2025 Course Handbook

Year 9 & 10

INTRODUCTION

The curriculum in 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 for three hours in Health and 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 their placement in a pathway in that learning area.
- For the other learning areas some choice is offered. Year 9 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 10 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.

Within this common curriculum, the College runs pathways. This is so that activities and pace can be better matched with each student's skills and abilities.

The Year 9 Accelerated classes work more quickly through and 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.

The Heads of Learning Area review student performance, attitude and effort after the Semester 1 Reports and at the end of the year. This informs students placement in the Year 10 Pathways: Pre ATAR and Pre General

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 or Pre General 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.

ACADEMIC REPORTING

The College will provide an academic report for each Year 9/10 student at the end of each semester. They will be awarded a grade from A-E for all courses. All Year 9 students sit exams in Semester 2. All Year 10 students sit exams in Semester 1. Only Pre-ATAR students sit exams in Semester 2. The examinable subjects are Mathematics, English, Science and HASS

COURSE SELECTIONS

At the College we understand the complexity of the decision-making process 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 9 and 10 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 Mentor Group Teacher for further information about subjects for next year.
- Can see their Head of Year for more help.

Please choose carefully. Once the new school year commences, subject changes are difficult as often classes are full, and changes can be 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 a Selection Form to be submitted to the Front Office. Please read course descriptions carefully, so that you are aware of the contents of all courses.
- You may wish to consider Semester 1 reports before selecting certain courses.
- Selections must be submitted by the end of school advertised dates.
- 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 8 AEE students will be required to select as their 3rd choice another STEM subject (AEE STEM) or another Arts subject (AEE CC). Refer to selection sheet for instructions for basketball students and students selecting Japanese.
- 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 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 and a 50% deposit is made before the end of the current year. (or negotiated payment plans are up to date).
- Year 8 Specialist Basketball and Music students will automatically be enrolled in these subjects
- Year 9 Specialist Basketball and Music students will need to select these subjects for Year 10

YEAR 9 IN 2025

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 Year 9. 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.

LEARNING AREA	CODE	SUBJECT NAME
THE ARTS	9ADR	Drama
	9AME	Media
	9AG	Photography & Graphic Arts
	9AV	Visual Art
LANGUAGES	9LJ	Japanese
PHYSICAL EDUCATION	9PO	Outdoor Education
TECHNOLOGIES	9HCC	Child Care
	9HCI	Cottage Industries
	9DT	Design
	9IC	Digital Game Design
	9SCEE	Electronics & Technology
	9HF	Food Culture and Trends
	9DJ	Jewellery Workshop
	9DM	Metal Technology
	9DW	Wood Technology

All students will study the below subjects

CORE COURSES - FULL YEAR	
9EN	English
9PH	Health
9HASS	Humanities and Social Sciences
9MA	Mathematics
9SC	Physical Education
9SC	Science

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 in Term 3.

SPECIALIST PE	
9PBM	Basketball Special (Boys)
9PBF	Basketball Special (Girls)
9AMUC	Specialist Music

NB: Year 9 and 10 Basketball students are required to study general Physical Education and this will form their third choice.

YEAR 10 IN 2025

Students must choose three elective subjects and three reserve electives. 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.

All students will study the below subjects

CORE COURSES - FULL YEAR	
10EN	English
10PH	Health
10HASS	Humanities and Social Sciences
10MA	Mathematics
10SC	Physical Education
10SC	Science

YEAR 11 COURSES OFFERED AND PREREQUISITES

The College is aware from past student performance that for a student to be successful they must achieve a minimum standard (or prerequisite) before they begin a Senior School course. It is important that students know this from the beginning of Year 10. It is their Semester 1 report that has strong baring on their choices in senior school. Unless students have met the pre-requisites, they will not be able to select the course for Senior School. Each student will, however, be given the opportunity to resubmit selections if they achieve perquisites by the end of Semester 2. We adjust our prerequisites each year, based on new information. You can see what they are for the current Year 10 group by checking the document on SEQTA in the Year 10 category.

LEARNING AREA	CODE	SUBJECT NAME
THE ARTS	10ADR	Drama
	10AG	Photography & Graphic Arts
	10AME	Media Studies
	10AMUC	Specialist Music
	10AV	Visual Art
LANGUAGES	10LJ	Japanese
PHYSICAL EDUCATION	10PBF	Basketball Specialist (Girls)
	10PBM	Basketball Specialist (Boys)
	10PO	Outdoor Education
	10PPS	Physical Education Studies
TECHNOLOGIES	10DB	Building & Construction
	10HCC	Child Care
	10HCF	Clothing and Fashion
	10HCI	Cottage Industries
	10IP	Coding & Game Design
	10IC	Commerce & Entrepreneurship
	10DT	Design
	10HF	Easy Entertaining
	10SCEE	Electronics & Technology
	10DW	Furniture Woodwork
	10DJ	Jewellery Workshop
	10DM	Metal Technology

THE ARTS - YEAR 9 IN 2025

DRAMA (9ADR)

