



YEAR 10
SUBJECT
INFORMATION
HANDBOOK

2024

Wisdom to Seek - Courage to Thrive - Power to Change

Notes

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INTRODUCTION

The process of selecting subjects can be challenging. This Subject Information Handbook has been designed to provide important information to students and parents to assist in making informed decisions about Future Pathways. It is intended to be used in conjunction with the subject selection process which occurs at home and at the College, through the Junior Education Transition (JET) program.

Students will begin the process of subject selection in Term 3, with student information assemblies and online subject selection.

There is a great deal of information to take into consideration. Student and parents should engage with their current and previous Teachers, Wellbeing Mentors, Year Level Leaders, and Leaders of Learning to identify strengths and challenges which can assist in making choices. The Director of Student Pathways and the Assistant Principals can also provide further career options relevant to disciplines and subjects in this book. The staff at Thomas More College are dedicated to supporting you through this very important decision-making process and we encourage you to take advantage of the considerable support available.

Best wishes in making considered and informed decisions.

SACE

Year 10 marks the start of the SACE journey as students undertake their first compulsory subject, the Personal Learning Plan or PLP. The PLP engages students to explore future career and study pathways by identifying strengths and awareness of the capabilities of the SACE. This inquiry process will inform student's choices around their study pattern for Years 11 and 12.

What is the SACE?

The South Australian Certificate of Education (SACE) is a qualification awarded to students who successfully complete their senior secondary education (Years 11 and 12).

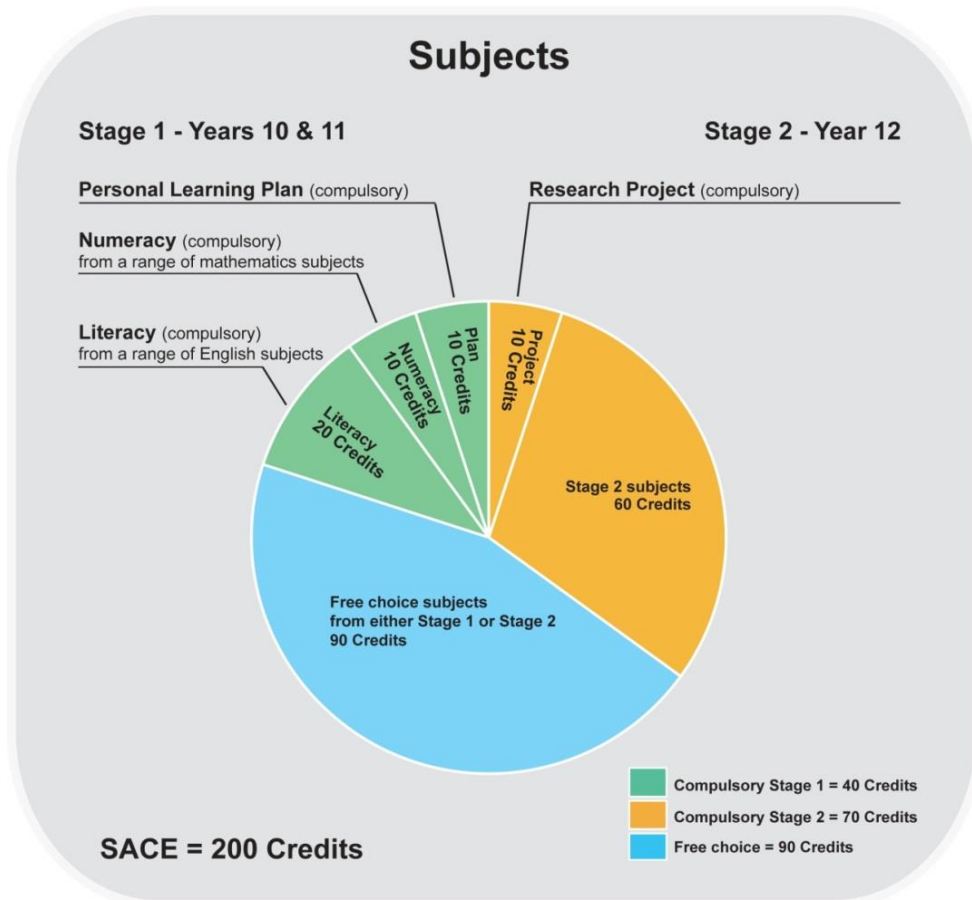
SACE Requirements

To gain the SACE students must earn 200 credits. Ten credits are equivalent to one semester of study in a subject or course.

Some elements of the SACE are compulsory and require a minimum grade

- Year 10 Personal Learning Plan - at minimum C grade (10 credits)
- Stage 1 Literacy - from a range of English subjects at minimum C grade (20 credits)
- Stage 1 Numeracy - from a range of Mathematics subjects at minimum C grade (10 credits)
- Stage 2 Activating Identities and Futures - at minimum C- grade (10 credits)
- Stage 2 Completion of at least 60 additional credits at minimum C- grade

The SACE pattern is illustrated in the diagram below:



SUBJECT SELECTION

Year 10 is the transitional year where students complete their studies under the guidelines of the Australian Curriculum and begin studies within the SACE. At Year 10, students are presented with a mix of compulsory core subjects and elective choice subjects. The Year 10 study pattern is designed to provide depth of learning while still encouraging a breadth of experience of learning areas.

At Thomas More College, the typical Senior School and SACE pattern of study is:

Year 10							
Semester 1	PLP* & Wellbeing Program 10 credits	English	Mathematics	Science	History	Elective 1	Elective 2
Semester 2				Science^ 10 credits	Religion^ 10 credits	Elective 3	Elective 4
Stage 1 – Year 11							
Semester 1	Religion^ 10 credits	English * 20 credits	Mathematics* 10 credits	Subject 1 10 credits	Subject 2 10 credits	Subject 3 10 credits	
Semester 2			Subject 4 10 credits	Subject 5 10 credits	Subject 6 10 credits	Subject 7 10 credits	
Stage 2 – Year 12							
Full Year	Activating Identities and Futures* 10 credits		Subject 1 20 credits	Subject 2 20 credits	Subject 3 20 credits	Subject 4 20 credits	

^Compulsory subject as required by the College and SACE credits awarded.

*Compulsory subjects required by SACE where a minimum C grade at Year 10 and Stage 1 and C- grade at Stage 2 must be achieved.

The compulsory core subjects:

- English (Extension, English or Essentials)
 - Year 10 English Extension prepares students for Pre-Literary English Studies at Stage 1.
 - Year 10 English is offered as a general course which prepares students for English at Stage 1. The course focuses on both literature and everyday texts.
 - Year 10 Essential English is recommended for Students who have recognized Literacy needs as this course prepares them for everyday texts and develops their real-world and workplace literacy skills.
- Mathematics (Streamed)
 - Methods is a very challenging subject which prepares students for further studies in subjects requiring a high level of Mathematics at tertiary level, such as Mathematics, Physics and Engineering.
 - General provides a broader education in Mathematics and prepares students for tertiary studies in which some mathematical concepts are applied or assumed to be known, such as Business.
 - Essential has a practical focus and prepares students for everyday life, the workplace and further studies in a trade. Successful completion of the full year will meet the SACE compulsory numeracy requirement and attract 10 Stage 1 SACE credits. Students will still be required to study at least one semester of Stage 1 mathematics at Year 11, regardless of their results in Year 10.

- Personal Learning Plan Wellbeing Program (10 SACE credits)
- Religion Studies - one semester (10 SACE credits) and History Core – one semester
- Science or Science Literacy - Semester One
- Science Integrated Learning - Semester Two (10 SACE credits)

ELECTIVES

Year 10 students choose four semester long elective subjects. Though courses will run different topics in semester one and semester two, they cover the same skills, capabilities and achievement standards. We cannot guarantee whether a student will be placed in the first or the second semester as this is dependent on space, demand for places in the course and College resources.

