YEAR 9/10 COURSE HANDBOOK
2014

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FORWARD
At Woodvale Secondary College we understand the complexity of the decision-making concerning choosing subjects. One must consider personal interests and strengths alongside aspirations for the future, while at the same time being aware of “keeping as many doors open” as possible so that one is still prepared for the inevitable changes of mind that often take young people in different directions from those once planned.

As well as reading the information contained in this handbook, Year 8 and Year 9 students:

- Will hear presentations from the Teachers-in-Charge in each of the elective areas and be made to feel welcome to see these teachers at other times to have questions answered.
- Be able to ask their current teachers including their contact Teacher for further information about subjects for next year.
- Can see their year coordinator for more help.

For parents there are several options:

- Contact Ms Veronika Sutton Associate Principal responsible for Year 9.
- Contact Mr Grant Richards – Associate Principal responsible for Year 10.

In all of this we do ask that students and their parents choose carefully. Once the new school year commences, subject changes are difficult as often classes are full, and changes are often unsettling and challenging for students as they attempt to catch up on work already completed.

INTRODUCTION
Woodvale Secondary College’s organisation for Year 9 and Year 10 is based on study within the eight Learning Areas:

1. The Arts
2. English
3. Health & Physical Education
4. Languages
5. Mathematics
6. Science
7. Society & Environment
8. Technology

- Each week students study for FOUR hours in the five Learning Areas of English, Mathematics, Science, Society & Environment and Health & Physical Education (Year 9 Health is a 6 month course).
- Year 8 students will be enrolled into either Chinese or Japanese in Year 9 and placed, by the college, either into a six month course or a full year course in their language area. Students are welcome to continue the language into Year 10.
- For some courses, each student’s level of achievement will determine his/her placement in a pathway.
- Choice of courses is available in some learning areas, however, every Year 9 student must complete at least one course in each of the eight learning areas listed above.
- Some elective courses have high costs and parents should consider the particular charges for each elective course before making final decisions.

THE PROCESS
- In addition to this handbook, each student will be provided with a coloured course selection sheet in Term 2.
- Semester 1 Reports will be provided in the second last week of term. You may wish to consider these before selecting options.
- Selection sheets must be submitted by Friday of Week 1 of Term 3.
- Every attempt is made to give students their first choices.
- It is most important that Year 9 students think clearly about future careers because this should inform subject choice of courses in Year 10.
Students who are selected by the college for a full year of either Chinese or Japanese will be given the opportunity to select an elective course to be taken for 6 months either in first semester or second semester. This course will be offset with Health Education for the other six months. The following courses are offered as a six month course. Some are a shortened version of the whole year course, others are not offered as a full year course. **Students are not to select one of the below courses and a similar full-year version of the same course.**

**FOOD FUNDAMENTALS - 9HF3**
This is a course that will introduce you to more complex cooking. We will explore current trends in diet, health and cuisine and experiment with these. Looking at budgeting and using foods in season for best effect. We will also look at how media is impacting and changing the face of cooking today. A great course that will give you skills that you can use for the rest of your life. This course can’t be taken with Food Technology 9HF.

**MEDIA FUNDAMETALS - 9AME3**
This six month course will offer students a basic introduction to film making through a range of pre and post production tasks including filming, use of camera, lighting, and editing. Although mostly practical, film analysis will also be introduced.

**TECH GRAPHICS FUNDAMENTALS - 9DT3**
Students will be introduced to both engineering and architectural drawings from which they will choose a pathway in either of these fields of drawing.

Small design projects will involve the use of computer controlled vinyl cutting and laser engraving machines. All design software used on the Technical Graphics computer workstations are available on the College provided laptops. This course can’t be taken with the full year Technical Graphics course 9DT.

Students who are selected by the college for a six month course of either Chinese or Japanese will have this course offset with Health Education for the other six months.

**LANGUAGES SEMESTER COURSES:**

**CHINESE SEMESTER PATHWAY 9LC3**
The Year 9 Chinese semester course focuses on increasing Asian literacy.

In particular; Asia - Australia engagement, Achievements and contributions of the peoples of Asia, Asia and it’s diversity.

This course will build on the learning that occurred in the Year 8 Chinese course. Students work through topics including calendars, food and shopping in this course.

**JAPANESE SEMESTER PATHWAY 9LJ3**
The Year 9 Japanese semester course focuses on increasing Asian literacy.

In particular; Asia- Australia engagement, Achievements and contributions of the peoples of Asia, Asia and it’s diversity.

This course will build on the learning that occurred in the Year 8 Japanese course. Students work through topics including transport and travel, sports and food and drink.
VISUAL ARTS

VISUAL ARTS – 9AA
In this course of study students will experience a wide range of art forms including painting, pottery, sculpture and graphic design. It builds upon previously learnt skills and introduces new techniques to create artworks. Drawing skills are further developed and Photoshop software is used to manipulate drawn images. As well, the art of appreciation and how to use art elements in the visual inquiry process is introduced. This course is a good foundation for Year 10 and Upper School visual arts courses of study.

The Semester 2 course places further emphasis on skills development. It covers work in painting, pottering and graphic design with drawing being the basis from which all designs are developed. Greater attention is given to the social and cultural aspects of our society.

GRAPHIC ARTS – 9AG
This course provides students with a foundation for graphic design. Layout techniques, typography and computer software, including Photoshop CS5, will be introduced. Drawing techniques combined with computer graphics will be used to develop graphic art skills. Students will use digital cameras and colour printers to produce professional graphic artworks. Knowledge and understanding of social and cultural aspects of society will be studied. Other art experiences are undertaken to develop skills for future courses of study.

Although it is not essential, it is desirable to have taken Year 8 Art.

The Semester 2 course continues the skills and knowledge taught in Semester 1. It is a very good foundation for Year 10 and Upper School graphics and multimedia courses of study.

VISUAL ARTS – 10AV
This practical course deals with the production of creative artwork. The course includes a term of study chosen from computer graphics, ceramics, sculpture and painting. Students will learn and refine their skills to produce high quality artwork and craftwork. This course includes drawing skills and the appreciation of art. Greater attention is placed on knowledge and understanding of social and cultural aspects of society. It is a very good foundation unit for Upper School art courses of study.

Students do not need to have studied art in Year 9 to take this course, although it is highly recommended.

The Semester 2 course enables students to produce and keep craftworks, painting and graphics. This course is a very good grounding for the Year 11 Visual Art courses of study.
DRAMA

DRAMA – 9ADR
In Year 9 Drama we are now hoping to develop a more sophisticated level of performance and design:

Students will explore:
1. Acting through the interpretation of scripts
2. Improvisation
3. Elements of Drama
4. Applying the conventions of different styles of Drama
5. Analysis and reflections on your own and others Drama performances.

DRAMA – 10ADR
Pre-requisites: Year 9 Drama preferred.