Drama is a thrilling adventure where students unleash their creativity, explore the human experience, and challenge their own boundaries. Through a collaborative journey, they develop confidence and self-esteem while engaging in exciting and diverse activities. They experiment with movement, voice, and characterisation techniques to create captivating theatrical effects that mesmerise audiences.In Drama, students are not only performers but also critical thinkers and evaluators. They reflect, respond, and evaluate dramatic works, becoming informed and discerning audiences. By immersing themselves in the world of drama, they gain a deeper understanding of themselves and the world around them. The Year 9 Full Year course offers an array of captivating subjects. From acting for the stage to designing sets and costumes, students get hands-on experience in various aspects of theatrical production. They also explore mask and commedia dell'arte, improvisation, stage combat, scripted scenes, and group devised theatre. Each subject adds a unique dimension to their theatrical journey, fostering their creativity and broadening their artistic horizons. Participating in the creation of drama is an extraordinary and exhilarating experience for students. It provides them with a unique opportunity to express themselves and gain insights into their own identities. Through drama, they not only develop their artistic skills but also enhance their understanding of the world in a dynamic and engaging way.

PHOTOGRAPHY & GRAPHIC ARTS (9AG)

This course provides students with a foundation for graphic design. Students use digital techniques 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.

Students selecting this subject must have access to a good quality full laptop.

MEDIA STUDIES (9AME)

Year 9 Media Studies is a full year course which offers students the chance to dive in and examine a range of media texts including film, television, social media and advertising. Students work independently and collaboratively to build knowledge and skills in:

- Basic camera care and operations
- Introduction to editing on Premiere Pro
- Shot composition and narrative filmmaking

Year 9 Media Studies course prepares students for Year 10 Media Studies, setting them up to choose further pathways in either General or ATAR courses in Year 11 and 12. It serves as the perfect stepping-stone for budding filmmakers, editors and social media and marketing whizzes. **A USB and SD card is required equipment for each student.**

Students selecting this subject must have access to a good quality full laptop.

VISUAL ART (9AV)

This exciting course is designed for budding art students who wish to refine their drawing skills along with developing the confidence to create individual and expressive art works in the areas of Painting, Printmaking, mixed media, sculpture and / or Textiles. The course will concentrate on improving student's creative design ideas and practical skills. You will have the opportunity to exhibit and showcase your masterpieces while learning about the world of art. This course is enhanced by the study of other artists and craftspeople from other times and places.

This course will focus on improving students' creative design ideas and practical skills. Projects may include:

- Portrait paintings
- Drawings of personal interest, charcoal or pencil
- T-shirt or tote bag prints
- Large-scale paintings
- Mixed media sculpture
- Lino prints

THE ARTS - YEAR 10 IN 2025

DRAMA (10ADR)

Experience the thrilling and transformative world of Year 10 Drama! Prepare for an exhilarating journey filled with exciting activities that will ignite your passion for creation, performance, and self-reflection. Step into a realm where the stage becomes a canvas for your artistic brilliance, and where your imagination knows no bounds. In this dynamic course, students are not passive observers; they are the driving forces behind their own artistic destinies. Explore the secrets of movement, voice, and characterisation as you shape captivating theatrical effects that leave audiences spellbound. Gain valuable skills in critical thinking and become an informed and discerning audience member. Year 10 Drama serves as a foundation for future theatrical pursuits in Year 11 and 12. Develop focus, innovation, and resourcefulness as you collaborate with peers to create and stage remarkable drama presentations. Unlock your creative potential and unleash your talents as you engage in acting for both the stage and the camera. Delve into the captivating world of set design, costume creation, soundscapes, and lighting, where every detail contributes to the enchanting tapestry of theatrical magic. Explore the realms of realistic and non-realistic drama, unveiling new worlds where the boundaries of reality blur. Challenge yourself with original and devised performances, where your creative genius takes centre stage. Whether as part of an ensemble or shining solo, the stage is yours to explore and conquer. Immerse yourself in contemporary theatre and discover its pulsating rhythm that reflects the modern world. Immerse yourself in the thrill of improvisation and play-building, where spontaneity and creativity intertwine to create unforgettable theatrical moments. Join us on this captivating adventure and unlock the true potential of your dramatic talents. Year 10 Drama promises an electrifying experience, where the spotlight awaits your every move, and the applause of a captivated audience echoes through your very soul.

PHOTOGRAPHY & GRAPHIC ARTS (9AG)

This course provides students with a passion for graphic design to investigate the artistic medium in more thorough detail. 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 used in a more in-depth manner, 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.

Students selecting this subject must have access to a good quality full laptop.

MEDIA STUDIES (10AME)

Year 10 Media Studies is a year long course which builds on the practical and theoretical skills developed in Year 9 Media Studies. New students are welcome and will be eased in with an introduction to Media before joining the fold. Students examine a range of media texts including genre specific film, sound design and radio and podcasting as well as the chance to attend excursions where they can explore media in action at radio stations, TV stations and the cinema!

Students work both independently and collaboratively to build on practical and analytical skills in:

- Camera care and operation
- Enhanced video and sound editing on Premiere Pro
- Foley and sound design
- Podcasting

Students selecting this subject must have access to a good quality full laptop, a USB and SD card.

