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All schools in Western Australia base their courses on the Guiding Principles developed by the School Curriculum and Standards Authority (SCASA). The Guiding Principles comprise of:

1. Western Australian Values of Schooling
2. Principles of Teaching and Learning
3. Phases of Schooling

The curriculum is divided into these eight learning areas:

- The Arts
- English
- Health and Physical Education
- Languages other than English
- Mathematics
- Science
- Society and Environment
- Technology and Enterprise

The school program at Leeming Senior High School covers these eight learning areas by offering students courses in each of the learning areas.

Reasons for students choosing additional time in some learning areas will depend on their aptitude, interests and goals. By studying at greater depth or breadth, students might, for example, be better able to cope with upper secondary courses, or specialize in the upper secondary years so that a capacity for post school studies at a State Training Provider or a university is enhanced.

Preference will be given to students who select to study a subject in both semesters.

Should parents need assistance in selecting a program of study appropriate for their children, they should contact the school to seek advice.
Details of Courses Offered in Year 10

The Arts

In the Arts learning area, the students are given the opportunity to develop creative skills, critical appreciation and knowledge of artistic techniques and technologies in Dance, Drama, Media, Music and Visual Arts.

Learning in all Arts courses is based upon the four common outcomes:

- Communicating Arts ideas
- Using Arts skills, techniques, technologies and processes
- Responding, reflecting on and evaluating the Arts
- Understanding the role of the Arts in society

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Dance</th>
<th>Drama</th>
<th>Media</th>
<th>Music</th>
<th>Visual Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Jazz</td>
<td>Youth Theatre</td>
<td>Film and Television 3</td>
<td>Special Music 5</td>
<td>Fine Art 3</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Contemporary &amp; Composition</td>
<td>Performance</td>
<td>Film and Television 4</td>
<td>Special Music 6</td>
<td>Fine Art 4</td>
</tr>
</tbody>
</table>

Dance

Jazz (1DA101)

This course will give the students the opportunity to extend their repertoire of dance styles by introducing the basic techniques of jazz dance and today’s youth culture. The students will be given the opportunity to create their own short dances and perform in a public forum.

Contemporary and Composition (1DA102)

This final lower school dance course allows the students to experiment with contemporary dance techniques and composition and choreography. The course should culminate with a group devised performance based around contemporary dance styles.

Drama

Youth Theatre (1DR101)

In this course students create and shape performances based on their own ideas and on existing drama. They improvise, act, interpret texts, write scripts, direct, rehearse and design. They integrate technical elements (such as lighting and sound) and other dramatic conventions in their work.

Performance (1DR102)

This course allows students to directly show their learning in drama and theatre through the staging of a theatre performance. Students use physical movement, vocal and interpretive skills on stage, and learn of the various production roles and responsibilities backstage. The performance will be based on an existing script. The course is a culmination of all skills developed in lower school drama.
Media

Film and Television 3 (1ME101)

This film and audio course looks at the link between youth culture and popular cultures. The media pastimes of young people are studied in class. The students will film their own productions or make audio documentaries about issues of concern to teenagers.

Film and Television 4 (1ME102)

Students doing this course complete two projects with a bias either towards documentary or fictional film. It is recommended that students have completed at least one previous Film & TV course and have experience with video cameras and editing procedures.

Music

Instrumental Music 5 and 6 (1IM101 & 1IM102)

This course continues the development of musicianship skills with the emphasis being placed on performance, whilst further developing their studies of music in contemporary society. (NOTE: Special Music courses are for those students learning an instrument through the school based scheme (SIM) or privately.)

The courses have two sections - Special Music, which is a timetabled subject (2 hours per week) and Instrumental/Ensemble which encompasses the students lessons on their instrument, for which they are withdrawn from normal timetabled classes, and their ensemble work (band, string ensemble etc) which is before or after school. The final assessment for these courses is based on all components.

A student learning an instrument privately can enrol in the Special Music courses but must be involved in the after school performing ensembles.

Visual Arts

Fine Art 3 (1VA101)

The aim of this course is to increase self-expression through drawing, painting, printmaking and sculpture. Students will view and write about other artists’ work in relation to their own work. Through these experiences students will also extend their artistic talent and broaden their interest in the world of art.