This course is designed specifically to prepare students for Drama in Upper School. It is a demanding course that requires focus and dedication to both practical and theoretical components of drama. Including:
1. Solo and duo performances
2. Script interpretation
3. Theatre history
4. 20th Century Theatre movements, styles and forms
5. Analysis and reflections on your own and others Drama performances.

MEDIA STUDIES

MEDIA STUDIES – 9AME
The full year course will offer students a range of practical and analytical skills in the following areas:

- Basic camera care and operations
- Digital video editing techniques
- Create video productions
- Analysis of a range of Media texts (Film, Television and Radio)
- Multimedia presentations and products

Students are given the opportunity to create a range of video productions as well as preparing them for the Media courses that are available in Year 10 and Upper School.

The media course in Year 9 is outcomes based and students are assessed on the following: Media Ideas, Media Production, Responses to Media and Media in Society.

MEDIA STUDIES – 10AME
This full year course is focused on preparing students for the Media Production and Analysis courses that are run in Years 11 and 12. If students plan to take the Year 11/12 Media courses at a TEE or Non TEE level than this course provides a good introduction to the skills and theory that are covered in the Upper School courses.

The course will offer students a range of practical and analytical skills in the following areas:

- Basic camera care and operations
- Digital video editing techniques
- Create small video productions
- Analysis of a range of Media texts (Film, Television and Radio)
- Multimedia presentations and products

The media course in Year 10 is outcomes based and students are assessed on the following: Media Ideas, Media Production, Responses to Media and Media in Society.
MUSIC

CLASS MUSIC, INSTRUMENTAL & ENSEMBLE MUSIC COURSES
These courses are sequential and are intended to be studied concurrently. The duration of each course will be a full semester. Students will have an instrumental lesson once a week and this will be supported by classroom studies in aural perception, music literacy, vocal skills and ensemble (band) performance. The instrumental lesson will be conducted during school hours while the ensemble component will be taken out of school hours.

Students studying these courses are credited with an extra subject, over and above the usual 9, because the instrumental and ensemble music courses are completed outside the normal school timetable.

INSTRUMENTAL AND ENSEMBLE MUSIC Year 9 & 10
Pre-requisites:
(1) To have completed Instrumental and Ensemble Music 8MUI or be at an equivalent standard on a chosen instrument.
(2) Enrolment in a class music course.

This course is designed for group tuition lessons on a child's specific instrument. The classes are held either on a rotating basis throughout the timetable or out of school hours with a private tutor specialising on the child's chosen instrument. This course also involves participation in weekly ensemble and choir rehearsals, concerts, and one camp per year.

CLASS MUSIC – 9AMUC
Pre-requisites: Class Music 8MUC or equivalent study. Students must already be learning an instrument through the college or private study. Enrolment in an instrumental and ensemble music course.

Through practical music-making and listening activities students will continue the study of literature of music, basic music knowledge, aural awareness and appreciation as well as developing skills on their individual instruments.

CLASS MUSIC – 10AMUC
Pre-requisites: Class Music 9MUC or equivalent study and enrolment in an instrumental and ensemble music course.

Through practical music-making and listening activities students will continue the study of literature of music, basic music knowledge and develop their aural awareness of music appreciation. This course must be studied in order to progress to 2A/2B Music.

PHOTOGRAPHY

PHOTOGRAPHIC TECHNOLOGY – 10AP
Students explore a variety of camera techniques to cover the major commercial fields of Photography. Students produce work that demonstrates good composition and tonal qualities using 35mm S.L.R. and digital cameras. They are encouraged to experiment with darkroom techniques and digital computer software to produce artistic prints. Students are given considerable freedom to be creative and imaginative and develop and individual approach.
Year 9 and 10 students extend their Reading, Writing, Listening and Speaking and Viewing skills and are expected to explore more challenging and unfamiliar works and ideas. Students also develop a critical understanding of the print and electronic media. Class work is directed towards ensuring that students become both confident and competent in comprehending, composing and that oral skills are developed through a range of formal and informal activities. Students are expected to work effectively, both as individuals and collaboratively with others. They will explore a balanced range of text types from fiction, non-print media, poetry, drama and non-fiction.

Each Lower School course will be part of a pathway leading to appropriate subjects in Upper School. Students will be placed in pathways according to their ability as demonstrated in class performance as well as tests such as NAPLAN. The pathways are AE, ACC, Core and Foundation.

The English courses in Years 9 and 10 are Outcomes based, and students are numerically assessed on the four learning outcomes of Reading, Writing, Listening and Speaking, and Viewing.

English courses are engaging and dynamic with the focus very much on students striving to achieve their best in environments that accommodate individual learning styles and abilities.

Year 10 courses will prepare students for Upper School Stage 1, 2 or 3 Courses.
HEALTH EDUCATION - 9PH
This course further develops the students’ knowledge, skills and attitudes related to health and personal development with an emphasis on social development and the influence of family, peers, role models and the media. Legal and illegal drug use is investigated with Alcohol and Cannabis being the emphasis in Year 9. Issues dealt with include reasons for use, dangers, pressures encountered, legal considerations and safer alternatives. The short and long-term effects of drug use will be investigated considering the physical, emotional and social impacts. The sexuality component of the course discusses Conception, Pregnancy and Birth. While abstinence is promoted, safer sex practices will also be considered. The direct relationship between lifestyle and health and well-being is examined. Aspects include health risk factors and lifestyle diseases such as diabetes, cancer and heart disease. The acceptance and needs of the disabled in our society will also be explored. A highlight of this course is guest speakers from the Para-Quad Association of WA who share their experiences and stories to promote risk avoidance.

HEALTH EDUCATION - 10PH
The main aim of this course is to develop in students the need to take responsibility for their own health and well-being. Students are becoming more independent and susceptible to the many influences and concerns in modern society. They are given opportunities to learn and practice the skills and assertive responses required in the many challenging situations encountered by young people. Students explore the importance of setting goals and making plans to achieve and protect their goals. They learn the skills of resilience so they can cope with pressure, stress and disappointment and support a friend in need. Mental Illness and the stigma associated with Mental Illness is looked at with the intent of helping students to better understand this topic and support those affected by Mental Illness. Relationship skills and sexuality is explored with the emphasis being responsible decision making and protection from unplanned pregnancy, sexual assault and sexually transmitted infections as well as HIV and AIDS. Whilst abstinence is promoted and students explore ways to resist and deal with pressures to be sexually active, contraception is also investigated. Road Trauma and the responsibilities linked to the use of a motor vehicle are explored through the Keys for Life road safety program. Students are given the opportunity to sit their Learner’s Permit Theory Test in class. Drug awareness is an important part of the course with students examining ways the individual and the community can work towards reducing the harm associated with drug use, misuse and abuse. Highlights of this course includes guest speakers from Arafmi (Mental Health Carers Association) and from the RAC on Road Trauma.

