

# La Salle College



Year 10  
2018

Curriculum  
Handbook

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# YEAR 10 CURRICULUM

The Year 10 Curriculum has been designed to encourage students to begin thinking about how their secondary learning might articulate with their post school learning. The Year 10 curriculum aims to provide relevance, choice and challenge, as well as developing a relationship to course selection in Years 11 and 12.

It would be advantageous when selecting courses that students have some idea of the direction they might wish to take in Years 11 and 12. Factors that should be taken into consideration when planning a program of study include the student's ability, interest and intention.

Students will study compulsory and non-compulsory courses.

## COMPULSORY

The compulsory curriculum covers the courses:

LEARNING AREA	YEAR 10 COURSE
Religious Education	Religious Education
English	Australian Curriculum English/English Allegro
Health and Physical Education	Western Australian Curriculum Framework
Humanities and Social Sciences	Australian Curriculum HaSS
Mathematics	Australian Curriculum Mathematics/ Mathematics Allegro/Mathematics for Life
Science	Australian Curriculum Science

For English and Mathematics, students will be placed into classes by the respective Learning Area Coordinators on the basis of Year 9 achievement.

## NON-COMPULSORY

Students are to select two (2) courses and two (2) reserves from those listed below:

LEARNING AREA	YEAR 10 COURSE
Health Physical and Education	Outdoor Education
	Physical Education Studies – General
	Physical Education Studies – AFL Specialist
Music	Music
Technologies	Childcare & Development
	Digital Technologies
	Food Technologies
	Metalwork
	Photography
	Technical Graphics
	Technologies & Fashion
The Arts	Dance
	Drama
	Visual Arts

A description of each course can be found in the following pages. Students will select their courses on an online portal called Subject Selection Online (SSO). Logins and passwords will be posted home. Each student is to indicate their selection in order of preference choosing two courses including two alternatives, should their preferences not be available.

Every effort will be made to place students in their preferences, however, this is not always possible if:

- two of the selections are timetabled at the same time.
- a course is over-subscribed.
- a course is not timetabled due to low student numbers.

Student will be notified of their courses during Term 4.

# COMPULSORY

## RELIGIOUS EDUCATION

### Overview

The Religious Education Learning Area is organised into five outcomes, which define the key learning processes, understandings and values all students should develop. Each outcome is mandated by the Archbishop of Western Australia as a key element in the religious knowledge and faith development of a Catholic school student.

The units of work are as follows:

### Semester I:

#### Vocation – Called to Be and Become

This unit seeks to introduce students to very basic ideas that reflect Catholic teaching on vocation and on the place of work within the context of Christian vocation. It focuses more on the moral and spiritual dimensions.

#### The Search for Freedom

This unit seeks to introduce students to very basic ideas that reflect Catholic teaching on freedom and distinguishes Christian freedom as opposed to freedom as understood by teenagers and the wider society. Teenagers. They often think of freedom as 'freedom from', for example, rules, parents and obligations such as study. This may also be due to the way media and wider society, portrays freedom. For Christians, however, true freedom is 'freedom to'. People gain freedom as they grow in responsibility.

### Semester II:

#### The Holy Spirit's Action through Conscience and the Church

In Catholic teaching, conscience is where one hears God's voice 'echo in his or her own depths'. Conscience is the source of many human experiences, including the inner call to draw closer to God. This unit opens with the broader experiences of conscience to help students appreciate the concept of 'echoes' of God's voice. The unit then explores the Church – its characteristics, growth and renewal through the Holy Spirit.

#### Restoring God's Justice in the World

This unit begins with recognising that God created in humans a concern for justice and that adolescents have a strongly developed sense of justice. It outlines how Jesus came to offer people the power to restore God's original justice in the world and the importance of social justice in the mission of the Church.

### Assessment

Each student is expected to complete three formal tasks and an examination each semester.

### Materials

Refer to Booklist

# TOUCHING HEARTS

## Rationale

The La Salle College Christian Service Learning programme is called *Touching Hearts*. The programme aims at instilling in students a sense of social awareness and responsibility through the act of serving those in their communities. It encourages students to think about the needs of those around them and answer social injustices in the wider community.

## Requirements

In Year 10, students are required to complete twenty hours of community service. Service moves completely away from the family environment and students are required to fulfil their service hours in the College, Parish and Civic sectors. A particular emphasis is placed on encouraging students to connect with their local not-for-profit agencies. The programme also involves a compulsory reflection where students are required to think deeply about how their service has impacted those around them. They also complete a self-reflection, focussing on how the service has made them feel.

