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Physical Education (compulsory 2 periods per week)

Library - Reading and Research (compulsory – 1 period per week)

Mathematics Learning Area

Mathematics (compulsory – 4 periods per week)

Life Skills - (compulsory – 1 period per week)

Religion and Philosophy - (compulsory – 1 period per week)

Science Learning Area

Science (compulsory – 4 periods per week)

Society and Environment Learning Area

Society and Environment (compulsory – 4 periods per week)

Year 10 Elective Subjects

Design & Technologies Learning Area

Food and Nutrition (elective – 2 periods per week)
Design (elective – 2 periods per week)
Advanced Computing (elective – 2 periods per week)
Digital ICT (elective – 2 periods per week)
Three Dimensional Design in Wood (elective – 2 periods per week)
Photography (elective – 2 periods per week)
Technology in Action (elective – 2 periods per week)
Textiles (elective – 2 periods per week)

Health and Physical Education Learning Area

Outdoor Education (elective – 2 periods per week)
Specialised Physical Education (elective – 2 periods per week)

Languages Learning Area

French (elective – 4 periods per week)
Italian (elective – 4 periods per week)
Japanese (elective – 4 periods per week)

The Arts Learning Area

Art (elective – 2 periods per week)
Dance (elective – 2 periods per week)
Drama (elective – 2 periods per week)
Media Studies (elective – 2 periods per week)
Music (elective – 2 periods per week)

Society and Environment Learning Area

Business and Finance (elective – 2 periods per week)

Notes for Year 10 Students:
CURRICULUM IN YEARS 9 AND 10
GENERAL INFORMATION

All Saints’ College offers a broad and engaging curriculum and all students are encouraged to choose a balanced selection of courses that will enable them to both optimise their learning and satisfy their intellectual curiosity. This handbook describes the electives that the College may offer to Years 9 and 10 students in 2016, subject to adequate demand.

The curriculum at All Saints’ College is constructed with the individual and diverse interests of our students foremost. Our intention is to produce and deliver courses which engage, excite and extend our students. Our programs are deliberately student-centred and accord with current pedagogical best practice. This is concomitant with the process of continuous review and reflection with which we scrutinise and shape our curriculum. Every effort is made to ensure that our curriculum is differentiated and diverse so that all learning needs can be accommodated in an environment which is supportive, affirming and positive.

In Years 9 and 10 the Australian Curriculum, Curriculum Framework and related Scope and Sequence documents guide the development, delivery and sequencing of learning experiences for students.

The Australian Curriculum is employed in English, Mathematics, Science, History and Geography to Year 10. For all other subjects, Languages; The Arts; Health and Physical Education; Technologies; Economics and Business and Civics and Citizenship, the Australian Curriculum is being developed. These subjects currently utilise the Western Australian ‘Curriculum Framework’ principles and practices of teaching and learning. [http://www.scsa.wa.edu.au/internet/Years_K10/Curriculum_Framework].

The Australian Curriculum sets out what all young people should be taught through the specification of curriculum content and the learning expected at points in their schooling through Achievement Standards. These are available at www.australiancurriculum.edu.au

Increasingly, in a world where knowledge itself is constantly growing and evolving, students need to develop a set of knowledge, skills, behaviours and dispositions, or general capabilities that apply across Learning Area content and equip them to be lifelong learners able to operate with confidence in a complex, information-rich, globalised world.

The Australian Curriculum includes a focus on seven General Capabilities: Literacy, Numeracy, Information and Communication Technology (ICT) capability, Critical and Creative thinking, Ethical Understanding, Personal and Social Capability and Intercultural Understanding. Continua of learning have been developed for each, to describe the relevant knowledge, skills, behaviours and dispositions at particular points of schooling.

The Australian Curriculum also pays attention to three cross-curriculum priorities: Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia’s engagement with Asia and Sustainability. These have been embedded where relevant and appropriate in each Learning Area and can be viewed explicitly in the curriculum online.
We desire that each of our students experiences academic challenge and rigour throughout their time at the College, and we also ensure that the pathways open to students are individually tailored and appropriate. To this end, we offer a great deal of choice and variety in the electives offered to Year 9 and Year 10 students. Full descriptions of all the courses, subjects and programs on offer at the College, follow.

For those students who seek further academic challenges, our extension programs are available. Support classes are offered to those students who require academic help and one-on-one encouragement and guidance.