GENERAL PHYSICAL EDUCATION - 9PEF/9PEM
This course is designed to provide students with the opportunity to develop skills in Tennis, Gymnastics, Athletics, Football (M), Touch Rugby (F), Hockey, Lacrosse, Softball and Dance (F).

GENERAL PHYSICAL EDUCATION - 10PEF/10PEM
This course is designed to provide students with the opportunity to develop skills in Baseball (M), Badminton, Volleyball, Cricket, Athletics, Netball (F), Football (F), Touch Rugby (M), and Gridiron (M). Girls will also participate in a personal fitness course such as Yoga or Body Balance. Boys will also cover aspects of Gaelic Football. Term 4 will give students a degree of choice in selection of Physical Education activities.

Attendance at the Interhouse Swimming and Athletics Carnivals is highly recommended in Year 9 and 10.

All students will also participate in a sport of their choice for their year group’s Winter Lightning Carnival in Term 2.
ELECTIVE COURSES
All elective courses in the Physical Education area incur further costs.

SPECIALISED BASKETBALL
(by application only)
Years 9 and 10, 9PBF/9PBM and 10PBF/10PBM
The college operates a 'special' Basketball class in each of the lower school years for students with a special interest and talent in Basketball. These classes operate instead of Physical Education in Years 9 and 10. Entrance to these 'special' classes is competitive in Year 8. A small number of vacancies may occur in Years 9 and 10, and students who may be interested in these places should apply directly to the Program Coordinator. Entry to the course is by way of application and selection processes conducted by the Program Coordinator, Mr Kelvin Browner, and college based coaching staff. Course costs apply.

SOCCER SCHOOL OF EXCELLENCE (by application only)
Years 9 and 10 – 9PSF/9PSM and 10PSF/10PSM
The college operates a ‘special’ Soccer class in each of the lower school years for students with a special interest and talent in Soccer. These classes operate instead of Physical Education in Years 9 and 10. Entrance to these ‘special’ classes is competitive in Year 8. A small number of vacancies may occur in Year 9 and 10, and students who may be interested in these places should apply directly to the Program Coordinators Mr Ratcliff (Boys) or Mr Forman (Girls). Entry to the course is by way of application and selection processes conducted by the Program Coordinators. Course costs apply.

AUSTRALIAN RULES FOOTBALL
SKILLS FITNESS & TACTICS - 9PA
This course gives students the opportunity to develop their skills, tactics and fitness within an AFL context. Activities include:

- Fitness training and assessment
- Injury prevention and rehabilitation
- Nutrition
- Game analysis
- Level 0 Umpiring
- Playing for Woodvale SC

AUSTRALIAN RULES FOOTBALL
SKILLS FITNESS & TACTICS - 10PA
This course is for students who are currently playing at club level and have a desire to further develop their game. Activities include:

- Level 0 Coaching
- Level 1 Umpiring
- Advanced game play systems
- Individual skills program
- Individual fitness program
- Playing and umpiring for Woodvale SC

NETBALL – SKILLS, FITNESS, TACTICS AND GAME PLAY - 9PN
This course gives students the opportunity to develop their skills, fitness and tactics in Netball. Activities include coaching clinics, video analysis, beach fitness sessions, umpiring skills and competitions with other schools. Students will be provided the opportunity to complete fitness classes and gym sessions as well as a number of specialist coaching sessions. This course is aimed at students who wish to improve their netball skills and improve their performance in game situations.

NETBALL – SKILLS, FITNESS, TACTICS AND GAME PLAY - 10PN
This course gives students the opportunity to further develop their skills, fitness and tactics in the sport of Netball. The focus of the Year 10 course is to further develop students in the areas of coaching and umpiring and they are provided with the opportunity to refine these skills with younger players.
PHYSICAL RECREATION – BOYS - 10PRM
This course gives boys the opportunity to develop skills in recreational pursuits. Activities may include Pot Black, Ten-pin bowling, Speedball, water activities, indoor Soccer and Cricket, Squash and Badminton (depending on availability, cost, transport and teachers expertise). This course involves many off campus activities and as such exemplary behaviour is expected at all times.

PHYSICAL RECREATION – GIRLS - 10PRF
This course is aimed at physically active girls who wish to experience a range of recreational activities. These may include Self-Defence, Supa-golf, Ten-pin bowling, Squash, Badminton, Indoor Beach Volleyball and Beach Activities (depending on availability, cost, transport and student interest). This course has a substantial ‘off-campus’ component and exemplary student behaviour is expected at all times.

OUTDOOR EDUCATION
Students must possess a positive, cooperative attitude towards their peers and staff to gain maximum benefit from these courses. They must be capable of working in a mature independent manner to achieve their potential.

OUTDOOR EDUCATION - 9PO
Pre-requisites: Strong open water swimming ability and willingness to work with others.

This practical course aims to develop skills and understanding relative to the outdoor environments. It includes:

2. FISHING - skills including rigging, casting and catching. Filleting, menu preparation and cooking. AQWA visit – fish identification. Indoor Rock Climbing
3. SURVIVAL SWIMMING & introductory life saving techniques (Possible Certificate). BODYBOARDING - Aquatic first aid e.g. stingers, cobbledgers, fractures etc.
4. BIKE RIDING - maintenance and cycle touring.

HIGHLIGHTS:
- Indoor climbing excursion snorkelling, fishing, swimming day at Rottnest Island.
- Cycling excursion to Midvale Speeddome.

SURFING/KICKBOXING – 10PKM (* Limited to one male class)
Predominantly a practical unit. Students must be active, reliable students who will be keen participants in the activities listed below. This course also has a substantial ‘off campus’ component and exemplary student behaviour is expected at all times.

TERM 1: Surf Survival (2 weeks) Surfing Stand Up (8 weeks)
TERM 2: Kickboxing (10 weeks)
TERM 3: Brazilian JuJitsu (10 weeks)
TERM 4: Surfing/Body Boarding (10 weeks)

Enquiries: Mr Jaggard
This is a language based course designed for students who have studied Chinese Language in Year 8. It will build on their prior knowledge, developing their ability to converse in Chinese Mandarin. Students will have the choice to study this language further in Year 10, with opportunities to study WACE or Vocational Courses in upper school.

**Why Study Chinese?**

- Students at Woodvale SC have the opportunity to travel to China as part of an annual tour. Past tours have visited our sister school in Jinan, The Great Wall of China near Beijing, and the modern metropolis of Shanghai.
- Mandarin Chinese (the official language of China) is spoken by 873 million speakers, making it the most widely spoken first language in the world. One fifth of the world's population speaks Chinese.
- China has now become the second largest economy in the world, and is one of the largest trading partners of the United States and Australia. Many Australian companies do business in China and have long term investments there.
- For students looking at going to university, UWA gives students extra points towards their ATAR scores if they have studied a language until Year 12. Other Western Australian universities are considering following this model.
- The Chinese Government regularly provides generous scholarships to students who study Chinese Language. These scholarships allow you to study in overseas at little or no cost!
- Chinese is a fun language to learn – Chinese teachers at Woodvale SC have developed a Chinese course that is both educational and enjoyable!