## Outcomes

At the conclusion of the programme, students will be able to:

- Respond to the Lasallian ethos “touching hearts”.
- Respond to the Gospel value “a call to action”.
- Select appropriate service activities.
- Reflect on the value of service for those around them as well as the personal aspect of serving others.

## Materials

At the beginning of the programme students will receive:

- A *Touching Hearts* booklet via their school email.
- An Activity Log.
- An ‘Application to Participate in Parent Organised Service’ form.

# ENGLISH

Two courses based on the Australian Curriculum English are offered in the English Learning Area:

- English
- English Allegro

## ENGLISH

### Course Outline

**English** caters for students with a broad range of abilities and interests. Students are extended and supported within the mainstream classroom. In general, students who complete this course are not advised to choose Literature ATAR in Year 11, unless recommended by the teacher. Students may choose English ATAR in Year 11 if they meet the prerequisites.

Students engage in the close study of various genres through which they learn about the English language: how it works and how to use it effectively in a variety of forms and situations. The Year 10 Course aims to:

- a) Build on and extend the student's ability to use and control the conventions of Standard Australian English.
- b) Develop understanding about language and how to use it effectively through engagement with, and study of, a range of texts.
- c) Encourage students to employ a range of processes and strategies to facilitate learning.
- d) Invite students to reflect on and analyse their own use of language and the language of others in projecting beliefs and values.
- e) Develop the creation of texts of their own by employing language for a range of purposes, audiences and contexts.
- f) Develop a student's capacity to listen with purpose, understanding and critical awareness.
- g) Encourage students to speak with purpose and effect in a range of contexts.
- h) Explore how visual texts are created for a range of purposes and audiences.
- i) Foster a love of reading.
- j) Extend an understanding and use of Information Technology.

## **ENGLISH ALLEGRO**

### **Course Outline**

This is a demanding course which prepares students for entry to Literature ATAR and English ATAR in Year 11. It provides a good grounding in analysis, literary theory and reading practices in addition to the content described above. The course is designed to stimulate intellectual curiosity and to promote creative, logical and analytical thinking. It encourages students to relate their experience of literature to their experience of life generally and to learn that ways of reading texts and their readings of texts can enrich their understanding of identity, culture and society. Students are given the opportunity to read, enjoy and respond to literary texts, to which the genres of poetry, prose and drama are central. Extra-curricular visits to live drama productions form a part of the development of concepts in this course.

Numbers in this course are limited and entry is by invitation based on a range of indicators and results in Year 9.



# HEALTH AND PHYSICAL EDUCATION

Health and Physical Education program focuses on the study of health as a dynamic quality of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health.

## **Course Outline**

The influence of social, environmental, economic and biological determinants of health is a key focus of the course. Other course content includes the influence of beliefs, attitudes and values on health behaviour, and the importance of self-management and interpersonal skills in making healthy decisions.

This course will prepare students for career and employment pathways in a range of health and community service industries. Students will have the opportunity to develop key employability and life skills including communication, leadership, initiative and enterprise. Inquiry skills will equip students well to adapt to current and future studies and work environments.

## **Assessment**

Class assessments.

## **Materials**

On occasions students will be required to wear the full College Physical Education uniform.

# HUMANITIES AND SOCIAL SCIENCES

This Learning Area enable students to understand how individuals and groups live together and interact with and within their environment. The Humanities and Social Sciences is organised into four specialty areas/units which are term-based.

## Area of Study

Geography

History

Economics & Business

Civics & Citizenship

## Unit

Environmental Change / Geographies of Human Wellbeing

World War II / Rights & Freedoms

Personal Economics & Finance

Law Making, Justice and the Courts

## Class organisation and student attitude

Students are encouraged to have a positive attitude to their work, to the teacher and to their peer. Consequently, they are assessed in the following areas:

- File- towards the middle and end of each unit students may be asked to submit their file for assessment. A satisfactory standard of neatness and completion of all work needs to be displayed at all times.
- Oral Assessment- each student's oral contributions are assessed. This may include and is not limited to the student's participation in class discussions, debates, role-plays etc.

## Assessments

Throughout the units of work students will be required to complete one assignment and one topic test (one of each per term). The assignments will be varying in nature, from research tasks, written reports, oral presentations just to name a few. Examinations are held once a semester. Revision activities are produced for all tests and examinations and students are encouraged to attend the Homework Help classes when assessments are coming up.