Individual Learning Areas and subjects in all Year groups offer academic support in either before-school or after-school sessions. For those students who desire the support of a supervised homework program, our Homework Café which operates Monday – Thursday until 5.00pm, is a structured and quiet place where students can work, in the secure knowledge that a teacher is available for help, guidance and supervision.

Year 9 and 10 students and families need to be aware that a Literacy and Numeracy Competence Requirement is now required for all students to achieve a Western Australian Certificate of Education (WACE) in Year 10.

To demonstrate the minimum standard of literacy and numeracy, students must achieve either of the following:

- Students who achieve Band 8 or above in any of the components of reading, writing or numeracy in the Year 9 NAPLAN assessments will be recognised as meeting the minimum standard required for that component.

- In March each year, Year 10 students who have not demonstrated the literacy and numeracy standard will sit the Online Literacy and Numeracy Assessment (OLNA). Students who do not meet the standard will have the opportunity to resit the assessment in September or in subsequent years. Students have six opportunities to sit the OLNA.

- Students undertaking the OLNA will be required to satisfy both the reading and writing components in order to demonstrate the minimum WACE literacy standard.
In Year 9 English, students engage with a variety of text types and continue to develop their skills across the three learning objectives Language, Literature and Literacy.

The text types include fiction texts such as poetry, short stories and novels and non-fiction texts such as current affairs and news programs on television. Our students develop their comprehension skills and analytical skills by responding to these texts and then apply what they have learned when they create their own texts to suit their specific purposes and target audiences. Students write in a variety of forms such as essays, poems and narratives. Each term, students will complete a variety of oral and written assessments to assess their understanding of texts and the English Outcomes.

**Year 9 Focus English**

Students who have experienced particular difficulty with any aspects of their literacy acquisition and development in Year 8 are offered a place in the Year 9 Focus English. This small class covers the same range of texts and skills as the mainstream classes but with greater emphasis on writing and comprehension skills.
HEALTH AND PHYSICAL EDUCATION LEARNING AREA

HEALTH EDUCATION (1 period per week – compulsory)

The dominant theme of the Year 9 Health Education program is assertiveness and decision making and therefore, it aims to provide students with such skills in relation to a number of contexts. The course content includes First Aid and Emergency Response, Drug Education, Relationships and Nutrition. The outcomes in the Health and Physical Education learning area are interconnected and all relate to the development of healthy, active lifestyles for students. The outcomes that are being assessed include Knowledge and Understanding and Interpersonal Skills. Information technology and research are an important part of the program. It facilitates students to make use of technology and a variety of learning tools, serving to enhance the overall educational experience.

PHYSICAL EDUCATION (2 periods per week – compulsory)

Physical education at All Saints’ College provides students with the opportunity to achieve many different positive experiences. These include enhancing students’ lifelong attitudes to health and fitness, developing relevant sporting skills, identifying values and attitudes towards physical activity and expanding the students’ leadership, communication and team work skills. Students will complete units in the following sports: Golf, Netball, Water Polo, European Handball, Athletics, Hockey, Touch Football and fitness testing.

NB: Sports are subject to change.
READING AND RESEARCH (1 period per week – compulsory)

All students in Year 9 will participate in a Reading and Research period once a week.

**Research**
Students will be exposed to a variety of note taking frameworks to choose from to best suit their learning style. This will include practicing Buzan’s method of mind mapping and linking to Mark Chamberlain’s Study Guide.

They will revise creating a bibliography for a variety of resources using an online model, Citemaker. Subscribed databases will be revised with the introduction of the World Book Advanced Encyclopaedia for senior students.

**Reading**
Students will continue to be exposed to a variety of texts including fiction, biographies, non-fiction, graphic novels, classics, magazines and the audio and eBook platform Bolinda for recreational reading.

In Semester 1 there will be a focus on the authors who are participating in the College Literature Festival.

They will be encouraged to read and vote for the books shortlisted on the West Australian Young Readers’ Book Award.

In preparation for a unit of work in year 10 they will participate in Literature Circles. Working in small groups, students will be required to read a text common to the group and share a set of leadership roles whilst creating discussion around the week’s reading. This will allow them to develop critical literacy skills and independent and cooperative learning strategies, as they work together sharing ideas and debating issues.
MATHEMATICS LEARNING AREA

MATHEMATICS (4 periods per week – compulsory)

Numeracy
Numeracy is the ability to effectively apply mathematics in everyday, recreational, work and civic life, and is vital to the quality of participation in society.

In order to be numerate, students need to learn mathematics and the language of mathematics, to make sense of mathematics, to be confident in their use of mathematics, and to see how it can help them make sense of their world and the world of others.