To select a Full Year of a subject you must select both:

{subject name} Full Year Sem 1 AND {subject name} Full Year Sem 2
i.e: Drama Full Year Sem 1 AND Drama Full Year Sem 2

If you only want to do a subject for a semester, then choose:

{subject name} Semester Only
i.e. Drama Semester Only

Students will choose from the following elective subjects:

- Certificate I in Food and Hospitality
- Child Studies
- Design and Technologies – Materials
- Design and Technologies – Tech Design
- Digital Technologies
- Drama
- Economics and Business
- Environmental Studies
- Fabric Technologies
- Food and Hospitality
- Food Technologies
- General Music or Special Interest Music
- History Broadening Elective
- Italian (Students continue with the language and level studied at year 9)
- Outdoor Education
- Photography and Film
- Physical Education Health and Recreation
- Physical Education Sport and Performance
- STEM
- Vietnamese (Students continue with the language and level studied at year 9)
- Visual Arts - Art
- Visual Arts – Design

Precluded Combinations

In order to encourage a breadth of experience across learning areas, there are certain precluded combinations of subjects at Year 10, ensuring students do not limit their opportunities as they move into Year 11 and 12. The subjects this applies to are:

Year 10 Precluded Combinations and Rules				
No more than 3 semesters of a combination of...	Visual Arts Art	Visual Arts Design	Photography and Film	
No more than 3 semesters of a combination of...	Fabric Technologies	Food Technologies	Food and Hospitality	Child Studies
No more than 3 semesters of a combination of...	Design and Technologies Material Solutions		Design and Technologies Advanced Manufacturing	
One for the full year or two different semesters	Physical Education Sport and Performance		Physical Education Health and Recreation	
Music	Students cannot study General Music and Special Interest Music			

How should students choose elective subjects?

We encourage students to choose subjects which will be challenging and stimulating and lead to personal growth. We recommend that students make their choice on the following basis:

- Ability
Are you getting a good grade this year? What skills does the subject require?
What personal capabilities would you need for success in the subject?
- Challenge
Does the subject keep you working hard and striving for excellence?
- Interest
Do you enjoy the subject?
- Career choices
Is the subject desirable for a career you have in mind?
- Planning
Where will the subject lead in future years?

Constraints on Subject Choices

- Schools have finite resources, meaning only a certain number of students can be accommodated in subject areas. Therefore, in some cases, places in practical subjects may be allocated in a way that allows a variety of students to gain access to chosen electives.
- Subjects will only be offered if there is **adequate demand** from students.
- While every effort is made to accommodate a student's subject preferences, ultimately subjects will be determined by the college's final timetable line structure.
- Students are required to meet any pre-requisite as stated in the skill set for that subject.

Student/Parent Initiated Subject Changes

Most students go on to complete the subjects they initially chose. Changing subjects after selections have been signed by parents/caregivers can potentially compromise this process, however in some cases, we accept that a student may want to change a subject(s).

As classes for the current year have been allocated and budgeted for based on students' subject choices, any subject change will not be automatic, but shall be treated more as a last resort. The case for change must be compelling and there is a process a student must go through which takes into consideration a series of factors.

Changes based on the teacher or friendships are not compelling reasons for change in a secondary environment. Furthermore, line structure, teacher recommendation and existing class sizes are other factors which can determine whether a change may be possible. Sometimes, a straight subject for subject swap may be possible. At other times, more than one subject may need to be changed to achieve the desired result.

To avoid a situation of disadvantage whereby a student changes classes and misses out on work once a semester has begun, **subject changes must be completed prior to the start of a semester**. For **Semester 1**, subject changes must be completed in the **previous year**. Students will receive their entire subject allocations for the next year in term 4. For **Semester 2** subject changes, students will be notified when the window to make changes is open.

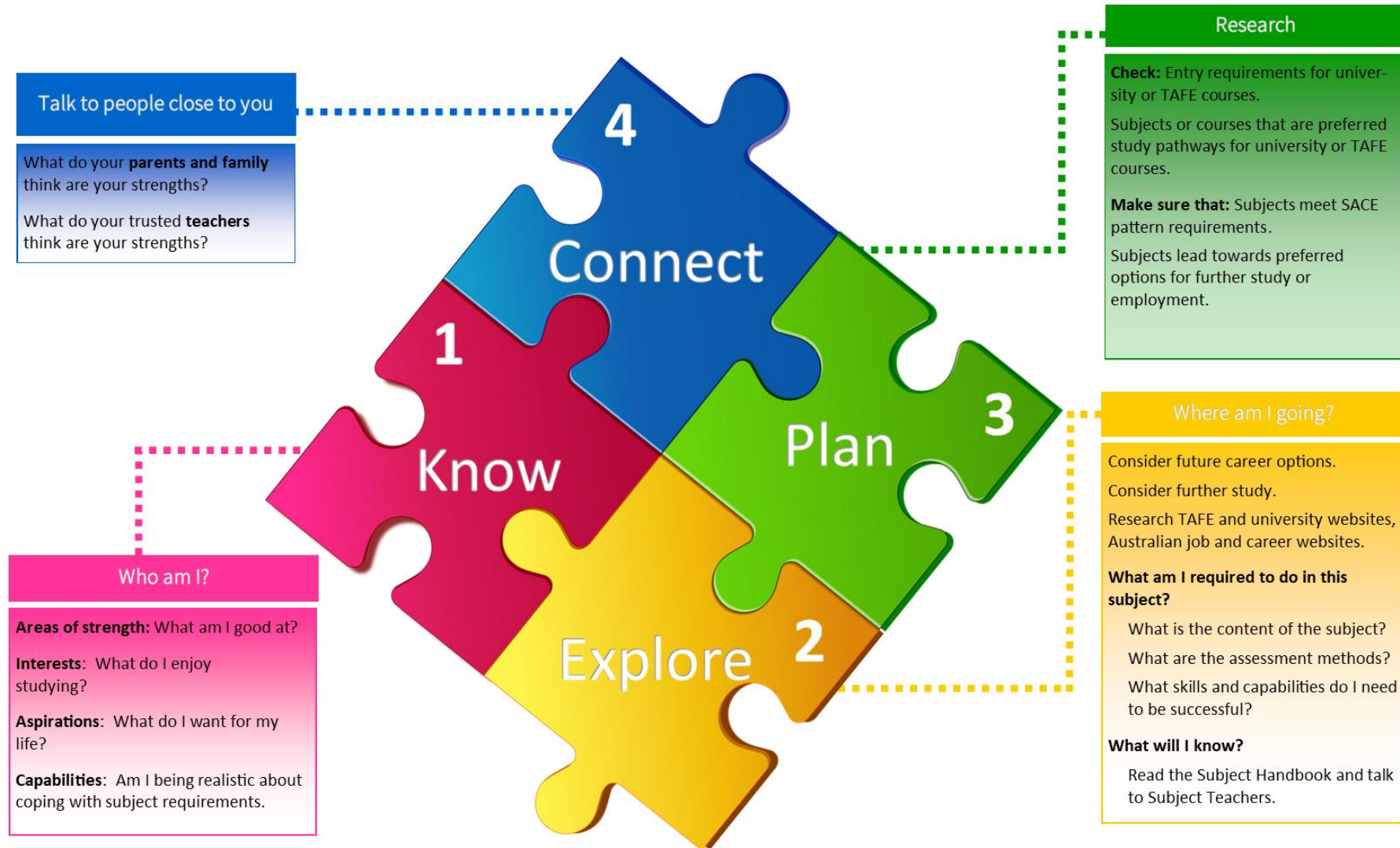
Students wishing to change subjects must organise to meet with Mr Damien Kelly, Assistant Principal Student and Wellbeing or Dr Chris Soar, Assistant Principal Teaching and Learning. If a change is to occur, students will bring home a subject change form for parents/caregivers to sign and return to Dr Soar.

