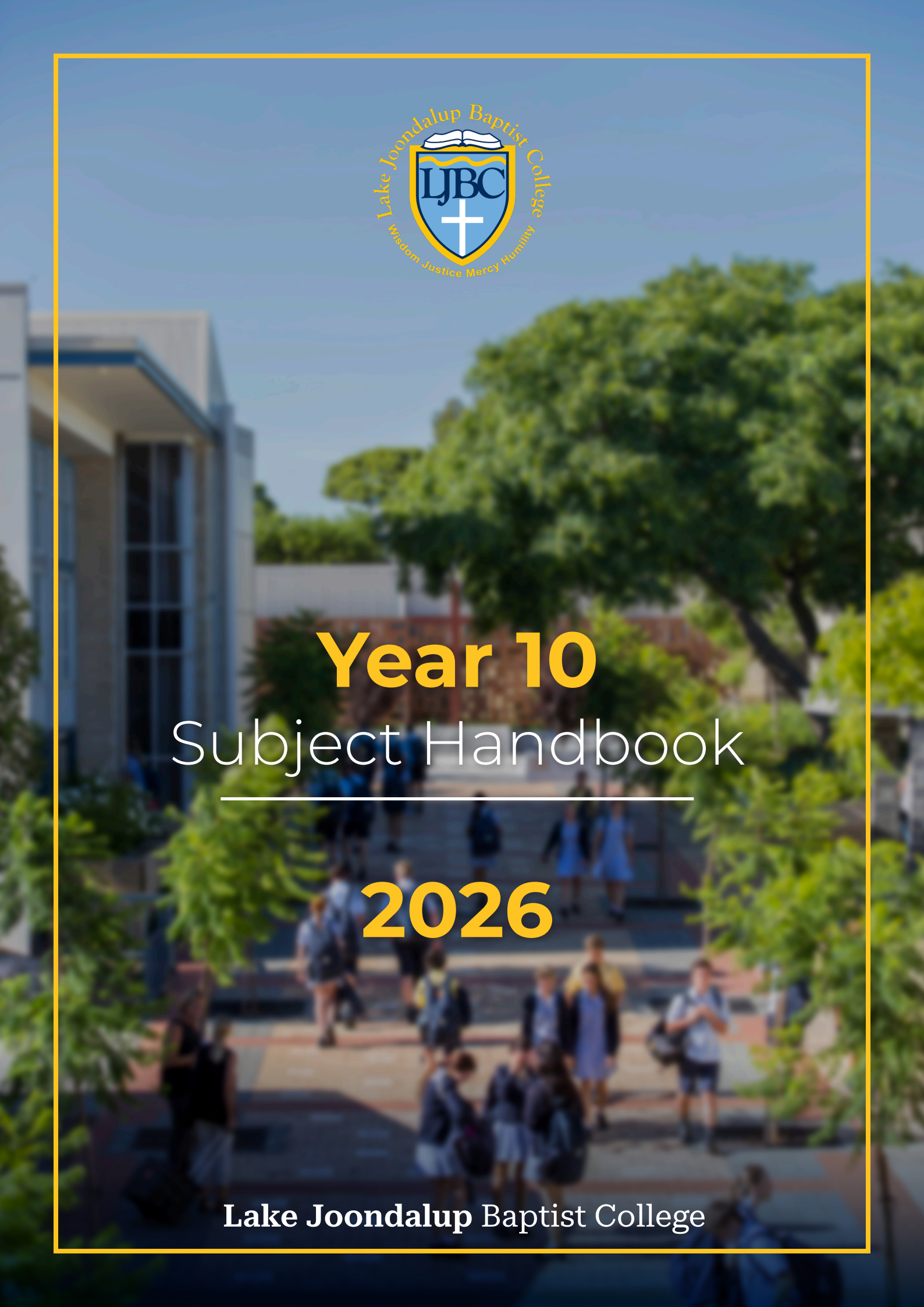

Year 10
Subject Handbook

2026

Lake Joondalup Baptist College

Contents

Important

All information is current-to-date and is subject to change as needed.

The content across the Learning Areas is based on current information and will be updated as directed by the School Curriculum and Standards Authority.

From the Director of Senior Secondary

At Lake Joondalup Baptist College, we are proud to offer a broad and engaging curriculum that encourages all students to select a balanced range of courses. Our aim is to support each learner in deepening their knowledge, building their skills, and exploring their intellectual curiosity.

Year 10 marks the beginning of Senior Secondary School and is a significant milestone where students begin to shape their future academic and career pathways. The expectations of staff are that students approach their studies with focus and responsibility, understanding that their performance in Year 10 will influence subject choices and opportunities in Years 11 and 12. We encourage students to demonstrate a commitment to their learning from the outset, developing the attributes and habits needed to achieve their personal best.

This handbook has been designed to assist students and families in making informed decisions about the subjects available in the Year 10 curriculum at Lake Joondalup Baptist College.

In 2026, all Year 10 students will study a core program aligned with the Western Australian Curriculum. This includes **English, Mathematics, Science, Humanities and Social Sciences (with embedded Career Education), Christian Education, and a compulsory component of Health and Physical Education**. In addition to these core subjects, students will be able to personalise their learning by selecting electives from The Arts, Technologies, Health & Physical Education, and Languages.

We encourage students to choose their electives thoughtfully and to approach all subjects—compulsory and elective—with a strong sense of purpose and dedication. Year 10 is not only a bridge to the academic rigour of senior years, but also a time to grow as leaders and role models within the College community.

We wish all our students the very best as they take this important next step in their learning journey.

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 result of study and show what students 'can do'. It is this open mindset we want to instil in our students so that they put more energy into their learning and they realise their skills and talents are developed throughout their learning journey.

Some outcomes are compulsory and will be present in every subject taken in Year 10.

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.

Nine Learning Areas at LJBC

The Arts

English

Christian Education

Health & Physical Education

Humanities and Social Sciences

Languages (French and Japanese)

Mathematics

Science

Technologies

Learning Enhancement

Additional Support

Aspire (Gifted and Talented)

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 to provide service for 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.