**Numeracy is a fundamental component of learning across all areas of the curriculum.**

The development and enhancement of students’ numeracy skills and understanding is the responsibility of all teachers. The teaching of Mathematics, however, plays a particularly important role.

In Mathematics, the early adolescent of Years 8, 9 and 10 typically progresses from the concrete to the abstract.

The breadth and depth of Mathematics content to be taught increases, with a broadened focus on the development and application of understanding.

At the beginning of this phase of development, early adolescent learners commence their journey into the world of universal ideas where they learn about the processes of discovery and the implications for change. They successfully complete activities focusing on problem solving. Subsequently, they typically begin to move from reflecting on local and real world experiences to considering increasingly complex and abstract mathematical concepts and ideas. They value opportunities to explore new ideas in depth and commonly in cooperation with their peers.

By the end of the Early Adolescence phase of development, students begin to use more sophisticated cognitive strategies. They investigate purely mathematical ideas and relationships, gaining experience with the cycles of conjecture, explanation, and justification.

At All Saints’ College the Mathematics Curriculum in both Years 9 and 10 is founded on the following principles of learning:

⇒ **Motivation and purpose:** Learning experiences should be motivating and their purpose clear to the student.

⇒ **Inclusivity and difference:** Learning experiences should respect and accommodate differences between learners.

⇒ **Independence and collaboration:** Learning experiences should encourage students to learn both independently and from and with others.
Extension
All Saints’ College has established itself as one of the leading schools in Western Australia in providing opportunities for gifted and talented mathematicians with extraordinary success in State and National mathematics competitions. With a dedicated Extension teacher in Mathematics, the program at All Saints’ College is the envy of many schools.

Support
The College has also established programs to assist students who find mathematics challenging and has a dedicated Mathematics Support teacher to deliver these programs. Recognising the need for differentiated pathways for these students the College has established a library of resources to assist with students’ progress.

Streaming in Years 8, 9 and 10
Mathematics is a subject which is very cumulative in nature meaning that it is vitally important to learn concepts in sequence. ‘Gaps’ in knowledge often result in a lack of understanding of more advanced or related concepts at a later time. To assist students in their understanding of these vital concepts it is often necessary to ‘pitch’ a lesson at one level, following on from the previous lesson. By keeping students of similar ability together the teacher is able to monitor the progress of the students more closely.

Mathematics classes in Years 8, 9 and 10 at All Saints’ College are ‘streamed’. That is, students of higher ability are placed in classes together as are students who are not quite as capable in the subject. There are several advantages to this ‘streaming’ especially at this school given the rare, but very progressive, approach to timetabling.

Six (6) Year 8, 9 and 10 mathematics classes are on at the same time. This provides great flexibility in movement of students between classes based on their performance. Students who perform very well can be moved to a class being taught at a more accelerated level whereas students who are struggling can be moved to a class more suited to their pace of learning. It also means that extension work can be provided to students in the most advanced class without interruption and this also applies to support in the classroom for those who find mathematics particularly challenging.

Students are placed in classes from one to six in Year 9 based on their performance throughout Year 8 and their level of achievement in the five strands of mathematics. The strands are Number, Measurement, Chance and Data, Space and Algebra.

Review of progress is continuous and periodically students have the opportunity to move between classes based on their performance. This provides incentive for students who wish to progress with their mathematics and at the same time allows teachers to move students who are not coping and thus may be interfering with the learning of others as a consequence, to be moved to a class that is more conducive to their ability level.

In summary, at All Saints’ College, every student is given the opportunity to achieve at a level appropriate to their ability and the system described above means that progress is monitored continuously. In a subject such as Mathematics, which is so cumulative in nature, the All Saints’ College approach provides the greatest opportunity for success.
LIFE SKILLS (1 period per week – compulsory)

All students in Year 9 study Life Skills for one period per week. Students are encouraged to examine the values which influence their thoughts, feelings and actions. Covering topics such as communication, self-concept, resilience, conflict resolution and emotional intelligence they will develop clarity about their own values, learn to recognise shared values and develop understanding and respect for those with a different perspective. The nature/nurture debate of gender differences is explored, encouraging students to reflect on how genders are treated differently, how they are different and how both of these may impact on their relationships with each other. Multiple intelligences are also studied, again developing an awareness of differences among peers, encouraging tolerance and developing skills to work in diverse groups.