## Materials

All students are required to have the following:

- File, text book, paper/note-book, display file (for assessments)
- Pens, pencils, ruler, eraser, coloured pencils, scissors, glue
- Any additional materials as instructed by their class teacher

# MATHEMATICS

The Australian Mathematics Curriculum aims to ensure that students:

- are confident, creative users and communicators of Mathematics, 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*
- recognize connections between the areas of Mathematics and other disciplines and appreciate Mathematics as an accessible and enjoyable discipline to study.

The Australian Curriculum is organized around the interaction of three content strands and four proficiency strands.

The content strands are ***Number and Algebra***, ***Measurement and Geometry***, and ***Statistics and Probability***. They describe what is to be taught and learnt.

The proficiency strands are ***Understanding***, ***Fluency***, ***Problem Solving***, and ***Reasoning***. They describe how content is explored or developed; that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above. This approach has been adopted to ensure students' proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

## **Year 10 Achievement Standard**

Students will have the opportunity to:

- recognize the connection between simple and compound interest
- solve problems involving linear equations and inequalities
- make the connections between algebraic and graphical representations of relations
- solve surface area and volume problems relating to composite solids
- recognize the relationships between parallel and perpendicular lines
- apply deductive reasoning to proofs and numerical exercises involving plane shapes
- compare data sets by referring to the shapes of the various data displays
- describe bivariate data where the independent variable is time
- describe statistical relationships between two continuous variables
- evaluate statistical reports
- expand binomial expressions and factorize monic quadratic expressions
- find unknown values after substitution into formulas
- perform the four operations with simple algebraic fractions
- solve simple quadratic equations and pairs of simultaneous equations
- use triangle and angle properties to prove congruence and similarity
- use trigonometry to calculate unknown angles in right-angled triangles
- list outcomes for multi-step chance experiments and assign probabilities for these experiments
- calculate quartiles and inter-quartile ranges.

Mathematics, more than most subjects, is sequential in nature. Thorough understanding of one level is necessary before success can be expected at the next level.

When allocating students to a mathematics class, we will take into consideration information gained from a range of assessment items based upon their results in Year 9. Students will be placed in a class which best suits the level of mathematics which they have demonstrated. During the course of the year, outcomes relating to all strands will be addressed, at an appropriate level.

### **Mathematics Allegro**

This is the most demanding course and prepares students for the study of any of the upper school Mathematics courses. It provides a good grounding in the essentials of Algebra, Number, Measurement, Space and Chance and Data for students who wish to study the ATAR courses Mathematics Methods and/or Mathematics Specialist in Year 11.

### **Mathematics**

This is slower paced than Mathematics Allegro but still covers the rudiments of the higher pathway to offer sufficient preparation for the ATAR course Mathematics Applications in Year 11.

### **Mathematics for Life**

This is designed for those students who are not aspiring to university-bound Mathematics courses but who may wish to study the General course Mathematics Essential in Year 11.

### **Assessment**

Assessment will vary through the courses. A selection of projects, investigations, problem solving activities, tests and examinations are used for the purpose of assessment.

### **Materials**

Students studying Mathematics Extension and Mathematics are required to purchase a CAS calculator (Casio Class pad 400 recommended).

# SCIENCE

The Australian Curriculum in Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers. Depending on the results attained students can opt for one of the ATAR Science courses in Year 11 & 12 or the General Integrated Science course in Year 11& 12.

The course is divided into four sections.

## **Biological Sciences**

The biological sciences sub-strand is concerned with understanding living things. The key concepts developed within this sub-strand are that: a diverse range of living things have evolved on Earth over hundreds of millions of years; living things are interdependent and interact with each other and their environment; and the form and features of living things are related to the functions that their body systems perform. Through this sub-strand, students investigate living things, including animals, plants, and micro-organisms, and their interdependence and interactions within ecosystems. They explore their life cycles, body systems, structural adaptations and behaviors, how these features aid survival, and how their characteristics are inherited from one generation to the next. Students are introduced to the cell as the basic unit of life and the processes that are central to its function.

## **Chemical Sciences**

The chemical sciences sub-strand is concerned with understanding the composition and behavior of substances. The key concepts developed within this sub-strand are that: the chemical and physical properties of substances are determined by their structure at an atomic scale; and that substances change and new substances are produced by rearranging atoms through atomic interactions and energy transfer. In this sub-strand, students classify substances based on their properties, such as solids, liquids and gases, or their composition, such as elements, compounds and mixtures. They explore physical changes such as changes of state and dissolving, and investigate how chemical reactions result in the production of new substances. Students recognize that all substances consist of atoms which can combine to form molecules, and chemical reactions involve atoms being rearranged and recombined to form new substances. They explore the relationship between the way in which atoms are arranged and the properties of substances, and the effect of energy transfers on these arrangements.