From the Learning Enhancement Department

LJ Aspire Academic Extension Program

The College has high academic standards and an enviable record in assisting academically talented students to excel and reach their full potential. Academically talented students are identified and mentored through the LJ Aspire program which provides them with opportunities to maximise their potential.

Our program provides the following:

- Identification of academically talented students providing differentiation, extension and enrichment
- Development of cognitive, social, and emotional skills including problem solving, critical thinking, communication, collaboration, empathy, and self-awareness
- Exposure of students to a curriculum that allows them to work at higher cognitive levels
- Opportunities for students to participate in a range of academic competitions
- Holistic monitoring of gifted and talented students

Extension Opportunities

We provide the following extension opportunities for academically talented students:

- Differentiated curricula and learning activities in the classroom
- Academic Extension classes in Mathematics, English, Science, and Humanities where students can interact with their academic peers, learn at an advanced pace, engage in open-ended activities and higher order thinking skills that will enable them to pursue greater depth and breadth in their Learning Areas.
- Specialist programs such as the LJ Aspire enrichment class
- Mentoring and monitoring of academically talented students
- Accelerated curricula
- Education plans for exceptionally gifted students

Enrichment Opportunities:

Enrichment activities include opportunities for students to expand their knowledge and skills beyond the normal classroom environment. The following enrichment opportunities are available beyond the classroom:

- Australian Computational and Linguistic Olympiad
- Creative Edge
- da Vinci Decathlon
- Ethics Olympiad
- Evatt Trophy
- Game Changer Awards
- Future Problem-Solving Competition
- UN Voice
- WADL School's Debating Competition

The Learning Support Program

Students with learning difficulties have access to programs and curricula to support their development cognitively, physically and socially.

Students with diverse learning needs have access to the following internal and external programs and curricula to support their development cognitively, physically and socially.

Programs:

- ***English Foundation*** and ***Mathematics*** Foundation classes in Year 10 are smaller classes offered to students who have been identified as needing significant levels of support in English and Mathematics. These run alongside Science Foundation and HASS Foundation to provide consistent support across the core subject areas.
- ***Mathematics Essential*** classes in Year 10 are smaller classes offered to students who have been identified as needing additional levels of support in Mathematics.

- ***Assistive Technologies*** are embedded in the Year 10 curriculum, and are encouraged to support students to communicate with each other and the world around them.
- Case Managers in the LEC offer an ***Organisational Skills Program*** with students on their case list. LEC staff meet with identified students on a regular basis to help them with their organisational skills, daily planning, planning for assessments, and planning for homework.
- ***Educational Assistance*** is offered to our funded students and the Mathematics and English Foundation classes.
- ***ASDAN programmes*** and qualifications are offered to students with significant learning disabilities who are unable to access the mainstream curriculum. This curriculum empowers students through personalised learning and choice to develop core skills in teamwork, communication, problem solving, research and self-management.

Documented Plans:

Students with specific learning needs will either receive a Curriculum Adjustment Plan or an Individual Education Plan, depending on the level they can access the mainstream curriculum.

- The LEC develops ***Curriculum Adjustment Plans*** for students who can access the mainstream curriculum but needs adjustments to teaching strategies, amount of homework, assessments and physical classroom environment in order to accommodate their learning difficulties and allow them to demonstrate their ability.
- The LEC also develops ***Individual Education Plans*** for students that cannot access the mainstream curriculum on their level, physical classroom/school environment and assessments. These students need personalised modified outcomes, personalised modifications to assessments, learning activities specifically designed for the student and modified study materials.
- ***Autism Plans*** are developed for students with Autism Spectrum Disorder. Autism Plans organise relevant information and identify key areas for consideration in the education of students with Autism Spectrum Disorder, including curriculum and assessment modifications and accommodations, social skills, communication skills, sensory processing and organisational skills.

Enquiries

Mrs Nicole Walker – Head of Learning Diversity K-12
Ms Ashleigh Cartledge – Academic Extension Coordinator

Compulsory Online Literacy and Numeracy Test (OLNA)

To achieve a Western Australian Certificate of Education (WACE) students will need to demonstrate a minimum standard of literacy and numeracy, either through prequalifying in reading, writing and numeracy in their Year 9 NAPLAN or through the Online Literacy and Numeracy Assessment (OLNA).

The minimum literacy and numeracy standards are 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 45 multiple-choice questions; the writing component is an extended response of up to 600 words. Students are allowed 60 minutes for Writing and 50 minutes for Reading and Numeracy.

Opportunity to sit OLNA: Years 10, 11 and 12

All 2026 Year 10 students at Lake Joondalup Baptist College who have not pre-qualified will sit the OLNA for the first time beginning in early 2026. 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.

Note: Students who may have not passed in a particular area will be offered to participate in an online resource to assist them with skills identified needed to qualify as a pass for the OLNA. All students who sit the OLNA will be prepared for the testing within their normal English and Mathematics classes as part of these essential skills embedded within these subjects.

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 elective class will run and the number of classes that will run for that subject. If an elective class does not run, or is full, the next available elective 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.

Please note that the **iSTEM – Technologies** elective has a strong technologies focus.

In Year 10, students choose three electives and two reserves. Physical Education is compulsory for all students, so will automatically appear on their subject choice form.

Year 10 Electives Selection 2026

Students will be required to submit their elective preferences online using **Edval Choice**. Each family will receive a personalised information email outlining the enrolment process, including minimum system requirements and an individual access code. It is important that this sheet is kept in a safe place, as it contains the login details needed to complete subject selection. Electives should be chosen in consultation with a parent or guardian.

If internet access is unavailable at home, students may use the computers in the Library during lunchtime to complete their selections.

If you experience issues with your access code, please contact **Mrs Leigh-Anne Hopkins (Leigh-anne.Hopkins@ljbc.wa.edu.au)**. For all other enquiries, please speak with the **Curriculum Office**.

Please note that students should not complete subject selection during class time.

