Lake Joondalup Baptist College

2016

Year 10

Subject Handbook
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Welcome to the 2016 Year 10 Subject Handbook

Year 10 is the start of Senior Secondary school and the time for students to invest wisely in their future. The expectations of staff are that students studying the Year 10 academic program will understand the consequences of efforts in Year 10 on determining course choices in Years 11 and 12. We advise Year 10 students to maximise their options by ensuring that, from the start of Year 10, they are achieving to the best of their ability in order to attain the pre-requisite grades needed to enter specific courses for Years 11 and 12 and, thereby, preparing for the requirements of the WACE.

The purpose of this handbook is to provide students with information about the academic subjects that are provided in the curriculum suite for Year 10 at Lake Joondalup Baptist College. All Learning Areas have contributed to this handbook as has the Curriculum Administrative Team.

Students in Year 10 are currently studying a combination of subjects that are aligned with either the incoming Australian Curriculum or the current Curriculum Framework. Students at the College are gradually transitioning from the Curriculum Framework to the Australian Curriculum. The Australian Curriculum is a national initiative and will gradually be implemented across all states and territories in Australia. At Lake Joondalup Baptist College, Phase 1 of the three Phase process has been implemented. Phase 2 and 3 are due to be implemented by 2017. Teachers at the College continue to trial Phase 2 and 3 subjects particularly where that content aligns seamlessly with the current Curriculum Framework.

Currently, English, Mathematics, Science, History, Career Education, Christian Education, Health and Wellbeing and Physical Education are compulsory subjects for 2016. Subjects that provide students with electives from which to choose, come from the Learning Areas of The Arts, Technologies, Humanities, Health & Physical Education and Languages (Languages other than English).

We encourage our students to choose wisely from the electives available and to commit to the compulsory subjects, in order to best prepare their academic foundations for the rigour of Years 11 and 12. Year 10 is the gateway to higher studies and the last stop for the choices that will determine future pathways. It is also important for students to accept their position as senior students and, therefore, as role models to younger students in the College.

We wish our students well as they pursue their academic goals.
The Curriculum Framework

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

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

These experiences are called ‘learning opportunities’.

Outcomes of Learning

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

Some outcomes are compulsory and will be present in every subject taken in Year 10. The 13 compulsory outcomes are called the ‘Overarching Learning Outcomes’ and are listed on the next page.

Outcomes, which relate to specific subjects only, are called ‘Learning Area Outcomes’ and are shared by all the subjects that belong to the same Learning Area.

Ten Learning Areas at LJBC

- The Arts
- English
- Christian Education
- Health & Physical Education (incorporating Health and Wellbeing)
- Languages other than English (Japanese and French)
- Mathematics
- Science
- Humanities
- Technologies
- Career Education

Learning Enhancement (Additional Support)
Christian Values and Community Focus

All Learning Areas at Lake Joondalup Baptist College have the following aims embedded within teaching and learning programs:

- To provide a community founded on Christian values within which a student's full potential (intellectual, emotional, physical, spiritual, cultural, social) can be developed
- To encourage, enhance and develop numeracy and communication skills necessary for continued learning and personal growth throughout life
- To encourage a valuing of the local, global and universal environment, in order to adopt responsible attitudes towards our stewardship of it
- To provide opportunities for developing respect for others and their points of view, the ability to work cooperatively and collaboratively, and for service to others as an expression of responsible citizenship
- To equip students with an appreciation of their own worth and the value of others
- To develop in students the confidence and ability to make decisions about all aspects of life, including vocational pursuits
- To help students deal creatively with economic and social realities.

Overarching Learning Outcomes

The thirteen compulsory overarching outcomes are listed below:

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

During 2016, some learning areas, other than Phase 1 of the Australian Curriculum, are embedding content from the Australian Curriculum into Year 7 to 10 subjects in order to enhance the teaching and learning programs as teachers prepare students for the rigours of Years 11 and 12. Years 7-10 in 2016 will be fully immersed in the Australian Curriculum for Phase 1 subjects. A tentative plan for all the subjects in Phases 1, 2 & 3 is indicated below. Phase 1 curriculum preparations for English, Mathematics, Science and History are now complete and have been adopted and endorsed by the West Australian Government, however, Phases 2 and 3 are yet to be finalised in terms of hours of tuition and expectations for study till the end of Year 10. The table below shows the expected projections, but these may be subject to change for Phases 2 and 3 once specific curriculum deliberations at a state and national level are resolved. Please note that discussion around the teaching of Humanities is currently occurring at a state level and may require that students once again cover the range of disciplines associated with this learning area as compulsory components of the Curriculum from 2017 onwards.

**Table indicating projected subject expectations for the Australian Curriculum:**

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Phase</th>
<th>PP – 4</th>
<th>5/6 – 8</th>
<th>9/10</th>
<th>11/12</th>
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<tr>
<td>English</td>
<td>1</td>
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<td>Mathematics</td>
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<td>Science</td>
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<td>History</td>
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<td>Geography</td>
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<tr>
<td>Economics and Business</td>
<td>3</td>
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<tr>
<td>The Arts</td>
<td>2</td>
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<tr>
<td>Languages</td>
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<td>Health &amp; Physical Education</td>
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<tr>
<td>Civics &amp; Citizenship</td>
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</tbody>
</table>

**All Students**: OPTIONAL for students, SIGNIFICANT EXPOSURE

**NB**: Languages are projected for optional study in Years 9 and 10. Incentives from universities to add a bonus 10% to the score of students studying Languages for their WACE till the end of Year 12 currently exists.
Compulsory Online Literacy and Numeracy Test (OLNA)

To achieve a WACE from 2016, students will need to demonstrate a minimum standard of literacy and numeracy, either through prequalifying by achieving Band 8 or higher in reading, writing and numeracy in their Year 9 NAPLAN or through the Online Literacy and Numeracy Assessment (OLNA).

The minimum literacy and numeracy standard is the skills regarded as essential to meet the demands of everyday life and work. These are described in Level 3 of the Australian Core Skills Framework. There are three online assessment components in the OLNA – reading, writing and numeracy. The reading and numeracy components each comprise 60 multiple-choice questions; the writing component is an extended response of up to 600 words. Students are allowed 60 minutes for each assessment.

Opportunity to sit OLNA: When (Years 10, 11 and 12)

All Year 10 students at Lake Joondalup Baptist College will sit the OLNA for the first time in March 2016. Students who do not demonstrate the required standard in one or more of the three components will be given further opportunities to do so at stipulated times during the school year until the end of Year 12.
Electives Selection

Apart from the compulsory subjects in Years 7-10, students in Year 10 may choose electives within their curriculum. From the choices made by students, it will be determined whether an electives class will run and the number of classes that will run. If an electives class does not run, or is full, the next available electives class in order of a student’s preference will be considered for that student. It is recommended that students consider their choices of electives in terms of choosing an overall education package with respect to providing substantial curriculum foundation for the senior years ahead. Students should also consider the courses they choose with regards to what they know they are most interested in.

