



**WOODVALE**  
SECONDARY COLLEGE

## **2018 YEAR 9 and 10 COURSE HANDBOOK**

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## Introduction

Woodvale's organisation for Year 9 and 10 is based on study within the eight Learning Areas:

1. The Arts
  2. English
  3. Health & Physical Education
  4. Humanities & Social Sciences
  5. Languages
  6. Mathematics
  7. Science
  8. Technologies
- Each week students study for four hours in the five learning areas of English, Mathematics, Science, Humanities & Social Sciences and Health & Physical Education.
  - Students will be given up to three choices to study for two hours a week in the learning areas of Languages, Technologies, Arts and special Physical Education.
  - For some learning areas, each student's level of achievement will determine his/her placement in a pathway in that learning area.
  - For the other learning areas some choice is offered. Year 8 students will be enrolled in at least one Arts' course, at least one Technologies' course and a third from either Arts, Technologies, Language or Physical Education. Year 9 students will be enrolled in three courses drawn from the Arts, Technologies, Language or Physical Education.
  - Some choice courses have high costs and parents should consider the particular charges for each course before making final choices.

## Pathway Placement

When students enrol at Woodvale, they are placed by Woodvale's Heads of Learning into their Mathematics, English, Science, and Humanities & Social Sciences classes. All teachers in these areas follow the Western Australian Curriculum. Therefore, all students are exposed to the same general curriculum.

In order to better match the types of activities students do to their skills and abilities, each student is placed into pathways in these learning areas. The names of the pathways are Accelerated, Core and Essentials. The Accelerated classes work more quickly through the Western Australian Curriculum than the Core classes and as a result, the Accelerated classes make use of the extra time to work to a greater depth in the Western Australian Curriculum areas or are involved in extension activities. The Essentials classes work more thoroughly on the essential areas of the Western Australian Curriculum. As students' progress from Junior School through Middle School to Senior School there is increasing differentiation between the pathways. The Heads constantly review student performance, attitude and effort in order to determine if students are in the correct pathways. Common times these occur are at the end of Semester 1 and at the end of each school year.

Grades used to indicate performance at Woodvale are derived from the state-wide standards set by the Department of Education. So it can be common for a student in the Core pathways to always achieve a C grade for a course. If this is the case then that student is making progress as expected. If the grade varies from one year to the next then either they have improved their performance or under performed. So even though a student may not be in the same pathway as another student, each student is still measured against the same state-wide standard in each learning area.

Woodvale makes use of an exam in Year 10 in order to better determine success in the challenging Senior School courses – the state-wide grade doesn't always provide this information. The exams form a major part of the prerequisites for Year 11 courses.

## Academic Reporting

The College will provide an academic report for each Year 9/10 student at the end of each semester. They will have a grade of A-E for all courses and Year 9 students in Semester 2 and Year 10 students each semester will receive an examination mark for Mathematics, English, Humanities & Social Sciences and Science.

## Course Selections for Next Year

At Woodvale we understand the complexity of the decision-making concerning choosing subjects to study. 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 8/9 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.

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.

## The Process

- In addition to this handbook, which outlines each course, each student will be provided access to the college’s online selection system. Please read course descriptions carefully, so that you are aware of the contents of all courses.
- Semester 1 Reports will be provided in the last week of Term 2. You may wish to consider these before selecting choice courses.
- Selections must be submitted by the end of school Week 2 of Term 3.
- Placements in Mathematics, Science, English, Health, Humanities & Social Sciences, and General Physical Education will be assigned by each faculty during Term 4.
- Year 8 students will need to select an Arts and a Technologies elective course along with a reserve choice for each. They will also need to select a third elective course along with a third reserve choice.
- Year 9 students will need to select three main choices and three reserve choices from any of the Arts, Technologies, Language or Physical Education learning areas.
- Students and parents should also be aware that it may not be possible to satisfy all combination of courses owing to unavoidable restrictions on staff, and the availability of resources such as specialist rooms.
- Students will be advised of their placement in Term 4.
- **Courses costing \$100 (\*) or more can only be selected if all charges have been paid (or negotiated payment plans are up to date) by the beginning of Semester 2 2017.**

## Current Year 8 Students

Students will be required to enrol in three full year electives; one must be from the Arts and one from Technologies and one from either Arts, Languages, Physical Education or Technologies.

Listed below are the elective courses available for selection for next year. In the case students aren't enrolled in their first choices, each student also needs to nominate a reserve choice for both Technologies and the Arts. Therefore, two Arts and two Technologies choices must be made. Students enrolled in the Specialist Music program **do not** choose another Arts.

Selections will be managed by the College's online system. Instructions are sent via email to parents.

ELECTIVE COURSES – Full Year			
Learning Area	Code	Subject Name	Total Annual Charge
Arts	9AG	Art (Graphic Design)	\$30.00
	9AV	Art (Visual Art)	\$30.00
	9ADR	Drama	\$40.00
	9AME	Media	\$60.00
	9AMUC / 9AMUI	Class Music / Instrumental Music	\$150.00*
Technology	9DB	Building & Construction	\$105.00 *
	9HCC	Child Care	\$48.00
	9IC	Computer Literacy	\$30.00
	9HCI	Cottage Industries	\$84.00
	9SCEE	Electronics & Technology	\$80.00
	9HFC	Food, Culture and Trends	\$106.00*
	9DJ	Jewellery Workshop	\$133.00*
	9DM	Metal Technology	\$102.00*
	9DT	Technical Graphics	\$48.00
9DW	Wood Technology	\$102.00*	
Physical Edn	9PN	Netball	\$140.00*
	9PO	Outdoor Education	\$190.00*
Languages	9LC	Chinese	\$17.00
	9LJ	Japanese	\$17.00