VISUAL ART (10AV)

This is an enjoyable hands-on subject which allows students to specialise in art forms such as drawing, painting, printmaking, sculpture, multi-media and/or textiles. Students explore creative activities that encourage personal exploration through designing and making artworks. Students will use a variety of mediums, techniques and digital technologies to produce artworks and develop an understanding of the elements and principles of art. Projects may include: Functional vessels and sculptures, Lino-prints, paintings exploring identity, screen-printing, Anime drawing and painting, collage and photography along with many other possibilities. This will be supported by the study of other artists through time and contemporary Visual Arts. For example - Realism, Modernism (Dadaism, Surrealism, Futurism), contemporary Australian art; Postmodernism, international art, Realism, Modernism (Dadaism, Surrealism, Futurism), contemporary Australian art; Postmodernism, international art. Students continue to explore artistic influences, while being encouraged to express greater individualism in their application of ideas and materials. Students are provided with opportunities to reflect on traditional and contemporary artwork using a breadth of critical analysis frameworks, incorporating visual art language, art terminology and conventions.

SPECIALIST MUSIC PROGRAM

This course is made available to students who have been selected into the Specialist Music Program via audition. If places are available, auditions are offered at the end of each semester for the following semester. Students within the program are required to remain in the program from Year 7 – 10 to allow for the maintaining of a suitable musical balance in ensembles. Students are also eligible to be selected to attend Music camps, performance tours and external performances.

Students selected for this program will engage in:

- 120 minutes of classroom music per week combined with at least 1.5 hours of ensemble per week
- 20-40 minutes of instrumental lessons (time dependent on number of students per group)

ENSEMBLE

Ensemble is a compulsory component of the course and is run before or after school. During these sessions students further develop their understanding of theory, aural and performance by engaging in large group rehearsals. Students are selected for various ensembles through auditions to ensure they are grouped based on instrumental ability. All ensembles perform on multiple occasions both for school events and external events and attendance and commitment to ensemble is recorded weekly as an 'ongoing assessment component' that is used towards semester report grades.

INSTRUMENTAL MUSIC

Instrumental lessons are conducted once a week, during school hours and are staffed by university qualified instrumental staff from the Instrumental Music School Services (IMSS). Lessons are run on a weekly rotational basis to ensure as little disruption as possible to other subjects. This course is designed as group tuition focused on developing skills on the student's specific instrument and to support students with concepts and skills required for class music and ensemble performances. Students will receive a separae grade.

CLASS MUSIC (9AMUC)

Class Music contains a mixture of written and practical tasks aimed at developing aural awareness, music theory, the literature of music, composing and arranging musical pieces and performance skills. This course continues the development of musicianship skills developed in Year 8 or equivalent study.

CLASS MUSIC (10AMUC)

Year 10 class music is focused on the preparation for upper school pathway options such as ATAR music and Certificate II and III courses. The class involves a balance of written and practical tasks combined with particular emphasis on performance and composition. Students in this class will engage in various tasks that continue to develop aural capabilities and theoretical understandings as well as encourage a higher order thinking to ensure success in senior school classes.

PATHWAYS:

- Year 11/12 Music ATAR
- Exam results can be used for university entry score, regardless of desired university pathway
- Prerequisite grade: C grade for theory and B grade for instrumental from Year 10 Music report
- Certificate II and III Music Performance/Industry courses
- Provides a total of 8 C grades towards WACE upon successful completion
- Prerequisite to enter course: Students must be learning an instrument

ENGLISH

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 9 and 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts. Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media and the differences between media texts.

The range of literary texts for Year 9 and Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 9 and 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

YEAR 9 (9EN)

The Year 9 course is 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 Accelerated, Core and Essential.

The English course in Year 9 is 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 (10EN)

Year 10 classes are streamed, in accordance with students' Year 9 achievement and student preferences, into pre-General and pre-ATAR pathways. These pathways are reviewed in Semester 2.

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 or General Courses.

HEALTH & PHYSICAL EDUCATION - YEAR 9 IN 2025

GENERAL PHYSICAL EDUCATION (9PEF/9PEM)

This course is designed to provide students with the opportunity to develop skills in:

Girls - Gymnastics, Tennis, Handball, Athletics, Touch Rugby, Dance, Cricket
Boys - Cricket, Gymnastics, Mod Crosse, Athletics, Handball, Australian Rules, Tennis

Attendance at the Inter-house Swimming and Athletics Carnivals is highly recommended in Year 9.

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 this 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 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.

Please note, in Year 9, if you have OE Zone 1, you may be required to start at 8:00am. You may leave at the start of recess or come back at the end of lunch to maximise activity time. **All students should have a hooded towel, with sewn up sides, to get changed under as there are often multiple schools at the locations we use and limited changeroom space.** All students must pass a swimming test at the start of the unit. Failure to do so will result in the student being removed from the course. The test involves swimming freestyle continuously for 200m. You are not allowed to stop, change strokes, walk, or push off the bottom. You must complete this swim within six minutes.