In Year 10, students choose three electives and two reserves. There may be fees associated with some of these electives.

Year 10 Electives Selection 2016

You will be asked to enrol for these subjects via the web using Web Preferences. All students will be issued with an information sheet explaining the process and the minimum requirements with regards to access to the site. This information is specific to each student and will give them their individual student access code and password. It is important that this information sheet be kept safely and students should choose their electives in conjunction with their parents or guardians.

If you do not have the required capacity to enrol at home, then students may do this at school in the Library at lunch time. If you have problems with your password, please see Mr van Aswegen or Mr Theunissen in Student Services, otherwise all other enquiries must be presented to the Curriculum Office. A copy of the printed form must be signed by the student and parent/guardian, and then returned to the electives box in the Curriculum Office. Students should not attempt to enrol in their electives during class time.

Cut-off date:
Sunday 16 August 2015

You must select a total of three (3) electives plus two (2) reserve options by the above date. At least two of those electives must be selected from two different Learning Areas.

Reserve options
While every effort will be made to accommodate your subject options, it is more than likely that some students will miss out on some of their preferences because there are not sufficient numbers to run a class or the class clashes with a higher ordered preference option. Therefore some thought should go towards reserve options so that a place can be reserved in that class in the case of a student missing out on their first preferences. The order of choosing the subject is important and you should give consideration to which subjects are highly desirable for you to study.

Please note
There are only five (5) attempts permitted for subject selection on Web Preferences before the cut-off date. You will need to consult the Course Handbook and discuss your selections with your parents before entering your selections.
Additional Compulsory Subjects

Christian Education
At LJBC we meet all students where they are at with their faith and we endeavor to support their progress in their spiritual walk with God from there. We create an environment where students feel comfortable and encouraged to approach their teachers to ask questions, in a non-threatening atmosphere. During the weekly Christian Education lesson, students are informed and educated of the teachings of the Bible and Christianity. Students are given the opportunity to talk about a variety of contemporary and age relevant issues that help to establish their own moral and value systems. In Christian Education we share the vision motto of the College derived from Micah 6:8 is ‘Seek Wisdom, act Justly and love Mercy’.

Christian Education during upper secondary years focus on the teachings of Jesus and what we can learn from his dealings with people and his reactions to a variety of circumstances. Students have the opportunity to discuss complex ethical and life issues and are introduced to different world religions and how they compare to Christianity. Social justice carries into the upper secondary years where students explore issues like and ethical trading and injustice in the world.

Associated fees/subject levy
$20.

Health and Wellbeing
Health and Wellbeing is compulsory for all senior secondary students and aim to provide the knowledge and skills to live a healthy lifestyle and enhance the wellbeing of those around them. Students will consider risks, analyse decision making processes, learn how to promote positive mental health and explore aspects of healthy relationships.

Associated fees/subject levy
$25.
Curriculum Team

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

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

Dean of Studies
Penny Houghton

Secondary Curriculum Manager
Kimberly Eyre

Learning Technologies Manager and Secondary Curriculum Administration
Limpie van Aswegen

Head of Learning Area – Technologies and Secondary Curriculum Administration
Daniel Theunissen

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<td>Tracy Pender</td>
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<td>Christian Education</td>
<td>Talita van Tonder</td>
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<td>Jane Ward</td>
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<td>Ryan Verge</td>
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<td>Learning Enhancement</td>
<td>Sonja van Aswegen</td>
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<td>Mathematics</td>
<td>Lynne Smith</td>
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<td>Science</td>
<td>Peter Wong</td>
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<tr>
<td>Technologies</td>
<td>Daniel Theunissen</td>
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The Arts

Year 10 Dance

Subject description
The Dance course acknowledges the interrelationship between practical and theoretical aspects of dance, the making and performing of movement and the appreciation of its meaning. Through decision making in individual and group work, students use a wide range of creative processes, such as improvisation and the use of choreographic elements, to create dance works. They also learn how dance styles and forms are historically derived and culturally valued. Through dance, students experience an intrinsic sense of enjoyment and have an opportunity to achieve a high level of movement skills. They will undertake research projects and sit an examination as part of their preparation for Year 11 and Year 12 Dance. Students will also work on dance items, which they will perform to a variety of audiences. The course runs for the full academic year.

Assessment types
Theory based assessments include research investigations and written responses to professional dance. Practical assessments include choreography and dance performance across a variety of dance styles.

Prerequisite
None.

Associated fees/subject levy
$70. Additional costs may include excursions to professional dance performances.

Pathways
Leads to General or ATAR Dance in Year 11. Career pathways include dancing, choreography, teaching, arts management/administration, media, production/stage management, production design, marketing and advertising.

Enquiries
Ms Tracy Pender – Head of Learning Area – The Arts
Year 10 Drama

Subject description
Designed for students who are aiming for either TAFE or university entrance. Students will gain a solid foundation in drama elements and in production skills to prepare them for either Year 11 or Year 12 General or ATAR courses. This course offers a balance of practical and theory and is suitable for students who are keen performers and communicators and who are interested in theatre, acting and theatre production. Students will be able to unleash creativity through different roles in costume design, stage management, lighting, sound and set design.

Class work includes:
• Performing a script
• Creating a script
• Creating and rehearsing scripted performances
• Viewing and responding to theatre productions
• Researching styles of theatre, including Elizabethan theatre and Epic theatre
• Working with lights, sound, costume and front of house
• Extended improvisation skills
• Putting on a class production

Students will complete a unit of work on each of the following areas: Australian Drama and Shakespearean Drama. The course will enhance the student’s study of English and help improve critical and creative thinking and confidence, whether working individually or as a team. Students will gain experience through different roles and responsibilities, which will teach them creative problem solving and group work skills. Students will engage in workshops with professional actors as well as incursions and excursions in a variety of drama styles.

The course runs for the full academic year.

Assessment types
Theory based assessments include research investigations and written responses to professional drama productions.
Practical assessments include production assessments, including original and scripted performances and performing a production role (i.e. director, stage manager, publicity).

Recommendation
Minimum ‘C’ grade in Year 9 Drama or by permission of Head of Learning Area.

Associated fees/subject levy
$70 (includes some excursion/incursion/workshop costs).

Pathways
Leads to General or ATAR Drama in Year 11.
Career pathways include: acting, directing, arts and events management, arts administration, production/stage management, writing, marketing and advertising, arts education, law, management and personnel services, production design (sound, lighting, costume, and set), stage management, front of house management, radio presenting, drama therapy, public relations, occupational therapy, writing, journalism, teaching drama, lecturing at university, theatre critique and arts education.