**SEMESTER 1**

Semester 1 will build on the language that students learnt in Year 8. During Term 1 and 2 students will explore Chinese Language and culture from a personal perspective, enabling them to share information related to personal identity, aspects of everyday life, and popular culture. Students will primarily use Pinyin (the Chinese Romanized reading system); however, students will also begin to recognize and read Hanzi (Chinese Characters).

Topics include: Where I live, Family and Occupations.

**SEMESTER 2**

Semester 2 will be a continuation of Semester 1, with students further exploring Chinese Language and Culture from a personal perspective. They will be able to discuss information related to personal identity, aspects of everyday life, and popular culture in more detail, and their confidence in the language will increase. Students will continue to use Pinyin (the Chinese Romanized reading system), and their knowledge of Hanzi will increase (Chinese Characters).

Topics include: Hobbies and Sports, Daily Routines and Body Parts.

**YEAR 10 CHINESE: CERTIFICATE II IN APPLIED LANGUAGES -MANDARIN - CT2LC / CHINESE SECOND LANGUAGE 1A/1BCSL**

This course is a great choice for students who enjoy and/or are performing well in lower school Mandarin. Prerequisite is B grade in Year 9 Chinese.

There is likely to be an opportunity for students to travel to China on tour in Year 10 or Year 11.

The Year 10 Chinese course is an *embedded course*, including 1ACSL and 1BCSL courses of study (ATAR pathway) as well as two units of competency from Certificate II in Applied Languages (VET pathway). Students will need to have their Year 9 and Year 8 work which
Students will complete two units called VU20601 and VU20603, these units will be studied across the whole school year.

This embedded course means that students will be working their way through courses of study as well as giving them the opportunity to obtain a national qualification.

This course is the prerequisite for Year 11 and Year 12 Chinese.

**SEMESTER 1**

The overarching focus for the Year 10 course is workplace communication; in written and spoken form.

The focus for this unit is 青少年 (teenagers). It introduces students to the Chinese language and culture from a personal perspective, enabling them to share information related to personal identity, aspects of everyday life, and popular culture. Students compare and contrast their own lifestyles with other Chinese teenagers.

**SEMESTER 2**

The overarching focus for the Year 10 course is workplace communication; in written and spoken form.

The focus for this unit is 课余生活 (things to do). Students explore leisure activities that are popular with youth today and share information about where and how they spend their leisure time. Students use the language they have acquired to express their opinions in simple discussions relating to technology and leisure. Students make use of the internet to learn about China and to communicate with Chinese friends.

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**JAPANESE**

Students can continue their language studies in Upper School, with the WACE subjects Japanese: 2A/B 3A/B. There is also opportunities to study Vocational Japanese in Upper School.

**Why Languages Other Than English?**

- To help promote mutual understanding in a thriving multi-cultural society.
- To promote and develop understanding of the structure of the English language
- To help us become better communicators.

**Why Japanese?**

- Japan’s one of our key regional neighbours.
- Japanese tourists are by far the LARGEST nationality choosing to visit Australia.
- There is a growing demand for graduates with knowledge of Japanese and Japan.
- The number of employment positions for Japanese speakers has increased dramatically in such areas as Foreign Affairs, Trade, Tourism, Industrial Relations, Politics and Commerce.
- Learning to pronounce Japanese is relatively easy as there are fewer sounds in Japanese than are found in English.
- Students at Woodvale SC may participate in our exchange trip to Japan, in Year 10 to 12, and have the opportunity to apply for year-long exchange programs.

**JAPANESE – 9LJ**

**SEMESTER 1**

This semester focuses on the theme “the way I live”. During Term 1 & 2 we examine the differences between housing in Australia and Japan, and students describe their own house in detail, as well as create their 3D dream home using online software, then deck it out with furniture of their choice! Katakana will also be introduced during this semester. The traditional way of learning Japanese characters using pen and paper has been complemented by using a variety of iPad “apps”, making it more enjoyable to learn basic Japanese writing. Students of Japanese will be working regularly using the Japanese writing system as they explore Japanese with an IT focus.

Online activities are another important learning tool used this semester, made particularly accessible by the school’s laptop program. Japanese students will be given access to the Japanese writing system via the school’s Moodle Learning Management System, also accessible from home, as they explore Japanese with an ICT focus.
SEMESTER 2
This semester focuses on the theme “the way I live”. Students strengthen their communication skills and discover more about Japanese customs and traditions. General shopping dialogue is the focus in Term 3. A close look at media and Japanese TV is the discussion topic of Term 4. Students have the opportunity to be involved in a shopping simulation; using Japanese yen where they fill the role of shopkeeper and customer. A fun activity. Students of Japanese will be given access to the Japanese writing system via the college’s intranet as they explore Japanese with an IT focus.

Topics include: Media; Shopping.

SEMESTER 1
The overarching focus for the Year 10 course is workplace communication; in written and spoken form.

The focus for this semester is ティーンエージャー (teenagers)

This unit introduces students to the Japanese language and culture from a personal perspective, enabling them to share personal information and obtain basic information from others related to personal identity, daily life of Japanese-speaking communities, and popular activities in Japan and Australia.

Students explore activities and events associated with their personal life in Australia, including family, friends, school life, daily activities, and the everyday life of teenagers in Japan.

Film festival attendance and participation in a Japanese lunch are planned for Year 10 students.

YEAR 10 JAPANESE: CERTIFICATE II IN APPLIED LANGUAGES -JAPANESE - CT2LJ / JAPANESE SECOND LANGUAGE 1A/1BJSL
This course is a great choice for students who enjoy and/or are performing well in lower school Japanese. Prerequisite is B grade in Year 9 Japanese

There is likely to be an opportunity for students to travel to Japan on tour in Year 10 or Year 11.

The Year 10 Japanese course is an embedded course, including 1AJSL and 1BJSL courses of study (ATAR pathway) as well as two units of competency from Certificate II in Applied Languages (VET pathway). Students will need to have their Year 9 and Year 8 work which may be used to recognise prior learning, necessary for them to obtain the Certificate II in Applied Languages.

Students will complete two units called VU20601 and VU20603, these units will be studied across the whole school year.

This embedded course means that students will be working their way through courses of study as well as giving them the opportunity to obtain a national qualification.

This course is the prerequisite for Year 11 and Year 12 Japanese.

The overarching focus for the Year 10 course is workplace communication; in written and spoken form.

The focus for this unit is 近所 (neighbourhood).

Students build on their developing language skills in order to share information about locations and directions, around the home, the neighbourhood, locations of shops and shopping.

