EASTERN HILLS
Senior High School

Course Information
Year 9 & 10

EASTERN HILLS
Senior High School
An Independent Public School

LEARNING EXCELLENCE EQUITY CARE

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Year 9 and Year 10 Course Information Booklet

Dear Parent(s)/Guardian(s)

Welcome to the process for the selection of 'elective' courses for your child, we have revised our procedures to an **'on-line' selection of courses (electives)** for each year group within the school.

All this information is available on the Eastern Hills Senior High School website including the links for completion of subject (electives) selections. If you require further information about any of the courses, please contact the Head of the specific Learning Area.

This booklet will provide you with information about all Year 9 & 10 courses ('Compulsory' and 'Elective') from each of the Learning Areas and includes Learning Areas Pathways as a guide to courses in Upper School. If you require any further information about any of the courses listed in the booklet, please contact the Head of the specific Learning Area.

At Eastern Hills Senior High School, all students study a broad and balanced curriculum across the Learning Areas, the school is committed to the development of lifelong learners who have the skills, knowledge, and values to be able to take a proactive and productive approach to meeting their own needs whilst respecting the rights of others in society. To achieve this, the school has a very strong focus on developing and maintaining a safe and caring learning environment where students are able to engage in their studies free from the risk of harm. Encouraging students to take responsibility for their own learning is an important part of the work done at the school

The Year 9 & Year 10 curriculum consists of compulsory courses from the Learning Areas of; English, Mathematics, Science, Humanities & Social Sciences, Health and Physical Education. In addition to the 'compulsory' courses students select 'elective' courses from the Learning Areas of the Arts (which includes Art, Computer Graphics, Dance, Drama, Media Production and Music courses) and Technology and Enterprise (which includes the teaching areas of Computer Education, Home Economics and Design and Technology and their range of courses). Students may also select an extra Physical Education course as an 'elective' or select to continue with LOTE (Language Other Than English) i.e. Italian, French or Japanese as an 'elective'. If a student requests to be part of the Football Program there will be a selection process, information is provided in the booklet. Viability of classes in all 'electives' is dependent on there being sufficient numbers to run the course. **Students should ensure when selecting their 'electives' that at least ONE course is from the Technology and Enterprise Learning Area and ONE from the Arts Learning Area in both Semester 1 and Semester 2.**

For Year 10 students ONLY: *A Vocational Enterprise Course (VEC) in the teaching area of Design and Technology is offered to students who are seeking an alternative to entering the traditional academic pathway in upper school, and offered by Home Economics to students who have an interest in the Hospitality area where they can apply to complete a Certificate I in Hospitality. Students who complete either of these courses (VEC) or Certificate I in Hospitality will have a reduced study load in Science and HASS.*

All students in Year 9 and Year 10 sit end of semester examinations in English, Mathematics, Humanities & Social Sciences and Science this helps us gather information about their progress and allows students to become familiar with exam situations as well as providing feedback to parents. Their exam results will be included on the Semester 1 and Semester 2 Report. In addition to these school exams students in Year 9 will sit NAPLAN testing in May and Year 10 students who have not reached the required level of Literacy and Numeracy through NAPLAN in Year 9 and in order to be eligible for their WACE will sit a Online Literacy Numeracy Assessment (OLNA) in March and if needed in August/September (OLNA), this also assists in preparation for course selection as students' progress to Year 11.

Any queries, please contact the Front Office and request to speak with the year coordinator.

Thank you
Subject Selection Team.

English

Year 7	Year 8	Year 9	Year 10	Year 11 and 12
Academic Pathway 1 (7ENG) Year Course	**Academic Pathway 1** (8ENG) Year Course	**Academic Pathway 1** (9ENG) Year Course	**Academic Pathway 1** (10ENG) Year Course	**ATAR Literature** Year 11 (A1/A2ENG) Year 12 (ATENG)
Aspirant Pathway 2 (7ENG) Year Course	**Aspirant Pathway 2** (8ENG) Year Course	**Aspirant Pathway 2** (9ENG) Year Course	**Aspirant Pathway 2** (10ENG) Year Course	**ATAR English** Year 11 (A1/A2ENG) Year 12 (ATENG)
General Pathway 3 (7ENG) Year Course	**General Pathway 3** (8ENG) Year Course	**General Pathway 3** (9ENG) Year Course	**General Pathway 3** (10ENG) Year Course	**General Course English** Year 11 (G1/G2ENG) Year 12 (GTENG) OR **English Foundations** Year 11 (F1/F2ENG) Year 12 (FTENG)

Pre-requisites for ATAR and Literature courses are an A or B in Year 10 Academic or Aspirant Pathways.

ENGLISH PATHWAYS

Pathway levels reflect student competencies related to reading and writing.

ACADEMIC PATHWAY

Students in the Academic pathway are expected to select ATAR in Years 11 and 12 and will demonstrate high competence in reading and writing skills as reflected in NAPLAN and semester results in their English class

ASPIRANT PATHWAY

Students in the Aspirant classes are those whose skills require further development to assist in improving reading and writing skills. Many of these students typically select an ATAR pathway in Years 11 and 12 or a General pathway.

GENERAL PATHWAY

Students in the General class are continuing to develop reading and writing skills and traditionally select a pathway to work or TAFE.

Lower School English courses are modified to reflect the Upper School pathways students intend to follow.

English Year 9 & 10

The English curriculum is built around the three interrelated strands of language, literature and literacy. These strands are:

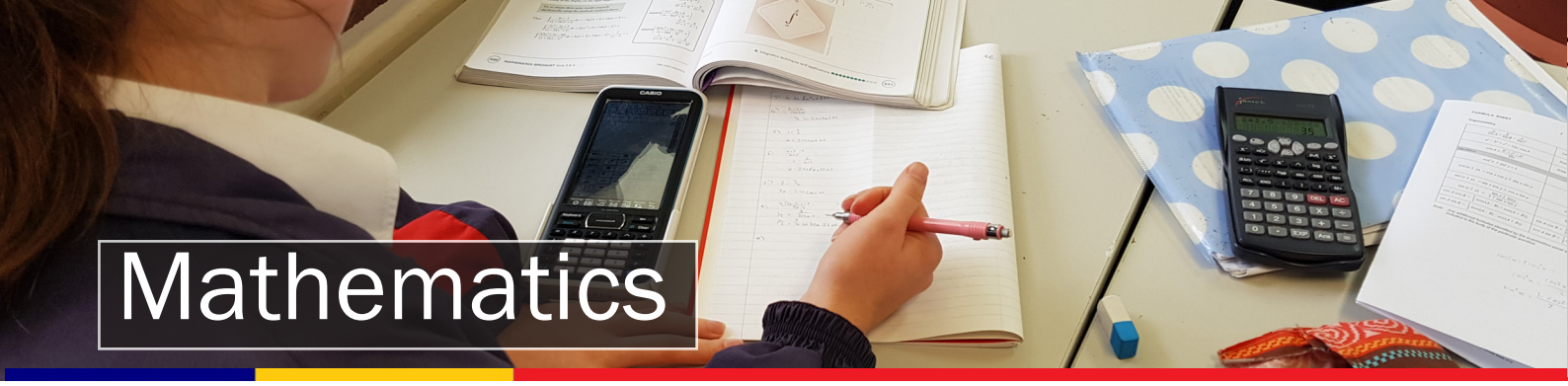
- Language
- Literature
- Literacy

which are interwoven, representing a focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Each program of study focuses on providing students with experience, learning in familiar and unfamiliar contexts to grasp a wider understanding of the world.

Engagement in reading for enjoyment aims to improve their abilities in evaluating, interpreting, creating and discussing a wider range of text types with a focus on the aesthetic, informative and persuasive elements. The importance of involving students with higher levels of abstraction, higher order reasoning and intertextual references are skills that are developed in order to critically understand the world and the texts, particularly media texts, that they encounter. Students will encounter a range of literary texts which comprise of Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples. Students will also explore the classic and contemporary world of literature, including texts from and about Asia. Texts studied will provide experience in exploring familiar and unfamiliar contexts, including local community, vocational and global contexts.

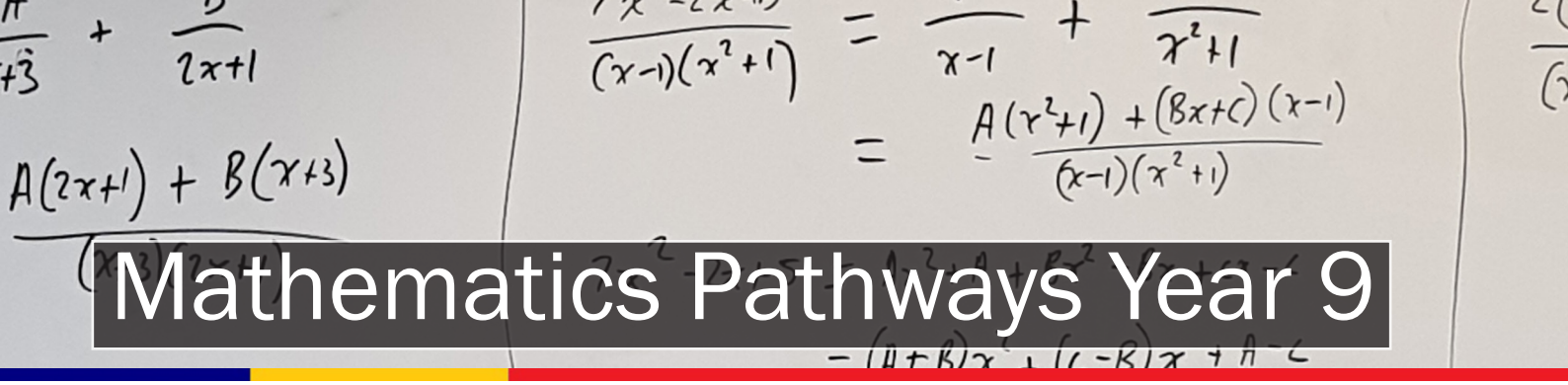
Programs in Year 9 place importance on skills addressed in the NAPLAN and subsequently OLNA in Year 10. Our programs continue to place particular importance on the understanding and use of a range of language features such as developing a more complex range of sentence types including complex sentences with embedded clauses. Programs continue to emphasise the development of vocabulary, and include a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form. Each foci aims to enable students to create a range of imaginative, informative and persuasive texts to become competent with their chosen path in life.

Pathway Levels reflect student competencies related to Reading and Writing. Students in the Academic pathway are expected to select ATAR in Years 11 and 12 and have demonstrated high competence in reading and writing skills as reflected in NAPLAN and semester results in their English class. Aspirant classes are those students whose skills require further development to assist in improving reading and writing skills. Many of these students typically select an ATAR pathway in Years 11 and 12 or a General pathway to TAFE dependent on the success they achieve. Students in a General class are continuing to develop reading and writing skills and traditionally select a pathway to work or TAFE. Lower school English courses are modified to reflect the Upper school pathways students intend to follow.