Enquiries
Ms Tracy Pender – Head of Learning Area – The Arts
Year 10 Media

Subject description
Designed for students who are aiming for either TAFE or university entrance. Students will gain a solid foundation in media concepts and in production skills to prepare them for either Year 11 or Year 12 General or ATAR Media Production and Analysis courses. This course offers a balance of practical and theory and is suitable for students who are interested in photography, making films and TV programs, analysing and writing about the media and working in teams.

Class work includes:
- DSLR photography techniques
- Portrait photography
- Remaking scenes from famous films
- Devising and filming an original scene for a movie
- Creating a sitcom opening sequence

Students will complete a unit of work on each of the following areas: photography, film and TV and will develop an understanding of codes and conventions, filming and editing skills and how to deconstruct professional media products to interpret meaning. The course will complement the study of English and help students gain confidence and problem-solving skills. The course runs for the full academic year.

Assessment types
Theory based assessments include research investigations and written responses to professional media productions.
Practical assessments include production assessments, including portrait photography, film scenes and TV production.

Recommendation
Minimum ‘C’ grade in Year 9 English or by permission of Head of Learning Area.

Associated fees/subject levy
$70 (includes some excursion/incursion costs).

Pathways
Leads to General or ATAR Media Production and Analysis in Year 11. Career pathways include marketing and promotions, multimedia design, photography, music video directing, game design, documentary filmmaking, TV camera operation, sound recording/editing, television production, television presenting, radio production, journalism, public relations, advertising or acting.

Enquiries
Ms Tracy Pender – Head of Learning Area – The Arts
Year 10 Music

Subject description
In the Music course, there will be a range of music styles and genres studied, covering classical, contemporary and jazz contexts. Students will expand their practical music skills through rehearsal and performance, explore the various musical styles, develop a higher understanding of harmony and analysis and extend their aural listening skills. This course will provide students with essential knowledge and skills to further their music education in Years 11 and 12, ultimately providing students with skills for a tertiary/university pathway. The course runs for the full academic year.

Minimum standards for success
A ‘C’ grade in Year 9 Music or a clearance from the Director of Music if Year 9 Music was not undertaken; satisfactory skills on own instrument or vocal ability and ‘C’ grade in Year 9 English. Weekly individual lessons on own instrument.

Assessment types
- Performance skills
- Aural skills
- Creativity
- Theory and notation – An AMEB examination may be completed
- Literature
- Music skills

Written assessments 50%
Practical assessments 50%

Effort and application are essential to the success of this course.

Recommendation
Minimum ‘C’ grade in Year 9 English or by permission of Head of Learning Area.

Associated fees/subject levy
Subject levy – $80.
AMEB exam fee – $67.

Homework and study expectation
A self-motivated study program, including listening to set repertoire, daily practise on voice or instrument and keeping up-to-date with set tasks and homework is expected.

Pathways
Students showing particular aptitude in Music studies in Year 10 can choose the General or ATAR Music course in Year 11 and Year 12 if they meet the prerequisites. Professions include professional musician (jazz, rock, alternative, classical), music teacher, specialist instrument tutor, TAFE or university lecturer, specialist recording artist, session musician, composer, jingle writing/company movie sound track composer, music event coordinator, sound engineer, booking agent, artist/band manager.

The study of this course promotes creative thinking and improves mathematical reasoning skills.

Time off campus
One full day, plus various opportunities will arise for students to attend concerts/performances and workshops around the metropolitan area.

Enquiries
Ms Tracy Pender – Head of Learning Area – The Arts
Mrs Tammy van der Nest – Director of Music

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Year 10 Visual Arts

Subject description
Within contemporary society there is an increasing value placed on visual imagery and critical and creative thinking skills. Students will develop these valuable skills through both practical and theory work. The Year 10 course builds on the basic skills taught in Year 9 Visual Arts, as well as exposing students to many different art forms including painting, ceramics, printmaking, drawing, graphics, sculpture, mixed media and theoretical concepts.

Students will also have the opportunity to exhibit their work in the annual art exhibition. The course is divided into two content areas: art making (production) and art interpretation (investigation and analysis).

This course would be suited to students wishing to pursue practical art projects, as well as those who have an interest in developing their understanding of the arts as a whole. Written assignments and the exam will be based on the theory content covered during the year.

Class work can include:
• Drawing according to a certain theme
• Constructing a clay sculpture
• Painting onto a canvas
• Printmaking using various techniques
• Developing a mixed media piece
• Viewing and responding to artworks
• Researching a famous artist

Assessment types
Production 70%
Investigation 10%
Analysis (includes exam) 20%

Recommendation
Minimum ‘C’ grade in Year 9 English and Year 9 Visual Art or by permission of Head of Learning Area.

Associated fees/subject levy
$100 (includes some incursion/excursion costs).

Pathways
Students showing particular aptitude in Visual Arts in Year 10 can choose from either the General or ATAR Visual Arts courses in Years 11 or 12 if they meet the prerequisites. Career pathways include architecture, advertising, animation, illustrating, graphic/web design, interior design, fashion and textile design, curating, arts event coordination, theatrical costume making and design, photography, make-up art and other professions requiring drawing or creative thinking skills.

Time off campus
Students may attend one or two full-day excursions and partake in workshops with professional artists.

Enquiries
Ms Tracy Pender – Head of Learning Area – The Arts
Careers

Year 10 Careers

Subject description
This course is compulsory for all Year 10 students.

The focus is ‘exploring my world and its connections’ and entry-level work readiness. Students recognise themselves as part of a network of people and organisations and identify who can help with school-to-work transitions. Students will complete the Career Voyage, JIGG-CAL program.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Content</th>
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<tbody>
<tr>
<td>Career and Enterprise concepts</td>
<td>Students understand factors that underpin career development and learning opportunities. Students understand how workplace practices and procedures influence career development.</td>
</tr>
<tr>
<td>Career and Enterprise investigations</td>
<td>Students collect and organise information to investigate career development opportunities.</td>
</tr>
<tr>
<td>Career development in a changing world</td>
<td>Students understand how aspects of the changing world, including technologies, society, beliefs, values and attitudes, impact and influence career development opportunities.</td>
</tr>
<tr>
<td>Being enterprising</td>
<td>Students use self-management, planning and organisational skills. Students will further develop communication, technology and teamwork skills.</td>
</tr>
</tbody>
</table>

Assessment types
Investigation
Response

Prerequisite
None.

Associated fees/subject levy
$25.

Pathways
Year 11 Career and Enterprise, ATAR.
Year 12 Career and Enterprise, ATAR.
Students entering the CareerLink program in Year 11 will study Career and Enterprise, General.

Time off campus
Students attend a compulsory week of Work Experience in Term 2, 2016.