RELIGION AND PHILOSOPHY (1 period per week – compulsory)

All students in Year 9 study Religion and Philosophy for one period per week. Each lesson has a period of time dedicated to Stillness and Silence which allows the students to experience and develop relaxation skills. While exploring the beliefs and practices of the six major world religions, Judaism, Christianity, Islam, Hinduism, Buddhism and Sikhism, the students will be encouraged to reflect on the logic and reason behind each of the faiths. A number of societal actions such as Altruism are also examined, allowing the students to develop an understanding of religious responses to the world we live in.

SCIENCE LEARNING AREA

SCIENCE (4 periods per week – compulsory)

Year 9 courses are taught in non-streamed (heterogeneous) classes which develop understanding, skills and attitudes in the science disciplines of Physics, Chemistry, Biology and Earth and Space Science. These courses use Information Technology as a resource and have been constructed using the Australian Curriculum to suit the needs of our students.

Courses:
- Physical Sciences – Energy transfer using the contexts of heat, light, sound, electromagnetic radiation and electricity.
- Chemical Sciences – Atoms, ions, reactions, particles, elements, acids and bases.
- Biological Sciences – Body systems, disease, ecosystems.
- Earth and Space Sciences – Plate tectonics and geological activity.
Students in Year 9 will cover the four key areas of Humanities and Social Sciences (HASS):

- Civics and Citizenship
- Economics and Business
- Geography
- History

These units of study are based upon the National Curriculum, but they have recently been further refined in Western Australia and are given equal importance in the curriculum. These units may be subject to further modification in 2016. Students are placed in non-streamed (heterogeneous) classes.

Civics and Citizenship will focus on “Our democratic rights” which examines the roles of political parties, elections, the Australian court system, how courts apply laws and interpret them, principles of the justice system and factors that undermine justice.

Economics and Business will focus on “Australia and the global community” which looks at the role of consumers, producers, workers and the government. Our interdependence with other economies, trade, tourism etc, how people manage financial risk and reward, consumer protection, business innovation and how the work environment is changing.

Geography will focus on two key areas “Biomes and food security” and “Geographies of interconnectedness”. Areas examined include; the different biomes, man’s impact on biomes, factors affecting crop yields, challenges to food production, and the effects of population growth. In the second part of this unit will focus on why people live in certain places and how transportation and communication, trade and travel influence where people live.

History examines the “Making of the modern world” from 1750-1918. This unit has two depth studies. The first depth study; “Investigating the Industrial Revolution” looks at technological innovations, conditions at the time, population movements, the changing way of life and the short-term and long-term impacts of the Industrial Revolution. The second depth study; “Investigating World War I examines the causes of WWI, places Australia fought (including Gallipoli), the impact of WWI, use of propaganda, conscription and commemoration (ANZAC legend).
YEAR 9
ELECTIVE SUBJECTS

DESIGN & TECHNOLOGIES LEARNING AREA

FOOD AND NUTRITION (2 periods per week – elective)

In this course students will prepare a range of delicious and easy to prepare snacks and meals suited to the adolescent lifestyle. Students will explore the role of fast and junk food within their diet and develop an understanding of how nutrition and lifestyle affect health. Foods prepared in this course include muffins, biscuits, pizza, stir fry’s and desserts. Students will have the opportunity to develop their own dessert made with seasonal fruits. They will also become TV Chefs demonstrating techniques, while informing other students about the functional properties of food.

A consumable charge will be applied to this course. This cost will be charged separately to Tuition Fees.

DESIGN (2 periods per week – elective)

Students will apply skills in a variety of different mediums including freehand illustration, screen printing and using software such as Adobe Photoshop and Illustrator. Students will complete tasks in different design disciplines, including illustration, corporate design, packaging and T-shirt design. Design is ideally suited to students interested in a career in design, illustration or multimedia or who want to enhance their creativity, problem-solving skills and visual literacy.

A consumable charge will be applied to this course. This cost will be charged separately to Tuition Fees.

DIGITAL ICT (2 periods per week – elective)

This subject is designed to provide students with an overview of general computing skills and programs that focus on digital design, technology and coding. This course will show students the different elements of technology and provide them with the knowledge to make an informed decision about the path they wish to follow with ICT in later years.

During this course students learn web design and creation (Using Adobe Dreamweaver, HTML 5 and CSS3), Python programming language for coding, high level graphic editing skills (Adobe Illustrator and Photoshop) and creation and design of computer games (Construct 2 or Unity). Students will join the National Computer Science School Challenge, an online programming competition for high school students through the School of Information Technologies at the University of Sydney.