Fine Art 4 (1VA102)

The aim of this course is to increase self-expression through drawing, painting, sculpture and graphic art (which could include some airbrush work). Students will be viewing and writing about other artists’ work in relation to their own. Students will extend their knowledge, broaden their outlook and enhance their artistic talents. This course is suitable for students who are considering studying Art in upper school.
English

As in other schools across the Nation, Leeming Senior High School English Department has developed a program of study responsive to the Australian Curriculum, English and which will lead into the WACE courses of study. This program aims to develop students’ knowledge of language and literature and to consolidate and expand their literacy skills. More specifically it aims to support students to:

- Understand how Standard Australian English works in its spoken and written forms and in combination with other non-linguistic forms of communication.
- Learn Standard Australian English to help sustain and advance social cohesion in our linguistically and culturally complex country.
- Respect the varieties of English and their influence on Standard Australian English.
- Appreciate and enjoy language and develop a sense of its richness and its power to evoke feelings, form and convey ideas, persuade, entertain and argue.
- Understand, interpret, reflect on and create an increasingly broad repertoire of spoken, written and multimodal texts across a growing range of settings.
- Access a broad range of literary texts and develop an informed appreciation of literature.
- Master the written and spoken language forms of schooling and knowledge.
- Develop English skills for lifelong enjoyment and learning.

The knowledge, understanding and skills students will learn in the English curriculum are organised into developmental sequences called strands. The national English curriculum is built around three interrelated strands that support students’ growing understanding and use of English.

**Language Strand:** Students extend their understandings of how language works and learn to transfer understandings of language to different contexts, continuing to represent both personal and increasingly abstract ideas in a variety of ways.

**Literature Strand:** Students are introduced to increasingly sophisticated analysis of the differences between various kinds of literary texts, popular-culture texts, and everyday texts, developing understandings of how such texts can be discussed and analysed in relation to themes, ideas and historical and cultural contexts.

**Literacy Strand:** Students apply their emerging understandings of what makes a text valuable and appropriate when they read and create texts of sociocultural and personal importance, at increasing levels of sophistication and multimodality.

*These three strands are integrated, along with the general capabilities: literacy; numeracy; information and communication technology; critical and creative thinking; ethical behaviour; personal and social competence; and intercultural understanding with the Cross Curriculum Priorities: Aboriginal and Torres Strait Islander Histories and Cultures; Asia and Australia’s engagement with Asia and Sustainability into a comprehensive program of work which allows a pathway of development towards the upper school curriculum.*

Students should complete at least eight main assessment tasks over the year, developing the communication and thinking skills essential to success in upper school. These are outlined in the Unit Outline, distributed to students in the first week of the school year, along with a detailed program of in-class work/homework and study support information. Tasks are designed to develop cognition and tasks are structured to Bloom’s Taxonomy of Thinking Skills. Due to the complexity of the understandings and the demands of the curriculum, it is expected that students will participate in at least two hours of homework per week, comprised of assignment work, reading of assigned class texts [see appropriate booklist], study and contextual reading and the practice of writing skills. Programs have been differentiated for the AEP or extension class and for the SAER group in order to meet the special needs and interests of these unique cohorts.
Health and Physical Education

Health and Physical Education provides students with an understanding of health issues and the skills needed for confident participation in sport and recreational activities. This enables students to make responsible decisions about health and physical activity and to promote their own and others’ health and well-being.

The Health and Physical Education Learning Area Student Outcome Statements consist of four strands:

- Knowledge and Understanding
- Skills for Physical Activity (Movement Skills and Activity and Game Strategies)
- Self-management Skills
- Interpersonal Skills

Teaches in the Learning Area plan and monitor learning experiences that include attitudes and values.

<table>
<thead>
<tr>
<th>Year</th>
<th>General Physical Education</th>
<th>Health Education</th>
<th>Outdoor Education</th>
<th>Specialised Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Compulsory</td>
<td>Compulsory</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>O.Ed 4</td>
<td></td>
</tr>
</tbody>
</table>

**Health Education**

Health Education is a course designed to provide opportunity for students to develop:

- Knowledge and understandings that enable informed decisions for a healthy, active lifestyle.
- Attitudes and values that promote personal, family and community health.
- Interpersonal skills necessary for effective relationships and balanced lifestyles.
- Self-management skills which enable them to make informed decisions about health issues.

Students will be provided with opportunities in a safe learning environment to progress along these outcome continuums.