The unit leads to the exploration of activities and events associated with Japanese communities, for example, getting around Japan, visiting department stores and reading signs.
Mathematics

Year 9 - 9ma
On the basis of Year 8 results, students are placed in one of four pathways. Students can be moved between pathways during the year, depending on demonstrated achievement.

1. Academic Extension (9MAA)
One class (maximum 32 students) is formed from the highest achievers in Year 8. This means some students will be changed into, and some taken from, the Year 8 Academic Extension class. Students will be extended and challenged in their study of Mathematics, with an emphasis on working mathematically and in depth study of the topic under consideration.

2. Accelerated (9MAA)
Approximately one third of Year 9 students will commence this pathway. It is predominantly the same pathway as studied by the Academic Extension class, covering the same essential elements. Areas of study include algebra, arithmetic, geometry and the beginnings of trigonometry. This is a rigorous course leading to stage 3 WACE Mathematics courses able to be studied in Years 11 and 12.

3. Core (9MAC)
Approximately 50% of Year 9 students will commence this pathway. The course is set at a slightly lower level than accelerated, but areas of study remain essentially the same. This is a mid-level course, leading to the stage 2 WACE Mathematics courses able to be studied in Years 11 and 12.

4. Foundation (9MAF)
Approximately 15% of Year 9 students study this course. Areas of study are more number based and students will problem solve real life Mathematics in practical situations. There is less emphasis on algebra (although it is not ignored). This pathway leads to the stage 1 WACE Mathematics courses able to be studied in Years 11 and 12.

Year 10 - 10MAA
On the basis of Year 9 results, students are placed in one of four pathways.

1. Academic Extension (10MAA)
One class (maximum 32 students) is formed from the highest achievers in Year 9. This means some students may be changed into, and some taken from, the Year 9 Academic Extension class. Students will be further extended and challenged in their study of Mathematics. An emphasis on preparation for

Upper School will be given with due attention given to algebraic concepts and calculators with algebraic system capability.

2. Accelerated (10MAA)
Usually three or four classes will commence studying this pathway. It is predominantly the same pathway as studied by the Academic Extension class, covering the same essential elements. Areas of study include algebra, arithmetic, geometry and trigonometry. This continues to be a rigorous course leading to the study of the stage 3 WACE Mathematics courses able to be studied in Years 11 and 12. Part of the course in Semester 2 will be an introduction to the calculator used for Year 11 and 12.

During the year, some students will be given the opportunity to change to the core pathway, if it becomes apparent that these students are likely to study Stage 2 courses in Year 11. Students may continue to study at the accelerated pathway, and choose Stage 2 in Year 11, if their grades indicate that to be a better option.

3. Core (10MAC)
In the past, at least three have studied this pathway. This course is set at a lower level than the accelerated pathway, in that areas studied do not go to the same depth. This is a mid-level course leading to the stage 2 WACE Mathematics courses able to be studied in Years 11 and 12.

Students may continue to study at the core pathway and choose Stage 1 in Year 11, if their grades indicate that to be a better option.

4. Foundation (1AMAT)
The remaining Year 10 students will study this course. This course will provide students with the background to study Stage 1 WACE Mathematics in Year 11 and 12. Students will be exposed to all areas of mathematics but emphasis is given to real world applications such as finance, construction and statistical decision-making. Students will be required to purchase a textbook for this course.
TEXTBOOKS YEAR 9 AND 10
Year 9 students do not have to purchase a textbook as the mathematics course at the college is online. Parents will need to purchase a new HOTmaths validation code, which gives students access to the course for the entire year. The Year 8 code will not work for Year 9.

Year 10 students will be issued with an appropriate textbook. Students will need to return the book at the end of the year.

Supplementary activities and worksheets are used frequently. Extensive work using My Maths Online and other suitable online learning tools provide other resources for our students.

YEAR 10 PRE-REQUISITES FOR SENIOR SECONDARY COURSES

MATHEMATICS

<table>
<thead>
<tr>
<th>YEAR 10 PATHWAY</th>
<th>YEAR 11 COURSES POSSIBLE 2012</th>
<th>YEAR 12 COURSES POSSIBLE 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>1BMAT/1CMAT</td>
<td>1DMAT/1EMAT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>These courses can not be used to gain university entrance.</td>
</tr>
<tr>
<td>Core</td>
<td>2AMAT/2BMAT</td>
<td>2CMAT/2DMAT</td>
</tr>
<tr>
<td></td>
<td>1BMAT/1CMAT</td>
<td>1DMAT/1EMAT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There is an external exam for Stage 2 units; therefore they can be used to gain university entrance.</td>
</tr>
<tr>
<td>Accelerated/Academic Extension</td>
<td>3AMAS/3BMAS (must be studied with 3AMAT/3BMAT)</td>
<td>3CMAS/3DMAS (must be studied with 3CMAT/3BDAT)</td>
</tr>
<tr>
<td></td>
<td>3AMAT/3BMAT</td>
<td>3CMAT/3DMAT</td>
</tr>
<tr>
<td></td>
<td>2CMAT/2DMAT</td>
<td>3AMAT/3BMAT</td>
</tr>
<tr>
<td></td>
<td>2AMAT/2BMAT</td>
<td>2CMAT/2DMAT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There is an external exam for Stage 2 and 3 units; therefore they can be used to gain university entrance.</td>
</tr>
</tbody>
</table>

Note: MAT = Mathematics

Past experience has shown that if a student puts in the required effort and has achieved at least a ‘B’ grade in the Year 10 pathway then he/she should be successful in the Senior Secondary courses above, (Foundations C grade for stage 1) provided expectations/requirements of the course are maintained.

MAS = Mathematics Specialist.
SCIENCE

YEAR 9 AND 10 SCIENCE CURRICULUM OVERVIEW
The Year 9 and 10 Science program is based on the Australian Curriculum: Science. This has been designed to develop students’ interest in science and an appreciation of how Science provides a means of exploring and understanding the changing world in which they live. It provides an understanding of scientific enquiry methods, a foundation of knowledge across the disciplines of science; and develops an ability to communicate scientific understanding and use evidence to solve problems and make evidence based decisions.

Structure of the Australian Curriculum: Science
• Science understanding: Which focuses on the important science concepts from across different areas of science.
• Science inquiry skills: Which focuses on skills essential for working scientifically
• Science as human endeavour: Which focuses on the nature and influence of science.

The following table identifies the key content areas, concepts, and skills covered throughout Year 9.

<table>
<thead>
<tr>
<th>Science understanding</th>
<th>Science inquiry skills</th>
<th>Science as a human endeavour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Sciences</td>
<td>Questioning and Predicting</td>
<td>Nature and development of science</td>
</tr>
<tr>
<td>Chemical Sciences</td>
<td>Planning and Conducting</td>
<td>Use and influence of science</td>
</tr>
<tr>
<td>Earth and Space Sciences</td>
<td>Processing and analysing data and information</td>
<td></td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>Evaluating and Communicating</td>
<td></td>
</tr>
</tbody>
</table>

All Year 9 and 10 students will study all of the four Science Understanding strands throughout the year. Science as a human endeavour and Science inquiry skills are to be embedded within the Science understanding strands.