Year 9 Digital ICT is a course that guarantees students will learn great computing skills that prepares them for the digital future. It leads onto either Year 10 Digital ICT or Year 10 Advanced Computing.

A consumable charge will be applied to this course for competition entry. This cost will be charged separately to Tuition Fees.
THREE DIMENSIONAL DESIGN IN WOOD (2 periods per week – elective)

In this subject, students will further develop their practical skills and knowledge in the context of wood, through the application of the Technology Process. The students will be introduced to a variety of new tools and equipment including the wood lathe and table router, with a focus on safety. They will be provided with the opportunity to build up a repertoire of skills, processes and subject specific terminology appropriate to working with the medium of wood. Each student will produce one practical project per term, applying and consolidating what they have learnt.

A consumable charge will be applied to this course. This cost will be charged separately to Tuition Fees.

PHOTOGRAPHY (2 periods per week – elective)

Students will be introduced to the basic skills, techniques and processes involved in digital photography. They will learn how to produce professional and creative photographs through the use of digital SLR cameras and digital editing software. Students will develop visual literacy skills which will allow better interpretation and deeper interaction with the vast variety of visual media in today’s society. This course is ideally suited for students interested in a career in design or photography or who want to enhance their creativity and skills in a medium they can enjoy as a lifelong hobby.

A consumable charge will be applied to this course. This cost will be charged separately to Tuition Fees.

TECHNOLOGY IN ACTION (2 periods per week – elective)

In this subject, students will be able to apply the Technology Process to design, produce and evaluate projects using a variety of materials, including metals and plastic. Students will gain experience in using the machines and tools available in the metal work area and how to MIG weld. They will also do an introductory unit on two and three dimensional CAD design, producing work using a vinyl cutter and 3D Printer. This subject will provide students the opportunity to be creative and learn valuable problem solving skills.

A consumable charge will be applied to this course. This cost will be charged separately to Tuition Fees.

TEXTILES (2 periods per week – elective)

This course will allow students to become familiar with a selection of fabrics and construction processes. Both standard sewing machines and overlockers will be used to make a variety of articles and small items of clothing.

Students will also have the opportunity to manufacture their own unique fabrics using a variety of techniques including ‘velvetting’ and ‘wash away’ fabric construction.

A consumable charge will be applied to this course. This cost will be charged separately to Tuition Fees.
HEALTH AND PHYSICAL EDUCATION LEARNING AREA

AQUATIC STUDIES (2 periods per week – elective)

This course will develop skills, knowledge and safe attitudes for aquatic environments. Students will have the chance to acquire the RLSS Bronze Star qualification as well as to complete Stand Up Paddleboarding, Fishing, Technical Swimming, Triathlon and Sailing units (Please be aware that these units are subject to change). They will also be given an opportunity to complete their Recreational Skipper’s Ticket. Students must be able to competently swim 300 metres.

A consumable charge will be applied to this course. This cost will be charged separately to Tuition Fees.

OUTDOOR EDUCATION (2 periods per week – elective)

This course is designed to develop a sense of responsibility in preparing students for the specific conditions of the natural environment. The process encourages personal and group responsibility by gaining an understanding of the fundamental principles of leadership and group dynamics.

The topics covered for the year include orienteering, roping, rockclimbing, sustainability studies, archery and snorkelling. There is a full day snorkelling excursion to Penguin Island and an orienteering excursion to Kalamunda. Students must be able to swim competently for 300 metres and must supply their own masks, snorkel and fins.

A consumable charge will be applied to this course. This cost will be charged separately to Tuition Fees.
_LANGUAGES LEARNING AREA

FRENCH (2 periods per week – elective)

The Year 9 French course builds on prior learning, with a focus on using the French language to access information and communicate. Students need to have completed Year 8 French or equivalent.

Through studying French, students will have the opportunity to do the following.

- Develop communication skills in a language other than English.
- Be able to communicate in French within the stated specific objectives for each course.
- Appreciate the social and cultural context in which French operates.
- Foster multicultural understanding.
- Understanding their own language better and equip themselves with skills needed for learning other languages.
- Expand and consolidate their literacy skills.

Students will read a variety of documents, access French websites, listen to contemporary French music, watch and respond to short films (in French!) and become aware of shifting French culture.

Laptops and/or tablets will be used to access information and to reinforce learning; students will be introduced to a range of software and websites which will be helpful in their studies. All students will also subscribe to Language Perfect online learning site.

A consumable charge will be applied to this course. This cost will be charged separately to Tuition Fees.