CORE COURSES - Full Year		
Code	Subject Name	Total Annual Voluntary Contributions
9EN	English	\$25.00
9PH	Health Education	\$17.00
9HaSS	Humanities & Social Sciences	\$26.00
9MA	Mathematics	\$25.00
9PEF/9PEM	Physical Education	\$30.00
9SC	Science	\$30.00

<b>Specialist PE</b>	Students who are enrolled in the program in Year 8 will automatically be enrolled in these programs in Year 9. Other students wishing to apply for these programs will be notified through a public notice at the start of Term 4.	
9PBM	Basketball Special (Boys)	\$100.00*
9PBF	Basketball Special (Girls)	\$100.00*
9PSM	Soccer Special (Boys)	\$125.00*
9PSF	Soccer Special (Girls)	\$125.00*

## Current Year 9 Students

Students **must** choose six elective courses. It is most important that selections are listed in strict order of preference – ie selection number one is the elective course you **MOST WISH** to study. Students will be enrolled in three elective courses. Choices four, five and six are reserve choices **ONLY**.

Selections will be managed by the College's online system. Instructions are sent via email.

ELECTIVE COURSES – Full Year			
DEPARTMENT	CODE	SUBJECT NAME	COURSE COSTS
ARTS	10ADR	Drama	\$50.00
	10AME	Media Studies	\$70.00
	10AV	Visual Art	\$60.00
LANGUAGES	10LC	Chinese	\$88.00
	10LJ	Japanese	\$63.00
PHYSICAL EDUCATION	10PN	Netball	\$140.00*
	10PO	Outdoor Education	\$190.00*
	10PPS	Pre Physical Education Studies	\$60.00
SCIENCE	10SCP	Psychology	\$20.00
TECHNOLOGY	10DB2	Building & Construction	\$105.00*
	10HCC	Child Care	\$70.00
	10HCF	Clothing and Fashion	\$52.00
	10IC	Commerce	\$30.00
	10HCI	Cottage Industries	\$82.00
	10HF	Easy Entertaining	\$108.00*
	10SCEE	Electronics and Technology	\$80.00
	10DW	Furniture Woodwork	\$111.00*
	10DJ	Jewellery Technology	\$133.00*
	10DM	Metal Technology	\$90.00
	10IP	Programming Principles	\$30.00
	10DT	Technical Graphics	\$50.00

CORE COURSES – Full Year		
CODE	SUBJECT NAME	TOTAL ANNUAL CONTRIBUTIONS
10EN	English	\$24.00
10PH	Health Education	\$16.00
10SE	Humanities & Social Sciences	\$26.00
10MA	Mathematics	\$25.00
10PEF/10PEM	Physical Education	\$19.00
10SC	Science	\$35.00

SPECIALIST PROGRAMS – Full Year		
CODE	SUBJECT NAME	COURSE COSTS
10PBF	Basketball Specialist (Girls)	\$175.00*
10PBM	Basketball Specialist (Boys)	\$175.00*
10AMUC / 10AMUI	Class Music Specialist / Instrumental Music	\$160.00*
10PSF	Soccer Specialist (Girls)	\$250.00*
10PSM	Soccer Specialist (Boys)	\$250.00*

## Course Pre-requisites for 2018 Year 11 Courses

Listed here are required Year 10 standards (pre-requisites) for each Year 11 course.

**Students are not offered immediate entry into Year 11 courses unless they have achieved the course pre-requisite.** As well as academic performance, the College looks at the overall profile of the student's performance in all courses including, work ethic, attendance and behaviour in order to judge course suitability.

Note: achieving a pre-requisite may not guarantee a place in a course because the College may have too many students for the number of places in a class. This often occurs with courses such as Chemistry. Students will be placed based on performance along with fit with other courses they have chosen on the timetable – two courses may clash. Also, if students don't achieve the pre-requisites by the end of Semester 1 they will have an opportunity to achieve the result by the end of the year, however; again class numbers will determine if vacancies are available. Students are put on a waiting list in these circumstances.

### The Arts

ATAR COURSES	PREREQUISITES
Media Production and Analysis	Minimum B Grade Media, Minimum B Grade English.
Visual Arts	English (B Grade). Recommend also achieving English ATAR prereq
GENERAL/CERT COURSES	PREREQUISITES
Drama	Recommend C Grade Drama
Media Production and Analysis	Nil
Music Industry - Certificate II	Enrolled in Class & Instrumental Music
Music Western Art - Certificate III	Minimum B Grade Class & Instrumental Music
Visual Arts	Nil

### English

ATAR COURSES	PREREQUISITES
English	English (B Grade & 65% moderated exam Score)
Literature	English (A Grade & 75% moderated exam Score)
GENERAL COURSE	PREREQUISITES
English General	Nil

### Health and Physical Education

ATAR COURSE	PREREQUISITES
Physical Education Studies	Science A & C Stream (65% in Biology) and Physical Education (B grade)
GENERAL/CERT COURSES	PREREQUISITES
Health Studies	Interest in individual and community health issues
Outdoor Recreation - Certificate II	Swimming capability - Department of Education Swimming Level 8
Physical Education Studies	Physical Education (B grade)
Sport Coaching (Basketball) - Certificate II	Specialist Basketball (or trial for entry)
Sport & Recreation (Soccer) - Certificate I	Specialist Soccer (or trial for entry)

### INSTEP - Portfolio and Interview Required

GENERAL/CERT COURSE	PREREQUISITES
Career and Enterprise INSTEP	C Grade or better in Year 10 Humanities is an advantage but not compulsory
English INSTEP	C Grade or better in Year 10 English is an advantage but not compulsory