## **Earth and Space Sciences**

The Earth and space sciences sub-strand is concerned with Earth's dynamic structure and its place in the cosmos. The key concepts developed within this sub-strand are that: Earth is part of a solar system that is part of a larger universe; and Earth is subject to change within and on its surface, over a range of timescales as a result of natural processes and human use of resources. Through this sub-strand, students view Earth as part of a solar system, which is part of a galaxy, which is one of many in the universe and explore the immense scales associated with space. They explore how changes on Earth, such as day and night and the seasons relate to Earth's rotation and its orbit around the sun. Students investigate the processes that result in change to Earth's surface, recognizing that Earth has evolved over 4.5 billion years and that the effect of some of these processes is only evident when viewed over extremely long timescales. They explore the ways in which humans use resources from the Earth and appreciate the influence of human activity on the surface of the Earth and the atmosphere.

## **Physical Sciences**

The physical sciences sub-strand is concerned with understanding the nature of forces and motion, and matter and energy. The two key concepts developed within this sub-strand are that: forces affect the behavior of objects; and that energy can be transferred and transformed from one form to another. Through this sub-strand students gain an understanding of how an object's motion (direction, speed and acceleration) is influenced by a range of contact and non-contact forces such as friction, magnetism, gravity and electrostatic forces. They develop an understanding of the concept of energy and how energy transfer is associated with phenomena involving motion, heat, sound, light and electricity. They appreciate that concepts of force, motion, matter and energy apply to systems ranging in scale from atoms to the universe itself.

Assessments will take the form of: Quizzes/Tests/Examinations/Practical Investigations and Research Projects

# NON-COMPULSORY

## HEALTH AND PHYSICAL EDUCATION

### OUTDOOR EDUCATION

#### Course Outline

This elective subject allows students the opportunity to participate in activities beyond the normal range of the school Physical Education programme. The activities are meant to be challenging and are structured to extend the individual. The activities covered in Year 10 include:

- Team Building Activities (Initiative Games)
- Cooperative Games/Self-management and group dynamics
- Camp Preparation
- Abseiling/Rock Climbing
- Mountain Biking
- Rope work
- Navigation & Orienteering

Students should be aware that Year 10 Outdoor Education will have an in-class theory component (approx. 25%). Due to the nature of activities in this course, students' levels of behaviour are paramount in order to ensure everyone's safety.

#### Assessment

Class assessments

#### Materials

All gear and equipment is supplied. Students are to wear their full Physical Education uniform. There is a **levy of approximately \$200** to cover facility hire, excursions and another fee for the camp (**approximately \$400**). It is an expectation that students participate in the camp and all excursions.

**Approximate course cost: \$600.**

# PHYSICAL EDUCATION STUDIES – GENERAL

## Course Outline

The Physical Education Studies General course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course.

The Physical Education Studies General course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies General course cannot be separated from active participation in physical activities and involves students in closely integrated written, oral and physical learning experiences based upon the study of selected physical activities.

The course appeals to students, with varying backgrounds, physical activity knowledge and dispositions. Students analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance performance. Physical activity and sport are used to develop skills and performance, along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.

The course prepares students for a variety of post-school pathways, including immediate employment or tertiary studies. It provides students with an increasingly diverse range of employment opportunities in the sport, leisure and recreation industries, education, sport development, youth work and health and medical fields linked to physical activity and sport. The course also equips students to take on volunteer and leadership roles in community activities.

## Practical Component

For students studying the Physical Education Studies syllabus, the focus of study is on 2 or 3 sports from the prescribed list. This will prepare students for future moderation processes for Physical Education Studies.

### Prescribed list of sports for practical (performance)

- Badminton
- Basketball
- Netball
- Touch
- Volleyball

## Assessment

Students will be assessed on their practical performance (50%) and their theoretical knowledge (50%)

## Materials

College Sports Uniform (including hat)  
Appropriate sports shoes (sport dependant)  
Textbook  
File



# PHYSICAL EDUCATION STUDIES – AFL SPECIALIST

## Course Outline

Using the students' knowledge and skills of Australian Rules football (AFL) the Physical Education Studies AFL course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course.