Enquiries
Mr Lynton Smith – Head of Learning Area – Career Education
Year 10 English

Subject description
English is compulsory for all Year 10 students. For 2016, we will continue to follow the Australian Curriculum. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. The outcomes are based on three strands of language, literature, and literacy to focus on developing students’ knowledge in reading, viewing, writing, speaking and listening as they develop functional and critical literacy skills. Typical texts include poetry, prose, popular culture texts and film. English provides the opportunity for students to read, view, speak, write, create and reflect upon a variety of texts. It also provides instruction so students will understand how Standard Australian English works in its spoken and written forms. Students are placed in General classes with an Extension class being offered to students with higher ability levels in this subject. Students who have been identified as having difficulties in English will be provided with additional support within their class.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Content</th>
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<tbody>
<tr>
<td>Language</td>
<td>Students learn about language variation and change, language for interaction, text structure and organisation, expressing and developing ideas and developing an understanding of grammatical and word knowledge.</td>
</tr>
<tr>
<td>Literature</td>
<td>Students will learn about literature and context, how to respond to literature both in writing and speaking and how to examine literature and create literature.</td>
</tr>
<tr>
<td>Literacy</td>
<td>Students will comprehend texts through reading and viewing a variety of texts. Students will create texts through speaking and writing.</td>
</tr>
</tbody>
</table>

Assessment types
Students will demonstrate their achievement across the range of language modes in response to texts read and viewed. They will create imaginative and analytical texts along with oral presentations and formal examinations.

Prerequisite
None.

Associated fees/subject levy
$50.

Pathways
It is necessary that a student wishing to study ATAR courses for English or Literature in Year 11 achieve a minimum of 65% in Extension or General Year 10 English. Career pathways for English are numerous and some guidelines are law, education/teaching, business, medicine and journalism.

Enquiries
Mrs Jane Ward – Head of Learning Area – English
Extension Program

Year 10 Future Problem Solving

This course is offered by invitation from the Learning Enhancement Centre.

Subject Description

Future Problem Solving is an international educational program that focuses on the development of critical, creative and futuristic thinking skills. In particular, it centres on the skills of problem identification and positive solutions to those problems and encourages students not only to analyse and synthesise the information they have before them, but to express their ideas in a cohesive, fluent manner. It challenges students to apply their imagination and thinking skills to some of the significant scientific, economic and social issues facing both the world of today and the future, equipping them with the skills and vision needed to anticipate, comprehend and solve problems associated with these issues and helping them to have a positive impact on and in the society of the future.

In Semester 1, students work in teams of four to six students and learn to address complex scientific, economic and social problems of the future through the use of a creative and comprehensive problem solving process.

In Semester 2 students are engaged in a wide range of thinking strategies that cut across traditional curriculum boundaries and extend the way their brain thinks such as Inquiry Based Learning, De Bono’s Thinking Hats, Productive Thinking and Thinker’s Keys. Finally, students will also be introduced to Critical Reasoning as part of Philosophy and Ethics. Students learn how to think more clearly about ideas, how to engage in arguments and to argue well.

Outcomes

Students involved in Future Problem Solving are challenged and motivated to:

- Think more creatively by becoming involved in activities to increase flexibility, fluency, originality and elaboration of their thinking
- Develop research skills needed for the collection of data from past and contemporary sources
- Relate effectively with others as members of a small, cohesive team
- Improve oral and written communication skills for the better understanding of their ideas by others
- Become interested in the future since this is where they will spend the rest of their lives
- Solve problems by learning and effectively using a six-step, creative problem solving process
- Think critically and analytically
- Develop thinking strategies

Assessment

In Semester 1, students explore three topics. After thoroughly researching a topic, students analyse a one-page future scenario, which describes a situation that looks at a specific area of the broader topic. This future scenario is normally set about forty years in the future. The students then engage in a six-step problem solving process and write up their analysis using a special booklet proforma. The completed booklets are mailed to accredited, external evaluators who score the work and return it with both praise and suggestions for improvement. The third topic is competitive and must be completed within two hours. The top scoring teams receive invitations to participate in the Australian final, which is held in October; winning teams are invited to attend the International Future Problem Solving Conference.

Students will also be assessed on research tasks, individual written responses and group activities.

Recommendation

By invitation only.
Associated fees/subject levy
$60.

Enquiries
Mrs Sonja van Aswegen – Head of Secondary Learning Enhancement
Health & Physical Education

Year 10 Physical Education

Subject description
Physical Education is compulsory for all Year 10 students and provides the opportunity to participate in recreational activities that will lead to life-long healthy habits. By understanding the dimensions of health and how they are affected by health determinants, students will be able to make ongoing healthy decisions. Practical activities and sports will be used as a medium for developing interpersonal and self-management skills.

Assessment types
Moving our Body 20%
Understanding Movement 20%
Learning through Movement 20%
Interpersonal Skills 20%
Self-Management Skills 20%

Prerequisite
None.

Associated fees/subject levy
$90.

Pathways
Physical Education enables students to apply the knowledge and skills learnt to their present lifestyle. The subject also provides prerequisite knowledge for students wanting to work or pursue further study in sporting, fitness, health and medical related fields.

Enquiries
Mr Casey Ellery – Head of Learning Area – Health & Physical Education
Mr Joel Smith – Health & Physical Education Teacher
Year 10 Physical Education Studies

Subject description
Physical Education Studies aims to provide students with the opportunity to compete and develop in sporting activities. Students will be introduced to the body’s anatomical and physiological systems, which enable them to extend their knowledge of the effectiveness and efficiency of their performance as team members/individuals. Practical activities and sports will also be used as a medium for developing interpersonal and self-management skills.

Assessment types
Investigation 30%
Practical 50%
Response 20%

Recommendation
Preference for a ‘B’ grade in Year 9 Special Physical Education or by permission of the Head of Learning Area.

Associated fees/subject levy
$150.

Pathways
Physical Education enables students to apply the knowledge and skills learnt to their present lifestyle. The subject also provides prerequisite knowledge for students wanting to work or pursue further study in sporting, fitness and medical related fields. The course leads to Physical Education Studies, ATAR in Year 11.

Enquiries
Mr Casey Ellery – Head of Learning Area – Health & Physical Education
Mr Kyle Barker – Health & Physical Education Teacher
**Year 10 Outdoor Education**

**Subject description**
The focus for Outdoor Education is experiencing the outdoors. Students are introduced to outdoor activities where they can develop and improve their technical skills and apply appropriate practices to ensure safe participation in surfing and abseiling related activities. Students will have the opportunity to demonstrate these skills on a day trip and an overnight expedition. Practical activities will also be used as a medium for developing interpersonal and self-management skills.

**Assessment types**
- Investigation: 15%
- Performance 1: 30%
- Performance 2: 25%
- Response: 30%

**Recommendation**
Preference for a ‘B’ grade in Year 9 Outdoor Recreation or by permission of the Head of Learning Area.