Cut-off date:

Friday 15 August 2025

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

Whilst every effort will be made to accommodate students' subject preferences, it is likely that some students may miss out on certain choices. This can occur if there are insufficient numbers to run a class or if a subject clashes with a higher-ranked preference. For this reason, it is important to carefully consider reserve (backup) options. These reserves ensure that a student can still be placed in a suitable class if their first preferences are unavailable.

The order in which subjects are selected matters. Students should thoughtfully prioritise the electives they are most interested in studying.

Compulsory Subject

Christian Education

At LJBC we meet all students where they are at with their faith and we endeavour 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: ‘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.

Curriculum Awards

The College recognises students who achieve at high standards through Certificates of Excellence, Letters of Merit, Endeavour Awards and Subject Awards.

Certificates of Excellence are awarded twice in each academic year for Semester 1 and Semester 2. Students who achieve at high standards across a range of Academic Subjects will receive a Certificate of Excellence by attaining 80% in their subjects that are assessed by the School Curriculum and Standards Authority (SCSA) criteria. Typically, for Years 7-10, a student must receive at least 7-8 A grades in SCSA assessed subjects. Please note this will be changed by the Curriculum Team if there are any adjustments in the number of classes taken by these cohorts. Certificates of Excellence are presented at a Secondary Assembly.

Endeavour Awards celebrate students who consistently demonstrate a strong work ethic, dedication, and a positive attitude towards learning. Recognised by their teachers, these students show diligence, persistence, and cooperative behaviour that supports both their own success and a positive learning environment. These awards acknowledge the commitment and effort students bring to their learning journey.

Letters of Merit are awarded twice a year to all students in Years 7-10 who achieve 5 or more A grades across a range of subjects assessed by SCSA criteria. Please note that Semester 2 Certificates of Excellence and Letters of Merit are not awarded until Term 1 of the following year to assist in carefully considering all final grades.

Subject Awards are presented at the end of each academic year at the Secondary Awards Evening. These Subject Awards are given to the top students of each cohort in each Learning Area based on academic achievement. Learning Areas may choose to award up to four students, in each subject, dependent upon criteria of achievement.

Curriculum Team

During the time students and their families are making decisions about 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:

Curriculum Team

Associate Principal/Head of Secondary	Mrs Rachel Allsop
Director of Lower Secondary	Mr Mark Downsborough
Director of Senior Secondary	Mr Simon Moffatt
Director of Teaching and Learning	Mr Joel Shinkfield

Learning Areas/Departments	**Head of Learning Areas/Departments**
The Arts	Mrs Tammy van der Nest
Christian Education	Mr Matthew Harris
English	Mrs Amanda Collier
Health & Physical Education	Mr Ben Allsop
Humanities	Mrs Telma Keen
Languages	Mrs Meagan Maassen
Learning Diversity K-12	Mrs Nicole Walker
Library	Mr Stephen Sampson
Mathematics	Mr Glenn Tyrie
Science	Mrs Vanessa Budas
Technologies	Mr Tom Dudek

The following staff can be contacted for technical issues

Secondary Learning Technologies Manager	Mr Limpie van Aswegen
Secondary Timetable Coordinator	Mrs Leigh-Anne Hopkins

Year 10 Drama

Subject description

Students will gain a solid foundation in drama elements and production skills to prepare them for Year 11 Drama. 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 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 and rehearsing scripted performances
- Viewing and responding to theatre productions
- Researching traditional and contemporary styles of theatre
- Exploring production roles – lights, sound, costume and set design
- Extending improvisation skills
- Presenting a class production

Students will complete a unit of work on each of the following areas: Australian Drama and World 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

Making – practical assessments include production assessments, group scripted performances and class production as well as performing a production role (ie stage design, costume, lighting, and sound).

Responding – theory-based assessments include short answer and extended answer written responses to Australian Drama and World Drama texts.

Recommendation

Learning Area Grade minimum 'C' grade in Year 9 Drama.

Pathways

Leads to Drama in Year 11.

Professions include

Law, teaching and lecturing, management and personnel services, public relations, marketing and promotions, occupational therapy, drama therapy, psychology, counselling, acting, directing, arts and events management, arts administration, production/stage management, production design, arts education, production design (sound, lighting, costume, set), front of house management, radio presenting, journalism, writing.

Enquiries

Mrs Tammy van der Nest – Head of Learning Area – The Arts

Year 10 Media

Subject description

Students will gain a solid foundation in media concepts and in production skills. This course is suitable for students who are interested in making films and TV programs, photography, advertising, viewing and analysing media works and working in teams.

Class work includes:

- Creating an original sitcom
- DSLR Photography and videography
- Making a short film
- Researching a film genre
- Making a documentary
- Producing print advertisements

Students will develop an understanding of media codes and conventions, audio-visual filming and editing skills, audio recording and editing, photography and Photoshop. The course will complement the study of English and help students gain confidence, whether working individually or in teams, and develop problem–solving skills. The course runs for the full academic year.

Assessment

Making – practical assessments include TV sitcom, documentary, short film and photography production.
Responding – theory-based assessments include responses to films and TV programs.

Making – assessments	60%
Responding – assessments	40%

Recommendation

Learning Area Grade minimum ‘C’ grade in Year 9 English.

Pathways

Leads to ATAR Media Production and Analysis or General Media Production and Analysis.

Professions include

Marketing and promotions, digital content creator, public relations, communications manager, film director, videographer, social media manager, IT, multimedia design, photography, music video directing, game design, documentary filmmaking, TV camera operation, sound recording/editing, television production, television presenting, radio production, journalism, advertising, acting.

Enquiries

Mrs Tammy van der Nest – Head of Learning Area – The Arts

Year 10 Music

Subject description

Students will expand their practical music skills through rehearsal and performance, explore the various musical styles, and develop their aural listening skills. Students will also develop composing ICT skills using music software. This course will provide students with essential knowledge and skills to further their music education in Year 11.

Minimum standards for success

Satisfactory skills on own instrument or vocal ability. Individual lessons on own instrument or vocal lessons each week.