YEAR 9
On the basis of Year 8 Science results, students are placed in one of THREE pathways. Students can be moved between pathways during the year, depending on demonstrated achievement and scientific ability.

1. Academic Extension (9SCA_1)
One class is formed from the highest achievers in Year 8. This means some students will be changed into, and some taken from, the Year 8 Academic Extension class. Students will be extended and challenged in their study of Science.

The Science Academic Extension Program spans Year 8, 9 and 10 and is designed to enrich and extend students’ knowledge, application and inquiry skills in science. The program offers students access to a range of learning experiences, opportunities and challenges including individual written competitions (e.g. ICAS Science Competition, Rio Tinto Big Science Competition, RACI Chemistry Competition), group and team competitions (e.g. STAWA Science IQ online quiz, Aurecon Bridge Building Competition), investigations (e.g. STAWA Science Talent Search, CSIRO CREST Awards), links to Universities and Industry, incursions (e.g. guest speakers, Scitech Beyond the Beaker presentations), and excursions (e.g. Scitech, Perth Zoo, AQWA). As well as completing
the Academic Extension Program, these students will complete the Australian Curriculum: Science for Year 9.

2. Accelerated (9SCA)
Approximately one third of Year 9 students will commence this pathway. It is predominantly the same pathway as studied by the Academic Extension class, without the extension activities outlined above.

3. Core (9SCC)
The remainder of Year 9 students will study this science pathway. The course is set at a slightly lower level than accelerated, but areas of study remain essentially the same.

YEAR 10
On the basis of Year 9 Science results, students are placed in one of THREE pathways. Students can be moved between pathways during the year, depending on demonstrated achievement and scientific ability.

1. Academic Extension (10SCA_1)
One class is formed from the highest achievers in Year 9. This means some students will be changed into, and some taken from, the Year 9 Academic Extension class. Students will be extended and challenged in their study of Science.

The Science Academic Extension Program spans Year 8, 9 and 10 and is designed to enrich and extend students’ knowledge, application and enquiry skills in science. The program offers students access to a range of learning experiences, opportunities and challenges including individual written competitions (e.g. ICAS Science Competition, Rio Tinto Big Science Competition, RACI Chemistry Competition), group and team competitions (e.g. STAWA Science IQ online quiz, Aurecon Bridge Building Competition), investigations (e.g. STAWA Science Talent Search, CSIRO CREST Awards), links to Universities and Industry, incursions (e.g. guest speakers, Scitech Beyond the Beaker presentations), and excursions (e.g. Scitech, Perth Zoo, AQWA). As well as completing the Academic Extension Program, these students will complete the Australian Curriculum: Science for Year 10.

2. Accelerated (10SCA)
Approximately one third of Year 10 students will commence this pathway. It is predominantly the same pathway as studied by the Academic Extension class, without the extension activities outlined above.

3. Core (10SCC)
The remainder of Year 10 students will study this science pathway. The course is set at a slightly lower level than accelerated, but areas of study remain essentially the same.
Society and Environment covers seven outcomes of the Society & Environment component of the Curriculum Framework. Each semester of the course will include the Investigation Communication and Participation outcome and at least one other of the conceptual outcomes which include Place and Space, Resources, Culture, Time, Continuity and Change, and Natural and Social Systems.

In both Year 9 and Year 10, semester long components of The Australian Curriculum will be taught. This includes an overview and three depth studies of the particular historical period.

The courses will offer the opportunity to develop important knowledge and skills required for successful study in Upper School Courses.

<table>
<thead>
<tr>
<th>YEAR 9</th>
<th>YEAR 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
<td><strong>The Modern World and Australia</strong></td>
</tr>
<tr>
<td>Regional Studies</td>
<td>A study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia’s social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region, and its global standing.</td>
</tr>
<tr>
<td>Study of the Asian region, looking at the physical, economic and cultural aspects.</td>
<td>Focus Class only (3-5 weeks): Career Education</td>
</tr>
<tr>
<td>Economics/World of the Consumer</td>
<td>• Interests &amp; Abilities</td>
</tr>
<tr>
<td>Introduction to the consumer world &amp; basic economic concepts</td>
<td>• Career/Job Investigation</td>
</tr>
<tr>
<td>• Needs and wants</td>
<td><strong>Political/Legal Studies</strong></td>
</tr>
<tr>
<td>• Income</td>
<td>• Australian Political System</td>
</tr>
<tr>
<td>• Credit</td>
<td>• Our Legal System and the Law</td>
</tr>
<tr>
<td>• Economic problem</td>
<td><strong>Geography/World Environmental Issues</strong></td>
</tr>
<tr>
<td>• Business and Marketing</td>
<td>• Topographic Mapping Skills</td>
</tr>
<tr>
<td></td>
<td>• Environments at Risk (Global Warming)</td>
</tr>
<tr>
<td></td>
<td>• Population Issues</td>
</tr>
<tr>
<td></td>
<td>• Endangered Species</td>
</tr>
</tbody>
</table>

**Year 9**

- **Regional Studies**
  - Study of the Asian region, looking at the physical, economic and cultural aspects.
- **Economics/World of the Consumer**
  - Introduction to the consumer world & basic economic concepts
  - Needs and wants
  - Income
  - Credit
  - Economic problem
  - Business and Marketing

**Year 10**

- **The Modern World and Australia**
  - A study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia’s social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region, and its global standing.

- **Focus Class only (3-5 weeks): Career Education**
  - Interests & Abilities
  - Career/Job Investigation

- **Political/Legal Studies**
  - Australian Political System
  - Our Legal System and the Law

- **Geography/World Environmental Issues**
  - Topographic Mapping Skills
  - Environments at Risk (Global Warming)
  - Population Issues
  - Endangered Species
This is designed as a two year course covering introductory electronics through to applications of electronic circuits.

**Introductory Electronics 1**
This module covers basic electronic theory, component identification and valuing and the application of this technical information to the construction of a series of models.

**Introductory Electronics 2**
This module covers the development of electronic theory and the use of computer added design to investigate theories and further develop project construction.

This course follows the Year 9 Electronics and Technology course and it is STRONGLY RECOMMENDED that you have successfully completed the Year 9 course.

**Introductory Electronics 3**
This course further extends electronic theory and design as developed in the Year 9 course. The projects will include more difficult models based on integrated circuits and will include a major model.