Mathematics

Year 7	Year 8	Year 9	Year 10	Year 11 and 12
Academic Pathway 1 (7MAT) Year Course	**Academic Pathway 1** (8MAT) Year Course	**Academic Pathway 1** (9MAT) Year Course	**Academic Pathway 1** (10MAT) Year Course	**ATAR Mathematics Specialist** Year 11 (A1/A2MAS) Year 12 (ATMAS)
				ATAR Mathematics Methods Year 11 (A1/A2MAM) Year 12 (ATMAM)
				ATAR Mathematics Applications Year 11 (A1/A2MAA) Year 12 (ATMAA)
Aspirant Pathway 2 (7MAT) Year Course	**Aspirant Pathway 2** (8MAT) Year Course	**Aspirant Pathway 2** (9MAT) Year Course	**Aspirant Pathway 2** (10MAT) Year Course	**General Course Mathematics Essentials** Year 11 (G1/G2MAE) Year 12 (GTMAE)
General Pathway 3 (7MAT) Year Course	**General Pathway 3** (8MAT) Year Course	**General Pathway 3** (9MAT) Year Course	**General Pathway 3** (10MAT) Year Course	**Mathematics Foundations** Year 11 (F1/F2MAT) Year 12 (FTMAT)



Mathematics Pathways Year 9

ACADEMIC PATHWAY

The Academic Pathway incorporates extension activities into their course work including problem solving strategies. It is a very demanding but rewarding course. Students who successfully complete this course are ATAR bound Mathematics students.

- Follows the Australian Curriculum for Mathematics
- Contains work from the Number & Algebra, Measurement & Geometry, and Statistics & Probability strands
- Emphasis on horizontal extension work
- Features an increased level of difficulty
- Successful completion will enable participation in all future courses

The Academic class will complete all the coursework as well as engaging in extension work.
Academic students will study problem solving strategies, which will be introduced and explained in class by the teacher. The strategies will be developed conceptually throughout lower school. All Academic Mathematics students will be prepared to participate in numerous competitions throughout the year. Some require time outside of class to prepare and also to complete.

In Year 9 activities will include the Mathematics Talent Quest, Have Sum Fun Competition and the Australian Mathematics Competition.

ASPIRANT PATHWAY

Follows the Australian Curriculum for Mathematics and contains work from the Number & Algebra, Measurement & Geometry, and Statistics & Probability strands
Development of skills required for Upper School courses.

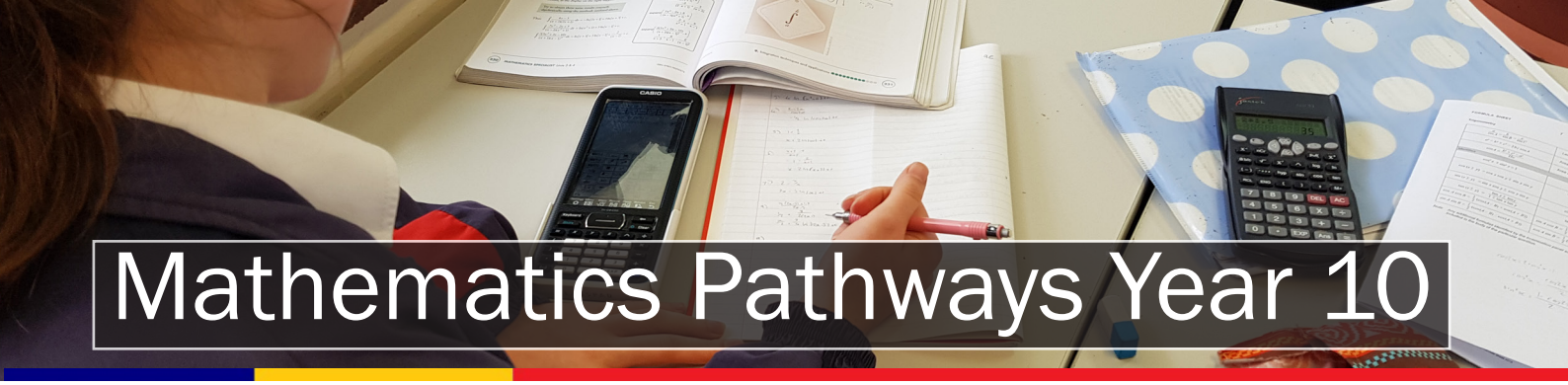
The Aspirant Pathway is the course that prepares students for the study of the majority of Mathematics Courses in Years 11 and 12. It can incorporate some of the extension work covered in the Academic course. The Pathway also caters for ATAR bound students in Mathematics.

GENERAL PATHWAY

The General Pathway is slower paced but still provides a solid grounding in the essentials of Number & Algebra, Measurement & Geometry and Statistics & Probability. For the more successful student in this pathway, the course still offers sufficient preparation for the study of the Essentials Mathematics Course in both Years 11 and 12.

The General Pathway is a “focused” class designed to cater for students in need of special help in this subject. It endeavours to maintain basic numeracy skills which will be of use to students in their everyday lives. Students in this pathway will not normally study Mathematics beyond Year 10 but gives them the best chance to pass OLNA (Online Literacy and Numeracy Assessment) which is a requirement for their graduation.

Is a “focus” class designed to cater for students that require extra help in this subject. It endeavours to maintain basic numeracy skills which will be of use to students in their everyday lives. Students in this pathway will not normally study Mathematics beyond Year 10 but gives them the best chance to pass OLNA (Online Literacy and Numeracy Assessment) which is a requirement for their graduation



Mathematics Pathways Year 10

ACADEMIC PATHWAY

The Academic Pathway incorporates extension activities into their course work including problem solving strategies. It is a very demanding but rewarding course. Students who successfully complete this course are ATAR bound Mathematics students.

- Follows the Australian Curriculum for Mathematics
- Contains work from the Number & Algebra, Measurement & Geometry, and Statistics & Probability strands
- Emphasis on horizontal extension work
- Features an increased level of difficulty
- Successful completion will enable participation in all future courses

The Academic class will complete all the coursework as well as engaging in extension work. They will be completing both the 10A course and the Year 10 common core course. The 10A course is designed so they can meet the needs of Mathematics Methods and Specialist in Years 11 and 12.
Academic students will study problem solving strategies, which will be introduced and explained in class by the teacher. The strategies will be developed conceptually throughout lower school. All Academic Mathematics students will be prepared to participate in the numerous competitions throughout the year. Some require time outside of class to prepare and also to complete.

In Year 10 activities will include the Mathematics Talent Quest, Have Sum Fun Competition and the Australian Mathematics Competition.

ASPIRANT PATHWAY

The Aspirant Pathway is the course that prepares students for the study of the majority of Mathematics Courses in Years 11 and 12. It can incorporate some of the extension work covered in the Academic course. The Pathway also caters for ATAR bound students in Mathematics.

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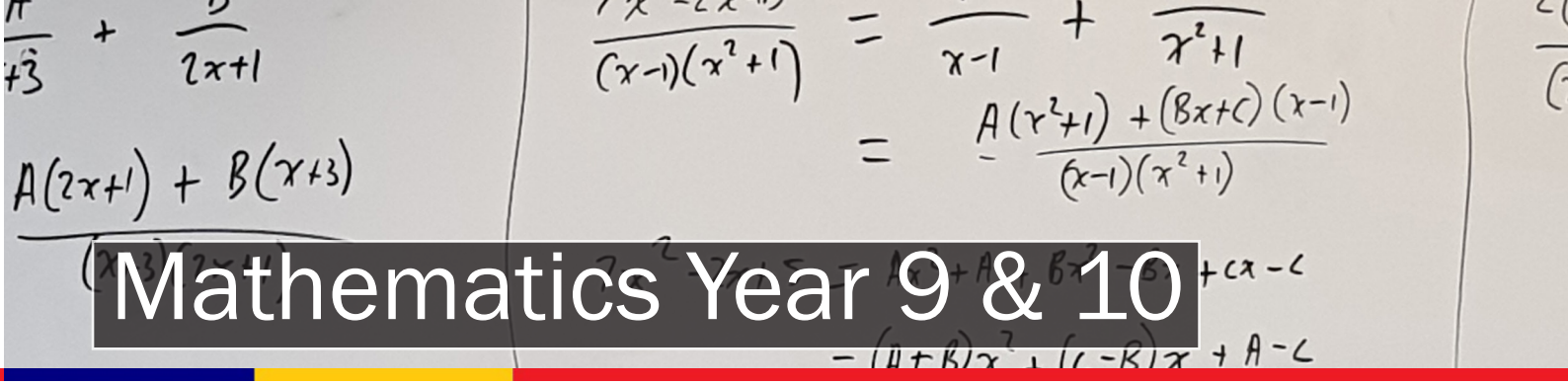


Mathematics Year 9 & 10

Students will use ideas about Number & Algebra, Measurement & Geometry and Statistics & Probability and mathematical ways of representing patterns and relationships, to describe, interpret and reason about their social and physical world. Mathematics plays a key role in the development of students numeracy and assists learning across the curriculum.

YEAR 9 MATHEMATICS

Year 9 students will be placed into streamed classes based upon their Year 8 results. All students will study a common course throughout the first semester of Year 9 with the least able students will be selected for the General Pathway, a slower paced course. All students sit common assessments.

Further pathway division will occur in Semester 2 but the courses will continue to follow a common core with some extension and added depth in both the Academic and Aspirant courses. Students in lower Pathways who make very strong progress will have the opportunity to attempt higher Pathway's in Year 10 without substantial disadvantage.

YEAR 10 MATHEMATICS

Year 10 is an extremely important year for students in Mathematics. Both their work ethic and results will be assessed to advise them the best suited Mathematics course to choose in Upper School.

Students who perform at a reasonable standard or better in Year 9 classes normally proceed to the same pathway in Year 10. The less able students may be placed in a lower pathway in Year 10 in an attempt to find a course more suited to their capabilities. A small number of students will be offered the opportunity to attempt a pathway in Year 10 at a higher level than their Course of Study in Year 10, subject to their preparedness to bridge any missed content (e.g. excelling students in Aspirant may move into Academic).

Generally, in Years 9 and 10, all pathways maintain a common core of content but the depth of treatment widens progressively. The General pathway continues to be slower-paced and do not reach the same endpoints as the higher pathways.

Humanities and Social Sciences

Year 7	Year 8	Year 9	Year 10	Year 11 and 12
Academic Pathway 1 (7HASS) Year Course	**Academic Pathway 1** (8HASS) Year Course	**Academic Pathway 1** (9HASS) Year Course	**Academic Pathway 1** (10HASS) Year Course	**ATAR Economics** Year 11 (A1/A2ECO) Year 12 (ATECO)
				ATAR Geography Year 11 (A1/A2GEO) Year 12 (ATGEO)
				ATAR Modern History Year 11 (A1/A2HIM) Year 12 (ATHIM)
Aspirant Pathway 2 (7HASS) Year Course	**Aspirant Pathway 2** (8HASS) Year Course	**Aspirant Pathway 2** (9HASS) Year Course	*If students in Aspirant Pathway 2 achieve a C grade or higher they maybe eligible to enrol in an ATAR course.* **Aspirant Pathway 2** (10HASS) Year Course	**ATAR Politics & Law** Year 11 (A1/A2PAL) Year 12 (ATPAL)
				General Course **Career and Enterprise** Year 11 (G1/G2CAE) Year 12 (GTCAE)
General Pathway 3 (7HASS) Year Course	**General Pathway 3** (8HASS) Year Course	**General Pathway 3** (9HASS) Year Course	**General Pathway 3** (10HASS) Year Course	**General Course** **Business Mgt & Enterprise** Year 11 (G1/G2BME) Year 12 (GTBME)
			General Pathway 3 (10HASG) Abbreviated Course for VEC & Hospitality Students Year Course	**Certificate II in Tourism** (SIT20116) 2 Year Course

Humanities and Social Sciences Pathways

All pathways study the same content. The difference in the pathways pertain to the level of difficulty the content is pitched as well as the assessment types.