The Physical Education Studies General course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies General course cannot be separated from active participation in physical activities and involves students in closely integrated written, oral and physical learning experiences based upon the study of selected physical activities.

The course appeals to students, with varying backgrounds, physical activity knowledge and dispositions. Students analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance performance. Physical activity and sport are used to develop skills and performance, along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.

The course prepares students for a variety of post-school pathways, including immediate employment or tertiary studies. It provides students with an increasingly diverse range of employment opportunities in the sport, leisure and recreation industries, education, sport development, youth work and health and medical fields linked to physical activity and sport. The course also equips students to take on volunteer and leadership roles in community activities.

## Practical Component

For students studying the Physical Education Studies syllabus, the focus of study is on AFL. The practical component will be twice a week.

## Assessment

Students will be assessed on their practical performance (50%) and their theoretical knowledge (50%)

## Materials

College Sports Uniform (including hat)  
Football boots  
Mouthguard  
Textbook  
File

## ACCOUNTING AND FINANCE

### Course Outline

The course focuses on financial literacy and aims to provide students with a range of skills that enable them to make sound financial judgements personally and in the context of small cash based businesses. This subject leads to the ATAR course of Accounting and Finance in Years 11 and 12.

The topic of personal finance is covered in Semester I. Students are introduced to the concepts, principles and terminology used in personal finance. They learn about the main institutions that operate in financial markets and how governments and other community bodies can affect the way individuals and groups make financial decisions. Practical personal financial recordkeeping and budgeting using specific software will be covered.

The focus in second semester is accounting for small cash entities using the student run business “Simply Stationery” as the main context. Students learn about financial record-keeping on a cash basis for small entities using accounting software MYOB, as well as the main financial documents and reports used in the financial transactions of small business. They learn the main issues involved in business decision-making and carry out simple analyses of given information to determine the financial performance and position of a business.

### Assessment

Class assessments

Examinations

## MUSIC ALLEGRO

### Course Outline

Through preparation for performance and class work, each student will be expected to develop the knowledge and skills involved in listening to, reading, writing and creating music. This course is designed for students interested in the Music courses of study pathway with greater focus on advanced theory and performance practice.

All students must be receiving instrumental lessons and be a member of a College Ensemble. Students should currently be performing at a Grade 3 AMEB level or equivalent at the commencement of the year.

The main focus will be to develop the skills required to compose and perform music in a wide variety of music styles and contexts. Each student will be required to prepare and perform in front of an audience. In addition to performance, students will also cover other areas integral to the music industry. Theory and perception skills will be developed using the Kodaly methodology.

### Prerequisite

It is recommended that students have studied Year 9 Music Studies. However, students wishing to enrol in this course who do not meet this prerequisite but may hold equivalent qualifications are to contact the Director of Music to arrange an audition/interview.

### Assessment

The assessment will be based on performance, theory and aural tests, compositions and research tasks. The course involves both a written and practical examination in both semesters.

### Materials

Instrument

Instrumental/Vocal Tuition

*Master Your Theory Grade Three* – Dulcie Holland

Practice Journal

1 x Manuscript Paper Book

Instrumental Lessons

2 x Project Books

2 x 2B Pencils

Eraser

Black Fine Liner

Students must be a member of at least one College Ensemble at the discretion of the Director of Music.

# MUSIC PERFORMANCE

## Course Outline

Through preparation for performance and class work, each student will be expected to develop the knowledge and skills involved in listening to, reading, writing and creating music. This course is designed for students interested in the General/Certificate Music pathway with focus on refining theory and performance practice.

All students must be receiving instrumental lessons and be a member of a College Ensemble. Students should currently be performing at a Grade 2 AMEB level or equivalent at the commencement of the year.

The main focus will be to develop the skills required to compose and perform music in a wide variety of music styles and contexts. Each student will be required to prepare and perform in front of an audience. In addition to performance, students will also cover other areas integral to the music industry. Theory and perception skills will be developed using the Kodaly methodology.

## Prerequisite

It is recommended that students have studied Year 9 Music Performance Studies. However, students wishing to enrol in this course who do not meet this prerequisite but may hold equivalent qualifications are to contact the Director of Music to arrange an audition/interview.

## Assessment

The assessment will be based on performance, theory and aural tests, compositions and research tasks. The course involves both a written and practical examination in both semesters.

Music Performance or Music Studies as a prerequisite

## Materials

Instrument

Instrumental/Vocal Tuition

*Master Your Theory Grade Two* – Dulcie Holland

Practice Journal

1 x Manuscript Paper Book

2 x Project Books

2 x 2B Pencils

Eraser

Black Fine Liner

Students must be a member of at least one College Ensemble at the discretion of the Director of Music.