## Humanities and Social Sciences

ATAR COURSES	PREREQUISITES
Accounting and Finance	Maths A stream (B Grade & 50% moderated exam score) or Maths C stream (B Grade & 65% moderated exam score) and English (B Grade)
Geography	Humanities (B Grade & 65% moderated exam Score)
Modern History	Humanities (B Grade & 65% moderated exam Score)
Politics & Law	Humanities (B Grade & 65% moderated exam Score)
Psychology	Humanities (B grade & 65% moderated exam score) and Science (B grade)
GENERAL/CERT COURSES	PREREQUISITES
Business - Certificate II	Nil
Psychology	C Grade or better is an advantage but not compulsory

## Languages

ATAR COURSES	PREREQUISITES
Chinese Second Language	Year 10 Chinese B Grade
Japanese Second Language	Year 10 Japanese B Grade

## Mathematics

ATAR COURSES	PREREQUISITES
Mathematics Applications	A Stream C Grade and 50% moderated exam score). C Stream (min 70% course result)
Mathematics Methods	A Stream (65% moderated exam score)
Mathematics Specialist	A Stream (70% moderated exam score)
GENERAL COURSE	PREREQUISITES
Mathematics Essential	C Grade or better is an advantage but not compulsory

## Science

ATAR COURSES	PREREQUISITES
Biology	A & C Stream (65% in Biology – includes moderated exam)
Chemistry	A Stream only (75% in Chemistry – includes moderated exam)
Human Biology	A & C Stream (65% in Biology – includes moderated exam)
Physics	A Stream only (75% in Physics – includes moderated exam)
GENERAL/CERT COURSES	PREREQUISITES
Animal Studies - Certificate II	Application and Interview process + Yr 10 Science C Grade
Human Biology General	A & C Stream (50% in Biology – includes moderated exam)

## Technologies

GENERAL/CERT COURSES	PREREQUISITES
Children, Family & The Community (Childcare)	Interest in childcare
Construction - General	Satisfactory performance in Yr 9 or 10 Building Construction an advantage
Food Science and Technology - General	Interest in food preparation
Hospitality Kitchen Operations - Certificate II	Lower school Home Economics desirable.
Materials Design And Technology - Jewellery	Lower School Jewellery an advantage, but not necessary
Materials Design and Technology - Wood	Lower School Wood an advantage, but not necessary
Visual Arts and Contemporary Craft (Tech Draw) - Certificate II	Lower School Technical Graphics an advantage, but not necessary



# THE ARTS

## YEAR 9

### VISUAL ARTS – 9AV

In this course of study students will experience a wide range of art forms ranging from painting to printmaking, drawing, sculpture, and digital design as they build on skills developed in the Year 8 course. Drawing skills will be developed and drawings will form the basis from which all designs are developed. The course places further emphasis on skills development and introduces an awareness of social and cultural context, giving students the opportunity to produce meaningful artworks with a personal message. Students learn about art history and draw influence from great artists from ancient to contemporary times. This course is a good foundation for Year 10 and Senior School visual arts courses of study.

### GRAPHIC ARTS – 9AG

This course provides students with a foundation for graphic design. Students use digital and hand tools to develop skills and sensitivity to the elements of design. Layout techniques, typography and computer software such as Adobe Photoshop are introduced, and combined with tools such as digital cameras, scanners and colour printers to create professional graphic artworks. The Semester 2 course continues the skills and knowledge taught in Semester 1, including building knowledge and understanding of social and cultural aspects of the design and visual communication process.

### DRAMA – 9ADR

Students will develop skills in:

- Voice and Movement
- Play-building
- Drama techniques and conventions
- Collaborative group work
- The elements of drama
- Audience awareness
- Theatre Etiquette



### 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
- Video Production
- 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.

### CLASS MUSIC – 9AMUC

Requirement: Students must be learning an instrument through the college or private study. New students must apply directly to the music department.

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.

### INSTRUMENTAL AND ENSEMBLE MUSIC - 9MUI

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, excursions, and one camp per year. Students will develop skills in teamwork, solo and ensemble performance, leaderships, coordination, and organization, as well as becoming a confident musician.

Students will have an instrumental lesson once a week and this will be supported by classroom music studies in aural perception, music literacy, vocal skills and ensemble 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.



## YEAR 10

### DRAMA – 10ADR

Pre-requisites: none

Students will develop skills in:

- Solo and duo performances
- Workshops: in improvisation and characterisation, and mime and acting
- Stagecraft: using the stage, lights, sound and theatre roles in planning for a performance
- Scriptwriting: students use the conventions of scriptwriting to write and produce scripts.
- Performance: using devised and written scripts, students act, direct, and manage their own group performances.



### VISUAL ARTS – 10AV

Students will experience a range of art forms ranging from painting to printmaking, drawing and sculpture as they build on skills developed in the Year 9 course. There is further emphasis on awareness of social and cultural context, giving students the opportunity to produce meaningful artworks with a personal message. Students learn about art history and draw influence from iconic contemporary artists. Students will learn how to discuss the elements and principles of art to develop their analytical skills in preparation for Senior School units.

### MEDIA STUDIES – 10AME

Prerequisite: Year 9 Media

This year-long course provides a good introduction to the skills and theory that prepares students for the Media Production and Analysis courses that are run in Years 11/12. The media course in Year 10 is outcomes based and students are assessed on the following: Making (Media languages, Representation, Production, Skills and Processes) and Responding (Analyzing and reflecting, audience).

Students will gain 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, Digital Television, and Radio)
- Multimedia presentations and products



### 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 is a prerequisite for Certificate III Western Art Music.

### INSTRUMENTAL AND ENSEMBLE MUSIC - 10MUI

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, excursions, and one camp per year. Students will develop skills in teamwork, solo and ensemble performance, leaderships, coordination, and organization, as well as becoming a confident musician.