ACADEMIC PATHWAY

This course is designed for students with the highest academic achievement who are capable of maintaining a B grade average in HASS and who would be expecting to go on to university after Year 12. They will have been high achieving students in Year 6.

The Academic students will follow a more rigorous and challenging path than other students in that they will be expected to master more difficult concepts, to communicate their understandings with greater sophistication, and to complete more complex learning activities that will require a greater commitment of time and effort. They will cover the curriculum in greater depth and breadth than other students, and the highest standards of achievement will be expected.
Students are expected to achieve a minimum B grade.

ASPIRANT PATHWAY

This course is designed for students with average academic achievement who are capable of maintaining a C grade average in HASS. Most would be expecting to follow a general pathway from Years 10-12 or to be leaving school prior to the end of Year 12 for employment, training or TAFE. They will have achieved average results in Year 6. However, students' who achieve a high C grade may still be eligible for ATAR courses in Upper School.

These students will follow a less rigorous and less challenging path than Academic students in that they will be expected to master less difficult concepts, to communicate their understandings competently but with less sophistication, and to complete less complex learning activities that will be more practical. They will cover the curriculum in less depth and breadth than Academic students, and average to good standards of achievement will be expected. Some of these students will aspire to raise their standard of achievement to enable them to be placed in the Academic class.
Students are expected to achieve a C grade.

GENERAL PATHWAY

This course is designed for students with below average academic achievement who have difficulty maintaining a C grade average in HASS. Most would be expecting to follow a general pathway from Years 10-12 or to be leaving school prior to the end of Year 12 for employment, training or TAFE. They will have achieved below average results in Year 6.

These students will follow a less rigorous and less challenging path than Aspirant students in that they will be expected to master less difficult concepts, to communicate their understandings competently but with less sophistication, and to complete less complex learning activities that will be more practical. They will cover the curriculum in less depth and breadth than Aspirant students, and average to good standards of achievement will be expected. Some of these students will aspire to raise their standard of achievement to enable them to be placed in the Aspirant class.
Students are expected to achieve a C grade.

Humanities and Social Sciences Year 9

The Humanities and Social Sciences, enable students to develop their critical thinking and skill application ready for life after school. We focus on skills such as questioning, research, analysis, evaluation, communication and reflection through investigation of events, developments, issues and phenomena in both historical and contemporary contexts. The four subject areas covered in HASS are Geography, Economics, History and Politics and Law.

GEOGRAPHY

We develop the concepts of place, space, environment, interconnection, sustainability and change. In Year 9 these concepts are developed through the study of food and fibre production and the role it plays in the biotic environment, We expand this concept further by exploring how people's choices and actions are connected to places in different ways.

ECONOMICS

In Year 9, we introduce the concepts of specialisation and trade while continuing to expand their understanding of the key Economic concepts of scarcity, making choices, interdependence, allocation and markets. A deeper examination of the relationsips between consumers and businesses is expanded to include governments both locally and internationally, so students are able to see the importance of how the flow of goods, services and resources create a global economy.

HISTORY

Historical understandings are developed through the key concepts of evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. In Year 9 we focus on the making of the Modern World from 1750-1918, including the singnificance of WWI.

CIVICS AND CITIZENSHIP

The concepts of the Westminster system, democracy and participation are developed. In Year 9, we examine the role of key players in the political system, the way citizens' decisions are shaped during an election campaign and how a government is formed. We also investigate how Australia's court system works in supprt of a democratic and just society.

Humanities and Social Sciences Year 10

The Humanities and Social Sciences, enable students to develop their critical thinking and skill application ready for life after school. We focus on skills such as questioning, research, analysis, evaluation, communication and reflection through investigation of events, developments, issues and phenomena in both historical and contemporary contexts. The four subject areas covered in HASS are Geography, Economics, History and Politics and Law.

GEOGRAPHY

In Year 10, students focus on the management of environmental resource and the geography of human wellbing at a range of scales and locations.

ECONOMICS

In Year 10, we delve into the reasons for variations in the performance of economies through the use of contemporary issues, events and/or case studies. Exploration of the nature of extenralities and the role of governments in managing economic performance to improve living standards.

HISTORY

In Year 10, the historical time period continues on from 1918 to the present – including WWII, emphasising Australia in its global context.

CIVICS AND CITIZENSHIP

In Year 10, we explore Australia's roles and responsibilities at a global level and its international legal obligations. Students inquire into the values and practices that enable a resilient democracy to be sustained.

Science

Year 7	Year 8	Year 9	Year 10	Year 11 and 12
Academic Pathway 1 (7SCI) Year Course	Academic Pathway 1 (8SCI) Year Course	Academic Pathway 1 (9SCI) Year Course	Academic Pathway 1 (10SCI) Year Course	ATAR Physics Year 11 (A1/A2PHY) Year 12 (ATPHY)
				ATAR Chemistry Year 11 (A1/A2CHE) Year 12 (ATCHE)
				ATAR Biology Year 11 (A1/A2BLY) Year 12 (GTBLY)
				ATAR Human Biology Year 11 (A1/A2HBY) Year 12 (ATHBY)
			If students in Aspirant Pathway 2 achieve a C grade or higher they maybe eligible to enrol in an ATAR Human Biology.	General Course Human Biology Year 11 (G1/G2HBY) Year 12 (GTHBY)
Aspirant Pathway 2 (7SCI) Year Course	Aspirant Pathway 2 (8SCI) Year Course	Aspirant Pathway 2 (9SCI) Year Course	Aspirant Pathway 2 (10SCI) Year Course	Certificate II in Horticulture (AHC20416) 2 Year Course
General Pathway 3 (7SCI) Year Course	General Pathway 3 (8SCI) Year Course	General Pathway 3 (9SCI) Year Course	General Pathway 3 (10SCI) Year Course	
			Certificate I Agri Food Operations (AHC10216) Year Course	

SCIENCE PATHWAYS YEARS 9 & 10

ACADEMIC PATHWAY

Is designed to go into greater depth and breadth than the other pathways.
Students are expected to achieve an A or B grade.
This pathway leads to ATAR courses (Physics, Chemistry, Biology and Human Biology) in year 11 and 12.

ASPIRANT PATHWAY

Students are expected to achieve a C grade or higher.
This pathway leads to vocational courses in year 11 and 12, including Certificate I and II TAFE accredited courses.

GENERAL PATHWAY

Is a modified course designed to improve Literacy and Numeracy skills in a science context.

Science Year 9

CHEMICAL SCIENCE

Students will learn that all matter is made of atoms which are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms. Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed, combustion and the reactions of acids are important in both non-living and living systems and involve energy transfer.

PHYSICAL SCIENCES

Students will investigate how energy transfer through different mediums can be explained using wave and particle models. Explore the properties of waves, and situations where energy is transferred in the form of waves, such as sound and light. Investigating the transfer of heat in terms of convection, conduction and radiation, and identifying situations in which each occurs and the factors that affect the transfer of energy through an electric circuit.

BIOLOGICAL SCIENCES

Students will learn that multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment. Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems.

EARTH AND SPACE SPACE SCIENCES

Students will learn that the theory of plate tectonics explains global patterns of geological activity and continental movement. Recognising the major plates on a world map, modelling sea-floor spreading relating the occurrence of earthquakes and volcanic activity to constructive and destructive plate boundaries.

SCIENCE INQUIRY SKILLS

This will be incorporated into each of the above concept strands. Students investigate to answer questions about the natural and technological world, using reflection and analysis to prepare a plan; to collect, process and interpret data; to communicate conclusions; and to evaluate their plan, procedures and findings.

Science Year 10

CHEMICAL SCIENCES

Students will learn about the atomic structure and that properties of elements are used to organise them in the Periodic Table. Investigate different types of chemical reactions and how they are used to produce a range of products and can occur at different rates.

PHYSICAL SCIENCES

Students will learn how energy conservation in a system can be explained by describing energy transfers and transformations. Investigate the motion of objects and how they be described and predicted using the laws of physics.

BIOLOGICAL SCIENCES

Students will learn that the transmission of heritable characteristics from one generation to the next involves DNA and genes. Investigate the theory of evolution by natural selection and how it explains the diversity of living things and is supported by a range of scientific evidence.

EARTH AND SPACE SCIENCES

Students will learn about the universe and that it contains features including galaxies, stars and solar systems and the Big Bang theory can be used to explain the origin of the universe. Investigate global systems, including the carbon cycle, that rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere.

SCIENCE INQUIRY SKILLS

This will be incorporated into each of the above concept strands. Students investigate to answer questions about the natural and technological world, using reflection and analysis to prepare a plan; to collect, process and interpret data; to communicate conclusions; and to evaluate their plan, procedures and findings.

Languages

Year 7	Year 8	Year 9	Year 10	Year 11 and 12
French (7FR) Year Course	**French** (8FR) Year Course	**French** (9FR1) (9FR2) Year Course	**French** (10FRS1) (10FRS2) Year Course	**ATAR French** Year 11 (A1/A2FSL) Year 12 (ATFSL)

Year 7	Year 8	Year 9	Year 10	Year 11 and 12
Italian (7ITI) Year Course	**Italian** (8ITI) Year Course	**Italian** (9IT1) (9IT2) Year Course	**Italian** (10ITS1) (10ITS2) Year Course	**ATAR Italian** Year 11 (A1/A2ISL) Year 12 (ATISL)

Year 7	Year 8	Year 9	Year 10	Year 11 and 12
Japanese (7JAP) Year Course	**Japanese** (8JAP) Year Course	**Japanese** (9JAP1) (9JAP2) Year Course	**Japanese** (10JAPS1) (10JAPS2) Year Course	**ATAR Japanese** Year 11 (A1/A2JSL) Year 12 (ATJSL)

Languages Year 9

Year 9 students can elect to continue studying the language they studied in Year 8 (Japanese, Italian or French). The same language is studied in both semesters. Learning a language helps to improve communication, employability and English language skills. Studying a foreign language opens your mind to other cultures and world views. A bonus of 10% is added to your Australian Tertiary Admissions Rank (ATAR) scores when studying a language in Year 11 and 12.

FRENCH

Year 9 students will continue to build on their knowledge of the French language. The main aim is for students to enjoy communicating in French and learn about the French culture. Collaboration and speaking with partners are encouraged. There are opportunities to apply for the Reunion Island (a French speaking island near Mauritius) exchange for Year 10 and upper school. Collaboration and speaking with partners are encouraged.