**Introductory Electronics 4**
This module represents the culmination of the course through the “LDR Challenge”. This task involves the use of an electronic circuit design, electronic theory and construction of a geared, light driven electric car.
DESIGN AND TECHNOLOGY

BUILDING & CONSTRUCTION 1 – 9DB
The content and delivery for this course is suitable to both male and female students. Every effort has been made to select activities and exercises that appeal to both sexes. This one year course is a composite of materials and processes most likely to be used at home or in light industry. Content and structure for this area of study includes Welding and Construction, Carpentry, and Systems. The development of safe work practices with underpinning knowledge is achieved during the course.

Welding and Construction -
Students are introduced to the welding processes of oxy-acetylene and arc welding. Introduction to the associated trades and occupations are discussed.

Activities –
• Arc welding – students’ complete small exercises demonstrating welding ability.
• Oxy acetylene welding – students’ complete a series of exercises that demonstrates fusion, filler, and braze welding techniques.
• Manufacture of small projects that demonstrates various acquired welding skills.

Carpentry –
Complete simple construction tasks that introduce the student to power tool safety and use, develop knowledge in site preparation, planning strategies and investigation, quantities and cost estimation.

Activities –
• Undertake activities that develop introductory carpentry skills

Systems -
Develop the student’s ability to understand the structured development of a process or sequence from concept to production.

Activities –
• Small project research and design
• Knowledge of fasteners and finishing techniques
• Assembly of projects
• Introduction to small engines and their operation.

JEWELLERY - 9DJ
This is a fun, leisure time course enabling students to learn foundational skills and processes in Jewellery making. The course covers important workshop safety considerations. It develops skills involved with using different metals including sterling silver and brass, as well as dichroic glass and cubic zirconia gems in the production of jewellery. There is also opportunity for personal design development: The pictures shown are both Year 9 Jewellery examples.

This is a great course to do if you are considering jewellery for Year 10 or Upper School where it can lead to achieving a TAFE Certificate II in Year 12.

Please direct any questions to Mr Christmas (Jewellery Teacher).

METAL TECHNOLOGY AND DESIGN - 9DM
In this course, students develop competence in the use of metalworking hand tools, safe work procedures with power tools and associated equipment, and reading simple workshop drawings.

New skills and procedures include; spot welding, bending and manipulation of sheetmetal; lathe work such as facing, parallel and taper turning; silver soldering and brazing; forging and the heat treatment processes of hardening and tempering; use of Oxy Acetylene Equipment, with the lighting and of setting flames; thread cutting; and the use of the Milling Machine, Drill Press, pneumatic tools and the Fly Wheel Press.

The Technology Process is introduced with the Toolbox and Screwdriver with more complex designs work in the Nutman Sculpture, the Truck "Add-on" and the Candle Holder tasks.
TECHNICAL GRAPHICS - 9DT
Technical Graphics provides an enjoyable opportunity to develop students’ creativity. After a short foundation course involving both engineering and architectural drawing, students will choose a pathway in either of these fields in which they focus for the year.

In the engineering pathway, students will be given design exercises for which they must produce engineering and 3D presentation drawings. Architectural pathway students will be given building design problems producing plans, electrical lighting layouts, furniture layouts and 3D presentation drawings.

Students will work with vector graphics to design and produce vinyl signs, as well as export designs to be cut in acrylic on the laser engraving machine. Students have the opportunity to use the 3D software on their home computers as part of the school software licensing agreements.

WOOD TECHNOLOGY AND DESIGN - 9DW
In this course students are introduced to various machines and hand-held power tools, as well as common work working materials. There is an emphasis on safe working procedures in the construction of attractive and useful projects. An industrial standard finishing facility allows students to complete projects to a high standard. Examples of projects in this course include: a colonial style stool, carry box, small table and clock. A CMC engraving unit is available for students to use to decorate many of these projects.

FURNITURE WOODWORK - 10DW
In this course students are exposed to more advanced furniture making techniques using traditional and modern joining methods. Once again there is a strong emphasis on the safe use of machines and power tools.

Projects that have been offered in this course include a bedside table, bar or kitchen stool, DBD tower and storage unit, as well as a variety of smaller projects. This course is an excellent introduction to furniture making and gives students an excellent preparation for Year 11 and 12 Woodwork Technology course.
BUILDING & CONSTRUCTION 1 - 10DB1
The content and delivery for this course is suitable to both male and female students. Every effort has been made to select activities and exercises that appeal to both sexes.

- Students wishing to study this course in Year 10 but have not completed Building Construction 1 – Year 9 must select 10DBC1.
- Year 10 students will be placed in their year level and not placed with Year 9 students.

This one year course is a composite of materials and processes most likely to be used at home or in light industry. Content and structure for this area of study includes Welding and Construction, Carpentry, and Systems. The development of safe work practices with underpinning knowledge is achieved during the course.

Welding and Construction -
Students are introduced to the welding processes of oxy-acetylene and arc welding. Introduction to the associated trades and occupations are discussed.

Activities –
- Arc welding – students’ complete small exercises demonstrating welding ability.
- Oxy acetylene welding – students’ complete a series of exercises that demonstrates fusion, filler, and braze welding techniques.
- Manufacture of small projects that demonstrates various acquired welding skills.

Carpentry –
Complete simple construction tasks that introduce the student to power tool safety and use, develop knowledge in site preparation, planning strategies and investigation, quantities and cost estimation.

Activities –
- Undertake activities that develop introductory carpentry skills

Systems -
Develop the student’s ability to understand the structured development of a process or sequence from concept to production.

Activities –
- Small project research and design
- Knowledge of fasteners and finishing techniques
- Assembly of projects
- Introduction to small engines and their operation.

BUILDING & CONSTRUCTION 2 – 10DB2
The content and delivery for this course is suitable to both male and female students. Every effort has been made to select activities and exercises that appeal to both sexes.

- Students wishing to study this course in Year 10 but have not completed Building Construction 1 in Year 9 must select 10DBC1
- Year 10 students will be placed in their year level and not placed with Year 9 students

This course is an extension of Building Construction 1 which students must have taken in Year 9. The subject further develops the skills, knowledge and processes of Welding, Home Maintenance and Systems. A continuation of safe work practices with underpinning knowledge is achieved during the course.

Welding -
Students further develop their knowledge and abilities in oxy-acetylene and arc welding from Building Construction 1. Students are introduced to Metal Inert Gas (MIG) welding process.

Activities –
- MIG welding – complete small exercises that assist with the introduction of MIG and demonstrate welding competency.
- Design and manufacture a small project that demonstrates various acquired welding skills.

Home Maintenance –
Complete simple building construction tasks that introduce the student to power tool safety and use, develop knowledge in site preparation, planning strategies and investigation, quantities and cost estimation.

Activities –
- Construct simple brick structures – corners and pillars
- Undertake activities that develop introductory carpentry skills

Systems -
Develop the student’s ability to understand the structured development of a process or sequence from concept to production.