Semester 1 - Surf survival and beach safety and fishing skills, filleting and cooking
Semester 2 - Resuscitation Certificate (CPR), Camp craft, Survival swimming and stroke development, body boarding

SPECIALISED BASKETBALL (BY APPLICATION ONLY) (9PBF/9PBM)

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 in addition to General Physical Education in Year 9. A small number of vacancies may occur in Year 9, and students who may be interested in these places can apply in Term 3. Entry to the course is by way of application and selection processes conducted by the Program Coordinators and Executive staff. Course costs apply

HEALTH & PHYSICAL EDUCATION - YEAR 10 IN 2025

GENERAL PHYSICAL EDUCATION (10PEF/10PEM)

This course is designed to provide students with the opportunity to develop skills in:

Girls - Yoga/Fitness, Badminton, Netball, Australian Rules, Soccer, Ultimate Frisbee, Athletics
Boys - Basketball, Badminton, Volleyball, Rugby, Gridiron/Flag belt, Baseball, Athletics, Tennis

Attendance at the Inter-house Swimming and Athletics Carnivals is highly recommended in Year 10.

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. 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 Helping Minds, Dr Yes 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.

SPECIALISED BASKETBALL (BY APPLICATION ONLY) (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 in addition to General Physical Education in Year 9. A small number of vacancies may occur in Year 9, and students who may be interested in these places can apply in Term 3. Entry to the course is by way of application and selection processes conducted by the Program Coordinators and Executive staff. Course costs apply

HEALTH & PHYSICAL EDUCATION - YEAR 10 IN 2025

OUTDOOR EDUCATION (10PO)

Recommended Prerequisites: 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.

Please note, in Year 10, if you have OE Zone 1, you may be required to start at 8:00am. You may leave at the start of recess or come back at the end of lunch to maximise activity time. **All students should have a hooded towel, with sewn up sides, to get changed under as there are often multiple schools at the locations we use and limited changeroom space.**

All students must pass a swimming test at the start of the unit. Failure to do so will result in the student being removed from the course. The test involves swimming freestyle continuously for 200m. You are not allowed to stop, change strokes, walk, or push off the bottom. You must complete this swim within five minutes and 30 seconds.

Activities depend on; availability, cost, transport and teacher expertise. They may include:

- Introductory snorkelling/Beach and Surf Safety
- Fishing/Filleting
- Navigation
- Camp craft
- Surf and beach activities

Highlights

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

RE PHYSICAL EDUCATION STUDIES (10PPS)

The Pre PES option is designed to give students a taste of PES in both the General and ATAR pathways. One zone would be dedicated to practical activities and One zone to the theoretical components. Practical activities may include Badminton, Squash, Volleyball, Tennis, Softball or Touch Rugby, depending on facility availability. The theoretical component will include Exercise Physiology, Functional Anatomy and Biomechanics. This subject is highly recommended to any student considering Physical Education Studies subjects in Year 11 or a career in the Sport and Recreation Industry.

HASS

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 (9HASS)

CIVICS AND CITIZENSHIP (OUR DEMOCRATIC RIGHTS) - 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.

ECONOMICS AND BUSINESS (AUSTRALIA AND THE GLOBAL ECONOMY)- 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.

GEOGRAPHY – BIOMES AND FOOD SECURITY - Students investigate the spatial distribution of biomes and their unique characteristics in relation to climate, flora and fauna. Students further expand their understanding of human use of landscapes by conducting research into the link between global food security and altering biomes

HISTORY – THE MAKING OF THE MODERN WORLD - 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.

YEAR 10 (10HASS)

CIVICS AND CITIZENSHIP – JUSTICE AT HOME AND OVERSEAS - 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 investigate the values and practices that enable a resilient democracy to be sustained.

GEOGRAPHY – ENVIRONMENTAL CHANGE AND MANAGEMENT - Students investigate human wellbeing and human-induced changes relevant to sustainability. Human wellbeing and the environment is used as a context for a depth study into environmental change and management. Students discover links between spatial distribution and population with human wellbeing and the development of places.

HISTORY – THE MODERN WORLD AND AUSTRALIA - 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 and the causes and course of World War II.

ECONOMICS AND BUSINESS – ECONOMIC PERFORMANCE AND LIVING STANDARDS - 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.

JAPANESE

Our ultimate goal is for students to be able to communicate in another language and to become global citizens. Students electing to study Japanese may 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 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.

YEAR 9 (9LJ)

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 laptops.

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 (10LJ)

This academic course is a great choice for students who enjoy and/or are performing well in lower school Japanese.

SEMESTER 1

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

The course will cover the topics of Number and Algebra; Measurement and Geometry; and Statistics and Probability. The use of technology, such as calculators or computer software, may also be integrated into the learning process. All pathways are based on the Western Australian Curriculum and provide students with the prospect of achieving a minimum of a C grade. The College recommends a suitable scientific calculator to purchase as indicated on the booklist and this will be suitable for use in Year 7, 8, 9 and 10. All students must have their own calculator.