Topics covered may include:

- My World: Celebrations and invitations, sports and leisure activities, expressing opinions, daily routines.
- The French speaking World: talking about holidays, getting around in Paris French exchange students, fashion and festivals.

Genuine French texts via the internet are embedded in the learning program. Enjoyable activities such as listening to songs and watching French videos enhance the students' learning. Students can practice their speaking skills during the excursion to a French café while enjoying French pastries.
French is a major world language. Studying French provides opportunities when seeking future employment in fields such as: foreign affairs, tourism/hospitality, journalism, fashion, dance, education and law.

ITALIAN

Year 9 students are involved in interactive listening, reading and writing tasks that strengthen their ability to communicate using the Italian language. There are opportunities to apply for an exchange or study tour to Italy in upper school.

Topics covered may include:

- The Individual: Sports and leisure, house and home
- Italian Speaking Communities: Famous Italian landmarks, travelling about Italy
- The Changing world: Young people in Italy and Australia.

Italian is widely spoken throughout Australia so there are many opportunities to hear and use the language in real–life situations. Italy is a major trading partner with Australia and knowledge of Italian can be of benefit in fields such as tourism, music, design, architecture, teaching, technology, science and commerce.

JAPANESE

Year 9 Japanese students continue to develop the knowledge, understanding and skills to communicate in Japanese, understand language, culture and learning and their relationship, and thereby develop an intercultural capability in communication. Cultural activities include: music, anime, Japanese cooking/food sampling and calligraphy. There are opportunities for students to participate in exchanges with students and teachers of our sister-school, Taishi Senior High School, in Hyogo Prefecture Japan.

Topics covered may include:

- The individual: My social life, daily routines and celebrations
- Japanese Speaking Communities: Japanese festivals, shopping and traditions
- The Changing world: Japanese celebrations, mass media and fashion

Japan is one of Australia's largest trading partners and a close neighbour, with only a one hour time difference between Australia and Japan. Knowledge of Japanese language is beneficial in business, education, mining, tourism, trade, science and technology.

Languages Year 10

Year 10 French, Italian and Japanese are offered to students as year-long continuing courses. Students should continue in the language they studied in Year 9 (Japanese, Italian or French). Learning a language helps to improve communication, employability and English language skills. Studying a foreign language opens your mind to other cultures and world views. A bonus of 10% is added to your Australian Tertiary Admissions Rank (ATAR) scores when studying a language in Year 11 and 12.

FRENCH

Year 10 students will have the opportunity to build on the language skills they have developed in Years 7, 8 and 9. The French course will look beyond France, into the exciting Francophone world. Students will have the opportunity to communicate effectively within a range of situations. There are opportunities to apply for the Reunion Island (a French speaking island near Mauritius) exchange in upper school. Year 10 French leads onto ATAR French in Year 11.

Topics covered may include:

- My world: Home and local area, school and daily routine
- The French speaking world: French food, travelling around France and planning a trip

French is a major world language. Studying French provides opportunities when seeking future employment in fields such as: foreign affairs, tourism/hospitality, journalism, fashion, dance, education and law.

ITALIAN

Year 10 students will have the opportunity to draw from their language learning experiences in Years 7, 8 and 9 to engage in a variety of hands-on activities. The outcomes-based program will incorporate Listening, Responding and Speaking, Viewing, Reading and Responding and Writing, as students develop further their language skills and cultural understandings, enabling them to communicate in Italian effectively. There are opportunities to apply for an exchange or study tour to Italy in upper school. Year 10 Italian leads onto ATAR Italian in Year 11.

Topics covered may include:

- The individual: School and leisure activities
- Italian Speaking Communities: Fashion and shopping, Italian food
- The Changing world: Media and technology in Italy

Italian is widely spoken throughout Australia so there are many opportunities to hear and use the language in real–life situations. Italy is a major trading partner with Australia and knowledge of Italian can be of benefit in fields such as tourism, music, design, architecture, teaching, technology, science and commerce.

JAPANESE

In Year 10 students will have the opportunity to build on the language skills they have developed in Years 7, 8 and 9. Students will learn to communicate effectively within a range of situations, using various digital technologies. The outcomes-based program will incorporate Listening, Responding and Speaking, Viewing, Reading and Responding and Writing, as students develop further their language skills and cultural understandings, enabling them to communicate in Japanese effectively. There are opportunities for students to participate in exchanges with students and teachers of our sister-school, Taishi Senior High School, in Hyogo Prefecture Japan. Year 10 Japanese leads onto ATAR Japanese in Year 11.

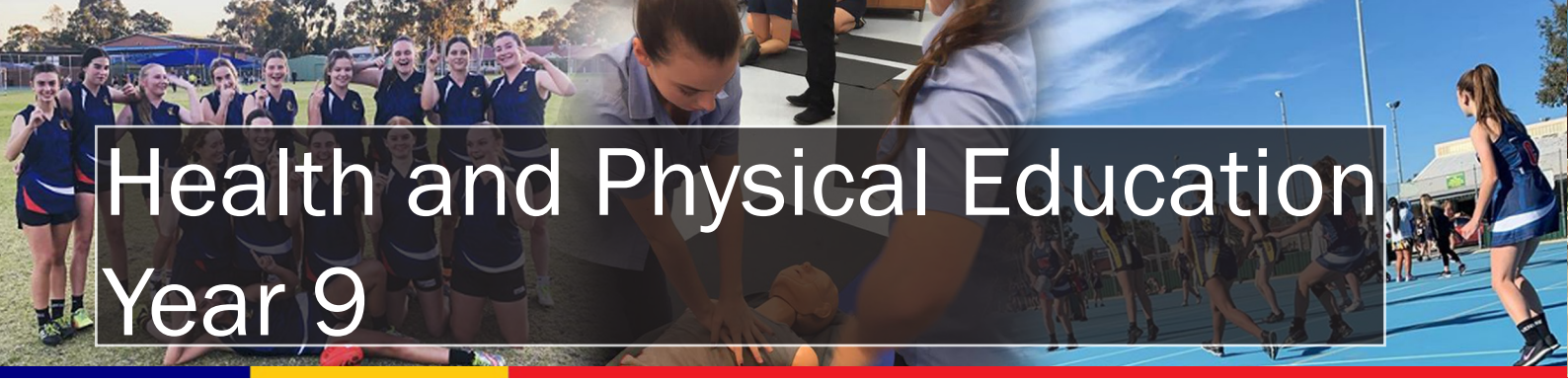
Topics covered may include:

- The individual: School, leisure activities and parties
- Japanese Speaking Communities: Famous people, money and jobs
- The Changing world: Australian and Japanese lifestyles and customs

Japan is one of Australia's largest trading partners and a close neighbour, with only a one hour time difference between Australia and Japan. Knowledge of Japanese language is beneficial in business, education, mining, tourism, trade, science and technology.

Health and Physical Education

Year 7	Year 8	Year 9	Year 10	Year 11 and 12
Health Education (7HED) Year Course	**Health Education** (8HED) Year Course	**Health Education** (9HED) Year Course	**Health Education** (10HED) Year Course	**ATAR Health Studies** Year 11 (A1/A2HEA) Year 12 (ATHEA)
				General Course Health Studies Year 11 (G1/G2HEA) Year 12 (GTHEA)
Boys Football (7FPBS1 & 7FPBS2) Year Course	**Boys Football** (8FPBS1 & 8FPBS2) Year Course	**Boys Football** (9FPBS1 & 9FPBS2) Year Course	**Boys Football** (10FPBS1 & 10FPBS2) Year Course	
Girls Football (7FPGS1 & 7FPGS2) Year Course	**Girls Football** (8FPGS1 & 8FPGS2) Year Course	**Girls Football** (9FPGS1 & 9FPGS2) Year Course	**Girls Football** (10FPGS1 & 10FPGS2) Year Course	
		Netball (9NET1 & 9NET2) Year Course	**Netball** (10NET1 & 10NET2) Year Course	
		Basketball (9BAS1 & 9BAS2) Year Course	**Basketball** (10BAS1 & 10 BAS2) Year Course	
Physical Education (7PE) Year Course	**Physical Education** (8PE) Year Course	**Physical Education** (9PE) Year Course	**Physical Education** (10PE) Year Course	**Certificate II in Sports & Recreation** (SIS20115) 2 Year Course
				ATAR Physical Education Studies Year 11 (A1/A2PES) Year 12 (ATPES)
				General Course Physical Education Studies Year 11 (G1/G2PES) Year 12 (GTPES)
		Outdoor Education (9OED) Semester Course	**Outdoor Education** (10OED) Semester Course	**General Course Outdoor Education** Year 11 (G1/G2OED) Year 12 (GTOED)
		May be selected in either Semester 1 or 2 but can not be selected twice.	*May be selected in either Semester 1 or 2 but can not be selected twice.*	



Health and Physical Education Year 9

COMPULSORY

Health and Physical Education provides students with the opportunity to learn how to enhance their own and other's health, safety, wellbeing and physical activity participation in varied and changing contexts. The curriculum provides a range of learning experiences that are contemporary, relevant, challenging, enjoyable and physically active.

A strengths-based approach is undertaken with a focus on supporting students to develop knowledge, understanding and skills required to make healthy, safe and active choices. The curriculum also focusses on the explicit development of movement skills and concepts required for students to participate in a range of physical activities with competence and confidence which supports ongoing participation in physical activity.

HEALTH EDUCATION (COMPULSORY)

Health Education focuses on three specific areas; being healthy safe and active, communicating and interacting for health and wellbeing and contributing to healthy and active communities.

Students will explore:

- Factors that shape identities and adolescent health behaviours;
- Skills to deal with challenging or unsafe situations;
- Actions and strategies to enhance health and wellbeing in a range of environments;
- Impact of external influences on the ability of adolescents to make healthy and safe choices;
- Characteristics of respectful relationships;
- Strategies for managing emotional responses and resolving conflict in a family, social or online environment;
- Skills to determine appropriateness and reliability of online health information;
- Implications of attitudes and behaviours on individuals and the community.

PHYSICAL EDUCATION (COMPULSORY)

Physical Education focuses on three key areas of physical activity; moving our body, understanding movement and learning through movement. Students will engage in a range of invasion, striking and net sports throughout the year with an emphasis the acquisition and refinement of a broad range of movement skills and strategies to enhance performance. Through a game-based approach students will develop strategic skills and tactical skills to create, use and defend space.

Students will also explore:

- Movement skills and sequences within different physical activities with a focus on increased accuracy, complexity and speed;
- Tactical skills used to create, use and defend space, such as selection of positions;
- Measurement of body's response to physical activity;
- Biomechanical principles of projectile motion and summation of forces;
- Skills and strategies for effective leadership;
- Transfer of skills between physical activities;
- Characteristics of fair play and ethical behaviour.

Health and Physical Education Year 9 (Elective Courses)

ELECTIVE COURSES

All Electives are for 2 periods a week.

This information in the following pages is provided to assist students when selecting courses as a wide range is offered. Students should select an equal balance of courses from the Arts (Performing & Visual) and T & E (Computing/D&T, Home Ec) Learning Area. French, Italian and Japanese (LOTE) may be selected – if studied previously in Yr 9 and courses from Health & PE are also offered as electives; Special Netball and Outdoor Education however, can only be selected once (either Semester). Each elective course is for 2 hours a week and students have the opportunity to study at least 3 courses each semester.