**Health Education 3 (all students) (3HE10)**

*Foundations for a Healthy Future – one hour per week.*

The Year 10 course allows the students to realise that they are responsible for their own lifestyle and that they can choose their quality of life. Issues to be covered are:

- How drug problems affect themselves, their families and their own community, possible solutions and the importance of choosing healthy alternatives to taking drugs.
- Relationships in the family and future partner relationships.
- Conception and contraception.
- Prevention of Sexually Transmitted Infections.
Physical Education

The Physical Education component comprises the following courses:

- General Physical Education
- Outdoor Education
- Specialised Physical Education

General Physical Education 3 (all students)

Students will be provided with a learning environment that involves teaching games for understanding using advanced skills and strategies with the sport education model. This is a two hour per week course. The following selection of sporting activities encourages participation and involvement, allowing students the opportunity to demonstrate the appropriate learning outcomes.

<table>
<thead>
<tr>
<th>Athletics</th>
<th>Basketball</th>
<th>Netball</th>
<th>Soccer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hockey</td>
<td>Volleyball</td>
<td>Australian Rules</td>
<td>Football</td>
</tr>
</tbody>
</table>

Outdoor Education 3 (3OE101)

This course is designed to provide the opportunity for students to demonstrate the Health and Physical Education Outcomes in a variety of learning environments.

The course focus is on providing the opportunity to develop the expedition skills associated with camping, camp craft and navigation. Students will undertake activities such as orienteering, camp cooking, expedition skills and minimal impact techniques to achieve these outcomes.

The opportunity to participate in an overnight camp or a full day excursion will be offered as a culmination to this course to enable the students to demonstrate these skills in a practical camping situation.

All skills covered in this course will be relevant to Certificate II in Outdoor Recreation students in senior school. Students selecting this course need to be prepared for flexi-time arrangements, that is, start at 7.30 am or finish at 4.00 pm on occasions.

Outdoor Education 4 (3OE102)

This course is designed to provide the opportunity for students to demonstrate the Health and Physical Education Outcomes in a variety of learning environments.

This course focuses on the aquatic activities of snorkelling and canoeing.

Students must be able to demonstrate that they have the Bronze Star, equivalent qualification or equivalent swimming ability.

Through snorkelling we provide the opportunity to develop safe snorkelling and swimming skills and enhance an appreciation of the aquatic environments. The canoeing enables students to work cooperatively and, through a full day excursion, to plan an expedition to cater for their groups’ needs.

All skills covered in this course will be relevant to prospective Certificate II in Outdoor Recreation students. Students will be involved in flexi-time, i.e. start at 7.30 am or finish at 4.00 pm on occasions.

Special Physical Education 3 – Racquet Sports (3RQ10)

This course provides students with the opportunity to extend their skills, knowledge and game sense in the following racquet sports: badminton, squash and tennis. This course is beneficial to students interested in selecting Physical Education studies or the Certificate II in Sports Coaching in senior school.
Languages

Year 10 students entering Year 11 need to be aware of the following recommendation with regard to upper school subject selection.

<table>
<thead>
<tr>
<th>Subject in Year 11</th>
<th>Hours per week</th>
<th>Minimum Achievement in Year 10 to proceed to Year 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>French (TES) (4 hours per week)</td>
<td>Semester 1</td>
<td>2 hours</td>
</tr>
<tr>
<td></td>
<td>Semester 2</td>
<td>2 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade C</td>
</tr>
<tr>
<td>Japanese: Second Language (TES) (4 hours per week)</td>
<td>Semester 1</td>
<td>2 hours</td>
</tr>
<tr>
<td></td>
<td>Semester 2</td>
<td>2 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grade C</td>
</tr>
</tbody>
</table>

**Links between Year 11 and Year 12 subjects in LOTE are as follows:**

<table>
<thead>
<tr>
<th>Subject in Year 11</th>
<th>Subject in Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>French 2AB</td>
<td>French 3AB</td>
</tr>
</tbody>
</table>

**French**

The French course is outcome-based, focusing on the areas of listening, speaking and responding, reading and viewing and writing. Through topics and themes, using the target language in the classroom, students develop a practical knowledge of French language and culture.

**Year 10 French (4FR101/4FR102)**

*It is recommended that students complete Years 8 and 9 courses.*

**Students new to French must see the French Teacher of Year 10 personally before making a decision.**

An increasing knowledge of different tenses allows students to extend their written achievements whilst continuing to develop their oral skills throughout language activities.

Students will be aiming to communicate successfully with their teacher and each other.

Topics include such areas as planning to go out, describing what's on TV or at the movies, what young French people eat, planning holidays, travelling and finding accommodation.