## CHILDCARE AND DEVELOPMENT

### Course Outline

As part of the course we look at influences on our own development and consider ways that we can enhance our wellbeing, involving a number of practical and theoretical activities. We then focus on child development from pregnancy into early childhood. Students investigate prenatal development and influences on the foetus, considering how these nine months can impact a person's future outcomes. We explore the services available to expecting parents and consideration of different birthing options. The needs of infants are considered from a theoretical and practical perspective, including the experience of the Virtual Parenting Program. The importance of play for child development is a feature through learning about childhood milestones and the students will develop products to assist a child's language development, these products will then be trialled in a playgroup. The idea of child development is then examined from a broader perspective with the consideration of family, culture and the broader community. Students will consider the needs of groups in the community and fundraise and produce care packages for people in need.

Throughout the course, students engage in group work using different research methods and communication skills.

### Materials

File

Notebook

A4 Display folders

# DIGITAL TECHNOLOGIES

## Course Outline

This course aims to provide students with opportunities to build upon their existing skills and knowledge to enable them to develop a greater appreciation for computers and their many roles in business and society. Students will learn more about website development and produce them at a more professional level. They will learn about computer programming and create their own native windows applications.

Students will continue to develop their image manipulation and editing techniques, including the opportunity to participate in a state-wide competition that will validate their skills at a public level. They will learn about relational databases and how to design and create them, including how to write queries to make use of the data and how to export that information for use in other applications.

The knowledge and skills gained in this course will equip students for further study in Applied Information Technology (VET) or Computer Science (ATAR) for Year 11 and 12.

## Assessment

A variety of production (practical tasks) and theoretical (knowledge tests) assessments.

## Materials

### Storage

OneDrive Account (provided via by the college)

8GB USB Thumb drive or better (work back-up / submission purposes).

Software – Adobe CC 2017 / 2018

Owners of BYOD laptops must hand their laptop to ICT Support to have this software installed onto it. It is provided free of charge.

Software – Office 365

Owners of BYOD laptops must install Office 365 on their laptops prior to commencement of this subject. If you need instructions, they can be obtained from ICT Support.

## **FOOD TECHNOLOGIES**

Year 10 Food Technology provides students with the skills to make healthy food and lifestyle choices through the development of the skills and knowledge of nutrients and the application of the principles of food safety, preservation, preparation and presentation. Students will develop food safety and hygiene practices and examine the causes of food deterioration and spoilage. They will develop basic knife skills in relation to precision cutting and a variety of cooking methods used in food preparation.

Students will explore the changing patterns of food consumption in Australia, multicultural influences and factors that influence consumer food habits today. They will develop knowledge of current food models, the function of nutrients in the body, nutritional needs throughout the lifecycle, dietary related lifestyle diseases and the special dietary needs of consumer groups in society.

Students will consider current trends in the Australian diet including the social, economic, environmental impact and sustainability of the development of new food products, packaging and promotion. They will participate collaboratively in practical design challenges and use the technology process to investigate, design, produce and evaluate food products. They will have opportunities to demonstrate practical skills and an understanding of food properties, processing and presentation in food product development.

### **Assessment**

Workbook theory, Task work, Practical work and Tests.

### **Materials**

1 x A4 Display Folder  
1 litre reusable food container

# METALWORK

## Course Outline

Metalwork is a practical course with a flexible format. It is structured to allow for a diverse choice of exploration when using metal in the design and manufacture of products as its major focus. Working with materials, students are able to develop a range of manipulative, processing, manufacturing and organisational skills. It aims to prepare students for a future in a technological and material world by providing the foundations for learning relating to how materials are developed and used. Future areas include machining, sheet metal work, boiler making and welding.

The course is made up of both a practical component concentrating on fabrication, turning and sheet metalwork as well as a written component relating to the production of materials and design.

## Assessment

Practical Projects, theory tasks and Design Brief

## Materials

Safety glasses  
Apron or Dustcoat

# PHOTOGRAPHY

## Course Outline

This course introduces students to the Design principles, techniques, materials and equipment used in Photography. The Course has a high practical content and students are provided with the opportunity to use photographic equipment to make photographs and to develop digital photographic skills and Photoshop techniques.