Please note: If selecting the Football, Basketball, Netball, ChildCare or the Music Program's they are year-long courses AND MUST BE SELECTED IN EACH SEMESTER ON THE SELECTION SHEET.

FOOTBALL PROGRAM (Girls & Boys- Single Gender Classes) (Elective)

This is a year-long practical course with an emphasis on developing football skills in a professional and engaging learning environment which will provide a pathway for students wishing to further develop their football abilities. The course will develop a student's understanding of what is required to be an elite athlete. Topics such as leadership, goal setting, sports nutrition, components of fitness and injury prevention will be covered. Students will build on the skills and knowledge that they have gained in the previous year by participating in football based lessons with a focus on:

- Continued development of individual skill level
- Executing skills under pressure
- Defensive and offensive transition
- Leadership and teamwork
- Umpiring
- Fitness Conditioning

Student will have the opportunity to represent the school in the Eagles Cup or the Freo Dockers Cup.
Students undertaking this course may also participate in:

- Interschool football games
- Tours of WAFL/AFL clubs
- Fitness testing and conditioning

Limited positions are available. An application and interview process may be conducted if required.

SPECIAL BASKETBALL

This is a year-long practical course where the aim is to develop skills, attitudes and knowledge that will enable students to confidently engage in a competitive basketball environment. The basketball based lessons will focus on:

- Developing individual skills
- Developing team skills
- Developing refereeing and coaching skills
- Providing opportunities to participate in school based competitions
- Conducting basketball related fitness testing and developing programs to improve individual fitness levels

Health and Physical Education Year 9 (Elective Courses)

SPECIAL NETBALL

This is a year-long practical course where the aim is to develop skills, attitudes and knowledge that will enable students to confidently engage in a competitive netball environment.

The program may offer students the opportunity to succeed in the following:

- Netball skill development
- Athlete development (diet, nutrition, fitness, preparation & recovery)
- Sports nutrition
- Fitness testing and assessment
- Injury prevention (taping, sports medicine & rehabilitation)
- Game systems and strategies
- Coaching
- Umpiring

OUTDOOR EDUCATION

This course is offered in BOTH semesters but may only be selected once; i.e. S1 or S2

This course aims to develop an understanding of our relationships with the environment, others and ourselves. Students will develop team work and leadership skills through various outdoor activities such as bush walking, navigation and camp craft. Students will be introduced to the concepts of sustainability and leave no trace principles as it applies to the outdoor environment.

As part of this course you are required to complete a swimming competency test.

Health & Physical Education Year 10

COMPULSORY

Health and Physical Education provides students with the opportunity to learn how to enhance their own and other's health, safety, wellbeing and physical activity participation in varied and changing contexts. The curriculum provides a range of learning experiences that are contemporary, relevant, challenging, enjoyable and physically active.

A strengths-based approach is undertaken with a focus on supporting students to develop knowledge, understanding and skills required to make healthy, safe and active choices. The curriculum also focusses on the explicit development of movement skills and concepts required for students to participate in a range of physical activities with competence and confidence which supports ongoing participation in physical activity.

HEALTH EDUCATION (COMPULSORY)

Health Education focuses on three specific areas; being healthy safe and active, communicating and interacting for health and wellbeing and contributing to healthy and active communities.

Students will explore:

- Impact of societal and cultural influences on personal identity and health behaviours;
- Skills and strategies to manage situations where risk is encouraged by others;
- Analysis of images and messages in the media;
- External influences on sexuality and sexual health behaviours, including the impact decisions and actions have on their own and others' health and wellbeing;
- Skills and strategies to promote respectful relationships;
- Effects of emotional responses on relationships;
- Critical health and literacy skills and strategies;
- Health promotion activities to raise awareness, influence attitudes, promote healthy behaviours and increase con nections to the community;
- Social, economic and environmental factors that influence health.

PHYSICAL EDUCATION (COMPULSORY)

Physical Education focuses on three key areas of physical activity; moving our body, understanding movement and learning through movement. Students will engage in a range of invasion, striking and net sports throughout the year with an emphasis the acquisition and refinement of a broad range of movement skills and strategies to enhance performance. Through a game-based approach students will develop strategic skills and tactical skills to create, use and defend space.

Students will also explore:

- Movement skills and sequences within different physical activities with a focus on increased complexity and trans fer of learning;
- Measurement of body's response to physical activity;
- Biomechanical concepts of acceleration and absorption of force by the body;
- Impact of changes to effort, space and time on performance;
- Skills and strategies to improve team performance such as motivation, teamwork and leadership;
- Management of participation and rules during physical activity;
- Application of fair play and ethical behaviour and way they can influence the outcome of physical activities.

ELECTIVE COURSES

All Electives are for 2 periods a week.

This information in the following pages is provided to assist students when selecting courses as a wide range is offered. Students should select an equal balance of courses from the Arts (Performing & Visual) and T & E (Computing/D&T, Home Ec) Learning Area. French, Italian and Japanese (LOTE) may be selected – if studied previously in Yr 9 and courses from Health & PE are also offered as electives; Special Netball and Outdoor Education however, can only be selected once (either Semester). Each elective course is for 2 hours a week and students have the opportunity to study at least 3 courses each semester.

Please note: If selecting the Football, Basketball, Netball, ChildCare or the Music Program's they are year-long courses AND MUST BE SELECTED IN EACH SEMESTER ON THE SELECTION SHEET.

Health and Physical Education Year 10 (Elective Courses)

FOOTBALL PROGRAM (Girls & Boys- Single Gender Classes) (Elective)

This is a year-long practical course with an emphasis on developing football skills in a professional and engaging learning environment which will provide a pathway for students wishing to further develop their football abilities. The course will develop a student's understanding of what is required to be an elite athlete. Topics such as leadership, goal setting, sports nutrition, components of fitness and injury prevention will be covered. Students will build on the skills and knowledge that they have gained in the previous year by participating in football based lessons with a focus on:

- Continued development of individual skill level
- Position specific skill development
- Executing skills under pressure
- Defensive and offensive transition
- Leadership and teamwork
- Umpiring
- Fitness Conditioning

Students will have the opportunity to represent the school in the Schoolgirl Freo Dockers Cup or the Schoolboy Redimed Cup. They may also participate in:

- Interschool football games
- Tours of WAFL/AFL clubs
- Fitness testing and conditioning

Limited positions are available. An application and interview process may be conducted if required.

SPECIAL BASKETBALL

This is a year-long practical course where the aim is to develop skills, attitudes and knowledge that will enable students to confidently engage in a competitive basketball environment. The basketball based lessons will focus on:

- Conducting basketball related fitness testing
- Developing team skills
- Developing individual skills
- Developing programs to improve individual fitness levels
- Developing refereeing and coaching skills
- Providing opportunities to participate in school based competitions

SPECIAL NETBALL

This is a year-long practical course where the aim is to develop skills, attitudes and knowledge that will enable students to confidently engage in a competitive netball environment.

The program may offer students the opportunity to succeed in the following:

- Netball skill development
- Athlete development (diet, nutrition, fitness, preparation & recovery)
- Injury prevention (taping, sports medicine & rehabilitation)
- Fitness testing and assessment
- Game systems and strategies
- Coaching
- Umpiring
- Sports nutrition

OUTDOOR EDUCATION

This course is offered in BOTH semesters but may only be selected once; i.e. S1 or S2

This course aims to develop an understanding of our relationships with the environment, others and ourselves. Students will learn while engaging in a range of outdoor activities including orienteering, canoeing, snorkelling and expedition menu planning. Students will continue to build their understanding of sustainability and the 'Leave No Trace' principles as it applies to the outdoor environment.

As part of this course you are required to complete a swimming competency test.

The Arts

OTHER ELECTIVE COURSES

This Information is provided to assist students when selecting courses as a wide range is offered, students should select an equal balance of courses from The Arts and T & E Learning Areas. Each elective course is for 2 hours a week and students have the opportunity to study at least 2 per term, making a total of 8 over the whole year unless they are a Music student or select the PE Football Program where this will be reduced to 1 per term or 4 for the whole year.

Year 7	*Year 8*	*Year 9*	*Year 10*	*Year 11 and 12*
Visual Arts **(7VA2D, 7VA3D,7PRI, 7CER)** **Term Course**	**Visual Arts** **(8VA2D, 8VA3D, 8PRI, 8CER)** **Term Course**	**Visual Arts** **(9VA1) (9VA2)** **Semester Course** *May be selected in Semester 1 and/or 2.*	**Visual Arts** **(10VA1) (10VA2)** **Semester Course** *May be selected in Semester 1 and/or 2.*	**General Course Visual Arts** **Year 11 (G1/G2VAR)** **Year 12 (GTVAR)**
			Creative Arts **(10CA1) (10CA2)** **Semester Course** *May be selected in Semester 1 and/or 2.*	**Certificate II in Visual Arts** **(CUA20715)** **2 Year Course**
Computer Graphics **(7CG)** **Term Course**	**Computer Graphics** **(8CG)** **Term Course**	**Computer Graphics** **(9CG1) (9CG2)** **Semester Course** *May be selected in Semester 1 and/or 2.*	**Computer Graphics** **(10CG1) (10CG2)** **Semester Course** *May be selected in Semester 1 and/or 2.*	**General Course Design Graphics** **Year 11 (G1/G2DESG)** **Year 12 (GTDESG)**
Drama **(7DR)** **Term Course**	**Drama** **(8DR)** **Term Course**	**Drama** **(9DRA1) (9DR2)** **Semester Course** *May be selected in Semester 1 and/or 2.*	**Drama** **(10DRA1) (10DRA2)** **Semester Course** *May be selected in Semester 1 and/or 2.*	**General Course Drama** **Year 11 (G1/G2DRA)** **Year 12 (GTDRA)**
Media Production **(7MP)** **Term Course**	**Media Production** **(8MP)** **Term Course**	**Media Production** **(9MP1) (9MP2)** **Semester Course** *May be selected in Semester 1 and/or 2.*	**Media Production** **(10MP1) (10MP2)** **Semester Course** *May be selected in Semester 1 and/or 2.*	**ATAR Media Production** **Year 11 (A1/A2MPA)** **Year 12 (ATMPA)**
				General Course Media Production **Year 11 (G1/G2MPA)** **Year 12 (GTMPA)**
				Certificate II in Creative Industries **(CUA20215)** **2 Year Course**

The Arts Year 9

DRAMA

This course is offered in BOTH semesters

In Semester 1 , This 20 week course students will have the opportunity to perform several improvisations and a scripted performance for a live audience. In Term one students will research and explore the form of Commedia del Arte. They will engage in activities designed by the Western Australian theatre company Into the Mask to explore the physicality of the Commedia stock characters and playful nature of the traditional theatre form before developing three extended improvisations about these character and their antics. In Term two students will build upon their knowledge of the Commedia characters by exploring extracts from Carlo Goldoni's A Servant of Two Masters. They will workshop and rehearse their extracts as well as design costume, set and lighting for their extracts, which will be performed during class time to an invited audience.

