifted. This program operates under a coordinator and the faculties that provide academically challenging curriculum streamed classes.