Assessments

Making – practical assessments and composition	60%
Responding – skilled listening, theory and aural assessments	40%

Homework and study expectation

Music is a self-motivated study program which includes daily practise on voice or instrument and keeping up to date with set tasks and homework.

Recommendation

Learning Area Grade minimum ‘C’ grade in Year 9 English and Year 9 Music.

Pathways

Year 10 students can choose Year 11 Music and VET Music certificates in upper school.

Professions include

Music event coordinator, sound engineer, booking agent, artist/band manager, music therapy, professional musician (jazz, rock, alternative, classical), music teacher, specialist instrument tutor, TAFE or university lecturer, specialist recording artist, session musician, composer, movie soundtrack composer.

Time off campus

Opportunities will arise for students to perform in public.

Enquiries

Mrs Nina Shinkfield – Director of Music PK-12

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, while exposing students to many different art forms such as painting, ceramics, drawing, graphics, sculpture, mixed media and theoretical concepts. They will participate in workshops with professional artists as opportunities arise. Students will also exhibit their work in the annual Visual Arts Exhibition. The course work is divided into two content areas: art making (production) and art responding (investigation and analysis).

This subject is 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 will be based on the theory content covered during the year. The course runs for the full academic year.

Class work includes:

- Drawing
- Constructing a sculpture
- Painting
- Developing a mixed media piece
- Viewing and responding to artworks
- Researching a famous artist

Assessment

Making - practical assessments
Responding - theory based assessments

Recommendation

Learning Area Grade minimum ‘C’ grade in Year 9 English and Learning Area Grade minimum ‘C’ grade in Year 9 Visual Arts.

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.

Professions include

Architecture, art therapy, graphic design, webpage design, interior design, fashion and textile design, arts event coordination, photography, make-up artist, advertising, animation, illustrating, gallery education officer and curating, theatrical costume making and design, and other professions requiring drawing or creative thinking skills.

Time off campus

Students will participate in workshops with professional artists.

Enquiries

Mrs Tammy van der Nest – Head of Learning Area – The Arts

English

Year 10 English

Subject description

English is compulsory for all Year 10 students. 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.

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 may be placed in an Essential English class to focus on skill development

Outcomes	Content
Language	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.
Literature	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.
Literacy	Students will comprehend texts through reading and viewing a variety of texts. Students will create texts through speaking and writing.

Assessment

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.

Pathways

English is a compulsory subject in Years 11 and 12. A student wishing to study Literature ATAR in Year 11 should achieve a minimum of 60 % in Year 10 English Extension. For those students who would like to study the English ATAR course in Year 11 it is preferred that a minimum of 50 0% is achieved in Year 10 English. Students who wish to pursue alternate entry into university via TAFE may enrol in the English General course for Year 11. The English General course does not allow a student to generate an ATAR score for University entrance.

Enquiries

Mrs Amanda Collier – Head of Learning Area – English

Health & Physical Education

Year 10 Health & Physical Education

Subject description

Health & 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. Practical activities and sports will be used as a medium for developing interpersonal and self-management skills. Sports will include flag football, netball, athletics, fitness and volleyball.

By understanding the dimensions of health and how they are affected by health determinants, students will be able to make ongoing healthy decisions, assess risk and have respectful relationships. Class work will seek to develop the students' analysis of health messages, understanding of the influences on health and communication skills.

Assessment

Health	
Being Healthy, Safe and Active	40%
Communicating and Interacting for Health and Well Being	30%
Contributing to Healthy and Active Communities	30%
Physical Education	
Moving Our Body	40%
Understanding Movement	30%
Learning Through Movement	30%

Prerequisite

None.

Pathways

Health & Physical Education enables students to apply the knowledge and skills learnt to their present lifestyle. These subjects also provide prerequisite knowledge for students wanting to work or pursue further study in sporting, fitness, health and medical related fields.

Enquiries

Mr Ben Allsop – Head of Learning Area – Health & Physical Education

Year 10 Basketball Specialist

Subject description

Basketball specialist is a course for anyone wanting to further their understanding and skills in Basketball. Two sessions a week will be provided by our highly qualified basketball coaching staff. These basketball sessions will contribute towards meeting the Western Australian Curriculum Physical Education outcomes.

The sessions will look at the development of basic fundamentals and build upon them to develop high tuned individual skills. Students will learn the general principles of offence and the use of set plays and play systems which will enable them to better utilise their skills in their club situations. They will also learn defensive styles and systems to also help their wider understanding. The students will also learn the fundamentals for coaching and officiating in basketball, so that they can plan and lead simple sessions and understand the rules fully and be able to officiate games for others. The sessions will include Strength and Conditioning components, specific for basketball. Students are taught the body management skills necessary for elite athletes to ensure longevity and success in a demanding competitive environment.

Assessment

Physical Education (Basketball):	
Moving Our Body	40%
Understanding Movement	30%
Learning through Movement	30%

Prerequisite

None.

Pathways

This Sport Pathway seeks to develop high performing student athletes with the skills and resilience to be successful on the court as well as off it.

Enquiries

Mr Ben Allsop – Head of Learning Area – Health and 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

Production	35%
Inquiry	30%
Response	35%

Prerequisite

None.

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 Health Studies ATAR in Year 11.

Enquiries

Mr Ben Allsop – Head of Learning Area – Health & Physical Education

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, bronze medallion and abseiling / climbing related activities. Students will have the opportunity to demonstrate these skills on a day trip and a camp. Practical activities will also be used as a medium for developing interpersonal and self-management skills.

Assessment

Investigation	15%
Skills Performance	30%
Camp Performance	25%
Response	30%

Recommendation

Preference for a Learning Area Grade 'B' grade in Year 9 Outdoor Education. Good standing in Health & Physical Education.

Pathways

Outdoor Education enables students to apply the knowledge and skills they have learnt to their present lifestyle. The subject empowers students in the areas of risk management, logistical preparation and interpersonal relationships as well as providing 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 Ben Allsop – Head of Learning Area – Health & Physical Education

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

Investigation	30%
Practical	50%
Response	20%

Recommendation

Preference for a Learning Area Grade 'B' grade in Year 9 Physical Education Studies. Good standing in Health & Physical Education.