In Semester 2, This 20 week course students will have the opportunity to workshop, rehearse and perform a short play for a live audience. The focus for this semester is Melodrama and students will work as an ensemble to develop voice and movement skills suitable for stock characters before being allocated a role in a melodramatic parody of a popular film or television show. Students will be expected to explore how sound and music can be used in performance to create atmosphere. At the end of the course students will perform the whole play during class time to an invited audience and asked to perform a short extract of the play during the Annual Arts Exhibition Night.

MEDIA PRODUCTION

These courses are recommended to students who wish to go on to study Media Production and Analysis at ATAR, General and/or Certificate level in year 11 & 12.

The world is rapidly changing with new technology. Students these days are far more media and technology savvy than any other generation which brings with it a number of amazing opportunities. However, with these opportunities comes responsibility. Students in this course will develop a more advanced understanding of media consumption and creation.

This course focuses on the students learning media creation through the completion of skills based tasks and the construction of basic audio visual production. The students will also interact with a number of media sources and conduct a variety of basic responses using media terminology.

Semester 1 (9MPS1) – Fiction media (film, TV, Youtube)

Semester 2 (9MPS2) – Non-fiction media (social media, news, memes)

Student interests that would suit this course: watching Youtube, social media, film or TV, memes, video games, working in groups towards a common objective.
NOTE: Students are able to choose both 9MPS1 and 9MPS2.

The Arts Year 9

VISUAL ART

In the Visual Arts Learning Area students develop creative skills, critical appreciation, visual literacy and knowledge of artistic techniques and technologies.

In Year 9, students respond to given themes and document their own ideas through sketches and annotations, developing these into a resolved artwork. They experiment with a range of art materials, techniques and art styles to produce their own artwork such as Pop Art style paintings or Cubist ceramic sculptures. Students apply knowledge of techniques used by other artists in the production of their own work. Resolved artworks are appraised and displayed in the Art Department. Students will have the opportunity to enter artwork into the Darlington Arts Festival and the Art Department end of year Exhibition. Students are required to critically analyse artwork using art terminology and conventions. Students gain knowledge and use of safe visual arts practice.

Art styles:

Realism, Modernism (Dadaism, Surrealism, Futurism),Contemporary Australian art, Postmodernism and International art.

COMPUTER GRAPHICS

In the Computer Graphics Learning Area students develop creative skills, critical appreciation, visual literacy and knowledge of artistic techniques and technologies.

Students will develop their knowledge of visual communication techniques by using a range of different Adobe software and Wacom hardware to complete projects from concept to final product. Tasks may include: Posters, T-shirt designs, animations, packaging, logos, book covers, character design etc. and will be moulded to the individual student and their personal interests as well as real clients. Resolved artworks are appraised and displayed in the Art Department. Students will have the opportunity to enter artwork into online competitions throughout the year, the Darlington Arts Festival and the end of year Arts Exhibition.

This course provides students with the opportunity to develop skills and their own personal style through project based work. They will investigate how artists generate ideas and use media to express these ideas. Students will complete tasks with a given theme, developing and applying their own ideas, experimenting with media and developing a final artwork. Students will have the opportunity to gain an understanding of the role of visual arts in our society and learn to identify key features belonging to particular artists and art movements. Students will have the opportunity to enter artwork into the Darlington Arts Festival and the Art Department end of year Exhibition.
Recommended to students interested in studying Visual Art ATAR and (General) in Years 11 & 12.

DANCE

In semester one students will have the opportunity to learn the basics of dance and choreography skills appropriate to the Jazz genre. They will learn to use the elements of dance and have the opportunity to perform as part of a large troupe and to work in small groups to choreograph their own Jazz routine.

In semester two students will have the opportunity to build upon their knowledge of the basics of dance and choreography by exploring cultural dance. They will learn to apply the elements of dance to their own choreography and have the opportunity to perform as part of a troupe at the Arts Exhibition in term 4.

The Arts Year 10

DRAMA

This course is offered in BOTH semesters

In Semester 1, This 20 week course students will have the opportunity to rehearse and perform a short script extract and work as an ensemble to devise an original performance for the Youth on Health Festival, held in September. Students will explore the forms of Poor theatre and Absurdism during the semester, they will have the opportunity to rehearse and perform a short extract from Beckett's Waiting for Godot in Term one. Then they will engage with a range of devising exercises developed by Jerzy Grotowski, Bertolt Brecht and others with the aim of developing an original performance for the YOHFest competition. They will also take the role of either the costume, set, sound or lighting designer and working collaboratively realise their designs for performance. The YOHFest play will be performed at the end of term two to an invited audience and at the competition in September.

In Semester 2,This 20 week course is designed to prepare students to undertake the year 11 General and ATAR Drama course. Students will engage with the stories of people from cultures other than their own, including Indigenous Australians and Refugees, to re-interpret a classical text for a young Australian audience. They will have the opportunity to view performances by Yirra Yaakin theatre company and research the Chinese theatre form of Butoh to identify conventions they can use to re-interpret an extract from William Shakespeare's Romeo and Juliet. They will also use theatre and performance styles from around the world as inspiration for the costume, set, lighting and sound for their performance. At the end of the course students will perform their extracts during class time to an invited audience and during the Annual Arts Exhibition Night.

MEDIA PRODUCTION

This course is recommended to students who wish to go on to study Media Production at Certificate level or Production and Analysis at ATAR level in year 11 & 12.

The world is rapidly changing with new technology. Students these days are far more media and technology savvy than any other generation which brings a number of amazing opportunities. However, that opportunity comes responsibility. Students in this course will develop a more sophisticated understanding of media consumption and creation.

This course focuses on the students extending their knowledge of media creation through the completion of skills based tasks and the construction of more advanced audio visual productions. The students will also interact with a number of media sources and conduct a variety of basic responses using media terminology.

Semester 1 (10MPS1) – Fiction media (film, TV, Youtube)

Semester 2 (10MPS2) – Non-fiction media (social media, current affairs news, memes, reality TV)

Student interests that would fir this course: watching Youtube, social media, film or TV, memes, video games, working in groups towards a common objective.

NOTE: Students are able to choose both 10MPS1 and 10MPS2. In semester one students will have the opportunity to build upon their dance and choreography skills through the Hip-Hop genre. They will learn to manipulate the elements of dance by rehearsing choreography and developing their own Hip-Hop routines.

Semester two will focus on communicating through dance. Students will have the opportunity to explore the Lyrical and Contemporary genres to communicate an idea, theme or message to an audience. They will manipulate and apply the elements of dance to their own choreography and have they opportunity to perform their work at the Arts Exhibition in term 4.

The Arts Year 10

CREATIVE ARTS

This course provides students with the opportunity to develop a range of art skills and techniques. Students will sketch, design, plan and create artworks using skills and techniques demonstrated. Students will then apply this knowledge to create artworks in a range of areas such as drawing, painting, printmaking and ceramics. Students will learn to identify key features belonging to particular art forms. Students will have the opportunity to enter artwork into the Darlington Arts Festival and the Art Department end of year Exhibition.

Recommended to students interested in studying Certificate II in Visual Art or Visual Arts (General) in Years 11 & 12.

COMPUTER GRAPHICS

This course is designed to prepare students to undertake the year 11 General Design Graphics course. Students will develop their knowledge of visual communication techniques and have the opportunity to produce designs for real clients. Rather than being passive consumers of advertising, students will be given the power to develop their own design solutions and to control how they perceive the designs around them. They will use a range of Adobe software and Wacom hardware to complete projects from concept to final product and tasks may include: Posters, T-shirt designs, animations, packaging, logos, book covers, character design etc. Students will have the opportunity to enter artwork into online competitions throughout the year, the Darlington Arts Festival and the end of year Arts Exhibition.

Recommended to students interested in studying Design Graphics (General) in Years 11 & 12.

VISUAL ART

This course provides students with the opportunity to develop skills and their own personal style through project based work. They will investigate how artists generate ideas and use media to express these ideas. Students will complete tasks with a given theme, developing and applying their own ideas, experimenting with media and developing a final artwork. Students will have the opportunity to gain an understanding of the role of visual arts in our society and learn to identify key features belonging to particular artists and art movements. Students will have the opportunity to enter artwork into the Darlington Arts Festival and the Art Department end of year Exhibition.
Recommended to students interested in studying Visual Art ATAR and (General) in Years 11 & 12.

DANCE

In semester one students will have the opportunity to build upon their dance and choreography skills through the Hip-Hop genre. They will learn to manipulate the elements of dance by rehearsing choreography and developing their own Hip-Hop routines.

Semester two will focus on communicating through dance. Students will have the opportunity to explore the Lyrical and Contemporary genres to communicate an idea, theme or message to an audience. They will manipulate and apply the elements of dance to their own choreography and have they opportunity to perform their work at the Arts Exhibition in term 4.

Music Year 9 & 10

Year 7	Year 8	Year 9	Year 10	Year 11 and 12
7 Class Music (7MUS1) (7MUS2) Year Course	**8 Class Music** (8MUS1) (8MUS2) Year Course	**9 Class Music** (9MUS1) (9MUS2) Year Course	**10 Class Music** (10MUS1) (10MUS2) Year Course	**ATAR Music** Year 11 (A1/A2MUSW) Year 12 (ATMUSW)
Piano Keyboard (7PK) Term Course	**Piano Keyboard** (8PK) Term Course	**Piano Keyboard** (9PK1) (9PK2) Semester Course	**Piano Keyboard** (10PK1) (10PK2) Semester Course	

Year 9 Class Music

The units are designed to continue to develop skills in the reading, writing, listening and performance of music, which will greatly assist their instrumental lesson within school hours each week. Students will focus on the minor scale and will extend their compositional skills and use the Sibelius notation program to compose formal art works using a variety of techniques.

This specialist course is compulsory for students already receiving tuition on a musical instrument through the Instrumental Music School Services (IMSS) Program. Students studying an instrument privately are also recommended to select these units and are encouraged to be involved in an ensemble.

Students are required to do two units of Class Music each year. Students who did class music in Year 8 will be automatically enrolled in Year 9 class music for Semester 1 and 2.

Year 10 Class Music

The units are designed to continue to develop skills in the reading, writing, listening and performance of music, which will greatly assist their instrumental lesson within school hours each week. The concepts covered in this course will prepare students for studying Music in Upper School.

This specialist course is compulsory for students already receiving tuition on a musical instrument through the Instrumental Music School Services (IMSS) Program. Students studying an instrument privately are also recommended to select these units and are encouraged to be involved in an ensemble.

Students are required to do two units of Class Music each year. Students who did class music in Year 9 will be automatically enrolled in Year 10 class music for Semester 1 and 2.

Year 9 & 10 PIANO KEY BOARD (ELECTIVE)

Students with little or no prior musical background can select Piano Keyboarding. They will use our electronic keyboard music laboratory and develop skills in playing piano keyboard and reading music.