College Initiated Subject Changes

There may be times when the College believes it is in a student's best interests to change a subject(s). Some examples of this include; initiating study through Vocational Education & Training (VET), supporting completion of SACE, acceleration of students and/or additional support with literacy/numeracy. Communication with parents/caregivers will occur in the event of College initiated subject changes.



How Do I Choose My Subjects?



PERSONAL LEARNING PLAN (PLP)

STATUS: Compulsory SACE subject (Minimum C Grade required for SACE)

CONTACT TEACHER: Briony Forster

SKILL SET

Appropriate levels of language, literacy and numeracy to cope with this subject.

COURSE DESCRIPTION

Students study the Personal Learning Plan in combination with their Wellbeing Program, which is delivered across the full year. This model allows for integration of the learning in closely aligned areas as students begin their preparation for life beyond school, exploring self, identifying their strengths and seeking advice in forming a vision for their own future. It provides for learning experiences which are reflective and build connections between student's personal characteristics and capabilities, wellbeing, the SACE capabilities, learning goals, strategies and performance across all their subjects.

In the course, students develop an awareness of the seven capabilities which underpin the SACE; literacy, numeracy, information and communication technology, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding. Students will explore these capabilities and how they relate to their personal skill set and future career options.

The PLP also aims to provide the opportunity for students to stop and think about future pathways. Students will consider their aspirations and research reliable career information to help them make appropriate subject choices and map out their future. Students will work towards goals they need to achieve as they progress through school towards work, training or further study.

CONTENT

- Introduction to the SACE and performance standards
- The SACE Capabilities
- Identification of personal strengths and goals
- Career options and pathways
- Career Expo and guest speakers
- Skills needed in the workplace now and into the future
- Future Driven Week
- Mock Interviews and the application process
- Senior Education Transition (SET) interviews and Subject selection

ASSESSMENT

Assessment is school based and externally moderated. There are five assessment tasks to be completed based upon personal goals, future pathways and understanding of the capabilities.

Please note: Successful completion of the PLP (C grade or better) is required to achieve the SACE. Failure to pass the PLP in Year 10 will mean it is repeated in Year 11, sacrificing one elective subject in order to meet the SACE requirement of successful completion.

SPIRITUALITIES, RELIGION AND MEANING

STATUS: Compulsory for a Full Year (10 Credit SACE subject)

CONTACT TEACHER: Ruth Taylor

SKILL SET

Successful completion of Year 9 Religious Education.

COURSE DESCRIPTION

A study of religion and spirituality forms a vital foundation for the study of a society. An appreciation of the nature of national and global multicultural society is enriched by an understanding of religion and its influence on human behaviour, and the shaping of personal and group identity. Religions and spiritualities are living and dynamic, and students explore the ways in which religious adherents participate in, and respond to, current social and moral debates, and issues in the community.

Students develop an understanding of different religious perspectives on events or practices and examine a range of definitions of religion drawn from a variety of sources. These definitions are evaluated in terms of how they lead to a particular understanding of the concept.

Students study diverse religious and spiritual beliefs and value systems in Australian society and around the world and explore how such study can contribute to greater personal and interpersonal understanding; the development of skills in relating to people of different religious positions; and an appreciation of, and respect for, the different ways in which people think, feel and act.

ASSESSMENTS

- Representations (40%)
Students explore various representations of religions and spiritualities in the contemporary world.
- Connections (30%)
Students explore a social justice issue and plan an action.
- Issues Study (30%)
Students explore a big issue impacting our current world.

INTEGRATED LEARNING - SCIENCE

STATUS: Compulsory in semester two (10 Credit SACE subject)

CONTACT TEACHER: Erin Daniel

SKILLS DEVELOPED

Students will develop their scientific inquiry skills, with a focus on critical and creative thinking. They will expand their ethical understanding of various issues. Several General Capabilities will be integrated and reflected upon throughout the semester. Self-assessment and peer-assessment will be incorporated within the course.

WHAT WILL I LEARN ABOUT?

Students will choose one of the following themes:

- **Feast or Famine (Feeding 10 Billion by 2050)**
Students will investigate food sustainability through a science lens. Topics explored will include sustainable farming/agricultural practices, Indigenous foods, consumer trends and food security.
- **Crime Scene Investigation (Forensics)**
Students will investigate DNA technology, genetics and the ethics involved, past and present techniques for collecting evidence and solving crimes, and the accuracy of eyewitness testimony.
- **Need for Speed (Aerodynamics)**
Students will investigate the effects of aerodynamic factors and different material properties on flight, including wind tunnel testing. They will explore the environmental impacts of various transport options.
- **Liveable Landscapes (Sustainable Architecture)**
Students will investigate the different materials used in the building industry. They will compare traditional building methods with sustainable housing for the future.

ASSESSMENTS

- **Practical Exploration 30%**
Students will deconstruct a problem and design an experiment to investigate a factor related to the problem. They will conduct an experiment in a group and write an individual practical report. The group will present and display their findings to an audience.
- **Connections Task 40%**
Students will choose a capability and collaboratively prepare a proposal for how to present a scientific idea to a group of middle school students on a topic related to their overarching theme. They will design and deliver an activity or workshop that focuses on their chosen capability and theme. They will self-reflect and receive feedback from their middle school students, teacher and peers.
- **Venture 30%**
Students will investigate alternate points of view of a chosen ethical issue relating to the theme of the course and put forward a potential solution to a problem. They will present their findings to the class and collect peer feedback, as well as conducting a self-assessment. They will develop and reflect on the Ethical Understanding capability throughout the task.

WHAT ADDITIONAL COSTS ARE THERE FOR THIS SUBJECT?

Possible excursion costs up to \$20

VISUAL ARTS FLOWCHART

YEAR 10 (1 or 2 Semesters)		
VISUAL ARTS ART	VISUAL ARTS DESIGN	PHOTOGRAPHY AND FILM

STAGE 1 (1 or 2 Semesters)		
VISUAL ARTS ART	VISUAL ARTS DESIGN	PHOTOGRAPHY

STAGE 2 (Full Year)			
VISUAL ARTS ART	VISUAL ARTS DESIGN	PHOTOGRAPHY	PHOTOGRAPHY COMMUNITY CONNECTIONS

VISUAL ARTS - ART

STATUS: Semester or Full Year

CONTACT TEACHER: Paul Kralj

SKILL SET

- Confidence in using visual literacy to communicate ideas
- An ability to justify decisions when making artwork using the Arts Process
- An ability to have critical and constructive conversations about Visual Art
- Confidence in working independently
- Confidence in using digital technologies and traditional media
- Successful completion of Year 9 Photography and Film, Visual Art or Design would be an advantage.

COURSE DESCRIPTION

This course covers the same areas studied in Year 9 but involves more extensive learning and skill development in the media and techniques involved. Students explore the qualities and visual potential of a variety of themes and a more individual approach to subject matter is encouraged.

Students are required to display evidence of the process used in developing their ideas and concepts, through research, analysis and exploration of media and technique to resolve production of practical work. Students develop their essay writing skills and research techniques and broaden their awareness of historical and contemporary artists across the cultures.