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 Ben Allsop – Head of Learning Area – Health & Physical Education

Year 10 Sports Management

Subject description

The Sports Management course is designed for any student wanting to do more than just perform in sport.

In sports management the students will spend a term looking at each of the following sports management areas:

- Coaching
- Officiating
- Strength and Conditioning leadership
- Event organisation

Coaching teaches the students the principles behind planning a session and a series of sessions to improve the sporting performance of others. The officiating component teaches the principles behind officiating in a range of activities. The strength and conditioning unit teach students how to use equipment safely and how to plan a training programme to get a desired outcome for an athlete. The event management unit teaches students how to run a league or cup competition and how to plan for the wider needs of events such as day carnivals.

For each of these units the students will spend time as the leader, official coach or planner, at these times the lessons will be both theory based and practical in nature. They will also need to act as a subject for the other students whilst they lead or officiate etc. So in this regard the course has both a theoretical and a practical aspect. Students cannot expect just to be performers on this course.

Assessment

Sports Management:	
Coaching	25%
Officiating	25%
Strength and conditioning leadership	25%
Event organisation	25%

Prerequisite

None.

Pathways

This Sports Management Pathway seeks to develop high performing students with the skills and resilience to be successful in sport in roles other than the performer. It will be an excellent foundation for those wanting to take the sports coaching cert II in Years 11 and 12. It is also an excellent background for students wanting to take NGB awards in coaching or officiating to earn paid employment or as a volunteer in the sporting community.

Enquiries

Mr Ben Allsop – Head of Learning Area – Health and Physical Education

Year 10 High Performance Sport (Football Academy)

Subject description

High Performance Sport is the elite pathway for students in the Football Academy, access to this course is by invitation only. Three sessions a week will be provided by our highly qualified football coaching staff. These football sessions will contribute towards meeting the Western Australian Curriculum Physical Education outcomes.

One period a week will be the classroom based 'leadership' lesson focusing on Academy values, coaching and umpiring. One flexible 'Strength and Conditioning' session is held outside school time during the week. Students are taught the body management skills necessary for elite athletes to ensure longevity and success in a demanding competitive environment.

Assessment

Physical Education (Football):

Moving Our Body	40%
Understanding Movement	30%
Learning through Movement	30%

Prerequisite

None.

Pathways

The High Performance Sport Pathway seeks to develop high performing student athletes with the skills and resilience to be successful on the field as well as in the classroom.

Enquiries

Mr Ben Allsop – Head of Learning Area – Health & Physical Education

Humanities and Social Sciences

Year 10 Humanities and Social Sciences

Subject description

In Year 10, Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History. Each topic will run for one term and are compulsory for all students.

Civics and Citizenship – Students continue to build on their understanding of the concepts of democracy, democratic values, justice, and rights and responsibilities by exploring Australia's roles and responsibilities at a global level and its international legal obligations. They inquire into the values and practices that enable a resilient democracy to be sustained.

Economics and Business – 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.

Geography – The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, through an applied focus on the management of environmental resources and the geography of human wellbeing at the full range of scales, from local to global and in a range of locations.

History – 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.

Assessment

Students will take part in fieldwork activities, complete tests, conduct research and enquiry project, conduct interviews and discuss ideas, concepts, and understanding. Assessments will be on content knowledge and skills. Students will complete two exams for this course in Semester one and Semester two.

Prerequisite

None.

Enquiries

Mrs Telma Keen – Head of Learning Area – Humanities

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 predominantly using the Education Perfect website and games. Students will watch French films and participate in excursions and incursions. The Year 10 course prepares students for Year 11 ATAR French, exposing them to more complex sentence structures and grammar such as the Future, Conditional, Imperfect and Perfect Tenses.

The topics studied are:

- Part time jobs and household chores
- Plans for the future
- Learning a language and the benefits of learning French
- Health (going to the doctor, how to keep healthy) and
- Technology and social media.

Assessment

As part of the Western Australian Curriculum the Languages learning area has a focus on the following outcomes:

- Understanding
- Communicating

These strands are demonstrated through assessing the following assessment types:

- Writing
- Listening and Speaking
- Viewing, Reading and Responding

Texts

Students will be provided with a theme booklet per term.

Prerequisite

Learning Area Grade minimum ‘C’ grade in Year 9 French, or by permission of the Head of Learning Area.

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. Many university courses are designed so that a language can be studied in tandem with the course.

Enquiries

Mrs Meagan Maassen – Head of Learning Area – Languages

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 the Education Perfect website, and interaction with Japanese pen friends. Students will study Japanese films and have lunch at a Japanese restaurant mid-year. In addition, there is an opportunity to participate in Japan Tour in Years 9, 10, 11 or 12.

The topics studied are:

- Where do you go shopping?
- Let's go out!
- How do you spend your weekends?
- Do you live in the city or the country?

The course runs for the full academic year.

Assessment

As part of the Western Australian Curriculum the Languages learning area has a focus on the following outcomes:

- Understanding
- Communicating

These strands are demonstrated through assessing the following assessment types:

- Writing
- Listening and Speaking
- Viewing, Reading and Responding

Texts

Students must purchase the iiTomo 3 & 4 Student Book and Activity Book. Students will also be given supplementary resources throughout the year.

Prerequisite

Learning Area Grade minimum 'C' grade in Year 9 Japanese, or by permission of the Head of Learning Area.

Pathways

The course leads to the Japanese ATAR or General course in Year 11. Career pathways from studying Japanese include business and commerce, tourism and hospitality, engineering, teaching or linguistic studies. Many university courses are designed so that a language can be studied in tandem with the course.