Design & Technology

Year 7	Year 8	Year 9	Year 10	Year 11 and 12
Fundamental Woodwork (7FWW) Term Course	**Fundamental Woodwork** (8FWW) Term Course	**Woodwork 3** (9WW3S1) Semester Course	**Woodwork 5** (10WW5) Semester Course	**Certificate II in Furniture Making Pathways** (MSF20516) 2 Year Course
		Woodwork 4 (9WW4S2) Semester Course	**Woodwork 6** (10WW6) Semester Course	
Fundamental Metalwork (7FMW) Term Course	**Fundamental Metalwork** (8FMW) Term Course	**Metalwork 3** (9MW3S1) Semester Course	**Metalwork 5** (10MW5) Semester Course	**Certificate II in Engineering Pathways** (MEM20413) 2 Year Course
		Metalwork 4 (9MW4S2) Semester Course	**Metalwork 6** (10MW6) Semester Course	
Fundamental Tech.Drawing (7FTD) Term Course	**Fundamental Tech.Drawing** (8FTD) Term Course	**Tech. Drawing 3** (9TD3S1) Semester Course	**Tech. Drawing 5** (10TD5) Semester Course	
		Tech. Drawing 4 (9TD4S2) Semester Course	**Tech. Drawing 6** (10TD6) Semester Course	
Fundamental Model Making (7FMM) Term Course	**Fundamental Model Making** (8FMM) Term Course			
Not Offered in Year 7	**Not Offered in Year 8**	**Electronics 1** (9ELE1S1) Semester Course	**Electronics 3** (10EL3) Semester Course	
		Electronics 2 (9ELE2S2) Semester Course	**Electronics 4** (10EL4) Semester Course	

Design & Technology

Year 7	Year 8	Year 9	Year 10	Year 11 and 12
Not Offered in Year 7	Not Offered in Year 8	**Jewellery 3** (9Jew3S1) Semester Course **Jewellery 4** (9Jew4S2) Semester Course	**Jewellery 5** (10JEW5) Semester Course **Jewellery 6** (10JEW6) Semester Course	
Not Offered in Year 7	Not Offered in Year 8	**Photography 3** (9PH3S1) Semester Course **Photography 4** (9PH4S2) Semester Course	**Photography 5** (10PH5) Semester Course **Photography 6** (10PH6) Semester Course	**General Course Design (Photography)** Year 11 (G1/G2DESP) Year 12 (GTDESP)
Not Offered in Year 7	Not Offered in Year 8	Not Offered in Year 9	**Mechanical Workshop 1** (10MCW1) Semester Course **Mechanical Workshop 2** (10MCW2) Semester Course **Vocational Enterprise Course** (10VECS1& 10VECS2) Year Course	**General Course Automotive Engineering & Technology** Year 11 (G1/G2AET) Year 12 (GTAET) **Certificate II in Engineering Pathways** (MEM20413) 2 Year Course **Certificate II in Furniture Making Pathways** (MSF20516) 2 Year Course

Design & Technology Year 9

WOODWORK 3

This subject focuses on the consolidation of basic woodwork skills, knowledge and techniques as well as introducing a variety or more complex ones. Students will develop solutions to problems and produce these in the workshop and evaluate the outcomes on completion. Models will focus on the manufacture and fixing of multiple components and a variety of finishing techniques.

METALWORK 3

This subject focuses on the consolidation of basic metalwork skills, knowledge and techniques as well as introducing a variety or more complex ones. Students will develop solutions to problems and produce these in the workshop and evaluate the outcomes on completion. Students will produces models which will involve bench work, sheet metalwork, machining and welding.

JEWELLERY 3

This subject allows students an introduction to the basic machinery and hand tools used in jewellery making. Students will work on basic projects that provide opportunities for students to insert their own creativity. They will gain experience in techniques and processes that are used in professional jewellery making. Students will be encouraged to use creativity to further explore the boundaries of jewellery making. This is recommended as great preparation for further Jewellery studies.

ELECTRONICS 1

This unit introduces the study of electronics.
It includes basic electronic theory and develops practical skills and safety procedures.
All work is done on low voltage systems.

- Knowledge developed in this unit covers a basic introduction to tools, conductors, Insulators, Resistors, Capacitors, Diodes, and Transistors.
- Practical skills developed include: Soldering, testing and fault finding with a multi meter and basic electronics tool maintenance.

Student will also have to complete a design component of the unit where they apply the learn skills learnt to solve a stem electronics design task.

PHOTOGRAPHY 3

This subject introduces students to the fundamental principles and techniques used in photography. Students will learn how to use a camera and camera equipment to take photographs in a variety of settings. and how to use computer technology to manipulate images and develop post-production skills. Students will also be introduced to basic design concepts that are used in professional photography services. This is recommended as great preparation for further Photography studies.

TECHNICAL DRAWING 3

This subject focuses on use of instruments and tools to produces drawings in a standard engineering format. Instruction focuses on using manual techniques in order to produce drawings in either oblique, isometric, orthogonal or perspective formats. Students will also devises solutions to customer initiated problems and produce workshop drawings as part of this course. Students who intend to pursue practical subjects in Technology and Enterprise will find this subject particularly useful with project design and planning.

Design & Technology Year 9

WOODWORK 4

This subject focuses on the refining of woodworking skills, knowledge and techniques as well as introducing a variety or more complex ones. Students will develop solutions to problems and produce these in the workshop and evaluate the outcomes on completion. Models will focus on the manufacture and fixing of multiple components and a variety of finishing techniques.

METALWORK 4

This subject focuses on the refining of metalwork skills, knowledge and techniques as well as introducing a variety or more complex ones. Students will develop solutions to problems and produce these in the workshop and evaluate the outcomes on completion. Students will produces models which will involve bench work, sheet metalwork, machining and welding.

JEWELLERY 4

This subject allows students to further their knowledge on machinery and hand tools used in jewellery making. Students will work on projects that provide opportunities for students to insert their own creativity. They will gain experience in techniques and processes that are used in professional jewellery making. Students will be encouraged to use creativity to further explore the boundaries of jewellery making. This is recommended as great preparation for further Jewellery studies.

ELECTRONICS 2

This unit introduces the study of electronics.
It includes basic electronic theory and develops practical skills and safety procedures.

- Knowledge developed in this unit covers a basic introduction to tools, conductors, Insulators, Resistors, Capacitors, Diodes, and Transistors.
- Practical skills developed include: Soldering, testing and fault finding with a multi meter and basic electronics tool maintenance.

Student will also have to complete a design component of the unit where they apply the learn skills learnt to solve a stem electronics design task.

PHOTOGRAPHY 4

This subject introduces students to the fundamental principles and techniques used in photography. Students will learn how to add creativity to photography by utilising a variety of shooting techniques. Students will also further their knowledge of how to Adobe software to manipulate images and develop post-production skills. Students will also practice design concepts that are used in professional photography services. This is recommended as great preparation for further Photography studies.

TECHNICAL DRAWING 4

This subject focuses on use of instruments and tools as well as computer based programs to produce drawings in a standard engineering format. Instruction focuses on using manual techniques and the use of technology in order to produce drawings in either oblique, isometric, orthogonal or perspective formats. Students will also devise solutions to customer initiated problems and produce workshop drawings as part of this course. Students who intend to pursue practical subjects in Technology and Enterprise will find this subject particularly useful with project design and planning.

Design & Technology Year 10

WOODWORK 5

This subject focuses on the refining of woodworking skills, knowledge and techniques as well as introducing a variety of advanced and complex ones. Models will generally require the manufacturing of multiple components and their assembly as well as a variety of finishing techniques. Students will develop solutions to problems and produce these in the workshop and evaluate the outcomes on completion. Completion of this subject is seen as an advantage to students intending to undertake a Cert II in Furniture Making Pathways in years 11 & 12.
Student will also have to complete a design component of the unit where they apply the learn skills learnt to solve a stem electronics design task.

METALWORK 5

This subject focuses on the refining of metalworking skills, knowledge and techniques as well as introducing a variety of advanced and complex ones. Models will generally require the manufacturing of multiple components and their assembly as well as a variety of finishing techniques. Students will develop solutions to problems and produce these in the workshop and evaluate the outcomes on completion. Completion of this subject is seen as an advantage to students intending to undertake a Certificate II in Engineering Pathways in years 11 & 12.

JEWELLERY 5

This subject allows students an introduction to the specialist equipment, machinery and hand tools used in jewellery making. Students will be able to work through a jewellery project from concept planning through to production and finishing. They will gain experience in techniques and processes that are used in professional jewellery making. Students will be encouraged to use creativity to further explore the boundaries of jewellery making. This is recommended as great preparation for further jewellery studies.

PHOTOGRAPHY 5

This subject allows students to explore a variety of photography knowledge and techniques used in the photography industry. Students will be introduced to digital cameras and photography equipment used in professional photography services. Students will explore the works of some famous photographers and be inspired to create their own portfolio of work using industry standard software and post-production skills. This is recommended a great preparation course for the Design General Photography Subject in upper school.

TECHNICAL DRAWING 5

This subject focuses on the use of both instruments and computer based programs to produce drawings in an engineering format. Instruction focuses on conventions and standards to produce drawings in either oblique, isometric, orthogonal or perspective formats. Students will also devise solutions to customer initiated problems and produce workshop drawings as part of this course. Successful completion will assist those intending to study Certificate II courses in years 11 & 12.

Design & Technology Year 10

ELECTRONICS 3

This subject covers a more complex electronic theory and the development and design of an individual student project in the creation of sensing and monitoring devices.

- Knowledge developed in this unit covers a basic introduction to tools, conductors, Insulators, Resistors, Capacitors, Diodes, Transistors, and component identification
- Practical skills developed include: Soldering, testing and fault finding with a multi meter and basic electronics tool maintenance.
- Student will also have to complete a design component of the unit where they apply the learn skills learnt to solve an electronics stem design task
- All work is done on low voltage systems.

MECHANICAL WORKSHOP 1

This subject introduces students to the basic mechanical principles and operation of both single and multi cylinder engines including their components and systems. Students learn about the tools and equipment used in the automotive industry and their correct use and maintenance.

WOODWORK 6

This subject focuses on the refining of woodworking skills, knowledge and techniques as well as reading and interpreting workshop drawings. Models will generally require the manufacturing of multiple components and their assembly as well as a variety of finishing techniques. Students will develop solutions to problems and produce these in the workshop and evaluate the outcomes on completion. Completion of this subject is seen as an advantage to students intending to undertake a Certificate II in Furniture Making Pathways in years 11 & 12.

METALWORK 6

This subject focuses on the refining of metalworking skills, knowledge and techniques as well as reading and interpreting workshop drawings. Models will generally require the manufacturing of multiple components and their assembly as well as a variety of finishing techniques. Students will develop solutions to problems and produce these in the workshop and evaluate the outcomes on completion. Completion of this subject is seen as an advantage to students intending to undertake a Certificate II in Engineering Pathways in years 11 & 12.

JEWELLERY 6

This subject allows students with the opportunity to develop expertise with specialist equipment, machinery and hand tools used in jewellery making. Students will be encouraged to use creativity to further explore the boundaries of jewellery making. Students will be able to work through a jewellery project from concept planning through to production and finishing. Students will gain experience in techniques and processes that are used in professional jewellery making.