# ENGLISH

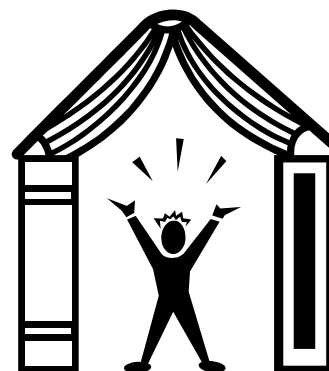
## YEAR 9

### ENGLISH - 9EN

Year 9 students extend their Reading and Viewing, Writing, and Listening and Speaking skills and are expected to explore challenging and less familiar 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 and composing, and that oral skills are developed through a range of formal and informal activities. Students are expected to work effectively, 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 Senior 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 Academic Enrichment, Core and Essential.

The English courses in Years 9 are Western Australian Curriculum based, and students are numerically assessed on the three learning strands of Reading and Viewing, Writing, and Listening and Speaking. 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

### ENGLISH - 10EN

Year 10 students extend their Reading and Viewing, Writing, and Listening and Speaking skills and are expected to explore challenging and less familiar 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 and composing, and that oral skills are developed through a range of formal and informal activities. Students are expected to work effectively, 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 Senior 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 Academic Enrichment, Core and Essential.

In Semester 2, Year 10 classes are streamed, in accordance with students' Senior School subject selections, into pre-General and pre-ATAR pathways.

The English courses in Year 10 are Western Australian Curriculum based, and students are numerically assessed on the three learning strands of Reading and Viewing, Writing, and Listening and Speaking. 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 Senior School ATAR and General Courses.

# HEALTH & PHYSICAL EDUCATION

## SPECIALISED COURSES YEARS 9 AND 10

### **SPECIALISED BASKETBALL** (by application only)

#### **Years 9 and 10, 9PBF/9PBM and 10PBF/10PBM**

The College operates a Department of Education approved '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 7. A small number of vacancies may occur in Years 7, 8, 9 and 10, and students who may be interested in these places can apply mid-year for entrance into Semester 2. Entry to the course is by way of application and selection processes conducted by the Program Coordinators and Executive staff. Course costs apply.



### **FOOTBALL (SOCCER) SCHOOL OF EXCELLENCE** (by application only)

#### **Years 9 - 10 – 9PSF/9PSM and 10PSF/10PSM**

The College operates a 'specialist' Football (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 7 to 10. Entrance to these classes is competitive in all year groups. A small number of vacancies may occur in Years 7, 8, 9 and 10, and students who may be interested in these places can apply mid-year for entrance into Semester 2. Entry to the course is by way of application and selection processes conducted by the Program Coordinators and Executive staff. Course costs do apply.

## YEAR 9

### **GENERAL PHYSICAL EDUCATION - 9PEF/9PEM**

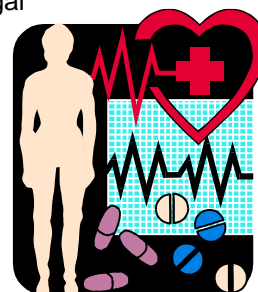
This course is designed to provide students with the opportunity to develop skills in Tennis, Gymnastics, Athletics, Football (M), Touch Rugby (F), Hockey, Lacrosse, Softball and Dance (F). Attendance at the Inter-house Swimming and Athletics Carnivals is highly recommended in Year 9. All students will also participate in a sport of their choice for their year group's Winter Lightning Carnival in Term 2.

### **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.



Within Year 9 Health Education the Positive Education priority focus is to improve student resilience and inner strength. This includes building student's awareness of their authentic self, identifying and managing pressures and powers within relationships and building students help seeking skills and strategies. Students will learn skills assisting them to become solution focused individuals and party safe skills.

## **OUTDOOR EDUCATION - 9PO**

Outdoor Education strives to develop co-operation and leadership skills in students. A mature positive approach is needed to achieve to potential in these course. Students must be reliable and to be able to work independently and safely in “off campus” activities. A number of camps and excursions will be offered during Year 9 and 10 and students displaying these characteristics will be invited to attend. This practical course is designed to foster teamwork and co-operation whilst developing skills, understanding and safety in the Outdoor Environment.

### Semester 1

1. SURF SURVIVAL AND BEACH SAFETY
2. FISHING SKILLS
3. HIKING

### Semester 2

1. CAMPCRAFT
2. SURVIVAL SWIMMING AND STROKE DEVELOPMENT
3. BODY BOARDING

## **NETBALL – SKILLS, FITNESS, TACTICS AND GAME PLAY - 9PN**

This course gives students the opportunity to develop their skills, fitness and tactics in the sport of Netball. Students are coached in all areas of the game including ball skills, defensive skills, attacking skills, shooting, rebounds and movement around the court and centre court play.

Students are provided with a number of competition opportunities both during school and after school hours with the aim of developing both individual skills and team play. All students in the course participate in the WA School Sport Champions girls Netball completion and are provided with the opportunity to play against other girls in their age group against both the government and non-government schools. In addition to this formal competition they will also participate in a number of practice games against other schools in the region.

Activities in this course include coaching clinics, video analysis, beach fitness sessions, aerobics and aero-boxing fitness classes, gym circuit sessions, weight training, endurance fitness sessions and specialist guest coaches. Students will be provided the opportunity to further develop their coaching skills and umpiring skills. This course is aimed at students who wish to improve their netball skills and improve their performance in game situations.

## **YEAR 10**

### **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 Flagbelt Gridiron (M). Girls will also participate in a personal fitness course such as Yoga or Body Balance.

Attendance at the Interhouse Swimming and Athletics Carnivals is highly recommended in Year 10. All students will also participate in a sport of their choice for their year group’s Winter Lightning Carnival in Term 2.