It is expected that in these units, students develop a more mature and personal approach to their work, demonstrate an ability to organise and develop their feelings, ideas and concepts. It is recommended that if students wish to study Art at Stage 1 level that they choose to complete a full year at Year 10.

CONTENT

In each semester, a combination of the following techniques will be studied:

- Arts Process
- Arts Elements and Principles
- Drawing
- Painting
- Printmaking
- Sculpture
- Digital Media

ASSESSMENT

Students will have the opportunity to complete the following tasks:

- Formative Skill Development
- Major Practical Work and Folio
- Visual Study
- Visual Art Analysis
- Practitioners Statement

COMPULSORY REQUIREMENTS

Students will need to ensure that they have Adobe applications, InDesign, Photoshop and Illustrator installed on their device as a basic requirement for this course.

VISUAL ARTS - DESIGN

STATUS: Semester or Full Year

CONTACT TEACHER: Paul Kralj

SKILL SET

- An ability to have critical and constructive conversations about Design
- Confidence in using visual literacy to communicate ideas
- An ability to justify decisions when making Design work using the Arts Process
- Confidence in working independently
- Confidence in using digital technologies and traditional media
- Successful completion of Year 9 Photography and Film, Visual Art or Design would be an advantage

COURSE DESCRIPTION

Students work to create solutions to specific design problems or challenges. Students are expected to work through the creative process of working with a design brief to research and experiment with possible solutions. Students are required to display evidence of the process used in developing their ideas, through research, analysis and exploration of media and technique to resolve production of practical work.

Students research the work of historical and contemporary designers in order to gain an understanding of the significant impact design has had on our society. It is expected that students will become critical consumers, learning skills in questioning the success or otherwise of the many products of design we come across in our everyday world. In each semester, students will have the opportunity to use traditional media and new technologies in the development their work.

CONTENT

The topics and tasks covered during the semester allow students to experience working within several design fields including:

- Design Process, Elements and Principles
- Corporate Identity
- Visual Communication and Illustration
- Environmental Design
- Product and Packaging Design

ASSESSMENT

Students will have the opportunity to complete the following tasks:

- Formative Skill Development
- Major Practical Work and Folio
- Visual Study
- Visual Art Analysis
- Practitioners Statement

COMPULSORY REQUIREMENTS At least an 8GB USB drive for the storage and backup of digital files. Students will need to ensure that they have Adobe applications, InDesign, Photoshop and Illustrator installed on their device as a basic requirement for this course.

PHOTOGRAPHY AND FILM

STATUS: Semester or Full Year

CONTACT TEACHER: Paul Kralj

SKILL SET

- An ability to have critical but constructive conversations about art making
- Confidence in using visual literacy to communicate ideas
- An ability to justify decisions when making art using the Arts Process
- Confidence in working collaboratively and independently
- Confidence in using digital technologies
- Successful completion of Year 9 Photography and Film, Visual Art or Design would be an advantage

COURSE DESCRIPTION

Students will work collaboratively over two main projects: Studio Photography and Silent Film. Students are required to display evidence of the process used in developing their ideas and concepts, through the Arts process of investigation, development, production and reflection. Through this process students are encouraged to be able to communicate and express opinions gained through critical appraisal of creative arts products.

CONTENT

- Arts Process
- Art Elements and Principles
- Arts Analysis
- Studio Photography
- Photoshop and InDesign
- Production Elements
- Narrative Concepts
- Storyboarding
- Sound and Editing
- Camera Angles and Movement

ASSESSMENT

Students will have the opportunity to complete the following tasks working both independently and collaboratively.

- Formative Skill Development
- Folio of Studio Photography (Collaborative Project)
- Three-minute Silent Film (Collaborative Project)
- Product Analysis
- Practitioners Statement

COMPULSORY REQUIREMENTS

At least an 8GB USB drive for the storage and backup of digital files. Students will need to ensure that they have Adobe applications, InDesign, Photoshop and Illustrator installed on their device as a basic requirement for this course.

PERFORMING ARTS FLOWCHART

YEAR 10 (1 or 2 Semesters)		
General Music	Special Interest Music	Drama

STAGE 1 (Full Year)		
Music Experience <ul style="list-style-type: none"> • Performance • Musicianship • Arranging • Musical Elements 	Music Advanced <ul style="list-style-type: none"> • Performance • Musicianship Theory 	Drama

STAGE 2 (Full Year)			
Music Studies (Classical and Jazz Forms) <ul style="list-style-type: none"> • Musical Literacy • Creative Works • Creative Synthesis 	Music Explorations (Popular Music Forms) <ul style="list-style-type: none"> • Musical Literacy • Exploration and Experimentation • Creative Connections 	* Non ATAR Community Connections Projects <ul style="list-style-type: none"> • Develop a musical event • Event Planning 	Drama

GENERAL MUSIC

STATUS: Semester or Full Year

CONTACT TEACHERS: Ben Simmonds

SKILL SET

Students choosing this subject are interested in learning how to play and produce music in both live and studio settings. They will develop skills on a chosen instrument and/or creating electronic music through sequencing and recording.

COURSE DESCRIPTION

Students engage in project-based activities such as performing, creating, listening and responding to music. The program is designed to prepare students for SACE Stage 1 Music Experience.

CONTENT

Performing

Students learn through playing. Student's practice playing in different groupings and as soloists; this may include playing instruments or performing electronic music (ie DJ sets).

Listening

Students learn about the Elements of Music by listening to, viewing, studying and analysing music in various contemporary contexts (ie film and game music, pop music). They will also learn how to play and perform music through listening to the works of others (playing-by-ear).

Composing

Students learn about the Elements of Music through engaging in composition and arrangement tasks which apply knowledge learned through listening and analysis activities.

ASSESSMENT

- Performance Presentations (or electronic music production)
- Theory and Harmony Tests
- Composing and Arranging

SPECIAL INTEREST MUSIC

STATUS: Semester or Full Year

CONTACT TEACHERS: Ben Simmonds

SKILL SET

Students choosing this subject must have instrumental, vocal or compositional skills. Students will commit to private music tuition on an instrument of their choice. The ability to read and write music is necessary. Commitment to out of hours' rehearsals/performances is expected. Successful completion of a Semester or Full Year of Year 9 Special Interest Music is essential.

COURSE DESCRIPTION

Students engage in activities such as performing, listening, composing and applying music technologies. The program is designed to prepare students for Stage 1 Music Experience or Advanced.

CONTENT

Performance

The presentation of prepared solo and ensemble repertoire with a focus on scores, correct notes and rhythms, expressive development and technical work such as scales and arpeggios. Participation in school events is compulsory.

Musicianship

Students learn the connection between sound and notation. Focus on theory and listening; intervals, scales, chords, rhythm and pitch patterns. Students complete set tasks and aural tests to demonstrate their knowledge and understanding.

Composition and Arranging

Students learn about the Elements of Music through composing and arranging. They collaborate and create using sequencing programs such as Soundtrap and notation programs such as MuseScore and Sibelius.

Students score-read and listen to musical works, analyse through the Elements of Music, compositional techniques and context of music. Students complete set tasks and assessments to demonstrate their level of knowledge and skills.

ASSESSMENT

- Performances
- Theory Tests
- Composing/Arranging

Note: Course may be substituted by Year 10 General Music if numbers are insufficient for this class.

DRAMA

STATUS: Semester or Full Year

CONTACT TEACHER: Nathan Quadrio

SKILL SET

An interest in telling stories and representing our humanity to each other through performance. Successful completion of Year 9 Drama would be an advantage.

COURSE DESCRIPTION

Students develop and enhance their awareness and appreciation for theatre and theatre making, as well as developing performance skills and theoretical knowledge. There is a focus on introducing dramatic concepts necessary for success at Stage 1 and 2 Drama.