Students continue to extend and consolidate their knowledge of French language and culture, providing a sound base should they wish to continue their studies in Upper School.

Students may be able to apply to visit La Reunion as part of an exchange programme.
**Japanese**

The Japanese course is student-centred and outcomes based and the target language is used whenever possible. The grammar structures are analysed to enable students to achieve practical outcomes in the areas of:

- Speaking
- Listening
- Viewing and reading
- Writing

**Year 10 Japanese (4JA101/4JA102)**

*It is recommended that students complete Years 8 and 9 courses.*

**Students new to Japanese must see the Japanese Teacher of Year 10 personally before making a decision.**

In this unit students extend skills of listening, responding, speaking, viewing, reading and writing via language activities. These activities are student-centred and are designed to help students to communicate in Japanese with their peers/teachers/Japanese visitors successfully.

Students continue to build on their Katakana and Hiragana script and they are introduced to the Kanji writing system.

Topics include such areas as invitations, transport arrangements, telephone conversation, giving directions and providing location descriptions, ordering food at restaurants, describing seasons and the weather, shopping, writing letters, emails and other forms of communication.

Students will consolidate the skills they have acquired in Japanese and they will increase their understanding of how language and culture intertwine.

Students will also learn the logic of the Japanese language system. Hence they learn to think logically about language structures.

Satisfactory completion of this course will enable students to continue Japanese studies in upper school.

Students of Year 10 may be able to apply for a trip to Japan or to host a Japanese Student (when an exchange group from Japan visits us).

**Mathematics**

Mathematical thinking is important for all members of a modern society as a habit of mind for its use in the workplace, business and finance; and for personal decision-making. Mathematics is fundamental to national prosperity in providing tools for understanding science, engineering, technology and economics. It is essential in public decision-making and for participation in the knowledge economy.

Mathematics equips students with uniquely powerful ways to describe, analyse and change the world. It can stimulate moments of pleasure and wonder for all pupils when they solve a problem for the first time, discover a more elegant solution or notice hidden connections. Students who are functional in mathematics and financially capable are able to think independently in applied and abstract ways, and can reason, solve problems and assess risk.

Mathematics is a creative discipline. The language of mathematics is international and universal. The subject transcends cultural boundaries and its importance is universally recognised. Mathematics has developed over time as a means of solving problems and also for its own sake.

**Mathematics (5MA010)**
All year 10 students study the new Australian Curriculum. There are three content strands in the Australian Mathematics curriculum, namely:

**Number and Algebra:** Recent research has emphasised the connections between Number and Algebra. An algebraic perspective can enrich the learning of number and the integration of number and algebra, especially representations of relationships, can give more meaning to the study of algebra in the upper secondary years. This combination incorporates pattern and/or structure and includes functions, sets and logic.

**Measurement and Geometry:** There are many aspects of geometry that have obvious connections to measurement. In many curricula the term space is used to cover mathematical concepts of shape and location. Yet many aspects of location, for example maps, scales and bearings, are aligned with measurement, and the term geometry is more descriptive for the study of properties of shapes, and also gives prominence to logical definitions and justification.

**Statistics and Probability:** Although students are familiar with the terms data and chance, statistics and probability more adequately describe the nature of the learning goals and types of student activity. For example, it is not enough to construct or summarise data - it is important to represent, interpret and analyse it. Likewise, probability communicates that this study is more than the chance that something will happen. The terms provide for the continuity of content to the end of the secondary years and acknowledge the increasing importance and emphasis of these areas at all levels of study.

Entry into Upper School

Parents and students should be mindful of the prerequisite entry requirements for WACE courses in Upper School.

There are three pathways or difficulty levels in lower school.
Pathway 1 – AEP and Extension classes
Pathway 2 – Mainstream or General classes
Pathway 3 – Support or ‘At-Risk’ classes

Students seeking a Stage 3 WACE course (MAS 3AB; MAT 3AB) in year 11 must have successfully completed a Pathway 1 program in year 10. Minimum grade = B

Students seeking a Stage 2 WACE course (MAT 2CD) in year 11 must have successfully completed either:
• A Pathway 1 program in year 10. Minimum grade = C; or
• A Pathway 2 program in year 10. Minimum grade = B

Students seeking a Stage 2 WACE course (MAT 2AB) in year 11 must have successfully completed either:
• A Pathway 1 program in year 10. Minimum grade = C; or
• A Pathway 2 program in year 10. Minimum grade = C

Students seeking a Stage 1 WACE course (MAT 1BC) in year 11 must have successfully completed either:
• A Pathway 2 program in year 10. Minimum grade = C; or
• A Pathway 3 program in year 10. Minimum grade = B

**Science**

Science is part of human experience and has relevance for everyone.