**Associated fees/subject levy**
$315.

**Pathways**
Outdoor Education enables students to apply the knowledge and skills they have learnt to their present lifestyle. The subject also provides prerequisite knowledge for students wanting to work or pursue further study in outdoor recreation related fields. The course leads to Outdoor Education, ATAR in Year 11.

**Enquiries**
Mr Casey Ellery – Head of Learning Area – Health & Physical Education
Year 10 Health Studies

Subject description
The focus for Health Studies is personal health. Basic concepts, models and frameworks will be introduced to determine health and characteristics necessary for good health. Influences on personal health, factors that enable and reinforce healthy behaviours and approaches to improving health are explored. Health Studies is a highly theoretical course that provides a good foundation for students pursuing ATAR Health Studies in Years 11 and 12.

Assessment types
Production 35%
Inquiry 30%
Response 35%

Prerequisite
None.

Associated fees/subject levy
$120.

Pathways
Year 10 Health Studies provides prerequisite knowledge for students wanting to work or pursue further study in health and medical related fields. The course leads to Year 11 ATAR Health Studies.

Enquiries
Mr Casey Ellery – Head of Learning Area – Health & Physical Education
Mrs Andrea Orlowsky – Health & Physical Education Teacher
Languages

Year 10 French

Subject description
Students will develop a deeper understanding of Francophone people and their culture and will continue to build their skills in speaking, listening, reading and writing in French. Students will learn to communicate through a variety of different activities, such as bookwork, web-based learning using the Language Perfect and Quizlet websites and games. Students will watch French films and participate in excursions and incursions. In addition, there is the opportunity to participate in a tour to France in 2017.

The topics studied are:
- The World of Youth (comprising talking about yourself, socialising with a French family, youth culture in Francophone countries, communicating in a modern world)
- The Francophone World (comprising planning a trip to a French-speaking country, regions of France, daily life in a French-speaking family, our French connections)

Outcomes and Assessment types
As part of the Western Australian Curriculum Framework, the Languages learning area has a focus on the following outcomes:
- Cultural understanding
- Language learning strategies
- The system of target language

These outcomes are demonstrated through assessing the following skills:
- Oral interaction
- Listening and responding
- Viewing, reading and responding
- Writing

Texts
Allez! 2 Grammar and Skills Workbook (ISBN 9780 198395034)
Collins French Dictionary and Grammar (ISBN 9780007484355)
Additional materials will be supplied

Prerequisite
Minimum 60% in Year 9 French, or by permission of the Head of Learning Area.

Associated fees/subject levy
$100 (this includes the annual subscription to the Language Perfect website).

Pathways
The course leads to French ATAR in Year 11.
Career pathways from studying French include business and commerce, tourism and hospitality, engineering, teaching or linguistic studies.

Enquiries
Mrs Catherine Campbell – Head of Learning Area – Languages
Miss Sylvie Bloudeau – French Teacher

This is subject to change as advised by SCSA.
Year 10 Japanese

Subject description
Students will develop a better understanding of Japanese people and their culture and feel encouraged in their attempts to speak, listen to, read and write in Japanese. Students learn to communicate through a variety of different activities, such as bookwork, web-based learning using Language Perfect, games and interaction with Japanese assistant teachers. Students will watch Japanese films and have lunch at a Japanese restaurant mid-year. In addition, there is an opportunity to participate in a tour to Japan in Years 10, 11 and 12.

The topics studied are:
- Teenagers (Around me, School life, daily life and family relationships)
- Neighbourhoods (out and about, exploring Japan and Japanese homes)

The course runs for the full academic year.

Outcomes and Assessment types
As part of the Western Australian Curriculum Framework, the Languages learning area has a focus on the following outcomes:
- Cultural understanding
- Language learning strategies
- The system of target language

These outcomes are demonstrated through assessing the following outcomes:
- Oral interaction
- Listening and responding
- Viewing, reading and responding
- Writing

Texts
Students are given booklets produced by Japanese teachers in Perth. There are no other text books required, however, students will need to purchase a dictionary, which will be used into Year 12.

Prerequisite
Minimum 60% in Year 9 Japanese, or by permission of the Head of Learning Area.

Associated fees/subject levy
$100 (this includes the annual subscription to the Language Perfect website).

Pathways
The course leads to Japanese, ATAR in Year 11.
Career pathways from studying Japanese include business and commerce, tourism and hospitality, engineering, teaching or linguistic studies.

Enquiries
Mrs Catherine Campbell – Head of Learning Area – Languages
Mrs Kanako Matsuo and Mrs Aimee Webber – Japanese Teachers

This is subject to change as advised by SCSA
Mathematics

Year 10 Mathematics

Subject description
Mathematics is compulsory for all Year 10 students. There are three levels to suit the ability and needs of students: Extension, General and Foundations. In 2016, the course will be based on the Australian Curriculum, with some adjustments to take into consideration the prior knowledge required for the WACE Courses of Study in Year 11 and 12.

Students are provided with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry and Statistics and Probability.

The numeracy capabilities that all students need in their personal, work and civic life are developed and students are provided with the fundamentals on which mathematical specialties and professional applications of Mathematics are built.

Students in the Mathematics Learning Area are encouraged to:

- be confident and creative users and communicators of Mathematics, who are able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry and Statistics and Probability
- recognise connections between the areas of Mathematics and other disciplines and appreciate Mathematics as an accessible and enjoyable discipline to study

Students will be placed into levels according to their performance and movement between levels is possible. It is desirable that students work at a level that is both challenging and at which they can succeed and gain confidence in their ability to achieve. If there are any questions relating to the placement of your child, please contact your child’s Mathematics teacher or Mrs Lynne Smith, the Head of Learning Area – Mathematics.

Required equipment
Students in the Extension and General levels will require a CAS TINspire calculator, which they will use to develop their CAS calculator skills in preparation for the Year 11 and 12 courses.

Assessment types
Students will be assessed through investigative tasks, tests and examinations at the end of each semester.

Prerequisite
None.

Associated fees/subject levy
$72 (includes subscriptions to the Mathletics and Mathspace on-line programs).

Pathways
Please see table on next page.