CONTENT

Students will study different theatrical styles, periods, and practitioners, producing written responses and performance pieces.

Topics may include:

- Reflection and Review Writing
- Technical Theatre
- Absurdism
- Production
- Drama and Technology

ASSESSMENT

Students will be assessed on performance and demonstration of learned skills as well as written analysis.

COMPULSORY REQUIREMENTS

Students need to commit to group production rehearsals. After school commitment may be required.

HEALTH AND PHYSICAL EDUCATION FLOWCHART

YEAR 10 (1 or 2 Semesters)			
PHYSICAL EDUCATION SPORT AND PERFORMANCE	PHYSICAL EDUCATION HEALTH AND RECREATION	XVENTURE BASKETBALL (10 STAGE 1 SACE CREDITS)	OUTDOOR EDUCATION

STAGE 1 (1 or 2 Semesters)		
PHYSICAL EDUCATION	PHYSICAL EDUCATION INTEGRATED LEARNING	OUTDOOR EDUCATION

STAGE 2 (Full Year)		
PHYSICAL EDUCATION	PHYSICAL EDUCATION INTEGRATED LEARNING	OUTDOOR EDUCATION

PHYSICAL EDUCATION SPORT AND PERFORMANCE

STATUS: Semester or Full Year

CONTACT TEACHER: Dwayne Treasure

SKILL SET

Students must have an interest in participating in competitive sports and analysing the theoretical components of Physical Education. Satisfactory performance in Year 9 Physical Education is required.

COURSE DESCRIPTION

A practical and theoretical subject which focuses on developing the enjoyment of physical activity through competing in sport. Students will begin to develop an appreciation of the more complex skills and knowledge required for senior Physical Education. Students will gain knowledge about how the body works to produce movement, how we learn skills and analyse their performance in various physical activities. Additionally, students will be able to demonstrate an in depth understanding of the sports covered, including technique, tactics, an understanding of rules and a sound understanding of game sense.

This course prepares students for Stage 1 Physical Education and Stage 1 Physical Education Integrated Learning. It can also lead to careers in fitness, exercise physiology, teaching, sports science and coaching.

CONTENT

Semester 1	Semester 2
<ul style="list-style-type: none">• Tennis• Touch Football• Softball• Anatomy and Physiology	<ul style="list-style-type: none">• Volleyball• Basketball• Soccer• Skill Acquisition

ASSESSMENT

Semester 1	Semester 2
<ul style="list-style-type: none">• Tennis Performance and Reflection (20%)• Anatomy and Physiology Test (10%)• Touch Football and Energy Systems (35%)• Softball Critique of Performance (35%)	<ul style="list-style-type: none">• Volleyball and Technique Analysis (30%)• Basketball Evidence of Learning (35%)• Soccer Factors Affecting Participation (35%)

PHYSICAL EDUCATION HEALTH AND RECREATION

STATUS: Semester or Full Year

CONTACT TEACHER: Dwayne Treasure

SKILL SET

Students must have an interest in participating in exercise and analysing various theoretical components of health and recreation.

COURSE DESCRIPTION

A practical and theoretical subject which focuses on developing enjoyment of physical activity through recreational sports and exercise, instead of participating in competitive sports. In practical activities, students will be assessed on their participation and the development of life skills such as leadership, communication and organisation. The course develops an understanding of, and a positive attitude towards health and related issues and careers. The course is designed to be fun and active with excursions out in the community to participate in recreational sports and to investigate careers in the health and fitness industry.

This subject leads to Stage 1 and 2 Physical Education Integrated Learning. It can also lead to careers in fitness, nutrition, education, sport and recreation.

CONTENT

Semester 1	Semester 2
Improvement and Maintenance of Health <ul style="list-style-type: none">• Fitness• Court based sports• Oval based sports• Nutrition	Health and the Community <ul style="list-style-type: none">• Individual activity• Sport and Exercise for All ages• Disability Sports• Health vs Technology

ASSESSMENT

Semester 1	Semester 2
<ul style="list-style-type: none">• Fitness: Group Training Session (30%)• Oval Sports and Reflection (25%)• Court Sports and Reflection (25%)• Fad Diets Assignment (25%)	<ul style="list-style-type: none">• Individual Activity: Fitness Goal (40%)• Sport and Exercise for All ages – Teaching Activity (30%)• Disability Sport and Careers in Health (30%)

COST

Semester 1 - Approximately \$30 that covers excursions to Flip Out and bush walking, also fitness classes (yoga, dance fit and body attack) at the College with an instructor.

Semester 2 - Approximately \$40 to cover excursions out into the local community for various sports and activities.

XVENTURE BASKETBALL

STATUS: Semester 1 only (10 Credit SACE subject)

CONTACT TEACHER: Dwayne Treasure and Jarrod Dutschke

SKILL SET

Students must have an interest in a basketball program that focuses on developing skills, emotional intelligence, leadership, teamwork, and communication. Satisfactory performance in Year 9 Physical Education and willingness to be physically active is required.

COURSE DESCRIPTION

This Stage 1 SACE Community Studies program has been designed by the Adelaide 36'ers to help young people learn, grow and develop skills for life. Practical sessions are basketball only and focus on developing skills, decision making and leadership through various basketball drills and games.

Theory lessons are completed mainly through the Virtual Platform with access to videos, articles and podcasts featuring Adelaide 36'ers players, coaches, and staff. Students learn and develop their emotional intelligence, leadership, teamwork and communication. In addition, they learn about professional sports organisations like sports media, marketing, and nutrition.

CONTENT

- Leadership and teams
- Communication and decision making
- Focus and attention.
- Goal setting and visualisation
- VR team challenge
- Nutrition
- Marketing
- Sports media

ASSESSMENT

- Experiential basketball activities
- Adelaide 36ers branding challenge
- Lots of team challenges
- Watch leadership videos and take notes
- Write a learning log
- Sleep tracking activity
- Group assignment on resilience
- Reflective essay
- Personal Development Plan
- Presentations

COST

There is a cost of \$200 per student to participate in this program.

OUTDOOR EDUCATION

STATUS: Semester or Full Year

CONTACT TEACHERS: Jack Cooke

SKILL SET

A sound level of fitness and water confidence with the ability to swim at least 50 meters unassisted. Satisfactory performance in Year 9 Physical Education is required.

COURSE DESCRIPTION

A practical and theoretical subject which focuses on developing personal and practical skills for safe, enjoyable, and adventurous outdoor travel. At the same time, it develops an understanding of, and positive attitudes towards, the natural environment as well as independent living skills and the ability to work with and lead others. This subject leads to Stage 1 and 2 Outdoor Education and can lead to careers in environmental management, outdoor recreation, environmental tourism, adventure tourism, adventure therapy, teaching, or environmental science. There are certificate, diploma, and degree courses in the areas of environmental education, teaching, management, ecotourism, and recreation.

CONTENT

Semester 1	Semester 2
<ul style="list-style-type: none">• Group dynamics, problem solving and leadership development• Risk Management• Environmental Studies – focus on Terrestrial and Wetland Ecosystems• Rock climbing: Theory and one day – Vertical Reality – skills and climbing techniques, equipment and risk management• Canoeing: Theory and one day – Garden Island – equipment, techniques, skills and risks• Bush camp: Three Days – Mount Crawford – Introduction to light weight camping in a base camp setting. Includes bush walking, Orienteering, Navigation, Risk Management and Independent living skills	<ul style="list-style-type: none">• Planning and Management• Environmental Studies – focus on Marine ecosystems• Outdoor recreation in SA• Orienteering/Bush Walking: Theory and one day – walking either Para Wirra or Mount Crawford• Snorkelling: Theory and two days – Pool session and one day at Port Noarlunga Reef• Coastal Camp: Three Days – Normanville – Fishing, Coastal Studies, Independent Living, Planning and Management and Risk Management put into action

ASSESSMENT

Semester One	Semester Two
Risk Management Plan 10%	Risk Management Plan 10%
Environmental Study 15%	Environmental Study 15%
Rock Climbing Practical 10%	Orienteering/Bushwalk Practical 10%
Canoeing Practical 10%	Snorkelling Practical 10%
Camp Practical 40%	Camp Practical 40%
Camp Journal 15%	Camp Journal 15%

COMPULSORY REQUIREMENTS

Students must commit to all practical activities and camps.