### **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 include guest speakers from Arafmi (Mental Health Carers Association) and from the RAC on Road Trauma. Within Year 10 Health Education the Positive Education priority focus on managing life's direction. Students will be able to determine their best possible self and be able to identify future challenges and opportunities. Students will develop skills to maintain positive relationships, build support networks and set themselves SMART goals with the view of maintaining long term positive health.

### **NETBALL – SKILLS, FITNESS, TACTICS AND GAME PLAY – 10PNET**

This course gives students the opportunity to 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.

Students are provided with a number of competition opportunities both during school and after school hours with the aim of developing both individual skills and team play. All students in the course participate in the WA School Sport Champions girls Netball completion and are provided with the opportunity to play against other girls in their age group against both the government and non-government schools. In addition to this formal competition they will also participate in a number of practice games against other schools in the region.

Activities in this course include beach fitness sessions, fitness training and cardio sessions, umpiring training and development, coaching skills development, development of warm-up and cool down routines, special guest coaches and basic first aid and strapping courses.

This course is aimed at students who wish to broaden themselves as a netballer, progress their umpiring skills and develop coaching skills.



### **OUTDOOR EDUCATION - 10PO**

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

This course is designed to develop skills and understanding relative to pursuits in outdoor environments. Activities depend on; availability, cost, transport and teacher expertise. They may include:

- SNORKELLING
- KAYAKS
- FISHING
- NAVIGATION
- CAMP CRAFT
- SURF AND BEACH ACTIVITIES

#### **HIGHLIGHTS:**

- Optional camps - Snorkelling at Rottneest in Term 1 and day excursion in Term 4.

### **PRE PHYSICAL EDUCATION STUDIES – 10PPS**

The Pre PES option is designed to give students a taste of PES in both the General and ATAR pathways. The 80 minute zones would be dedicated to practical activities and 40 minute zone to the theoretical components. Practical activities may include Badminton, Squash, Volleyball and Tennis depending on facility availability. The theoretical component will include Exercise Physiology, Functional Anatomy, Biomechanics and Motor learning and coaching. This subject will be of great benefit to any student considering Physical Education Studies subjects in Year 11.

# HUMANITIES and SOCIAL SCIENCES

## HUMANITIES AND SOCIAL SCIENCE - 9SE/10SE

In the Western Australian Curriculum, the Humanities and Social Sciences learning area comprises four subjects: History, Geography, Economics and Business, Civics and Citizenship.

The Humanities and Social Sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

The Humanities and Social Sciences subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

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

	YEAR 9	YEAR 10
<b>Semester 1</b>	<p><b>YEAR 9 HISTORY</b>  <b>The making of the modern world</b>            Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the making of the modern world from 1750 to 1918. They consider how new ideas and technological developments contributed to change in this period, and the significance of World War I.</p> <p><b>YEAR 9 CIVICS AND CITIZENSHIP</b>  <b>Our democratic rights</b>            Students continue to build on their understanding of the concepts of the Westminster system, democracy, democratic values, justice and participation. They examine the role of key players in the political system, the way citizens' decisions are shaped during an election campaign and how a government is formed. Students investigate how Australia's court system works in support of a democratic and just society.</p>	<p><b>YEAR 10 CIVICS AND CITIZENSHIP</b>  <b>Justice at home and overseas</b>            Students continue to build on their understanding of the concepts of democracy, democratic values, justice, and rights and responsibilities by exploring Australia's roles and responsibilities at a global level and its international legal obligations. They inquire into the values and practices that enable a resilient democracy to be sustained.</p> <p><b>YEAR 10 ECONOMICS AND BUSINESS</b>  <b>Economic performance and living standards</b>            Students are introduced to the concept of economic performance and living standards while continuing to further their understanding of the concepts of making choices, interdependence, specialisation, and allocation and markets through examining contemporary issues, events and/or case studies delving into the reasons for variations in the performance of economies. They explore the nature of externalities and investigate the role of governments in managing economic performance to improve living standards. They inquire into the ways businesses can manage their workforces to improve productivity.</p> <p><b>Career Education</b></p> <ul style="list-style-type: none"> <li>• Interests &amp; Abilities</li> <li>• Career/Job Investigation (2 weeks)</li> </ul>



	<b>YEAR 9</b>	<b>YEAR 10</b>
<b>Semester 2</b>	<p><b>YEAR 9 GEOGRAPHY</b>  <b>Biomes and food security</b>  The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, which provides students with an opportunity to inquire into the production of food and fibre, the role of the biotic environment and to explore how people, through their choices and actions, are connected to places in a variety of ways. Students apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.</p> <p><b>YEAR 9 ECONOMICS AND BUSINESS</b>  <b>Australia and the global economy</b>  Students are introduced to the concepts of specialisation and trade while continuing to further their understanding of the key concepts of scarcity, making choices, interdependence, and allocation and markets. They examine the connections between consumers, businesses and government, both within Australia and with other countries, through the flow of goods, services and resources in a global economy. The roles and responsibilities of the participants in the changing Australian and global workplace are explored.</p>	<p><b>YEAR 10 HISTORY</b>  <b>The modern world and Australia</b>  Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.</p> <p><b>YEAR 10 GEOGRAPHY</b>  <b>Environmental change and management</b>  The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, through an applied focus on the management of environmental resources and the geography of human wellbeing at the full range of scales, from local to global and in a range of locations.</p>



# LANGUAGES

**Our ultimate goal is for students to be able to communicate in another language and become global citizens.**

**Motivated and capable language students** are encouraged to select Japanese or Chinese in Year 9. Students should select the language previously learned.