In the Science Learning Area students learn to investigate, understand and communicate about the physical, biological and technological world and value the processes that support life on our planet.
Science helps students become critical thinkers by encouraging them to use evidence to evaluate the use of Science in society and its application in everyday life.

Science education assists students to be active citizens by providing the understandings they need to be informed contributors to debates about sensitive moral, ethical and environmental issues.

It is important that students in all Western Australian schools appreciate and understand how the study of Science presents them with opportunities for responsible decision making in their local, national and global communities.

**Science 10 (6SC10)**

All students in Year 10 study Science for four hours per week. All six strands of the Australian Curriculum are included in the compulsory course in Science and they are:

1. *Science Inquiry Skills* - Students test their ideas in a scientific way and direct their investigations to solve problems.
2. *Science as a Human Endeavour* - Students develop an appreciation of how society uses science, how it impacts on our lives and the contribution scientists have made.
3. *Earth and Space Science* - Students understand how the physical environment on earth and its position in the universe impact on the way we live.
4. *Physical Sciences* - Students understand the scientific concept of energy and explain that energy is to our existence and to our quality of life.
5. *Biological Sciences* - Students understand their own biology and that of other living things, recognize the interdependence of life.
6. *Chemical Sciences* - Students understand that the structure of materials determines their proper and that the processing of raw materials results in new materials with different properties and uses.

**Elective Courses**

**Year 10 Science Enrichment**

This course is suitable for all students interested in and prepared to “get into science”. You are able to choose this elective as an addition to your 4 period general science course. This is hands-on science where you get to be a scientist and do some of the exciting things that science offers. Within the broad headings of lifestyle science, science at work and moving science you will get to do things such as:

- Experiments in Physics (Measurement, velocity, acceleration, collisions, electrical circuits, buoyancy).
- Forensic Science
- Experiments in Chemistry (Titration, Acids and Bases, Chemical Analysis, Separations)
- Experiments in Biology (Marine Science, Human Physiology, Psychology).

Students may choose either or both of the following units:

6SE101 - (Semester 1) - 2 periods per week.
6SE102 - (Semester 2) - 2 periods per week.

**Upper School in Science**

*Year 10 students entering Year 11 need to be aware of the following recommendations.*
### Science and Technology Academy Students

The STA program at Leeming Senior High School is an officially recognised Specialist Program. Academy students are encouraged to participate in the many extra-curricula activities available to them at Leeming Senior High. The greater your involvement, the more you will gain from the programme. Activities include:

- Science Quizzes
- Show Us Your Ocean
- Science Talent Search
- Science Café at UWA
- Inventor of the Year
- WA Astronomy Challenge Cup
- Guest Lectures
- Robo Cup
- Excursions, etc. etc.

A special initiative of the Academy is the opportunity to be part of the biannual tour. The 2007 and 2011 Tours to the Science Festival in Canberra and our 2009 and 2013 Space Science Tour of USA provided wonderful opportunities for our Academy students.

Students who have been selected into the Science and Technology Academy should choose from the following courses (Academy members should select at least one of these courses in each semester):

- Science Enrichment (see under Science) and/or any course that has a significant Technology component (see Digital Media, Games Design and Certificate in Information Technology under Business and Information Technology; or see Computer Drawing, Design and Graphics and Photography under Design and Technology).

Participation in these courses contributes to the points students earn for their STA Awards.

For details on how to become an Academy member, please refer to the school website.

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<table>
<thead>
<tr>
<th>Year 11 Science Courses</th>
<th>Recommended Year 10 Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Science 2A/2B</td>
<td>A or top B grade in Biological Sciences and Teacher recommendation.</td>
</tr>
<tr>
<td>Chemistry 2A/2B</td>
<td>A or top B grade in Chemical Sciences outcome and Teacher recommendation.</td>
</tr>
<tr>
<td>Human Biological Science 2A/2B</td>
<td>A or top B grade in Biological Sciences and Teacher recommendation.</td>
</tr>
<tr>
<td>Physics 2A/2B</td>
<td>A or top B grade in Physical Sciences and Teacher recommendation.</td>
</tr>
</tbody>
</table>
Society and Environment (Social Studies)

Year 9 students entering Year 10 need to be aware of the following recommendations with regard to Upper School subject selections.