PRACTICAL ACTIVITIES & COSTS

Approximate cost \$150 in Semester 1 and \$200 in Semester 2 (depending on class numbers).

TECHNOLOGIES FLOWCHART

YEAR 10 (1 or 2 Semesters)							
MATERIAL SOLUTIONS	ADVANCED MANUFACTURING	DESIGN TECHNOLOGIES	CHILD STUDIES	FOOD TECHNOLOGIES	FABRIC TECHNOLOGIES	FOOD AND HOSPITALITY	CERTIFICATE I IN HOSPITALITY

STAGE 1 (1 or 2 Semesters)							
MATERIAL SOLUTIONS	ADVANCED MANUFACTURING INDUSTRY SOLUTIONS	DIGITAL TECHNOLOGIES	FOOD TECHNOLOGIES	FOOD AND HOSPITALITY	CERT II IN KITCHEN OPERATIONS	CHILD STUDIES	FABRIC TECHNOLOGIES/FASHION DESIGN

STAGE 2 (Full Year)						
MATERIAL SOLUTIONS	ADVANCED MANUFACTURING INDUSTRY SOLUTIONS	DIGITAL TECHNOLOGIES	CHILD STUDIES or CHILD STUDIES COMMUNITY CONNECTIONS	FOOD AND HOSPITALITY or FOOD AND HOSPITALITY COMMUNITY CONNECTIONS	FABRIC TECHNOLOGIES or FABRIC TECHNOLOGIES COMMUNITY CONNECTIONS	

DESIGN AND TECHNOLOGIES – MATERIAL SOLUTIONS

STATUS: Semester or Full Year

CONTACT TEACHER: Billy Blauhoefer-Clogg

SKILL SET

A keen interest in Design and Technologies and successful completion of Year 9 Design and Technologies – Materials or Advanced Manufacturing would be an advantage.

COURSE DESCRIPTION

Students build on the foundation of designing, skills and knowledge developed in Year 9 Design and Technologies – Material Solutions and/or Advanced Manufacturing.

The Material Solutions course has been developed to encourage students to combine their designing and production skills with knowledge and understanding, to design, make and evaluate quality products. Students may use wood, metal or plastics to design, create and evaluate these solutions. The skills could focus on drilling, cutting, welding, sanding, joint creating and finishing etc.

All students studying Material Solutions will be required to maintain a photographic Record of Evidence/Folio.

CONTENT

Semester 1 or 2 from a selection of:

- Project designing, costing and production techniques/processes
- Joint construction techniques/processes
- Materials preparation and machining skills
- Use of specialised technologies
- Methods of material finishing & surfaces application
- Possible addition of other advanced technologies such as 3D printing or Laser Cutting

ASSESSMENT

The assessment is a folio task which focuses on the design process and the practical elements of producing the solution.

Folio: 50%

Solution (Project/practical work): 50%

APPROXIMATE PROJECT COSTS

Approximate project costs of \$30-\$150 per semester (this varies based on projects).

DESIGN AND TECHNOLOGIES – ADVANCED MANUFACTURING

STATUS: Semester or Full Year

CONTACT TEACHER: Billy Blauhoefer-Clogg

SKILL SET

A keen interest in Design and Technologies and successful completion of Year 9 Design and Technologies – Materials or Advanced Manufacturing would be an advantage.

COURSE DESCRIPTION

In Year 9, students were introduced to various drawing techniques and the basic processes of drawing by hand in 2D and 3D as well as using Computer Aided Design (CAD) software.

In Year 10 Advanced Manufacturing students work within a design brief to further develop their knowledge and skills of drawing techniques to produce a solution. A focus is placed on improving and building on their 2D and 3D design and drawing skills they acquired in year 9, both by hand and using CAD software. Students produce a solution which may be cut or printed in the Design and Technology workshop.

All students studying Advanced Manufacturing will be required to maintain a photographic Record of Evidence/Folio.

CONTENT

Semester 1 or 2 from a selection of:

- Using the design process
- Workshop organisation, developing routine and Work Health and Safety
- Developing skills and techniques with hand drawing skills and CAD skills
- Using advanced technologies such as 3D Printing, Laser Cutting, Plasma Cutting or the CN Router to produce desired solutions

Students may produce a solution out of various materials depending on availability and desired outcomes (student may not produce a physical solution).

ASSESSMENT

Folio: 50%

Solution (Project/practical work): 50%

APPROXIMATE PROJECT COSTS

\$0 - \$100 per semester (depending on individual projects)

DIGITAL TECHNOLOGIES

STATUS: Semester or Full Year

CONTACT TEACHER: Tim Nykke

SKILL SET

An interest in understanding how information technology systems have changed and how tasks and jobs are undertaken, creating new opportunities in many aspects of people's lives. An interest in developing the knowledge, skills, and attitudes required to be active, informed, and self-reliant members of society who can both initiate and manage change.

COURSE DESCRIPTION

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as, precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.

By the end of Year 10, students will have had opportunities to analyse problems and design, implement and evaluate a range of digital solutions, such as database-driven websites and mobile games.

CONTENT

Semester 1

- Relational Databases
- Dynamic Websites

Semester 2

- Application Programming
- Game Design

ASSESSMENT

- Skill tasks
- Research assignments
- Project work
- Tests

CHILD STUDIES

STATUS: Semester or Full Year

CONTACT TEACHER: Emily Donoghue

SKILL SET

Successful completion of Year 9 Food or Fabric Technologies would be an advantage.

COURSE DESCRIPTION

The study of this course equips students with the necessary skills to study any of the Food and Fabric Technologies courses at Stage 1.

Child Studies focuses on children and their development from conception to 8 years.

Students develop and extend practical skills and knowledge, critically evaluate their work, develop problem solving and decision-making skills, develop an ability to set goals and work towards achieving them, enabling students to pursue specific interests within the field.

CONTENT

Semester 1	Semester 2
Food <ul style="list-style-type: none">• Child development• Children's dietary needs• Children's meals Textiles <ul style="list-style-type: none">• Children's clothing or article• Decorating effects• Children's clothing needs	Food <ul style="list-style-type: none">• Children's dietary needs• Food safety• Food intolerance• Baking for special occasions Textiles <ul style="list-style-type: none">• Play and toys (designing a toy or article for developmental needs)• Explore community services for children

ASSESSMENT

- Practical work
- Theory assignments
- Evaluations
- Action plans

COMPULSORY REQUIREMENTS

Students completing a textiles course will be required to purchase their own material for individual items produced. An additional \$30 per semester to cover materials required for the course (eg food).

FOOD TECHNOLOGIES

STATUS: Semester or Full Year

CONTACT TEACHER: Emily Donoghue

SKILL SET

Successful completion of Year 9 Food or Fabric Technologies would be an advantage.

COURSE DESCRIPTION

The study of this course will equip the students with the necessary skills to study any of the Food and Fabrics Technologies courses at Stage 1.