YEAR 9 (9MA)

Students in the **accelerated pathways** can expect a challenging learning environment. The curriculum delivery is designed to provide a deeper understanding of mathematical concepts and develop advanced problem-solving skills. Students delve into topics with an emphasis on abstract thinking and critical reasoning. The pace of the course is accelerated, covering more advanced material compared to the standard curriculum. Students in the accelerated pathway may have access to opportunities to be involved in regional, state, and international mathematics competitions throughout the year. In Year 9, these classes are designed for students who have a strong aptitude for mathematics and a desire to push themselves in this subject. Accelerated classes may cover the same material as regular classes, but at a faster pace and with more depth. Students in these classes can expect to engage in more independent and collaborative work and be held to higher standards of academic achievement. Overall, students should expect a more rigorous and challenging academic experience that will prepare them well for future studies and careers in mathematics and related fields.

Students in the **core pathways** can expect to cover a range of fundamental mathematics topics that provide a solid foundation for further studies. Students will build upon their understanding of concepts and the emphasis will be on developing problem-solving skills, mathematical thinking and reasoning and develop their ability to apply mathematical concepts in real-life contexts. Mathematics can be challenging but maintain a positive attitude and believing in one's ability to improve is crucial. Students in the core pathways should approach maths with a growth mindset, understanding that with effort, practice and perseverance they can enhance their skills and overall understanding.

YEAR 10 (10MA)

There are two pathways at Year 10 level – pre-ATAR and pre-General. The Semester 1 course mark and/or exam mark are used as prerequisites for Year 11 courses. In the pre-ATAR mathematics course, students can expect to encounter a curriculum that prepares them for more advanced mathematical studies in their senior years. This course aims to provide students with a solid foundation in mathematics, laying the groundwork for more advanced mathematical studies in senior years and tertiary education. It prepares students for further courses like Mathematical Methods, Specialist Mathematics and Applications Mathematics. Students delve deeper into algebraic thinking, geometric reasoning, trigonometric functions, basic concepts of calculus and explore statistical measures and probability. The course emphasises on problem-solving strategies and critical thinking. Students will be challenged with complex, multi-step problems that require analytical thinking and application of mathematical concepts. Students will develop their ability to reason mathematically, construct logical arguments, and communicate mathematical ideas effectively. The use of technology, such as graphing calculators and mathematical software, may be incorporated to enhance learning and facilitate visualisation of mathematical concepts. Overall, students should expect a more rigorous and challenging academic experience that will prepare them well for future studies and careers in mathematics and related fields.

In the pre-General mathematics course, students can expect to build upon the foundational mathematical concepts and skills that they have learned in previous years. The curriculum in this pathway typically covers a range of topics that provide a broad understanding of mathematics. Students will continue to explore algebraic concepts, geometric principles and properties, trigonometric functions and their applications, data analysis, probability, statistical measures, explore various measurement concepts and learn practical applications of financial mathematics. Students will engage in problem-solving, critical thinking, logical reasoning, through the lens of real-life applications and contexts. The use of technology, such as calculators, and mathematical software may be incorporated to facilitate learning and the exploration of mathematical concepts. Students in the pre-General course should approach maths with a growth mindset, understanding that with effort, practice and perseverance they can enhance their skills and overall understanding. Overall, students should expect a broad and well-rounded understanding of mathematics, enabling them to apply mathematical concepts and skills in various contexts. This course serves as a foundation for further studies in Mathematics Essentials and other related fields.

SCIENCE

The Year 9 and 10 Science program 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.

Science is organised into three interrelated strands:

- Science Understanding - which focuses on the important science concepts from across different areas of science - Biology, Chemistry, Earth Science and Physics
- Science Inquiry Skills - which focuses on skills essential for working scientifically and
- Science as a Human Endeavour - which focuses on the nature and influence of
- science.

Key content areas, concepts, and skills covered throughout Year 9 and 10 by all students.

- Science Understanding - Biology, Chemistry, Earth and Space Science and Physics
- Science Inquiry Skills - Questioning and predicting, planning and conducting, processing and analysing data and information and evaluating and communicating
- Science as a Human Endeavour - Nature and development of science and use and influence of science

YEAR 9 (9SC)

On the basis of Year 8 Science results, Year 9 students are placed in one of three pathways – Accelerated, Core or Essentials. In each pathway the necessary WA Curriculum coursework is the same, however, the Year 9 A stream provides an opportunity for students to be engaged in more complex scientific content and concepts while the Essentials class provides opportunities for students to focus on skill building. Students may be moved between pathways during the year and as they enter Year 10, depending on demonstrated achievement and scientific ability.

YEAR 9 (10SC)

The Year 10 Pre ATAR pathway students are accelerated through standard curriculum and extended to learn concepts within Physics, Chemistry and Biology to prepare for ATAR Science subject selection in Year 11. This provides the opportunity for students to meet prerequisites for continued studies in all ATAR subjects.

The Year 10 Pre General pathway students study a more practical science curriculum in preparation for General Science and Certificate course selection in Year 11.

TECHNOLOGIES - YEAR 9 IN 2025

CHILD CARE - (9HCC)

Through an emphasis on practical activities, students will briefly investigate the stages of child development from birth to 5 years of age. They will explore the importance of reading and play to a child's development and also focus on the roles and responsibilities of babysitters and parents. Students will be given the opportunity to explore their creativity in developing and creating toys, books and activities that will engage and interest young children. You will also explore the nutritional requirements of young children and prepare a meal that is exciting and colourful. All assessments have a practical as well as a written component.