Enquiries

Mrs Meagan Maassen – Head of Learning Area – Languages

LJ Aspire Academic Extension and Enrichment Program

Year 10 Aspire Enrichment Class

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

Subject Description

The Aspire Enrichment Class is an educational program that focuses on the development of critical, creative and innovative thinking skills to prepare students for increasingly complex life and work environments in the 21st century. It challenges students to apply their imagination and thinking skills to some of the significant global issues facing both the world of today and the future, equipping them with the skills and vision needed to solve problems associated with these issues and helping them to have a positive impact on the society of the future.

In Term 1, students will engage in metacognitive learning by determining their brain dominance, learning styles, multiple intelligences and mindsets. They will then learn about brain plasticity and how they can develop their brains even further. Students will also develop advanced creative and critical thinking skills through interesting and hands-on activities in a team-based classroom. Students will develop creative and critical thinking skills through interesting and hands-on activities.

In Term 2, students will connect to the world by using the Future Problem Solving model to get to the core of environmental, social and scientific problems of the future. The topics that will be covered will provide students with a greater awareness of important global issues, as well as the opportunity to develop innovative solutions in order to create positive change. They will also use this knowledge to participate in the International Future Problem Solving Competition.

To develop their critical thinking skills, they will be introduced to the “big ideas” of Philosophy and Ethics in Term 3 and learn how to think and reason critically about these ideas through debates and team presentations. Selected students will also participate in the International Ethics Olympiad Competition.

In Term 4, students will be introduced to Design Thinking as a strategy for innovation and get the opportunity to create a final product in their team using coding and electronics.

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 work in pairs to develop a response to a given prompt in art and poetry, engineering, or ideation. By allowing students to choose their discipline, this project fosters student-centred learning. In addition, students work in teams to explore global issues as part of the Future Problem Solving Competition. They then engage in a six-step problem solving process to solve a futuristic scenario. The team projects are evaluated by accredited, external evaluators. This assessment is competitive and the top scoring teams receive invitations to participate in the Australian National Finals.

In Semester 2, assessments will be based on the discussion of ethical cases and the building of a STEM project.

LJ Aspire Academic Enrichment Program

The College has high academic standards and an enviable record in assisting academically talented students to excel and reach their full potential. Academically talented students are identified and mentored through the LJ Aspire program which provides them with opportunities to maximise their potential.

Our program provides the following:

- Identification of academically talented students providing differentiation, extension and enrichment
- Development of cognitive, social, and emotional skills including problem solving, critical thinking, communication, collaboration, empathy, and self-awareness
- Exposure of students to a curriculum that allows them to work at higher cognitive levels
- Opportunities for students to participate in a range of academic competitions
- Holistic monitoring of gifted and talented students

Extension and Enrichment Opportunities

We provide the following extension opportunities for academically talented students:

- Differentiated curricula and learning activities in the classroom
- Academic Extension classes in Mathematics, English, Science, and Humanities where students can interact with their academic peers, learn at an advanced pace, engage in open-ended activities and higher order thinking skills that will enable them to pursue greater depth and breadth in their Learning Areas.
- Specialist programs such as the LJ Aspire extension class
- Mentoring and monitoring of academically talented students
- Accelerated curricula
- Education plans for exceptionally gifted students

Enrichment Opportunities:

Enrichment activities include opportunities for students to expand their knowledge and skills beyond the normal classroom environment. The following enrichment opportunities are available beyond the classroom:

- Australian Computational and Linguistic Olympiad
- Creative Edge
- da Vinci Decathlon
- Ethics Olympiad
- Evatt Trophy
- Game Changer Awards
- Future Problem Solving Competition
- UN Voice
- WADL School's Debating Competition

Prerequisite

By invitation only.

Pathways

This is a skills-based subject that takes students beyond memorisation and teaches 21st century skills that are becoming increasingly important in an era of rapid change, especially in the workplace.

Enquiries

Ms Ashleigh Cartledge – Academic Extension Coordinator

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: Pre-Methods, Pre-Applications, Pre- Essential Mathematics. The course we follow is based on the Western Australian Curriculum, with some minor 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 at the end of Year 9. Movement between levels is possible to a certain degree and at the discretion of the HOLA. 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.

Required equipment

Students in the Pre-Methods and Pre-Applications levels will require a CASIO Classpad II graphics calculator, which they will use to develop their CAS calculator skills in preparation for the Year 11 and 12 ATAR Mathematics courses. This calculator will be used through to the end of Year 12 for both ATAR Mathematics courses.

Assessment

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

Prerequisite

Please see table on next page.

Pathways

Please see table on next page.

Enquiries

Mr Glenn Tyrie – Head of Learning Area – Mathematics

Pathways

Year 10	Year 11	Year 12	Career opportunities
Pre-Methods1 Cohort 'A+' grade in Year 9	Mathematics Specialist Units 1 and 2 and Mathematics Methods Units 1 and 2	Mathematics Specialist Units 3 and 4 and Mathematics Methods Units 3 and 4	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.
Pre-Methods2 Cohort 'A' or 'B' grade in Year 9	Mathematics Methods Units 1 and 2	Mathematics Methods Units 3 and 4	Commerce/business, computing, mine technology, geology, agriculture, biomedical science, health science, economics, chiropractic science, psychology.
Pre-Applications Cohort 'A', 'B' or 'C+' grade in Year 9	Mathematics Applications Units 1 and 2	Mathematics Applications Units 3 and 4	Biotechnology, biological science, agricultural science, psychology, computer science, forensic biology, commerce, earth science, business, climate science, nursing, primary education, sports science.
Pre-Essentials	Mathematics Essential Units 1 and 2 Or Mathematics Foundations Units 1 and 2	Mathematics Essential Units 3 and 4 (non ATAR examinable) Or Mathematics Foundations Units 3 and 4	TAFE entry to most courses including electrical trades. University entry where there is no Mathematics prerequisite.

Science

Year 10 Science

Rationale

Year 10 Science 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 the transfer and sharing of electrons in ionic and covalent bonding. 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.

Curriculum

Science has two inter-related strands: Science understanding and Science enquiry. Together these two 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.

Science Understanding

The Science Understanding strand comprises four sub-strands.

Biological sciences: this sub-strand is concerned with understanding living things.