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
<th>Expected Background from Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography 2A/2B</td>
<td>Geography 3A/3B</td>
<td>Grade B or teacher recommendation</td>
</tr>
<tr>
<td>Modern History 2A/2B</td>
<td>Modern History 3A/3B</td>
<td>Grade B in S &amp; E and English or teacher recommendation</td>
</tr>
<tr>
<td>Economics 2A/2B</td>
<td>Economics 3A/3B</td>
<td>Grade B or teacher recommendation</td>
</tr>
<tr>
<td>Career and Enterprise 1A/1B</td>
<td>Career and Enterprise 2A/2B</td>
<td>No recommended grade</td>
</tr>
</tbody>
</table>

The Society and Environment learning area develops students’ understanding of how and why individuals and groups live together; interact with, and within their environment; manage resources and create institutions and systems.

Students are encouraged to apply their understandings and skills to their own lives, in developing environmental consciousness, social competence and civic responsibility. In doing so, they are engaged in actively exploring, making sense of, and contributing to improving the world around them.

The basic aim of the learning area is to give students the ability to make reasoned and informed decisions as citizens of a culturally diverse, democratic society.

At Year 10 level students will study four courses which provide the required background for upper school study in Economics, History, Geography and Politics and Law.

**Society and Environment (all students) (7SE10)**

**Environments at Risk**

The focus of this course is on investigating environments at risk and their protection through the management of people’s interactions with the environment.

Students will develop geographical skills applicable and useful in the workplace and relevant to a changing world. Students may also have the opportunity to explore careers in the environmental protection/rehabilitation/tourism industry.

**The Modern World and Australia**

The Year 10 curriculum involves a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia and its place in the world. Key topics studied include: The Great Depression, World War Two, the Cold War and the role of the United Nations.

**Economics of Employment**

This course is designed to get students thinking about their future. What are their likes and dislikes? What do they enjoy doing? What are their strengths and weaknesses? We ask students to complete a career action plan which is designed for students to explore career opportunities and training. The main outcome of this course is for students to understand a little better the world of work and what it takes to reach a particular career goal. This provides students with up-to-date information so they can make rational decisions when selecting subjects to study in Year 11 and Year 12.

**Australian Political and Legal Systems**

This course is aimed at improving students’ understanding of Australia’s political and legal systems and enhancing abilities as active and informed citizens in our modern democracy.

The Australian Curriculum will provide the direction for History and Geography based courses in Year 9.
Technology and Enterprise

In the Technology and Enterprise learning area, students apply knowledge, skills, experience and resources to the development of technological solutions that are designed to meet the changing needs of individuals, societies and environments.

Students become innovative, adaptable and reflective as they select and use appropriate materials, information, systems and processes to create solutions that consider the short- and long-term impact on societies and environments.

Students work within the contexts of: Business Education; Information Technology; Design and Technology; and Home Economics.

Technology and Enterprise Learning Outcomes from the Curriculum Framework include the following:

- Technology Process
- Materials
- Information
- Systems
- Enterprise
- Technology Skills
- Technology in Society

Students may choose to study one context in depth or alternatively they may choose a number of contexts in order to broaden their experiences in this Learning Area.

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Business and Information Technology</th>
<th>Design and Technology</th>
<th>Home Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Certificate in Information Technology</td>
<td>Woodwork</td>
<td>Food</td>
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<td></td>
<td>Digital Media</td>
<td>Metalwork</td>
<td>Children, Family and the Community</td>
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<td>Games Design</td>
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<td>Mechanical Workshop</td>
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Business and Information Technology

The wide ranging courses offered by the Business and IT department give students a wealth of knowledge and many opportunities to experience the world of business and technology. We provide students with valuable skills and knowledge in a range of subjects which include a variety of software packages, personal finance, accounting and legal studies. Our offerings to Year 10s include:

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<td>Digital Media 4</td>
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<td>Games Design 3</td>
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<td>Certificate 1 in Information Technology (Part 1)</td>
<td>Certificate 1 in Information Technology (Part 2)</td>
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The courses offered are all independent – that is you do not to take Digital Media in first semester to be able to do Digital Media in semester two (but you may do so if you wish to!).

Year 9 students entering Year 10 need to be aware of the following recommendations with regard to Upper School subject selections.