COTTAGE INDUSTRIES (9HCI)

In this innovative course students further develop their creativity and imagination through hands on projects using the design process to learn skills and develop their interests. The focus of this course is to develop skills in a variety of craft areas. Students will be involved in the production of a range of different craft projects to suit many tastes. They will also explore the upcycling trend of creating new and innovative products from what we have lying around the home, using preloved items that are no longer needed. This also includes celebratory gifts for special occasions throughout the year. For example; chocolate making, floral art/paper craft, beading, glass painting, dream catchers and a variety of Christmas projects. The course adapts to whatever trends are happening at the time.

DESIGN (9DT) - TECHNICAL GRAPHICS

Design is about finding solutions to problems. This course provides students with the skills and knowledge to create CAD based 3D Product and Architectural designs. This is your hands-on pathway to the world of design. This course allows you to imagine, explore and create objects that people will manufacture, buy, use, and appreciate. Project work allows students to demonstrate skills, techniques and application of design principles and processes; to analyse problems and possibilities; and to develop innovative design solutions

Classroom tools - Autodesk Inventor - 3D product design and engineering software, Autodesk Revit - 3D Architectural design and engineering software, Enscape - Virtual Reality (VR) plugin for Revit, CorelDraw - vector graphics drawing, design, and presentation software, Specialist 3D printing software, Microsoft Office applications, VR hardware to view the 3D Revit/Enscape virtual drawings

Machine room facilities available for manufacturing/prototyping with which to bring designs to life include - 3D Printers, Vinyl Cutter, Milling Machine, Laser Cutter/Engraver, Vacuum Former, Acrylic Bender, Miniature Lathe, Various hand and power tools, Computer operation and organisational skills are developed as part of the overall experience.

DIGITAL GAME DESIGN (9IC)

Are you a creative person, interested in the online gaming and animation world? Then this course is for you. We live in a rapidly changing world where the progress in technology is very much dependent on the ever-increasing sophistication of the devices, driven by complex software designed to make access to information and services easier. Digital Technologies in Year 9 is designed to appeal to creative individuals who would like to move from just users of technology to creators of technological solutions. It requires you to be an independent learner, who can problem solve and look for creative solutions.

Students develop and explore the creation of interactive games and animation for mobile devices. Social issues, gaming culture and design are also investigated within the course. Some coding is also explored; however, this is not the major focus of the course. This course is perfect for creative, critical thinkers who would like to explore digital product development with a games design focus.

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 introduces the M-Bot robot. Students will learn the fundamentals of programming this robot, culminating in a major project based around the field of autonomous vehicles.

TECHNOLOGIES - YEAR 9 IN 2025

FOOD, CULTURE AND TRENDS (9HF)

This is a dynamic course exploring the most interesting areas of our current hospitality trends. It is divided into two parts, firstly students will examine factors that affect food choices and explore the advent of the celebrity chef combined with the popularity of cooking shows and how this is impacting on our food choices and habits. They will create a variety of sweet and savoury dishes influenced by our most up to date food trends. Students will also learn about the melting pot that is Western Australian society today, and the influence this has had on our cuisine. Students will examine traditional foods, equipment and recipes from the many cultures represented here. There will also be an emphasis on food choices for optimum health and sustainability. The course will culminate with a Food Festival prepared and presented by students for parents and staff.

JEWELLERY (9DJ)

This is a fun course suited to all students. It enables 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, acrylic, leather and cubic zirconia gems are used in the production of jewellery. Students may also try leather working. The course introduces ICT based technologies such as 3 D Printing and laser cutting to produce jewellery. This is a great course to do in order to develop artistic and creative ability, and teaching valuable practical skills. It provides an excellent foundation for Year 10 Jewellery and also Senior School Jewellery.

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 ready 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. 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.

Skills and procedures include:

- Spot welding and mechanically joining metal
- Bending and manipulation of sheet metal
- Lathe work such as facing, parallel and taper turning
- Brazing and electric arc welding
- 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

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. Some examples of projects in this course may include a biplane aeroplane, a toy train, a picture frame and light, or other small items. Classes are fun, engaging, and interactive. We welcome all students to come and give it a go. You may surprise yourself.

Skills and procedures include - Hand skills, machining, finishing, measuring and marking, teamwork, collaboration

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 Woodwork are considered an important adjunct to the holistic abilities required for the Technologies component of STEM education.

TECHNOLOGIES - YEAR 10 IN 2025

BUILDING & CONSTRUCTION (10DB)

This is a fun course suited to all students. This subject 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 Students are introduced to Metal Inert Gas (MIG) welding process. MIG welding – complete small exercises that assist with the introduction of MIG and demonstrate welding competency and 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, construct simple brick structures – corners and pillars and 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

CHILD CARE (10HCC)

In this course, students will study conception, development of a baby, and different birthing techniques. Students will explore products and services for new mums and babies, with an emphasis on such things as safety, sustainability, and development. Students will be engaged in a variety of practical experiences throughout the year creating mobiles, toys, growth charts and nutrition for both mum and baby. This course is an excellent introduction for further study in Child Care for the Year 11 course Children Family and Community.