- Transmission of heritable characteristics from one generation to the next involves DNA and genes.
- Patterns of monohybrid inheritance can be predicted using pedigrees and Punnett square crosses.
- The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence.

Chemical sciences: this sub-strand is concerned with the behaviour and composition of substances.

- The ability of atoms to form chemical bonds can be explained by the arrangement of electrons in the atom, ionic bonding and covalent bonding demonstrate this.
- Reactions follow general patterns that help predict the reaction products. Word and chemical equations can be used to represent these reactions.
- The rate at which a chemical reaction occurs can be altered by changing factors.

Earth and space sciences: this sub-strand is concerned with the Earth's dynamic structure and its place in the cosmos.

- The universe contains features including galaxies, stars and solar systems, and the Big Bang theory can be used to explain the origin of the universe

Physical sciences: this sub-strand is concerned with understanding the nature of forces and motion, and matter and energy.

- Energy conservation in a system can be explained by describing energy transfers and transformations
- The motion of objects can be described and predicted using the laws of physics

Science Inquiry

There are sub-strands of Science Inquiry. These are:

Questioning and predicting: Identifying and constructing questions, proposing hypotheses and suggesting possible outcomes.

Planning and conducting: Making decisions regarding how to investigate or solve a problem and carrying out an investigation, including the collection of data.

Processing, modelling and analysing: Representing data in meaningful and useful ways; identifying trends, patterns and relationships in data, and using this evidence to justify conclusions.

Evaluating: Considering the quality of available evidence and the merit or significance of a claim, proposition or conclusion with reference to that evidence.

Communicating: Conveying information or ideas to others through appropriate representations, text types and modes.

Collaborating and applying: Illustrating how advances in scientific understanding rely on developments in technologies and engineering, and considering how proposed scientific responses to contemporary issues may impact society.

Streaming

All students will study the interrelated strands described above. In Year 10 the majority of students will study this in a general course. A selected number of students will be invited to participate in an extension science course based on their demonstrated high level of ability where they will be further challenged in their understanding of scientific concepts. Some students will be best suited to a foundation level science course which allows for modification of the learning programme and/or assessments consistent with individual education or curriculum adjustment plans.

Assessments

Assessments typically comprise topic tests, scientific investigations and research tasks.

Prerequisite

None.

Enquiries

Mrs Vanessa Budas – Head of Learning Area – Science

Technologies

Year 10 Children, Family and Community

Subject description

Students will undertake a variety of practical projects, including the construction of toys and craft activities that enhance the developmental domains of infants and pre-schoolers.

In this course, students will examine concepts related to pregnancy, birth and young children. Students will research community services available to support families with pre-schoolers and various family types. They will investigate the physical, cognitive, social and emotional development of children and explore ways to promote this from birth to 5 years. The course will include visits to the LJBC primary school to interact with and work alongside the Early Learning Centre children, as well as visits from parents and their infants.

The course runs for the full academic year.

Australian Curriculum

Strand	Content
Knowledge and Understanding	Students examine concepts related to pregnancy, birth and young children. They explore the development of children from birth to 5 years in all domains and various family types. They will research community services available to support families with pre-schoolers.
Process and Production Skills	Students design and construct practical projects using a variety of materials and techniques.

Assessment

Investigating and defining – development of children, family types and community services, written examinations
Designing – toy and craft activities for infants and preschoolers
Producing and implementing – toy and craft activities for infants and pre-schoolers
Evaluating – toy and craft activity for infants and pre-schoolers, written examinations
Collaborating and managing – working with others and independently

Prerequisite

None.

Pathways

Year 11 and 12 ATAR and General Children, Family and Community, childcare industry, teaching, nursing, therapies (speech, occupational, etc.).

Enquiries

Mr Tom Dudek – Head of Learning Area – Technologies

Year 10 Digital Technologies

Subject description

The Year 10 Digital Technologies course focuses on learning about digital systems and further developing an understanding and skills in computational thinking. This includes being able to precisely and accurately break down and describe problems, as well as utilising modular approaches to develop solutions.

The course focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years in Applied Information Technology and Computer Science. Students have opportunities to analyse problems and design, implement and evaluate a range of solutions, such as relational database systems, software development environments, online simulations and design applications. Students consider how human interaction with networked systems introduces complexities surrounding access to, and the security and privacy of data.

The course runs for the full academic year.

Australian Curriculum

Strands	Content
Knowledge and Understanding	Students use knowledge and understanding to learn about the role of hardware and software in managing, controlling and securing access to data, in networked digital systems, explain how text, audio, image and video data are stored in binary with compression in computer systems.
Process and Production Skills	Apply techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, considering privacy and security requirements. Analyse, visualise and model processes and entities, and their relationships, using structured data Design algorithms represented diagrammatically and in structured English, including iteration. Apply design thinking, creativity, enterprise skills, and innovation to develop, modify and communicate design ideas of increasing sophistication.

Assessment

Knowledge and Understanding	40 – 50%
Response/Production	40 – 50%

Recommendation (but not a prerequisite)

Learning Area Grade ‘C’ grade in Year 9 Digital Technologies.

Pathways

Year 11 and 12 Applied Information Technology General and ATAR, Year 11 and 12 ATAR Computer Science. Students can also use Digital Technologies as a base to further technology-related studies at TAFE or university.

Enquiries

Mr Tom Dudek – Head of Learning Area – Technologies

Year 10 Design & Technology

Subject description

This course leads into Years 11 and 12 General Material, Design and Technology – Wood or Metal, Engineering Studies and Design. Students will develop skills working with various types of materials, including wood, polymers, and metals. Students will also engage in using various systems and applications related to Technical Graphics. Design work will be a combination of manual and computer-based tasks to provide students with a comprehensive 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 a range of woodwork and metalwork machines to help them complete their projects.

The course runs for the full academic year.

Australian Curriculum

Strands	Content
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 Skills	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.