<table>
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<th>Subject in Year 11</th>
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<th>Appropriate level of achievement in Year 10</th>
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<td>Accounting and Finance</td>
<td>Mathematics, English</td>
<td>B grade, C grade</td>
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<td>Politics and Law</td>
<td>Society &amp; Environment</td>
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Digital Media 3 (8DM101)

In the digital world of today an understanding of graphics and their manipulation is not just for personal use, but it also impacts on a wide range of industries from gaming to film, architecture to marketing.

This course provides students with a basic understanding of the digital media area. Students work with presentation, graphics, animation and web design software to develop specific technology skills, whilst also creating a portfolio of work samples.

This course suits students with an artistic and/or creative interest as well as those with a technical interest in digital media.

Digital Media 4 (8DM102)

This course allows students to develop and to further enhance specific technology skills in the areas of graphic manipulation, animation, web design and audio creation. The course includes the use of a variety of software programs and hardware including graphic tablets, digital cameras, video cameras and microphones. Students will use their skills to develop a variety of individual and collaborative projects.

The course suits students with an artistic and/or creative interest in digital media.

Games Design 3 (8GM101)

In this course students will develop their own computer games (using Game Maker software) and develop an understanding of the role of computer games in society today. This course introduces the concepts of computer programming through game design.

It is an ideal introduction to learn a fun and interactive programming tool. Students will gain valuable
feedback about the game from testing it themselves and from the feedback of others in the class they have challenged.

**Games Design 4 (8GM102)**

This course allows students to develop and/or to further enhance their skills in the development of computer games. Students will develop and test their skills using software that will give particular focus to developing “sprites”, visual, audio and scripting elements of computer games. Students will be able to convert the idea of the game they have in their head to an actual game that they can play, possibly even compete against others in the class. The course also explores the impact of games in our society today.

**Certificate in Information Technology**

**Part 1-Semester 1 (8ICA101)**

**Part 2-Semester 2 (8ICA102)**

This course is designed to assist students to develop or improve their computer literacy and problem solving skills by providing an introduction and/or grounding in basic computer skills required in today’s society. The course has a number of benefits that include:

- Providing a solid grounding in the most widely used business computer software packages including MS word, MS Excel, MS PowerPoint and internet skills.
- Provide students with essential computing skills in today’s society.
- Providing a basis to further studies in information technology.

Students may choose to complete Part 1 and/or Part 2 of this course. Those who successfully complete both parts (comprising 6 units of competency) will obtain a nationally recognised and accredited certificate from our partner Registered Training Organisation (RTO).

**Design and Technology**

Design and Technology courses capitalise on student willingness to engage in the practical application of knowledge, by providing a variety of experiences to accommodate their interests, aspirations and learning styles. Design and Technology learning experiences are also interdisciplinary in that they include outcomes for students that are scientific, mathematical, graphic, aesthetic and historical.

Students develop the knowledge, skills and techniques involved in designing and making products. They have opportunities to generate proposals, communicate their ideas and practices using a variety of visual media and to select materials, techniques and equipment to make products from their designs and plans. Through this process Design and Technology students learn to think creatively and critically and to develop individual and collective responsibility.

Above all, student engagement in the practical, “hands on” processes of a workshop environment remain the recognised strength of this area. Safety in thought and action is emphasised in all Design and Technology courses.

**Computer Drawing, Design and Graphics 3 (8TD101)**

Students enrolled in this subject will be exposed to industry standard software and equipment used in design and computer aided drawing. Students will develop skills to enable them to work within the design process which will culminate in the production of a folio of work completed throughout the semester. There are no prerequisites for this subject, students will not be disadvantaged if they have no prior experience in this area.
**Computer Drawing, Design and Graphics 4 (8TD102)**

This subject will build on skills and processes developed in previous design based subjects, however, there are no prerequisites and students wishing to enrol in the subject for the first time will be accepted into the course. In this subject students will continue to develop their design process skills, using industry standard equipment and software. Students will work toward producing a design folio in preparation for Design courses that are run in upper school. It would be an advantage for students to have completed this subject if they are wishing to choose Design - Technical Graphics in year 11.

**Mechanical Workshop 3 (8ME101)**

Students are directed through activities to develop skills in Mechanical Servicing and Repair and the use of welding equipment. The students will work on car engines and the associated components enabling them to understand how the car works. They will be involved in dismantling cars and engines, servicing engines, stripping components, oxy-acetylene welding and MIG welding.