## Assessment

Project task work, tests and assignments

## Materials

A4 40-page Display folio



# TECHNICAL GRAPHICS

## Course Outline

This course provides students with an opportunity to develop both freehand sketching and computer drafting skills and techniques and apply them to pictorial, orthogonal and geometrical drawing. The Technical Graphics room is fully equipped with Computer Assisted Drafting (CAD) and students' work with industry standard software packages.

Students will also learn colour rendering techniques and include these in a formalised approach when developing design and drawing styles. There is also the opportunity to programme computer assisted machines to produce products from laser cutting and routing.

## Assessment

Class work, folio drawings and tests.

## Materials

A3 Folio

# TECHNOLOGIES and FASHION

Technology and Fashion is a practical course that introduces students to production techniques required to produce products and garments. Students will use the Technology Process to investigate, design, produce and evaluate their items throughout the course. Students will begin the course by learning basic production techniques and will be provided the opportunity to develop their skills and techniques throughout the year to produce pajama shorts, a cushion with a zipper and a circle skirt.

This course enables students to be creative and develop their understanding of manufacturing, fabrics and fabric decorating techniques such as embroidery and tie dyeing. Students will complete portfolio work alongside their practical work on the elements and principles of design, fashion designers, rendering and illustration techniques.

## Assessment

Design brief assignments, practical work and portfolio.

## Materials

Students must provide basic sewing kit. Students will be required to purchase their own fabric and notions for projects, and a commercial pattern for final garment

# WOODWORK

## Course Description

Woodwork is a practical course structured to allow for exploration when using timber and timber based materials in the design and manufacture of products. Working with materials, students are able to develop a range of manipulative, processing, manufacturing and organisational skills. The course aims to prepare students for a future in a technological and material world by providing the foundations for learning and relating how materials are developed and used. Future areas include cabinet making, furniture construction, furniture finishing and carpentry.

The course is divided into three context areas: Materials, which explores the nature of materials; Design fundamentals; and use of Technology which focuses on skills, safety and production. A combination of traditional woodworking skills and new technology, such as the CNC laser and CNC Router, are used to complete projects and expose students to the production methods of the modern world.

## Assessment

Practical Projects, theory tasks and Design Brief

## Materials

Textbook  
Safety glasses  
Apron or Dustcoat

# THE ARTS

## DANCE

### Course Outline

In Year 10, Dance students continue to extend their use of the elements of dance (BEST) and choreographic processes to expand their choreographic intentions in their choreography. They extend their technical dance skills to include style-specific movement skills.

Through performance, students continue to work on confidence, accuracy, clarity of movement and projection. They refine their discussion of the use of the elements of dance, choreographic processes and design concepts in their own dance and the dance of others. They investigate dance and influences of the social, cultural and historical contexts in which it exists.

Safe dance practices underlie all experiences, as students perform within their own body capabilities and work safely in groups.

### Assessment

Working is assessed through practical work; *Making* which focuses on choreographic processes, skills and techniques and performance and theoretical work; *Responding* which focuses on dance reflecting and analyzing and dance context.

### Materials

Black T-Shirt  
Black Leggings  
4 A4 project books  
Colored pencils  
Glue stick  
Display Folder

The Course fee includes a levy, as students are required to view live performances as part of their assessments and have a number of visiting specialists throughout the year.

# DRAMA

## Course Outline

In Year 10, Drama students will be given opportunities to develop their knowledge and skills to present drama for purposes and wider external audiences, safely using processes, techniques and conventions of drama. Students develop drama based on devised drama processes and taken from appropriate, published script excerpts using selected drama forms and styles. Students will have opportunities to research devised drama and read in selected script excerpts in context. Student work in devised and scripted drama is the focus of reflective and responsive processes. Students are encouraged to develop their use of extended answer forms and interviews, using drama terminology, language and different forms of communication, based on their own drama and the drama of others.

## Assessment

Working is assessed through practical work; *Making* which focuses on voice and movement, drama processes and the elements of drama, drama forms and styles, drama conventions, spaces of performance, design and technology, and self management and group management skills and processes and theoretical work; *Responding* which focuses on drama reflections, drama responses and oral communication.

## Materials

3 A4 Exercise Books  
Australian Script *Cloudstreet*  
Colored Pencils  
Glue Stick  
Display Folder

The course fee includes a levy, as students are required to view live performances out of hours as part of their assessments and have a number of visiting specialists throughout the year.