Enquiries
Mrs Lynne Smith – Head of Learning Area – Mathematics
<table>
<thead>
<tr>
<th>Pathways</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Career opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extension Learning Area Achievement ‘A’</td>
<td>Mathematics Specialist Units 1 and 2 and Mathematics Methods Units 1 and 2</td>
<td>Mathematics Specialist Units 3 and 4 and Mathematics Methods Units 3 and 4</td>
<td>Commerce/business, computing, engineering (may be expected to have also studied Mathematics: Specialist), metallurgy, informatics, biophysical science, physics, nanotechnology, geophysics, dentistry, podiatry, medicine and surgery, animal science.</td>
<td></td>
</tr>
<tr>
<td>Extension Learning Area Achievement ‘A’ or ‘B’ grade</td>
<td>Mathematics Methods Units 1 and 2</td>
<td>Mathematics Methods Units 3 and 4</td>
<td>Commerce/business, computing, mine technology, geology, agriculture, biomedical science, health science, economics, chiropractic science, psychology.</td>
<td></td>
</tr>
<tr>
<td>Extension Learning Area Achievement ‘C’ grade</td>
<td>Mathematics Applications Units 1 and 2</td>
<td>Mathematics Applications Units 3 and 4</td>
<td>Biotechnology, biological science, agricultural science, psychology, computer science, forensic biology, commerce, earth science, business, climate science.</td>
<td></td>
</tr>
<tr>
<td>General Learning Area Achievement ‘C’ with a Semester mark greater than 60%</td>
<td>Mathematics Applications Units 1 and 2</td>
<td>Mathematics Applications Units 3 and 4</td>
<td>Biotechnology, biological science, agricultural science, psychology, computer science, forensic biology, commerce, business, climate science, nursing, primary education, sports science.</td>
<td></td>
</tr>
<tr>
<td>General Learning Area Achievement ‘C’ or ‘D’</td>
<td>Mathematics Essential Units 1 and 2</td>
<td>Mathematics Essential Units 3 and 4 (non WACE examinable)</td>
<td>TAFE entry to most courses including electrical trades.</td>
<td></td>
</tr>
<tr>
<td>Foundation Learning Area Achievement ‘D’</td>
<td>Mathematics Essential Units 1 and 2</td>
<td>Mathematics Essential Units 3 and 4 (non WACE examinable)</td>
<td>TAFE entry to most courses, University entry where there is no Mathematics prerequisite.</td>
<td></td>
</tr>
</tbody>
</table>
Science

Year 10 Science – Australian Curriculum

Subject description
Science has three inter-related strands: Science understanding, Science as a human endeavour and Science inquiry skills. Together these three strands provide students with understanding, knowledge and skills through which they can develop a scientific world view. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes. The Year 10 curriculum provides opportunities for students to explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories. Atomic theory is developed to understand relationships within the periodic table. Understanding forces and motion are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

Assessment types
- Science understanding: 65%
- Science as a human endeavour: 10%
- Science inquiry skills: 25%

Homework/study
Homework is set regularly and students are expected to complete this set task. Study involves revision, research and assignment work. A balanced study program includes both homework and study. Recommended time for homework/study is 4 hours per week.

Prerequisite
None.

Associated fees/subject levy
$70.

Pathways
Success in Year 10 Science provides students with pathways to pursue a more in-depth study in Biological Sciences, Chemistry and Physics in Senior Secondary School. These courses may lead to career opportunities in engineering, metallurgy, pharmacy, agriculture, veterinarian science, environmental science and marine science.

Enquiries
Mr Peter Wong – Head of Learning Area – Science
Humanities

Year 10 Accounting and Business
Curriculum Framework / Australian Curriculum

Subject description
This course is designed to familiarise students with a number of basic accounting and business concepts. The aim is to provide the students with an understanding of the fundamental principles of accounting and financial management. This will enable them to manage purposefully both personal and small business finances. Students will develop skills required to identify possibilities and create opportunities in the business world.

<table>
<thead>
<tr>
<th>Strands</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding</td>
<td>Students apply a technology process to create or modify products, processes, systems, services or environments to meet human needs and realise opportunities. They design, adapt, use and present information that is appropriate to achieving solutions to technology challenges. Students pursue and realise opportunities through the development of innovative strategies designed to meet human needs. They understand how cultural beliefs, values, abilities and ethical positions are interconnected in the development and use of technologies.</td>
</tr>
<tr>
<td>Processes and production skills</td>
<td>Students design, adapt and use systems that are appropriate to achieving solutions to technology challenges. Students apply organisational, operational and manipulative skills appropriate to using, developing and adapting technologies.</td>
</tr>
</tbody>
</table>

Assessment types
Research/Investigation 30 - 40%
Application 40 - 50%
Response/Production 20 - 30%

Pathways
Accounting, ATAR in Year 11 and Year 12. Business Studies, General with Business Certificate.

Recommendation
None.

Associated fees/subject levy
$55.

Enquiries
Mr Ryan Verge – Head of Learning Area – Humanities
Mrs Naomi Wallis – Accounting and Business Teacher
Year 10 Economics and Business – Australian Curriculum

Subject description

The Year 10 Economics and Business course contains three units of study, The Stock Market, Firms and Production and the Economics of Development.

The Stock Market

Students will develop the skills to invest in the stock market. Students will complete learning packages from the Australian Stock Exchange and will participate in two rounds of the ASX Share Market Game.

Firms and Production

This unit focuses on the decision making process for companies. Students will use case studies to look at how companies make choices about manufacturing, employment, equipment processes and marketing. It will also introduce the different types of markets that exist in the Australian business landscape.

The Economics of Development

Developmental economics is the study of how societies provide key resources, such as education, healthcare and emergency food, and the implication of the associated decisions on society. This unit will examine the international efforts to improve the lives of the less fortunate through the Millennium Development Goals and through Non-Government Organisations.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic inquiry</td>
<td>Students will locate, select and organise economic information and data including stock reports, development index and supply and demand models. They will analyse and interpret economic information and data e.g. reading newspapers and examining international economic issues.</td>
</tr>
<tr>
<td>The operation of the economy</td>
<td>Use economic terms, concepts and models to communicate an understanding of economic events, issues and decisions. Students understand that economic forces influence the operation of the economy and are affected by the decisions of consumers and businesses. Case studies will include examining small, medium and large companies and the way they operate.</td>
</tr>
<tr>
<td>Economic policy and action</td>
<td>Students will understand why economic policies and actions are required to manage the economy. Contemporary economic issues will be discussed and analysed.</td>
</tr>
</tbody>
</table>

Assessment types

Tests
Research assignments
Extended answers
Data and source analysis
Oral presentations
Group activities and assignment

Prerequisite

None.