Students use design thinking to plan, develop, prepare and evaluate food products.

Students develop and extend practical skills and knowledge, critically evaluate their work, develop problem solving and decision-making skills, develop an ability to set goals and work towards achieving them, enabling students to pursue specific interests within the field.

CONTENT

Semester 1	Semester 2
Food <ul style="list-style-type: none">• Food safety and Sensory Analysis• Cooking for Health• Creative Food Presentation – Grazing board• Technology in the kitchen	Food <ul style="list-style-type: none">• Healthy Fast Food• Focaccia Art Design Task• Dinner Meal Kits• Gift Basket Item

ASSESSMENT

- Investigation and Analysis
- Design Development and Planning
- Production
- Evaluation

COMPULSORY REQUIREMENTS

\$60 per semester to cover materials required for the course (eg food/packaging)

CERTIFICATE I IN HOSPITALITY (SIT10216) – 10 Stage 1 Credits on completion

STATUS: Semester

CONTACT TEACHER: Emily Donoghue

SKILL SET

The Certificate I in Hospitality (SIT10216) course focuses on the basic skill sets needed to work in either the front or back of house areas of the hospitality industry. There are no entry requirements for this qualification. However, successful completion of Year 9 Food Technologies would be an advantage.

COURSE DESCRIPTION

This course is designed for students interested in developing an understanding of the nature, range, and structure of the Hospitality Industry, who enjoy practical work and like being involved in a diverse social environment. It aims to increase student's awareness of employment opportunities, develop work ready skills that could lead to apprenticeships or employment.

The Certificate I Hospitality are delivered on-site giving our Year 10 students the opportunity for dual accreditation which prepares students for employment in a dynamic and fast-paced hospitality industry.

The 6 units of competency that make up this course are clustered across 4 work folios that students are required to complete:

1. Hygiene in the Kitchen
2. Sandwiches with style
3. Quality Simple Dishes
4. Providing Quality Service

Within these folios' students are required to participate in a variety of theory and practical activities to gain competency in each unit including oral questioning, role plays, worksheets and technical skill and service skill observations.

Students are required to participate in a variety of projects relating to the preparing and presenting sandwiches and simple dishes specific to individual school contexts and align directly with practical internal work experience programs where students physically work in hospitality settings like a school café or school canteen.

UNITS OF COMPETENCY

BSBWOR203	Work effectively with others
SITHCCC002	Prepare and present simple dishes
SITHCCC003	Prepare and present sandwiches
SITXCCS001	Provide customer information and assistance
SITXFSA001	Use hygienic practices for food safety
SITXWHS001	Participate in safe work practices

LINKS TO PATHWAYS

- Stage 1 and or 2 Hospitality
- Certificate II in Hospitality (Kitchen Operations), Certificate III in Hospitality, Certificate III in Commercial Cookery.
- Employment in various Hospitality settings, such as restaurants, hotels, catering operations, clubs, pubs, coffee shops, cafes etc.

COMPULSORY COSTS

The cost of the course is approximately \$200 per student which will be covered by the schools VET subsidy. A \$60 resource fee will be charged to families.

FABRIC TECHNOLOGIES

STATUS: Semester or Full Year

CONTACT TEACHER: Emily Donoghue

SKILL SET

Successful completion of Year 7, 8 or 9 Fabric Technologies would be an advantage.

COURSE DESCRIPTION

This course will equip students with the necessary skills to study any of the Fabric Technologies or Child Studies courses at Stage 1 and/or Stage 2.

Students will design, produce and evaluate textile products to meet individual needs.

Students develop and extend practical skills and knowledge, critically evaluate their work, develop problem solving and decision-making skills, and develop an ability to set goals and work towards achieving them, enabling students to pursue specific interests within the field.

CONTENT

Semester 1	Semester 2
<ul style="list-style-type: none">• Investigation of fabric properties and design• Exploration of textile innovations (e.g. glow in the dark fibres, use of advanced technology)• Designing and making bags and accessories to meet individual needs	<ul style="list-style-type: none">• Exploration of ethical issues in the textiles industry (e.g. Fast Fashion)• Designing for recycling, reusing and/or repurposing of textiles• Investigation of decorating and construction techniques (e.g. machine embroidery, applique)

ASSESSMENT

- Investigation and Analysis
- Design Development and Planning
- Production
- Evaluation

COMPULSORY REQUIREMENTS

Students will be required to purchase their own material for individual items produced.

An additional \$30 per semester will be charged to cover materials required for the course.

FOOD AND HOSPITALITY

STATUS: Semester or Full Year

CONTACT TEACHER: Emily Donoghue

SKILL SET

Successful completion of Year 9 Food or Fabric Technologies would be an advantage.

COURSE DESCRIPTION

The study of this course will equip the students with the necessary skills to study any of the Food and Fabric Technologies courses at Stage 1.

The focus of this course is to extend the principles of cookery from cooking at home to cooking as a career. Students develop cooking skills and techniques and apply them in food production.

Students develop and extend practical skills and knowledge, critically evaluate their work, develop problem solving and decision-making skills, develop an ability to set goals and work towards achieving them, and allow students to pursue specific interests within the field.

CONTENT

Semester 1	Semester 2
Food <ul style="list-style-type: none">• Food safety• Healthy Canteen Food• Trends in Food and Hospitality - Dessert• Group Task – Event Catering	Food <ul style="list-style-type: none">• Food safety• Plate of Origin – Multicultural Foods• Gourmet Café Food• Group Task – Food Service and Catering

ASSESSMENT

- Investigations
- Action plans
- Practical activity
- Evaluations

COMPULSORY REQUIREMENTS

\$60 per semester to cover materials required for the course (eg food)

HUMANITIES AND SOCIAL SCIENCES FLOWCHART

YEAR 10 (1 or 2 Semesters)

HISTORY (1 Semester Compulsory)	HISTORY BROADENING ELECTIVE (1 Semester)	ENVIRONMENTAL STUDIES	ECONOMICS AND BUSINESS
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STAGE 1 (1 or 2 Semesters)

MODERN HISTORY	ANCIENT STUDIES	LEGAL STUDIES	ENVIRONMENTAL STUDIES: PEOPLE AND SUSTAINABLE FUTURES	TOURISM	ACCOUNTING	BUSINESS INNOVATION
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STAGE 2 (Full Year)

MODERN HISTORY	ANCIENT STUDIES	LEGAL STUDIES	TOURISM	ACCOUNTING	BUSINESS INNOVATION
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HISTORY BROADENING ELECTIVE

STATUS: Semester

CONTACT TEACHER: Debbie Wherry

SKILL SET

An interest in extending the skills acquired in Year 9 History. Students must be able to contribute to group discussion, enjoy reading and questioning historical sources.

COURSE DESCRIPTION

This course is intended to develop an understanding of how and why historical, social and cultural change occurs. It has been designed to potentially align with a College visit to Canberra. While visiting our nation's capital, students would experience a range of activities connected to our political, social and cultural heritage.

Students will have the ability to transfer skills and interests from a range of areas such as technology, the arts, geography and civics to this course. They will continue to learn historical skills such as analysis and forming opinions about social and cultural issues and societies.

CONTENT

In this course, students will explore *at least* two options from a possible range of topics. These can include:

- Work and Leisure
- People and Power
- Migrant Experiences
- Popular Culture
- Forces for Social Change
- Peace and Conflict

ASSESSMENT

Students provide evidence of learning through:

- Folio
- Inquiry
- Analysis

ENVIRONMENTAL STUDIES

STATUS: Semester or Full Year

CONTACT TEACHER: Debbie Wherry

SKILL SET

An interest in developing an understanding of how people interact with environments differently in different places and at different times, and of the opportunities and challenges for, and constraints on, such interactions. Appropriate levels of language, literacy and numeracy to cope with this subject.