Design & Technology Year 10

PHOTOGRAPHY 6

This subject provides students with opportunities to refine their photography knowledge and techniques through the practice of shooting with professional grade digital cameras and equipment. Students are encouraged to be creative and imaginative in their work. Each student develops a portfolio of work using industry standard Adobe software and a variety of post-production skills. This is recommended as a great preparation course for the Design General Photography Subject in upper school.

TECHNICAL DRAWING 6

This subject focuses on the use of both instruments and computer based programs to produce drawings in an engineering format. Instruction focuses on conventions and standards to produce drawings in either oblique, isometric, orthogonal or perspective formats. Students will also devise solutions to customer initiated problems and produce workshop drawings as part of this course. Successful completion will assist those intending to study Cert II courses in years 11 & 12.

ELECTRONICS 4

This subject covers more complex electronic theory and the development and design of an individual Stem student project.

- Knowledge includes theory of Amplitude modulation, signal transmission / receiving and Antenna construction.
- An introduction to electronic digital computer interfacing and coding
- Practical skills developed include: Soldering, testing and fault finding with a multi meter and basic electronics tool maintenance.
- Student will also have to complete a design component of the unit where they apply the learn skills learnt to solve an electronics design task.
- All work is done on low current tasks

MECHANICAL WORKSHOP 2

This subject consolidates student's knowledge of basic mechanical principles and operations of single and multi cylinder engines including their components and systems. Students learn about maintenance and repair of engines and motor vehicle systems and apply these in practice in the workshop. Students are also exposed to problem solving, diagnosing and testing of motor vehicle and engine problems.

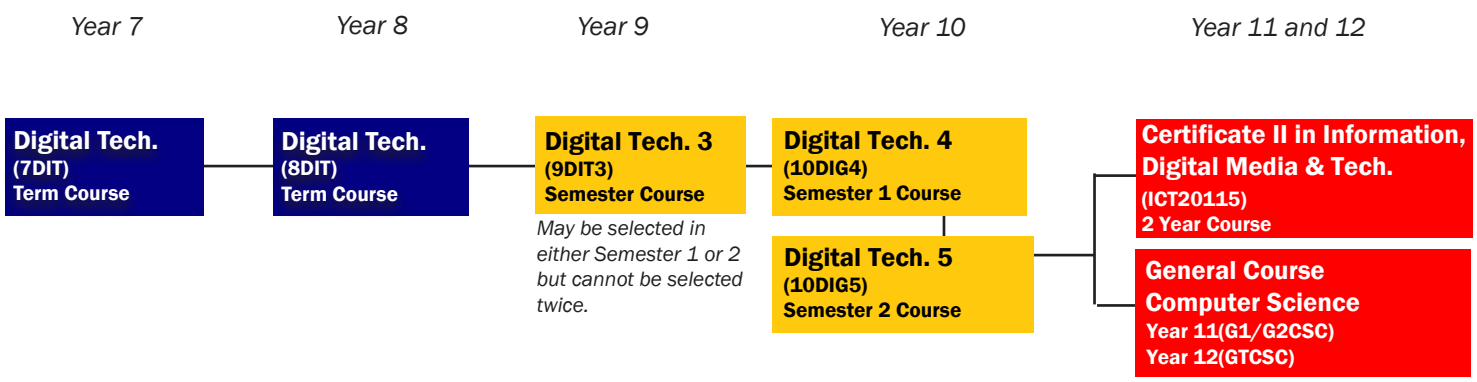
VOCATIONAL AND ENTERPRISE COURSE (VEC) Program

The Vocational Enterprise Course (VEC) is offered to students in year 10 who are seeking an alternative to entering the traditional Academic Pathway in years 11 & 12. The VEC Program will assist students wishing to enter a State Training Provider (formally known as TAFE) Certificate or an Apprenticeship or Traineeship at any time after the end of year 10.

The year long VEC program consists of eight periods per week which includes two periods of HASS, two periods of Certificate I in Agri Food Operations and four periods in either the Trade Taster program or Hospitality program.

Important: Students do not gain automatic entry to the VEC Program.
Application forms will be given to students late Term 3. Students will be notified of interview times.

Technology & Enterprise Year 9 & 10



Note: These courses are offered in BOTH semesters but may only be selected once; i.e. S1 or S2

DIGITAL TECHNOLOGIES YEAR 9

Learning in Year 9 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.
Students consider how human interaction with networked systems introduces complexities surrounding access to, and the security and privacy of, data of various types.
They interrogate security practices and techniques used to compress data, and learn about the importance of separating content, presentation and behavioural elements for data integrity and maintenance purposes by developing HTML in conjunction with CSS.
Students explore how bias can impact the results and value of data collection methods and they use structured data to analyse, visualise, model and evaluate objects and events by utilising database software.
In Year 9 Students will design and code solutions utilising the Lego EV3 robotic system. An emphasis will be placed on producing more elegant and efficient algorithms to achieve desired outcomes.

DIGITAL TECHNOLOGIES YEAR 10

Learning in Year 10 Digital Technologies continues to focus on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions.
In Year 10, students consolidate their algorithmic design skills to incorporate testing and review, and further develop their understanding of the user experience to incorporate a wider variety of user needs. Students develop modular solutions to complex problems using Python ™ an object-oriented programming language.
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 artificial intelligence engines and simulations. They learn how to develop multilevel abstractions, identify standard elements such as searching and sorting in algorithms, and explore the trade-offs between the simplicity of a model and the faithfulness of its representation.

Home Economics

Year 7	Year 8	Year 9	Year 10	Year 11 and 12
Tasting Plate (7TP) Term Course	**Food Awareness** (8FA) Term Course	**Responsible Eating** (9RE) Semester Course *May be selected in either Semester 1 or 2 but can not be selected twice.*	**Entertaining with Food 1** (10EWF1) Semester Course	**General Course Food Science & Technology** Year 11(G1/G2FST) Year 12(GTFST)
			Entertaining with Food 2 (10EWF2) Semester Course	
		Good Food (9GF) Semester Course *May be selected in either Semester 1 or 2 but can not be selected twice.*	**Cultural Foods 1** (10CF1) Semester Course	**Certificate II in Hospitality** (SIT20316) 2 Year Course
			Cultural Foods 2 (10CF2) Semester Course	
			Certificate I in Hospitality (10HOSS1) (10HOSS2) Year Course	
Sew Cool (7SC) Term Course	**Sew Sustainable** (8SS) Term Course	**Creativity with Clothing** (9CWC) Semester Course *May be selected in either Semester 1 or 2 but cannot be selected twice.*	**Fashion Journey** (10FJ) Semester Course *May be selected in either Semester 1 or 2 but cannot be selected twice.*	
		Caring for Myself and Children (9CFCM) Semester Course *May be selected in either Semester 1 or 2 but can not be selected twice.*	**Child Care** (10CC1) (10CC2) Year Course	**General Course Children, Family & Community** Year 11(G1/G2CFC) Year 12(GTCFC)

Home Economics Year 9

Semester 1 or 2 BUT MAY ONLY BE SELECTED ONCE

RESPONSIBLE EATING

This semester long unit aims to further develop students' practical skills through cooking delicious, healthy meals while learning about current social issues surrounding food. Students learn about food safety and preparation while working both independently and in a team to solve problems related to the unit material.

GOOD FOOD

This semester long unit develops students' cooking skills preparing interesting and tasty food products and meals while learning about why people whose the food they eat. Students continue to build on their preparation skills along with their independent thinking skills around food and food choices.

CREATIVITY WITH CLOTHING

This semester course continues to develop sewing skills and fabric knowledge by using patterns to create simple, stylish garments.

CARING FOR CHILDREN AND MYSELF

A semester course comprises of two units.
Unit 1 focuses on the care of children, through the role of babysitters. Students will learn about the importance of play and the needs of babies and toddlers, while creating practical tools such as toys and guides for caring for children.

Unit 2 involves students learning about the importance of positive self-image and respect, while developing independent skills. Students will create practical self-care products. Students' will also research marketing aimed at teenagers and the effect it has on them along with the responsible use of social media and cyber security and safety.

Home Economics Year 10

ENTERTAINING WITH FOOD 1

Semester 1 ONLY
This semester course students will develop skills and techniques to prepare food products and present them to a high standard. Food presentation and service is a focus of this course. Students prepare meals and present using a variety of plating styles and techniques. This course has both theoretical and practical components encompassing all elements of the food production unit.
Student will also have to complete a design component of the unit where they apply the learn skills learnt to solve a stem electronics design task.

CULTURAL FOODS 1

Semester 1 ONLY
This semester course students will focus on foods from around the world. Students will investigate factors influencing food choices, eating habits and lifestyle of different cultures. Food preparation skills will be developed by cooking and serving a range of cuisines. This course has both theoretical and practical components encompassing all elements of the food production unit.

ENTERTAINING WITH FOOD 2

Semester 2 ONLY
This semester course focuses on students to selecting recipes, planning menus and designing recipes according to the Design Briefs. Preparation of foods will develop practical cookery skills and the presentation of dishes will focus on garnishing and plating techniques. This course has both theoretical and practical components encompassing all elements of the food production unit.

CULTURAL FOODS 2

Semester 2 ONLY
This semester course focuses on traditional food from around the World. Students will select, prepare and evaluate a variety of foods. Students will explore ways in which traditional dishes are determined by availability of food, family customs, lifestyle, budget and food preparation skills. This course has both theoretical and practical components encompassing all elements of the food production unit.

Home Economics Year 10

FASHION JOURNEY

Semester 1 or 2 BUT MAY ONLY BE SELECTED ONCE
This semester course students will research clothing designs and develop practical sewing skills. They will be taught appropriate finishing techniques and how to enhance fabrics and designs through the construction of garments.

CHILDCARE (FULL YEAR COURSE)

In this year long course, students will learn about child development from pregnancy, birth and infancy. Students will research the health and wellbeing of the mother and child during and after pregnancy, birthing options and post-natal care.
This course also focuses on working with children and developing skills to interact with children. Students will investigate the link between play and learning in young children and create practical assessment pieces based on their investigation which will be showcased during playgroup sessions.

Pre-requisite: For participation all Immunisations must be up to date and proof provided to teacher.

Certificate I in Hospitality

FULL YEAR COURSE

In this Certificate students participate in a range of hands on practical activities that introduce students to the Hospitality Industry. Students will Participate in theoretical and practical lessons in a busy working kitchen environment.
This qualification reflects the role of individuals who participate in a range of routine and predictable hospitality work activities. Students work under close supervision and are given clear direction to complete tasks.
This qualification will prepare students with knowledge and skills for initial work, community involvement and further learning in the hospitality industry.
This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.
Possible job titles include:
Bar useful
Food runner
Glass runner
Housekeeping assistant
Kitchen steward
Kitchen useful
This course provides student with 2 Year 11 credit units towards WACE. Successful completion of this Certificate will also give students credits off the Certificate II in Hospitality in Year 11. This course has both theoretical and practical components. Students are required to follow the department specifications to ensure the safety of themselves and others. Entry into this Certificate course will be via application and based on the outcome of an interview.

Important: Students do not gain automatic entry to the VEC Program.
Application forms will be given to students late Term 3. Students will be notified of interview times

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