Associated fees/subject levy

$55.
Pathways

Enquiries
Mr Ryan Verge – Head of Learning Area – Humanities
Year 10 History – Australian Curriculum

This subject is compulsory for all Year 10 students

Subject description
The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia’s social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region, and its global standing.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History Skills</strong></td>
<td></td>
</tr>
<tr>
<td>Chronology, terms and</td>
<td>1. World War II</td>
</tr>
<tr>
<td>concepts</td>
<td>Students investigate wartime experiences through an in-depth study</td>
</tr>
<tr>
<td></td>
<td>of World War II. This includes a study of the causes, events,</td>
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<tr>
<td></td>
<td>outcomes and broader impacts of the conflict as an episode in world</td>
</tr>
<tr>
<td></td>
<td>history and the nature of Australia’s involvement.</td>
</tr>
<tr>
<td>Historical questions and</td>
<td></td>
</tr>
<tr>
<td>research</td>
<td>2. Rights and freedoms</td>
</tr>
<tr>
<td></td>
<td>In depth, students investigate struggles for human rights. This</td>
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<tr>
<td></td>
<td>will include how rights and freedoms have been ignored, demanded or</td>
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<tr>
<td></td>
<td>achieved in Australia and in the broader world context.</td>
</tr>
<tr>
<td><strong>Humanities Skills</strong></td>
<td></td>
</tr>
<tr>
<td>Analysis and use of</td>
<td>3. The globalising world</td>
</tr>
<tr>
<td>sources</td>
<td>Popular Culture (1945-present). The nature of popular culture in</td>
</tr>
<tr>
<td></td>
<td>Australia at the end of World War II, including music, film and</td>
</tr>
<tr>
<td></td>
<td>sport. Defining popular culture and its characteristics. Investigating</td>
</tr>
<tr>
<td></td>
<td>the impact of technology on post-war Australian culture and sport.</td>
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<tr>
<td>Perspectives and</td>
<td></td>
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<tr>
<td>interpretations</td>
<td></td>
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<tr>
<td>Explanation and</td>
<td></td>
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<tr>
<td>communication</td>
<td></td>
</tr>
</tbody>
</table>

Assessment types
Tests
Research assignments
Extended answers
Data and source analysis
Oral presentations
Group activities and assignment

Prerequisite
None.

Associated fees/subject levy
$55.

Pathways
Modern History, ATAR in Year 11 and Modern History, ATAR in Year 12.

Enquiries
Mr Ryan Verge – Head of Learning Area – Humanities
Year 10 Geography – Australian Curriculum

Subject description

Unit 1 description: Environmental challenges and geography
The unit provides the opportunity for students to use their geographical thinking, skills and technological tools to examine some environmental challenges that will affect their future lives and to find out how Geography contributes to the understanding and management of these challenges. Students will select two of the following environmental challenges for detailed study: climate change, coastal erosion and sea level rise, marine resources and the oceans, river basins, urban biophysical environments, mountains and land degradation.

Unit 2 description: Global well-being
This unit focuses on the nature of well-being and how it can be measured. Indicators that can be used to measure, assess and compare global well-being can include gross domestic product (GDP), infant mortality, and daily calorie intake and literacy rates. Spatial characteristics of well-being, the factors that influence it and the inequalities that exist at a variety of scales are used to investigate programs that address issues of well-being.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geographical inquiry and skills</td>
<td>1. Understanding and investigating environmental sustainability</td>
</tr>
<tr>
<td>Observing and questioning</td>
<td></td>
</tr>
<tr>
<td>Planning, collecting and evaluating</td>
<td>2. Undertaking in-depth studies of one or more of the following topics: climate change, urban environments, forests, land, and marine resources</td>
</tr>
<tr>
<td>Processing, analysing, interpreting and concluding</td>
<td></td>
</tr>
<tr>
<td>Communicating</td>
<td>3. Investigating migrant settlement</td>
</tr>
<tr>
<td>Reflecting and responding</td>
<td>4. Explaining the spatial pattern of economic and social wellbeing, and its consequences</td>
</tr>
</tbody>
</table>

Assessment types
Tests
Research assignments
Extended answers
Data and source analysis
Oral presentations
Group activities and assignment

Recommendation
None.

Associated fees/subject levy
$55.

Pathways
Geography, ATAR in Year 11 and Geography, ATAR in Year 12.

Enquiries
Mr Ryan Verge – Head of Learning Area – Humanities
Year 10 Politics and Law

Australian Curriculum: Civics and Citizenship

Subject description
The Year 10 Politics and Law course will contain two units of studies:

Political Systems Comparison
This unit will compare the Australian political system with that of the United States and a non-democratic state. Students will learn how the type of political system can influence them.

Courts, Law and the Legal System
All people are subject to the law. This unit will examine the way laws are made and enforced. Students will learn about the trial process and will partake in a mock trial. Students will have the opportunity to participate in the Law Society Mock Trial competition.

Outcomes
Key elements and institutions of the Australian political system and the processes of parliamentary government at state, national and international levels including how governments and parliaments are elected and formed; levels and roles of government; concepts of power, leadership and community service.
Principles and values underpinning Australia’s liberal, representative democracy, including the key features of the Australian Constitution, the role of democracy in building a socially cohesive and civil society and ways in which individuals, groups and governments make decisions, including checks and balances in the political system.
Knowledge of the cultures, social and political processes and laws of Aboriginal and Torres Strait Islander peoples.
Knowledge of other political systems, how democracy functions in other societies and Australia’s obligations to others.
Key elements of Australia’s legal system and legal processes including the purpose of laws, constitutional principles, legal rights and responsibilities, the rule of law, and the ways in which Australia’s legal system contributes to democratic principles, rights and freedoms.
Rights and responsibilities of citizens, including human rights, political rights, social rights and duties, as well as the right to dissent, critique and communicate.
The role of the media and information and communication technologies in personal, political and social life, including social media and online communication and the ways in which they are used by individuals and governments to exert influence and the influence of those sources on civic debate and citizen engagement.
The role and contribution of major religions and beliefs and voluntary, community, interest and religious groups, associations and clubs to civic life and to the development of civic identity.
Multidimensional citizenship and the influence of local, state, national, regional and global events.

Assessment types
Tests
Research assignments
Extended answers
Data and source analysis
Oral presentations
Group activities and assignment

Prerequisite
None.

Associated fees/subject levy
$55.
Pathways
Politics and Law, ATAR in Years 11 and 12.

Enquiries
Mr Ryan Verge – Head of Learning Area – Humanities
Technologies

Year 10 Computing

Subject description
The aim of this course is to provide students with an understanding of the fundamental principles of the nature of working with Digital Technologies. Students will develop skills required to identify possibilities and create opportunities in the business world by using Digital Technologies. Using a variety of software as a tool for designs, reports, advertisements and creating database applications. Students will learn the different parts of a computer, how internal components work, networking and the ergonomics involved.
The course runs for the full academic year.

Australian Curriculum

<table>
<thead>
<tr>
<th>Strands</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding</td>
<td>Students use knowledge and understanding to explain how text, audio, image and video data are stored in binary with compression in computer systems. Student explain the role of software and hardware components for managing and controlling access, data and communication in networked digital systems.</td>
</tr>
<tr>
<td>Processes and production skills</td>
<td>Use appropriate software to analyse and visualise data (including numerical, categorical, text, audio-visual and relational data) to create information and address complex problems. Develop systematic techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources considering privacy and security requirements. Use appropriate software to analyse and visualise data (including numerical, categorical, text, audio-visual and relational data) to create information and address complex problems.</td>
</tr>
</tbody>
</table>

Assessment Types
Research/Investigation 30 – 40%
Application 40 – 50%
Response/Production 20 – 30%

Possible Career opportunities
Skills acquired will be very useful for running a small business. Students can choose accounting and computing as a stepping stone to further study at TAFE or university.