Students electing to study Year 9 Japanese and Chinese may also be offered the opportunity to participate in various excursions, special lunches, attend guest speaker events as well as act as day hosts for visiting students. The exchange tours to Japan or China typically take place in Year 10 or 11. Furthermore, Japanese students will have the opportunity to apply for an exchange study scholarship at the end of Year 10.

There are many benefits to learning languages, and highlighted below are some of the key advantages which directly impact your child's WACE (West Australian Certificate of Education):

- The 10% LOTE bonus is available to ALL Year 12 language students. This is where an additional 10% is added to the scaled LOTE score towards TEA (Tertiary Entrance Aggregate). E.g. a scaled score of 60 becomes a scaled score of 66.

While you can benefit from knowing another language with nearly every industry, the main highlights from 2017 research indicated the following growth areas for speakers of Asian languages:

- Media (journalism) and film
- Tourism and travel services, including airlines and hotels
- Banks and insurance
- Local, state and federal government
- International non-profit organisations
- Publishing companies
- Department of Defence and international embassies
- Health services
- Social services
- Immigration services
- Primary, high schools, universities and colleges

## YEAR 9

### CHINESE – 9LC

Students will have the choice to study this language further in Year 10, with opportunities to study ATAR Chinese in Year 11 and 12.

During Semester 1 students will explore Chinese Language and culture related to the topics of Chinese New Year, the Chinese Zodiac and Travel. Working in small groups on a variety of projects, students will be able to discuss information related to personal identity, aspects of everyday life and popular culture in more detail, increasing their confidence in the language in Semester 2. Topics include: School Subjects, My Day and My Freetime.

Throughout the year students will use Pinyin (the Chinese Romanised reading system); however, students will also be learning more and more to recognise and read Hanzi (Chinese Characters). There is a strong ICT focus, with learning tools such as Kahoot and Quizlet used frequently, as well as some great apps on iPads.

### JAPANESE – 9LJ

Students will have the choice to study this language further in Year 10, with opportunities to study ATAR Japanese in Year 11 and 12.

Students start the year with the topic of Sport; including traditional Japanese games and modern sports. Shopping is also covered in Semester 1. Students prepare and plan for a fun Japanese market place shopping simulation. There are numerous group and partner activities to allow students an opportunity to practice new language skills with other students. There is a strong ICT focus with websites such as Quizlet and Kahoot used frequently, as well as some great apps on the iPads. Topics in Semester 2 include; Neighbourhoods – how are Japanese and Australian homes and cities different? Students also cover transport, festivals and weather topics. Katakana is introduced in Year 9; enabling students to be able to write borrowed words with ease.

## YEAR 10

Students can continue their language studies in Senior School at the College, with ATAR Japanese and Chinese; for Second Language learners.

### CHINESE – 10LC

This academic course is a great choice for students who enjoy and/or are performing well in lower school Chinese. The prerequisite is a B grade in Year 9 Chinese. There is also likely to be the opportunity for students to travel to China on the College tour in Year 10 or Year 11.

#### SEMESTER 1

The overarching focus for the Year 10 course in Semester 1 is workplace communication in written and spoken form. It continues to extend students in their understanding of Chinese language and culture within this context. The focus in this semester is on the topics of Daily Work and Job Interviews in a Chinese context, but drawing contrasts and parallels with our own society. As part of this, there will be a focus on language related to the time of the day.

#### SEMESTER 2

The general focus for the Year 10 course in Semester 2 is on what's happening in and around the neighbourhood. The specific topics are My Neighbourhood, Seasons and Weather. Students will be extending their language use and understanding of Chinese culture throughout this unit and will be encouraged to make comparisons with their own communities.

### JAPANESE – 10LJ

This academic 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.

#### SEMESTER 1

The focus for this semester is **ティーンエイジャー** (teenagers) with content about the workplace being taught. 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. Exploration of Japanese and Australian part time work and future plans takes place in semester one. 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.

#### SEMESTER 2

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. Students work on collaborative tasks such as the creation of a My School video or pamphlet. 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

Students will be placed into a Mathematics pathway leading to appropriate mathematics courses in Senior School.

## YEAR 9

### MATHEMATICS – 9MA

The Year 9 course follows the Western Australian Curriculum, which is compulsory from 2015. The course will cover the topics of Number and Algebra; Measurement and Geometry; and Statistics and Probability. The use of information technology is embedded into all areas of mathematics.

There are three pathways at Year 9 level – accelerated, core and essentials. All programs are based on the Western Australian Curriculum and provide students with the prospect of achieving a minimum of a C grade. Students may have access to opportunities to be involved in regional, state and international mathematics competition throughout the year.

At the end of the year, the Semester 2 report will indicate the achievement of your child in relation to the national standards in mathematics. Achievement in Year 9 will determine which pathway (accelerated, core, essentials) your child is placed in for Year 10. There are minimal opportunities for students to move between pathways in Year 10 due to the Semester 1 course mark and/or exam mark being used as prerequisites for Senior School courses. As such it is imperative your child works to the best of their ability during the course of Year 9.

### CALCULATORS IN THE MATHEMATICS CLASSROOM

A calculator is a tool integral to the teaching of the Western Australian Mathematics curriculum. They are used in a variety of situations including problem solving, investigating and, of course, in routine calculations. They are an essential item for all students, irrespective of the pathway studied. The college recommends a suitable calculator to purchase and this will be suitable for use in Year 7, 8, 9 and 10. All students must have their own calculator.

## YEAR 10

Students aspiring to an ATAR course (Specialist, Methods or Applications) will need to achieve a minimum of a B grade in Year 10 mathematics, for Specialist and/or Method. For Applications students need to achieve at least a top C grade. For all ATAR courses students need to meet the pre requisites based on the Semester 1 exam.

### MATHEMATICS – 10MA

The Year 10 course follows the Western Australian Curriculum. The course will cover the topics of Number and Algebra; Measurement and Geometry; and Statistics and Probability. The use of information technology is embedded into all areas of mathematics.