Assessment

Progress will be monitored using Design and Technologies-specific strands:

Component of theory-based assessment	20 – 40%
Component of practical assessment	50 – 70%

Recommendation

Learning Area Grade ‘C’ grade in Year 9 Design and Technology.

Pathways

This course will lead to Year 11 and 12 courses in: General Material Design and Technology – Wood and/or Metal.

Enquiries

Mr Tom Dudek – Head of Learning Area – Technologies

Year 10 Foods

Subject description

The Year 10 Food Technology course incorporates both practical cooking skills and theory needed to design and prepare meals. Students consider social, ethical and sustainability factors that impact the designed solutions, the complexity of design, and production processes. They outline how design decisions, and/or economic, environmental and social sustainability, are influenced by emerging technologies.

Students identify ways to prepare and present foods for healthy eating, utilising processing skills and techniques, and apply their knowledge of nutrients, principles of food safety, preparation, presentation, preservation, physical, and sensory properties, as well as perceptions. Students examine factors that influence choices when shopping for food, such as advertising and packaging. They consider the nutritional information available on food packages to make food choices. Students develop skills to work in small teams and plan, prepare and serve simple menus. They consider a range of factors that influence their choices when planning food to share, including special occasions, dietary needs, and preparation skills. Students will consider various production methods, such as assembly line and batch production, to determine the most efficient way to produce food for large and/or small functions.

The course runs for the full academic year.

Australian Curriculum

Strands	Content
Knowledge and Understanding	Students prepare and present healthy eating options through the application of skills and knowledge related to nutrients, as well as the principles of food safety, preservation, preparation, presentation, and sensory perception.
Process and Production Skills	Students are able to identify the needs of the client/stakeholder to determine the basis for a solution, create and critique briefs for solutions, investigate components/resources to develop increasingly sophisticated solutions, and identify and consider association constraints. Students will apply design thinking, creativity, enterprise skills, and innovation to develop, modify and communicate design ideas of increasing sophistication.

Assessment

Progress will be monitored using Technologies-specific strands:
Knowledge and Understanding – Practical skills and Written Tests
Process and production – Healthy Takeaway Meal Task and Food for a Fete

Homework and study expectations

Students are required to complete tasks and undertake research primarily during school time.

Prerequisite

None.

Pathways

Certificate II in Hospitality is studied over Years 11 and 12. Career pathways include: Dietitian, Nutritionist, Technologies Teacher, Chef, Baker, and Pastry Chef.

Time off campus

May require a half-day off campus

Enquiries

Mr Tom Dudek – Head of Learning Area – Technologies

Year 10 iSTEM – Technologies

Subject description

iSTEM – Technologies is the learning and application of Science, Technology, Engineering and Mathematics. Students solve a range of problems by utilising principles in an integrated approach within the Design & Technology and Digital Technologies scope and context.

Students gain and apply knowledge, broaden their understanding and develop creative and critical thinking skills while engaging in project-based learning. By incorporating design, engineering, electronics, laser cutting and 3D and CAD designs, students apply principles and skills taught in science, technology, engineering and mathematics. Students are challenged to apply their understanding of these key disciplines to manage projects and work collaboratively.

The project-based approach allows students to develop key skills including: problem-solving, creativity, critical analysis, teamwork, independent thinking, initiative, communication and digital literacy.

The course runs for the full academic year.

Australian Curriculum

Strands	Content
Knowledge and Understanding	Investigate and make judgments, within a range of technology specialisations, on how technologies can be combined to create design solutions.
Process and Production Skills	Students develop their hand-drawing skills, as well as their ability to draw using computer-based programs.
	Students use a project-based learning process to design and create projects that incorporate mechanisms and engineering principles.
	Students use a project-based learning process to complete a portfolio of work that uses a variety of computer programs.
	Students develop their knowledge and understanding of the Laser Cutter and 3D printer.
	Students work independently and collaboratively to manage their time and resources using digital technology. Considers time, cost, risk and safety.

Assessment

Progress will be monitored using Design and Technologies-specific strands, employing the design process. Projects include designing and creating a sandboard, completing an electrical circuit to power a solar car for testing, utilising mechanisms to design a tower crane, and developing various product designs. CAD programs, 3D printers and laser cutting technology are used in the projects.

Recommendation

Learning Area Grade minimum ‘C’ grade in Year 9 Mathematics and Science.

Pathways

This course will give students a grounding for a career in a range of Design and Engineering-related fields such as Mechanical Engineering, Mechatronics and Electronics. This course leads to General Engineering Studies, ATAR Engineering Studies and General Design (Dimensional Design).

Enquiries

Mr Tom Dudek – Head of Learning Area – Technologies

Year 10 Textiles

Subject description

This course provides students with the opportunity to acquire additional skills and understanding in textiles, which is beneficial for students considering the Materials, Design and Technology – Textiles course in Years 11 and 12.

Students will undertake a variety of practical projects, starting with a kimono, to develop more advanced construction techniques and utilise various materials. They then design and create a unique garment which may be entered into the APEX Australian Teenage Fashion Awards.

In semester two, students research sustainability issues within the Textile industry and investigate creative ways to upcycle materials and use embellishment techniques before producing another original textile item or outfit.

The course runs for the full academic year.

Australian Curriculum

Strand	Content
Knowledge and Understanding	Students investigate social, ethical and sustainability considerations and research emerging technologies to design products that address a range of characteristics.
Process and Production Skills	Students select and apply textile construction techniques to create projects that satisfy criteria and consider the fundamentals of design.

Assessment

Investigating and defining – Researching sustainability issues and emerging technologies
Designing – Semester 1 AATFA outfit and Semester 2 upcycled textiles project
Producing and implementing – Semester 1 AATFA outfit and Semester 2 upcycled textiles project
Evaluating – ongoing and finished products, and written examinations
Collaborating and managing – working with others and independently during construction

Prerequisite

None.

Pathways

Year 11 and 12 Materials, Design and Technologies – Textiles, Fashion/Costume Designer, Stylist/Buyer, Tailor/Dressmaker, Teacher.

Enquiries

Mr Tom Dudek – Head of Learning Area – Technologies

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