CLOTHING AND FASHION (10HCF)

It does not matter if you know a lot, a little or nothing at all about sewing and making your own clothes. In this practical hands on course you will learn the basics of both hand and machine sewing building on your new skills throughout the year. Making simple articles to start with and moving to more complex garment construction as you gain knowledge, skills and confidence in your abilities. You will also explore fashion as it has changed through the years and produce a portfolio of samples and ideas along the way to showcase your understanding and skills in this topic area. You will enjoy using your imagination and creativity to design and produce garments and products to show off your fashion creations. Often the costs of new clothing can discourage students when they buy new clothes, so why not learn how to make your own more sustainable fashion statements and accessories. You will learn the fundamentals of garment construction and be encouraged to be creative in making clothes for yourself or others for special occasions or everyday wear.

CODING AND GAME DESIGN (10IP)

Digital Technologies in Year 10 is designed to appeal to creative individuals who would like to move from just users of technology to creators of technological solutions. This course is an introduction to computer coding in the context of interactive games technology. Social and ethical issues are also explored. The ability to work independently, problem solve and have a keen interest in coding are essential for a student within this course. Students program games and develop graphics using industry standard software. At the end of the course, students will have skills and knowledge to:

- Use computational thinking and the key concepts of abstraction, data collection, representation and interpretation, specification, algorithms and implementation to create digital solutions
- Confidently use digital systems to efficiently and effectively transform data into information and to creatively communicate ideas in a range of settings
- Apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and understand the impact of these systems on individuals, societies, economies and environments.

TECHNOLOGIES - YEAR 10 IN 2025

COMMERCE AND ENTREPRENEURSHIP (10IC)

A hands-on course teaching student's business skills using project based tasks to teach 21st Century skills critical in the workplace. You will develop your ability to be a critical thinker, to problem solve and to become an effective entrepreneur. Additionally, contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the businessw environment. Students will investigate business planning and use a range of information to assess and evaluate business performance with a focus on project-based learning through the Food Truck and Create a Chocolate projects. Both of these require students to use the 21C skills learned as well as integrating 3D models to create unique cholate bars. Marketing skills are developed through the Food Truck project. Students will also look at basic accounting and share trading concepts.

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. Examples of projects can include but are not limited to a Pamper pack – lip balm, eye mask, face scrub, scented candle, Mosaic, Upcycle item, Wooden Family Celebrations Calendar, Mother's Day gift, Valentine gift and a variety of Christmas crafts. There is a degree of flexibility in activity options depending on students' interest and up to date
trends.

DESIGN - (10DT) - TECHNICAL GRAPHICS

Design is about finding solutions to problems. This course provides students with the skills and knowledge to create CAD based 3D Product and Architectural designs. This is your hands-on pathway to the world of design. This course allows you to imagine, explore and create objects that people will manufacture, buy, use, and appreciate. Project work allows students to demonstrate skills, techniques and application of design principles and processes; to analyse problems and possibilities; and to develop innovative design solutions. This course provides an excellent foundation for students wishing to do Design in Senior School as either Design General or Design ATAR.

Classroom tools - Autodesk Inventor - 3D product design and engineering software, Autodesk Revit - 3D Architectural design and engineering software, Enscape - Virtual Reality (VR) plugin for Revit, CorelDraw - vector graphics drawing, design, and presentation software, Specialist 3D printing software, Microsoft Office applications, VR hardware to view the 3D Revit/Enscape virtual drawings Machine room facilities available for manufacturing/prototyping with which to bring designs to life include - 3D Printers, Vinyl Cutter, Milling Machine, Laser Cutter/Engraver, Vacuum Former, Acrylic Bender, Miniature Lathe, Various hand and power tools, Computer operation and organisational skills are developed as part of the overall experience.

EASY ENTERTAINING (10HF)

Easy Entertaining examines food as a symbol of hospitality and involves students planning and preparing food for social occasions. It develops the student's skills in more specialised food preparation and formal entertaining, culminating in the students being involved in preparing food for sale. They will explore recipes that are suitable for formal functions and how they can be combined when organising events. Exploring how they can produce innovative and creative menus that would be suitable to share with family and friends. Working as part of a team they will experience working in the commercial kitchen, giving them a taste of what it is like to do the Certificate II Hospitality operations course in Years 11 and 12. Australia is experiencing an explosion of Cafes and casual eateries. Students will explore this trend, gaining hands-on experience creating recipes that are suitable to be served in a café. Emphasis will be placed on exploring preparation and presentation techniques of food. Students will be introduced to the use of a commercial coffee machine, developing basic barista skills, when studying the "café culture" aspect of this course.
All students will need to provide their own containers to take food home in.

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. This will be complemented with the construction of more complex circuits involving the use of computer design.
Module 4 will cover the use of the programmable microcontrollers, Arduino, in the development and construction of a series of projects, culminating in an open-ended project such as the LED cube.