**Mechanical Workshop 4 (8ME102)**

Students are directed through activities to develop skills in Mechanical Servicing and Repair and the use of welding equipment. The students will work on car engines and the associated components enabling them to understand how the car works. They will be involved in a more detailed examination of the car engine including the removal and replacement of the cylinder head, crankshaft and pistons. They will also be introduced to oxy-acetylene cutting and continue to improve their skills in oxy and electric welding.

**Metalwork 3 (8MW101)**

After completing a set project, students are encouraged to be involved in project development from the design through to the construction stage. Manipulative skills with machine and hand tools are developed to a high degree of competence.

**Metalwork 4 (8MW102)**

This course develops self-confidence in the use of complex skills and techniques using a combination of hand tools and specialist equipment. The opportunity is given to students to develop and construct projects in their areas of particular interest.

**Photography 3 (8PH101)**

In this unit the students are able to further broaden their camera, processing and presentation skills including the use of strobe lighting and light modifiers in the studio. The course is practically based with the work completed digitally using Nikon digital SLR cameras. Students will also use Adobe Photoshop, Adobe Bridge, Photomatix and iWork software to complete coursework, produce images and complete a digital portfolio. Practical assignments are photographed at locations away from the school to offer the students a greater variety of environments and opportunities in image capture. The folios produced may be used to assist the student to gain employment or gaining entrance to further education courses. The knowledge gained will also allow students to better understand, create and interpret images in our increasingly visual world.

**Photography 4 (8PH102)**

In this unit the students are able to further broaden their camera, strobe, processing and presentation skills. Strobe lighting in this unit will focus on the use of small portable units and light modifiers. This course is practically based with the work completed digitally using Nikon digital SLR cameras. Students will also use Adobe Photoshop, Adobe Bridge, Photomatix and iWork software to complete coursework, produce images and complete a digital portfolio. Practical assignments are photographed at locations away from the school to offer the students a greater variety of environments and opportunities in image capture.
The folios produced may be used to assist the student to gain employment or gaining entrance to further education courses. The knowledge gained will also allow students to better create, understand and interpret images in our increasingly visual world.

**Woodwork 3 (8WW101)**

In this practical course, students are encouraged to take a greater role in decision making related to the design and construction of their projects. Students will be able to develop their skills by making greater use of the industrial machinery available to cut, join and finish a variety of materials. Part of the course is structured to ensure competence in the use of machinery and basic construction techniques. The remaining time is available for students to develop their skills in an area (or areas) of personal choice.

**Woodwork 4 (8WW102)**

This course allows for a greater amount of time to be spent in developing individual student's design ideas and projects. Students are encouraged to apply their knowledge and practical skills in problem solving a wide range of design and manufacturing problems. Furthermore, students will be encouraged to become proficient in planning and costing projects as well as developing procedures for their construction.

**Home Economics**

The main focus of Home Economics is about the wellbeing of people in their everyday lives. In Home Economics classrooms students have the opportunity to design and produce using a range of materials to meet identified needs and to develop and implement systems in food preparation, clothing construction and childcare.

Students are encouraged to work independently, explore alternatives and to develop enterprising skills particularly using the Technology Process.

**Food**

**Hospitality 1 (8FD101)**

Do you have a passion for cooking? If you are thinking of doing Food Science and Technology in Upper School or just enjoy cooking particularly for special occasions, this is the course for you. Developing your skills in cooking, catering for special events and working as part of a team are all part of this course.

**The Pacific Rim-East Meets West (8FD102)**

It was only a few years ago that Chinese and Indian cooking were the most familiar to us, but today Malaysian, Vietnamese, Thai and Japanese food are moving into our everyday cuisine. This is made so much easier with the improved availability of authentic ingredients and equipment, both of which will be explored in this course and a great variety of Asian dishes from many countries.

**Hospitality 1 (8H101/8H102)**

**Part 1 and Part 2**

This course is run over two Semesters and is a full year course, offering a more detailed look into Hospitality. Part 1 must be completed before entering Part 2.

**Children, Family and the Community (1ACFCC)**

This course is run over two Semesters and is a full year course.

This is a course for students interested in childcare, community services, early childhood teaching and
healthcare as possible career choices in the future. It is recommended to those who wish to study Certificate 2 in Community Service in Year 11.

In this unit over two Semesters, pregnancy, birth and the baby will be researched. The students will have an opportunity to work with the virtual babies and take them home as part of the course. There will also be a practical component of the course of making up a portfolio of activities suitable for young children. Students will also be doing one VET unit in Communication which can also go towards a Certificate in Upper School.