Recommendation
‘C’ grade in Year 9 Computing or by permission of the Head of Learning Area.

Associated fees/subject levy
$80.

Enquiries
Mr Daniel Theunissen – Head of Learning Area – Technologies
Year 10 Design & Engineering

Subject description
The goals of the Design and Engineering course are to facilitate a deeper understanding of how design, systems and mechanisms work by effectively communicating to specific audiences via visual media and three dimensional forms. This course aims to achieve these goals by exposing students to a variety of communication models and through exploration of design and engineering projects. Students will use the design process producing a portfolio of Design and Make activities. The projects will allow students to demonstrate their skills and an understanding of design principles and processes, to analyse problems and possibilities and to devise innovative strategies within a specific design and engineering context.
In this course, students develop a competitive edge for current and future industry and employment markets. Students will build a strong knowledge base of both Design and Engineering in one course. The foundation of Year 10 will assist the student in whichever course they wish to do in Year 11. The course will be highly beneficial for students who wish to study in a Design (Interior, Graphic Design) or Engineering field.
The course runs for the full academic year.

Australian Curriculum
Design and Technologies

<table>
<thead>
<tr>
<th>Strands</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding</td>
<td>Investigate and make judgements, within a range of technologies specialisations, on how technologies can be combined to create design solutions.</td>
</tr>
<tr>
<td>Process and production</td>
<td>Students develop their drawing knowledge using the drawing boards, Auto CAD and Sketch Up programmes.</td>
</tr>
<tr>
<td></td>
<td>Students use the design process to create a Mechanical Toy.</td>
</tr>
<tr>
<td></td>
<td>Students use the design process to complete a portfolio of work that uses Power Point, Photoshop, Sketch Up, and Auto CAD.</td>
</tr>
</tbody>
</table>

Note: The courses of Dimensional Design and Engineering are combined for Year 10 only

Assessment Types
Progress will be monitored using Design and Technologies specific strands
Design Unit (includes drawing skills) 60%
Engineering Unit (Includes portfolio work) 40%

Recommendation
‘B’ grade or higher in Year 9 Mathematics General and English General or by permission of the Head of Learning Area.

Associated fees/subject levy
$140.

Pathways
This course will give students a grounding for a career in a range of Design and Engineering related fields such as graphic design, architecture, product design, interior design and engineering. A portfolio of work will be prepared, which will be developed using computer programmes. This can be used in the interview process for a student’s chosen career pathway.

Enquiries
Mr Daniel Theunissen – Head of Learning Area – Technologies
Mrs Tina Harper-Rigby – Design & Technology Teacher
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Year 10 Design & Technology

Subject description
This course leads into Year 11 and 12 Woodwork, Metalwork, Engineering Studies and Design – Dimensional/Graphic Design. Students will develop skills working with various types of materials, such as metals, plastic and wood. Students will also engage in Systems and Control as well as Technical Graphics. Design work will be manual and computer based to give students a developed understanding of design fundamentals. Students will develop skills to design and plan their practical tasks and will have the opportunity to use different production methods to construct their designs. They will also learn how to use woodwork and metalwork machines to help them complete their projects. The course runs for the full academic year.

Australian Curriculum
Design and Technologies

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</table>
| Knowledge and understanding   | • Students apply a technology process to create or modify products, processes, systems, services or environments to meet human needs and realise opportunities  
                                 | • Students investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions |
| Process and production        | • Students understand how the nature of materials influences design, development and use  
                                 | • Students apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas |
Year 10 Foods

Subject description
Food technology is largely a practical course covering preparation and cooking skills needed to design and prepare meals. In Semester 1, students will learn about food commodities and their nutritional value. From this, they will create a healthy two course meal. In Semester 2, students will investigate careers in the hospitality industry; they will be taken on an excursion to learn more detail about these possible careers. Their final task will be to research different techniques in decorating cakes and create a novelty cake to demonstrate their skills. The course runs for the full academic year.

Australian Curriculum
Design Technologies

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<tbody>
<tr>
<td>Knowledge and understanding</td>
<td>Students will examine a variety of food commodities and understand how to use them in recipes.</td>
</tr>
<tr>
<td>Process and production</td>
<td>Students will develop practical skills in their cooking lessons. They will also use materials to make a novelty cake. Students use the technology process to develop a two course menu and design a novelty cake for a birthday.</td>
</tr>
</tbody>
</table>

Assessment Types
Progress will be monitored using Home Economics Outcome Standards:
Component of theory based assessment 40%
Component of practical assessment 60%

Prerequisite
None.

Associated fees/subject levy
$250.

Pathways
Students showing particular aptitude can choose from Food Science and Technology or Hospitality Certificates in Years 11 and 12 if they meet the prerequisites. Career pathways from studying Food Science and Technology or Hospitality include; dietetics, nutritionist, Home Economics teaching, chef or kitchen hand.

Homework and study expectations
Students are required to complete tasks and undertake research both at school and at home on a weekly basis.

Time off campus
May require a half-day off campus.

Enquiries
Mr Daniel Theunissen – Head of Learning Area – Technologies
Mrs Kirstin Hamera – Home Economics Teacher
Year 10 Textiles and Children, Family, Community

Subject description
This course incorporates both Textiles and Children, Family and Community content. Students will undertake a variety of practical projects including the design and construction of a bag, apron, onesie, play cube and child’s book. Students will also study the development of children from birth to 5 years and family structures. They will research community services available to support families with pre-schoolers. The course runs for the full academic year.

Australian Curriculum

Design and Technologies

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<tbody>
<tr>
<td>Knowledge and understanding</td>
<td>Students explore the development of children from birth to 5 years and different family structures. They will research community services available to support families with pre-schoolers.</td>
</tr>
<tr>
<td>Processes and production skills</td>
<td>Students design and make practical textiles projects using a variety of textile items and construction techniques. These are child care items for different purposes.</td>
</tr>
</tbody>
</table>

Assessment Types

Investigation
Design skills, materials knowledge and sewing techniques. The development of infants and toddlers, family types and community services

Production
Construct a bag, apron, onesie, play cube and child’s book

Response
Written evaluations and examinations

Prerequisite
None.

Associated fees/subject levy
$100.

Pathways
Career pathways from studying Textiles and Children, Family and Community include; fashion designer, retail sales, child care industry, teaching, nursing etc.

Enquiries
Mr Daniel Theunissen – Head of Learning Area – Technologies
Mrs Shondra Driesen – Textiles and Children, Family, Community Teacher

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