TECHNOLOGIES - YEAR 10 IN 2025

FURNITURE WOODWORK (10DW)

In this course students are exposed to more advanced furniture making techniques using traditional and modern joining methods. There is a strong emphasis on the safe use of machines and power tools. Projects that have been offered in this course include a ukelele, an occasional table, a clock, the creation of lights with simple 12V wiring skills, and a community based project creating a wooden rocking horse in small teams. The rocking horse projects have been donated to The Autism Association of WA, Anglicare, DCPFS, special education learning centres and women's and children's refuges in the local area previously. Students have the opportunity to work as a team, putting their skillset to good use and receiving recognition and appreciation from the centres. This course is an excellent introduction to furniture making and gives students an excellent preparation for Year 11 and 12 Woodwork Technology course.

Skills and procedures include - Hand skills, machining, finishing, measuring and marking, teamwork, collaboration 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.

JEWELLERY TECHNOLOGY (10DJ)

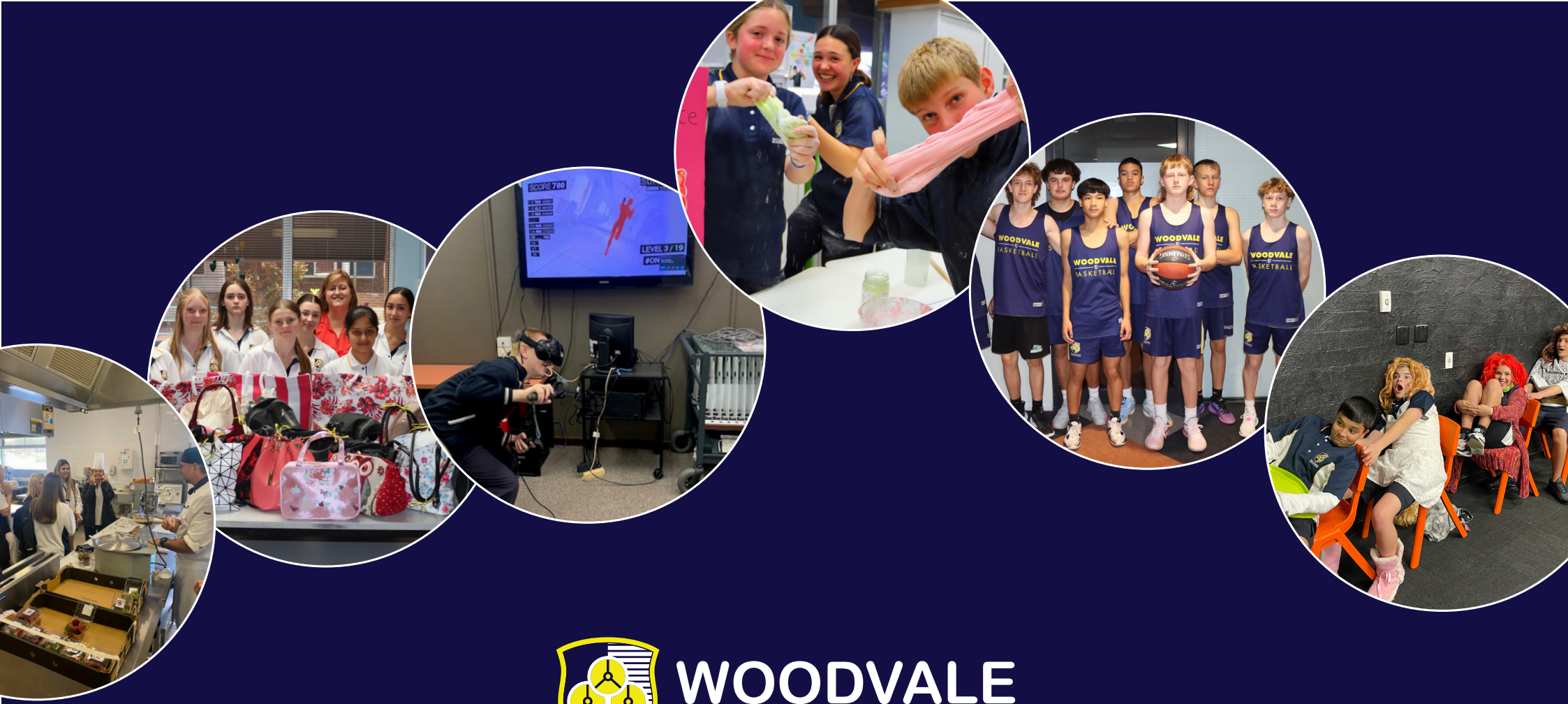
This course provides students with the opportunity to create exciting pieces of Jewellery in a fun, creative environment. There is a mix of set projects, and pieces requiring some individual design. Students also have the opportunity to make a fantastic pen with gold or chrome fittings. Jewellery. Processes 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, 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.

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 and pneumatic tools. We are also able to utilise ITC in metalwork through the use of a computer assisted plasma cutting machine, which cuts out various shapes e.g. car body outlines from a variety of metal types and thicknesses. This adds a new dimension of interest to this fun and engaging course.



WOODVALE SECONDARY COLLEGE

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