COURSE DESCRIPTION

Students focus on citizenship, as students study local, national and global issues and identify actions they could take. In the focus of the first unit, students apply knowledge gained from previous years to the study of environmental change and environmental management with a focus on sustainability. The second sequence of units focuses on key aspects of human geography, in particular the geography of human wellbeing at the local, regional and global level. Year 10 Environmental Studies continues to develop students' geographical knowledge and mental map of the world through the investigation of various world regions.

CONTENT

Students will explore the two units of Human Wellbeing and Environmental Management.

ASSESSMENT

Assessment will include:

- Source Analysis
- Research Assignments
- Project Work
- Case Studies
- Oral Presentations
- Essay Writing and Note Taking
- Summarising, analysis and reflection

ECONOMICS AND BUSINESS

STATUS: Semester or Full Year

CONTACT TEACHER: Debbie Wherry

SKILL SET

An interest in looking into the successful management of business and enterprise issues in personal, business and social contexts, as well as developing an understanding of business and enterprise cultures and technological systems as they operate in and affect the global environment.

COURSE DESCRIPTION

Students gain further understanding of economics and business concepts by considering Australia's economic performance and standard of living. Through a study of issues and events, students examine how businesses and individuals respond to changing conditions.

Students will develop a range of skills that foster enterprising individuals who can effectively embrace change; work with others; show initiative, flexibility and leadership; plan, organise and manage risk.

CONTENT

Semester 1

- Economic Performance and Living Standards
- Government management of economy

Semester 2

- Demand and Supply

ASSESSMENT

Semester 1

- Report
- Infographic
- Research

Semester 2

- Written Assignment
- Research
- Case Study
- Advertising Task

LANGUAGES FLOWCHART

YEAR 10 (Full Year)	
ITALIAN	VIETNAMESE BEGINNERS OR CONTINUERS

STAGE 1 (Full Year)	
ITALIAN CONTINUERS	VIETNAMESE BACKGROUND OR CONTINUERS

STAGE 2 (Full Year)	
ITALIAN CONTINUERS	VIETNAMESE BACKGROUND OR CONTINUERS

ITALIAN

STATUS: Full Year

CONTACT TEACHER: Lisa Koles

SKILL SET

Successful completion of a semester or full year of Year 9 Italian.

COURSE DESCRIPTION

Students learn essential communication skills in Italian, an intercultural capability, and an understanding of the role of language and culture in human communication. The course provides the opportunity for students to engage with the linguistic and cultural diversity of humanity, to reflect on their understanding of human experience in all aspects of social life, and on their own participation and ways of being in the world. Learning a language is a rich, challenging experience of engaging with and participating in the linguistic and cultural diversity of our interconnected world. It also gives students the opportunity to strengthen their knowledge and understanding of how English functions.

CONTENT

Topics are chosen from a variety of sources and deal with personal, historical and contemporary issues in Italy. These can include identity, family, friendship, school experiences, aspects of Italian culture such as festivals, food, music, television and food, regional diversity, tourism, technology and industry.

- La Mafia
- Il Cibo: food
- Gli Sterotipi: stereotypes
- Il Rinascimento: the Renaissance

ASSESSMENT

Assessment will include text analysis of both written and spoken texts, the production of written and oral responses in interpersonal communicative tasks such as conversations, letters, diary entries, and research assignments.

VIETNAMESE

STATUS: Full Year

CONTACT TEACHERS: Van Dang and Lisa Koles

SKILL SET

Successful completion of a semester or full year of Year 9 Vietnamese (or other formal study of Vietnamese outside of the College to be confirmed by the Languages Coordinator).

COURSE DESCRIPTION

Students learn essential communication skills in Vietnamese, an intercultural capability, and an understanding of the role of language and culture in human communication. It provides the opportunity for students to engage with the linguistic and cultural diversity of humanity, to reflect on their understanding of human experience in all aspects of social life, and on their own participation and ways of being in the world. Learning a language is a rich, challenging experience of engaging with and participating in the linguistic and cultural diversity of our interconnected world. It also gives students the opportunity to strengthen their knowledge and understanding of how English functions.

CONTENT

Topics are chosen from a variety of sources and deal with personal, historical and contemporary issues in Vietnam. These can include identity, family, friendship, school experiences and aspects of Vietnamese culture such as festivals, food, music, television, regional diversity, tourism, technology and industry.

ASSESSMENT

Assessment will include text analysis of both written and spoken texts, the production of written and oral responses in interpersonal communicative tasks such as conversations, letters, diary entries, and research assignments.

SCIENCES

YEAR 10

<p>■ SCIENCE LITERACY (Semester One)</p>	<p>SCIENCE (Semester One)</p>	<p>SCIENCE Integrated Learning (Semester Two)</p>	<p>◆ STEM (Semester only Elective)</p>
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STAGE 1 (1 or 2 Semesters)

<p>SCIENTIFIC STUDIES: ENVIRONMENTAL MANAGEMENT & SUSTAINABILITY</p>	<p>CHEMISTRY (Full Year)</p>	<p>PHYSICS (Full Year)</p>	<p>BIOLOGY</p>	<p>NUTRITION (One semester only)</p>	<p>PSYCHOLOGY</p>
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STAGE 2 (Full Year)

<p>SCIENTIFIC STUDIES: ENVIRONMENTAL MANAGEMENT & SUSTAINABILITY</p>	<p>*CHEMISTRY</p>	<p>*PHYSICS</p>	<p>^BIOLOGY</p>	<p>NUTRITION</p>	<p>PSYCHOLOGY</p>
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- * Students must successfully complete the full year course at Stage 1 to study at Stage 2
- ^ Students must successfully complete the Semester 1 course at Stage 1 to study at Stage 2
- Students studying Science Literacy in Year 10 who wish to continue with science at a senior level may only choose Scientific Studies at Stage 1
- ◆ STEM at Year 10 is an elective subject only. Either Science or Science Literacy (semester 1) and Science Integrated Learning (semester 2) must be studied at Year 10

STEM

STATUS: Semester

CONTACT TEACHER: Nathan Ackan

SKILL REQUIRED

Students need to be prepared for self-directed and guided learning and projects in collaboration with peers and staff. Completion of Year 9 STEM is not required.

WHAT WILL I LEARN ABOUT?

Students will work collaboratively to manage their own projects in a disciplined and driven manner. Effective groups will demonstrate flexible thinking through the determined projects of the semester that connects to real world applications. Students will develop questioning and research strategies to increase their curiosity. Students will provide solutions to a problem around the theme of improving society.

CONTENT

Introduction to STEM <ul style="list-style-type: none">• What is STEM and how is it applied in society?• Collaboration and group skill development• Resource allocation• Design theory and engineering cycle	Project <ul style="list-style-type: none">• Connected project• Project proposal• Self-managed project• Material testing• Justifying outcomes and decisions• Innovation and solution focus• Design review and re-testing
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ASSESSMENT

Introduction to STEM (40%) <ul style="list-style-type: none">• Civil Engineering STEM Project An introductory task to identify essential skills that benefit students in Design Thinking• How does STEM influence society? Research a company and reflect on their impact within society	Projects (60% each) <ul style="list-style-type: none">• Design marketing proposal From the theme of the project, students are to provide a proposal and present what solutions they will design and how they will benefit society• Group Folio and Presentation Students will provide evidence of their research, testing and design ideas. This will be summarised with a final presentation• Personal Design Review and Reflection At the conclusion of the project, students are required to summarise their learning experience in context of the Learner Behaviours
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