There are three pathways at Year 10 level – – accelerated, core and essentials. All programs are based on the Western Australian Curriculum. There are minimal opportunities for students to move between pathways in Year 10. Semester 1 course mark and/or exam mark are used as prerequisites for Year 11 courses. Students in the – accelerated pathway may have access to opportunities to be involved in regional, state and international mathematics competition throughout the year. Students who need to pass the Online Literacy and Numeracy Assessment (OLNA) will have access to additional support opportunities.

At the end of the year, the Semester 2 report will indicate the achievement of your child in relation to the national standards in mathematics.

### CALCULATORS IN THE MATHEMATICS CLASSROOM

A calculator is a tool integral to the teaching of the Western Australian Mathematics Curriculum. They are used in a variety of situations including problem solving, investigating and, of course, in routine calculations. They are an essential item for all students, irrespective of the pathway studied. The calculator recommended on the booklist is suitable for use in Years 7 – 10. All students must have their own calculator.

# SCIENCE

## SCIENCE - 9SC/10SC

### YEAR 9 and 10 SCIENCE CURRICULUM OVERVIEW

The Year 9 and 10 Science program follows the Western Australian Curriculum. It provides an understanding of scientific inquiry 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 Western 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 and 10 by all students.

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

## YEAR 9/10

### A and C Stream Science

On the basis of Year 8 Science results, students are placed in one of two pathways – Accelerated (A) or Core (C). In each pathway the necessary WA Curriculum coursework is the same, however, the A Pathway provides an opportunity for students to be engaged in more complex scientific content and concepts. Students may be moved between pathways during the year, depending on demonstrated achievement and scientific ability.

### Science Enrichment Class

The Science Enrichment class (the top Accelerated class) is selected for Year 8 based on exceptional student academic and science skills performance in Year 7 Science. Students may move in and out of the class in Years 8 and 9 based on demonstrated performance and aptitude. The Science Enrichment Program 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/team competitions (e.g. STAWA Science IQ quiz online, Aurecon Bridge Building Competition, in school "Big Crystal" competition), Investigations (e.g. STAWA Science Talent Search, CSIRO CREST Awards), Excursions (e.g. Scitech, Perth Zoo, AQWA) and Incursions (e.g. guest speakers, Scitech Beyond the Beaker presentations, National Science Week).

### PSYCHOLOGY 10SCP (this is a Year 10 elective course)

Why do football hooligans riot? Why did I choose this circle of friends? How does my brain work? What would I do if someone told me to electrocute someone? Can you read people's mind?

If you've ever wondered what the answer to these questions are, then Psychology is the subject for you. In this course Science will be used to look at the behaviour of yourself and others in an attempt to explain human behaviour. You'll learn why good people do terrible things, what happens to your brain when you exercise and how you can get people in your group to stop being so lazy, without them even knowing about it! All of the questions above will be answered if you choose Year 10 Psychology, except the one about reading peoples mind - you can't do that! This is a fascinating course which leads into Year 11 courses at both General and ATAR level, so you have a unique opportunity to try the subject before choosing your Year 11 courses.

# TECHNOLOGIES

## DESIGN and TECHNOLOGY

### YEAR 9

#### BUILDING & CONSTRUCTION – 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

Students develop introductory carpentry skills as they 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.



#### 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.

#### ELECTRONICS & TECHNOLOGY - 9SCEE

This course covers introductory electronics through to applications of electronic circuits. Module 1 covers basic electronic theory, component identification and valuing and the application of this technical information to the construction of a series of models. Module 2 covers the development of electronic theory and the use of computer added design to investigate theories and further develop project construction.



#### JEWELLERY - 9DJ

This is a fun 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. Materials such as dichroic glass, carbon fibre, polymorph plastic, acrylic and cubic zirconia gems are used in the production of jewellery. The course now introduces ITC based technologies such as 3 D Printing and laser cutting to produce jewellery.



Jewellery Technology is a subject suited to both male and female students. Projects are adjusted to appeal to both sexes. This is a great course to do in order to develop artistic and creative ability, and teaches valuable practical skills. It provides an excellent foundation for Year 10 Jewellery and also Senior School Jewellery. Please direct any questions to Mr Christmas (Jewellery Teacher).



#### TECHNICAL GRAPHICS - 9DT

This course provides an enjoyable opportunity to develop students' creativity, skills and knowledge while using an exciting universal communication language known as Technical Graphics or Technical Drawing for those of us born a few years earlier. After experiencing some short foundation projects

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 presentations. Architectural pathway students will be given building design problems producing plans, electrical layouts, furniture layouts and 3D presentations. All students will work with vector graphics to design and produce vinyl signs and stickers. Equipment available for student use in the classroom consists of 3D Printers, Vinyl Cutter, Milling Machine, Laser Cutter/Engraver and various hand tools with which to bring their designs to life. Students have the opportunity to use 3D software on their home computers as part of school software licensing agreements.

If you have an interest in this course and would like further, more specific information, please do not hesitate to see the Technical Graphics teacher.

### **WOOD TECHNOLOGY - 9DW**

In this course students are introduced to various machines and hand-held power tools, as well as common wood 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 CNC engraving unit is available for students to use to decorate many of these projects.



### **METAL TECHNOLOGY – 9DM**

This is an extension of the Metal component of the Year 8 Design Technology course. Students develop competence in the use of metalworking hand tools, power tools and associated equipment. They develop proficiency in reading simple workshop drawings and acquire knowledge about characteristics and properties of materials, and finishing techniques. Priority is given to teaching safe workshop procedures at every stage.