Activities –
- Project research and design
- Assembly of projects
- Knowledge and safe use of power tools and machinery used to undertake projects
- Maintenance of small engines.
JEWELLERY TECHNOLOGY & DESIGN – 10DJ

In this course, an emphasis is given to design allowing students opportunities to develop unique and personal items of jewellery. Processes developed include lost wax casting, silver soldering, and forging from metals such as sterling silver and brass. Other materials used to decorate jewellery include mother of pearl shell, dichroic glass, and cubic zirconia gems.

This course provides an excellent foundation for students wishing to do jewellery in Year 11 with the opportunity for completing a TAFE Certificate II Jewellery pathway in Year 12. It also provides prospective TER pathway students with a rewarding leisure time pursuit which may provide a balance with their academic subjects.

Please direct any queries to Mr Christmas.

METAL TECHNOLOGY & DESIGN - 10DM

In this course students continue to develop their hand skills and techniques with more detailed assembly projects. More specifically, they develop their skills in the use of metalworking hand tools, safe work procedures with power tools and associated equipment and reading more detailed workshop drawings. There is a greater emphasis on the use of the lathe and milling machines, with MIG and fusion welding being introduced in this course.

Other skills and procedures that are developed include; spot welding; manipulation of sheet metals; lathe work, such as facing, parallel, taper turning and drilling; silver soldering and brazing; use of Oxy Acetylene Equipment with the lighting and of setting flames; thread cutting; and the use of Milling and Drill Press Machines, pneumatic tools and the Fly Wheel Press.

This course requires a greater degree of precision and manipulation of equipment, machinery and hand tools than in Year 9.

The Technology Process is further developed with tasks such as the Bouncing Dog, the Bulldozer and personal projects.

TECHNICAL GRAPHICS - 10DT

Students will choose either an engineering or architectural pathway. In each pathway they will be given design problems and provide solutions in the form of detailed plans and drawings as well as 3D presentation images to promote their designs. Students will also design images using vector graphic drawing software. These designs will be exported to either the computer controlled vinyl cutter or the CNC lase engraver.

All design software used on the Technical Graphics computer work station sis available on the College provided laptops.
HOME ECONOMICS

FOOD TECHNOLOGY - 9HF
Food technology offers students the opportunity to explore factors that influence their choices of food along with nutrition and the health and safety aspects of food preparation. The students will become experienced in preparing delicious meals for the whole family while giving careful consideration to budget and time management. Experimenting with foods and equipment will increase the student’s awareness of why foods behave the way they do and encourage them to be more creative in the kitchen.

INTERNATIONAL FOOD - 9HIF
Students will develop culinary skills through the preparation, cooking and serving of a variety of foods from countries around the world. They will investigate the meal patterns of various countries, looking at typical foods eaten and traditional equipment used. The culmination of this course is an International Food Festival prepared and presented by the students to parents and staff.

COTTAGE INDUSTRIES - 9HCI
Leisure time is the focus of this course and developing skills in a variety of craft areas to fill this time. Students will be involved in the production of a variety of different craft projects to suit many tastes. Including: chocolate making, floral art, beading, tile painting and a variety of Christmas projects. The course adapts to whatever trends are happening at the time.

CHILD CARE - 9HCC
Through an emphasis on practical activities, students will briefly investigate the stages of child development from birth onwards. They will explore the roles and responsibilities of babysitters and parents and the part they and other family members play in helping to satisfy a child’s basic needs. Students may prepare meals for young children as well as making items of clothing and toys. Baby bathing and feeding demonstrations will be given, usually presented by invited guest speakers.

EASY ENTERTAINING - 10HF
Easy Entertaining examines food as a symbol of hospitality and involves students in planning and preparing food for social occasions. It develops the student’s skills in more specialised food preparation and formal entertaining culminating in a meal being prepared and served to guests. Students will have hands on experience with a commercial cappuccino machine, developing their barista skills in a café situation, when studying the “café culture” aspect of this course.

INTERNATIONAL FOOD - 10HIF
This course is for students who haven’t studied International Food in Year 9.

Students will develop culinary skills through the preparation, cooking and serving of a variety of foods from countries around the world. They will investigate the meal patterns of various countries, looking at typical foods eaten and traditional equipment used. The culmination of this course is an International Food Festival prepared and presented by the students to parents and staff.

CLOTHING AND FASHION - 10HCF
The costs of clothing can discourage students when they want to buy clothes, so making their own garments can be the answer. Students will learn the fundamentals of garment construction and be encouraged to be creative in making clothes for themselves or others for special occasions or everyday wear. Students will learn to select colours and styles that best suit their figure types.

COTTAGE INDUSTRIES - 10HCI
This is a craft based course with students making a variety of articles suitable for use and decoration of the home. They are also involved in creating goods both craft and food based they can sell for a small business venture. Second semester also has an extended Christmas theme.

CHILD CARE - 10HCC
In this course, students will study the conception, birth of a baby and different birthing techniques. Guest speakers and excursion will be incorporated to give the students a better understanding of the roles and responsibilities of parenting.
INFORMATION TECHNOLOGY

COMPUTER LITERACY – 9IC
This course makes extensive use of practical activities and each week students learn a new skill in using multimedia and computer software. Activities include creating animated movies using digital cameras, creating interactive web pages, using Premiere and video cameras to create digital movies, creating multimedia games, creating original audio and music files, using Photoshop and digital cameras to capture and manipulate digital images, creating stick animations, using Flash to create multimedia programs, and learning a simple programming language. At the end of the course students have a good understanding of a range of software that is very useful for personal and career purposes.

ENTERPRISE SKILLS – 9IE
This two semester course presents students with practical tasks that develop skills suited to Enterprise and Small Business as well as ensuring you are the ‘stand out’ applicant for any job. You will develop skills suited to successfully seeking employment both in the present and future along with the skills for developing your own enterprise ideas. Students will develop and produce their own merchandise and create marketing strategies and campaigns to market these. The use of online promotion will be explored. Students also develop skills useful in Enterprise including the basics of Microsoft Office applications and the use of digital cameras and scanners. Multimedia tools for marketing will also be a focus of this unit.

PROGRAMMING PRINCIPLES - 10IP
This course makes extensive use of practical activities to teach students how to create programs in different programming languages. Languages in this course include Pascal, Visual Basic, Flash and ActionScript as well as shorter activities in 3D programming and programming for graphical environments. All activities are hands-on and there are no homework requirements. Each week students create new computer programs and learn new skills in computer languages.

COMMERCE – 10IC
Are you sick of being told what to do? Would you love to own your own business and be your own boss? Then Commerce is the course for you! This course is all about learning how to keep your small business records accurate so you can maximise your profit. Find out about which financial institutions you will have to deal with, and how the government and other community bodies can influence your decision making. Become a cash savvy potential entrepreneur with the skills to identify the main issues involved in business decision-making and analyse the financial performance and position of potential business options!! The completion of this course is also an excellent preparation for the study of Accounting and Finance in Upper School.