# VISUAL ARTS

## Course Outline

In Year 10, students use visual art language and artistic conventions, in both written and practical work. They further develop and refine their ideas and techniques to resolve artwork by documenting the design, production and evaluation processes of their artwork. Students will extend their knowledge of art practices, such as, adaptation, manipulation, deconstruction and reinvention techniques, and use their understanding of a variety of art styles in the making of their 2D, 3D and/or 4D artwork. Students extend their knowledge and practice of safe and sustainable visual arts practice. Resolved artwork is exhibited and appraised, with consideration to their own artistic intentions, personal expression, and audience.

Students develop greater understanding of how contexts of culture, time and place impact on the development of ideas and production of art forms in the artistic process. They continue to explore artistic influences, while being encouraged to express greater individualism in their application of ideas and materials.

Students are provided with opportunities to reflect on traditional and contemporary artwork using a breadth of critical analysis frameworks, incorporating visual art language, art terminology and conventions.

## Assessment

Working is assessed through practical work; *Making* which focuses on inquiry, art practice and presentation and theoretical work; *Responding* which focuses on analysis, social, cultural and historical contexts and interpretation/response.

## Materials

Art materials will be provided with the cost included in the Course resource fee. An excursion levy is also included to cover the cost of a Visual Art excursion.

## **CERTIFICATE I IN GENERAL EDUCATION FOR ADULTS (CGEA)**

Special programme in literacy and numeracy combined with Certificate II in Conservation and Land Management.

The purpose of this certificate is to enable students to develop skills and knowledge to read and write a range of texts on everyday subjects. It also assists students to develop everyday numeracy in order to make sense of their personal and public lives. The Certificate I in General Education for Adults will better prepare students for the literacy and numeracy demands of everyday life and the workplace. The CGEA is a VET based course which is delivered through the College and assessment is based on attainment of units of competencies. This course is not open to all students and is based on invitation only and an interview.

## 2018 YEAR 11 COURSE PREREQUISITES

COURSE	GENERAL/ATAR	PREREQUISITES
Religion & Life	ATAR General	English Extension/Literature – Grade C English – 60% No prerequisites
Accounting & Finance	ATAR	English Extension/Literature – Grade C or English – 60% Mathematics Extension – Grade C or Mathematics – Grade B
Applied Information Technology	General	No prerequisites
Biology	ATAR	English and Literature – Grade C or English – 60% Mathematics Extension – Grade C or Mathematics – Grade B Science – Grade C
Business Management & Enterprise	General	No prerequisites
Career and Enterprise and Onsite	General	No prerequisites
Chemistry	ATAR	Mathematics Extension – Grade C or Mathematics – Grade B Science – Grade B
Children Family and Community	General	No prerequisites
Dance	ATAR General	English - 60% Year 10 Dance Dance experience required
Design - Photography	General	No prerequisites
Design - Technical Graphics	General	No prerequisites
Drama	ATAR General	English - 60% Year 10 Drama No prerequisites
Earth & Environmental Science	ATAR	English Extension/Literature – Grade C or English – 60% Mathematics Extension – Grade C or Mathematics – Grade B
Economics	ATAR	English – Grade C HaSS – Grade C English Extension/Literature – 60%
English	ATAR General	English – 60% No prerequisites
Food Science & Technology	General	No prerequisites
Geography	ATAR	English – Grade C HaSS – Grade C
Health Studies	ATAR	English Extension/Literature – Grade C English – 60% Science – Grade C
History - Modern	ATAR	English Extension/Literature – Grade C or English – 60% HaSS – Grade C
Human Biology	ATAR	English and Literature – Grade C or English – 60% Mathematics Extension – Grade C or Mathematics – Grade B Science – Grade C
Integrated Science	General	No prerequisites
Literature	ATAR	English Extension/Literature – 60% or English - 65%
Materials Design and Technology – Wood	General	No prerequisites
Mathematics Essential	General	No prerequisites
Mathematics Applications	ATAR	Mathematics – Grade B
Mathematics Methods	ATAR	Mathematics Extension – Grade B
Mathematics Specialist (Must do Methods)	ATAR	Mathematics Extension – Grade B
Physical Education	ATAR General	** Physical Education Studies – Grade B Science – Grade B No prerequisites
Physics	ATAR	Mathematics Extension – Grade C or Mathematics – Grade B Science – Grade B
Psychology	ATAR	English Extension/Literature – Grade C or English – 60% Science – Grade C
Visual Arts	ATAR	Year 10 Visual Arts – English – 60%
VET Certificates	VET	No prerequisites

\*\* If this course has not been studied in Year 10, please consult relevant Learning Area Coordinator.  
These prerequisites provide a guide for entry to Year 11 courses