Skills and procedures include;

- Spot welding.
- Bending and manipulation of sheet metal.
- Lathe work such as facing, parallel and taper turning.
- Silver soldering and brazing.
- Forging and the heat treatment processes of hardening and tempering.
- Safe use of Oxy Acetylene Equipment, with the lighting and of setting flames.
- Thread cutting.
- Use of the Drill Press and other power and pneumatic tools.

Students have opportunities to use design and technologies knowledge and understanding, processes and production skills, and design thinking to produce solutions to identified needs or opportunities. They have the opportunity to use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.

The skills, knowledge and processes learned in Metalwork are considered an important adjunct to the holistic abilities required for the Technologies component of STEM education.

## **YEAR 10**

### **BUILDING & CONSTRUCTION – 10DB**

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 course is an extension of Building Construction 1 which students may 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 under-pinning 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.

## ELECTRONICS & TECHNOLOGY - 10SCEE

This course is designed as a follow on to the Year 9 Electronics & Technology course. If the Year 9 course was withdrawn, then students in Year 10 will complete the Year 9 course as a replacement for the Year 10 course. If Year 9 students wish to enrol in Electronics & Technology for Year 10 then they are to enrol in the Year 10 course.

**Module 3** further develops the basics of electronic theory covered in module 1 and 2. This will be complemented with the construction of more complex circuits involving the use of computer design.

**Module 4** will cover the use of programmable microcontrollers, Arduino, in the development and construction of a series of projects, culminating in the LDR challenge, a line tracker robot.

## 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, DVD 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.

## JEWELLERY TECHNOLOGY – 10DJ

This course provides students with the opportunity to create exciting pieces of Jewellery in a fun, creative environment. There is a mix of set projects, and pieces requiring some individual design. Students also have the opportunity to make a fantastic pen with gold or chrome fittings. Jewellery Technology is a subject suited to both male and female students, with an increasing number of males enrolled in 2014. Projects are adjusted to appeal to both sexes. Processes developed include lost wax casting, silver soldering, and forging from metals such as sterling silver and brass. Polymorph plastic is also used to create organic shaped jewellery. Other materials used to decorate jewellery include mother of pearl shell, dichroic glass, cubic zirconia gems, and carbon fibre. The course now introduces ITC based technologies such as 3 D Printing and laser cutting to produce jewellery.

This course provides an excellent foundation for students wishing to do jewellery in Senior School as a General course in Materials Design and Technology. Please direct any queries to Mr Christmas.



## METAL TECHNOLOGY - 10DM

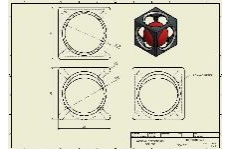
In this course students continue to develop their hand skills and techniques with more detailed assembly projects. More specifically, they develop their skills in the use of metalworking hand tools, safe work procedures with power tools and associated equipment and reading more detailed workshop drawings. There is a greater emphasis on the use of the lathe and milling machines, with MIG and fusion welding being introduced in this course. This course requires a greater degree of precision and manipulation of equipment, machinery and hand tools than in Year 9.



Small projects are used to develop skills and procedures that 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.

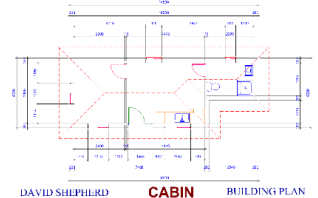
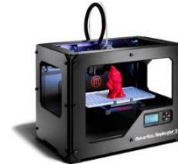
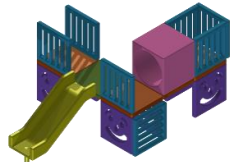
### **TECHNICAL GRAPHICS - 10DT**

This course provides an enjoyable opportunity to develop students' creativity, skills and knowledge while using an exciting universal communication language known as Technical Graphics or Technical Drawing for those of us born a few years earlier. After experiencing some short foundation projects involving both engineering and architectural drawing, students will choose a pathway in either of these fields in which they focus for the year. In each pathway they will be given design problems and provide solutions in the form of detailed plans and drawings as well as 3D presentations to promote/test their designs.



Students will also design images using vector graphic drawing software for outputting to CNC machinery as per industry standards. Equipment available for use in the classroom consists of 3D Printers, Vinyl Cutter, Milling Machine, Laser Cutter/Engraver and various hand tools with which to bring their designs to life. All design software used on the Technical Graphics computer work stations is available on the College provided laptops. Students also have the opportunity to use 3D software on their home computers as part of school software licensing agreements.

If you have an interest in this course and would like further, more specific information, please do not hesitate to see the Technical Graphics teacher.



## **HOME ECONOMICS**

### **YEAR 9**

#### **FOOD, CULTURE AND TRENDS - 9HF**

This is a dynamic course exploring the most interesting areas of our current hospitality trends. Students will examine factors that affect food choices and also explore the advent of the celebrity chef combined with the popularity of cooking shows. They will also learn about the melting pot that is Western Australian society and examine traditional foods, equipment and recipes from the many cultures represented here. The course will culminate with a Food Festival prepared and presented by students for 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.

### **YEAR 10**

#### **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.

### **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. There is a degree of flexibility in activity options depending on students' interest. Semester 2 also has an extended Christmas theme.

### **CHILD CARE - 10HCC**

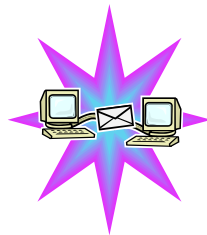
In this course, students will study conception, birth of a baby and different birthing techniques. They also explore child development and creative products such as books and toys to enhance this. Guest speakers and excursion will be incorporated to give the students a better understanding of the roles and responsibilities of parenting

## **INFORMATION TECHNOLOGY**

### **YEAR 9**

#### **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.



### **YEAR 10**

#### **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 Senior School.