ITALIAN (2 periods per week – elective)

Studying the languages and cultures of other countries and people allows us to feel more at home in the world. When we travel to places which are new and unfamiliar to us we may have opportunities to communicate with people whose first language is not English. Communication is the first step to friendship and understanding between people in our multicultural world. Students need to have completed Year 8 Italian or equivalent.

Through studying Italian, students will have the opportunity to do the following.

- Develop communication skills in a language other than English.
- Be able to communicate in Italian within the stated specific objectives for each course.
- Appreciate the social and cultural context in which Italian operates.
- Foster multicultural understanding.
- Understand their own language better and equip themselves with skills needed for learning other languages.
- Expand and consolidate their literacy skills.
In this course students will improve their ability to understand, speak and read Italian. Some emphasis will also be placed on writing in Italian. Students will learn more about Italy, its customs and the significance of Italian life in Western Australia.

All students will also subscribe to Language Perfect online learning site.

A consumable charge will be applied to this course. This cost will be charged separately to Tuition Fees.

**JAPANESE (2 periods per week – elective)**

Studying the languages and cultures of other countries and people allows us to feel more at home in the world. When we travel to places which are new and unfamiliar to us we may have opportunities to communicate with people whose first language is not English. Communication is the first step to friendship and understanding between people in our multicultural world. Students need to have completed Year 8 Japanese or equivalent.

Through studying Japanese, students will have the opportunity to do the following.

- Develop communication skills in a language other than English.
- Be able to communicate in Japanese within the stated specific objectives for each course.
- Appreciate the social and cultural context in which Japanese operates.
- Foster multicultural understanding.
- Understand their own language better and equip themselves with skills needed for learning other languages.
- Expand and consolidate their literacy skills.

In this course students will increase their ability to understand, speak and read Japanese. There will also be a focus on writing in hiragana and katakana, with an introduction to simple kanji. All students will also subscribe to Language Perfect online learning site.

Throughout the year students will learn more about Japan, its customs and the Japanese way of life.

A consumable charge will be applied to this course. This cost will be charged separately to Tuition Fees.
THE ARTS LEARNING AREA

ART (2 periods per week – elective)

Art plays an important part in our society, and artists, through their artwork, have influenced a great many people. The purpose of much art is to express the important ideas and beliefs of a culture as well as the thoughts and feelings of individuals.

The Year 9 course will build upon the knowledge, understanding and skills gained in Year 8. Students will have the opportunity to develop their appreciation of the basic elements and principles of art and design – such as, pattern, form, line and colour. Through the media of drawing, painting, printmaking, sculpture and textiles, students will develop a greater understanding of the use of different art materials in order to express their individual ideas.

Students in Term 3 will work on a Wearable Art garment, which will be paraded in our annual Art, Design & Technologies exhibition opening night early in Term 4.

A consumable charge will be applied to this course. This cost will be charged separately to Tuition Fees.

DANCE (2 periods per week – elective)

The focus for Year 9 Dance is to develop an understanding and appreciation of technical and choreographic skills. Through practical lessons, students acquire genres-specific technique, improve their physical competencies and learn safe dance practices. The elements of Dance are introduced and processes of choreography are explored, first as a class and then in small group choreography. The two Dance genre’s studied in Year 9 are Contemporary and Jazz Funk. Students experience dancemaking which actively engages them in exploration, improvisation, research, reflection and response. Response and investigation are important elements of the dance course and students will learn frameworks for responding to and evaluating their own and others dance works. Performance techniques are developed through multiple performance opportunities such as the College Dance Concert and Choreography Night. This encourages development as a competent performer and introduces students to Dance technologies and design concepts.

A consumable charge will be applied to this course. This cost will be charged separately to Tuition Fees.

DRAMA (2 periods per week – elective)

Drama is a vibrant and varied art form found in play, storytelling, street theatre, festivals, film, television, interactive games, performance art and theatres. It is one of the oldest art forms and part of our everyday life. Through taking on roles and enacting real and imagined events, performers engage audiences who suspend their disbelief to enter the world of the drama. Through drama, human experience is shared. Drama entertains, informs, communicates and challenges.
The focus in Year 9 is exploring drama. Students are introduced to the skills, techniques and conventions of storytelling, enactment, improvisation and play building. Through small scale studio performance projects, students develop their voice and movement skills, interacting in and with the performance space, using technologies such as sets, lighting and sound. Students are also introduced to styles and conventions with an emphasis on a holistic overview. In Year 9 students have the opportunity to have in class workshops with a host of external artists to enhance performance concepts and skills.

**MEDIA STUDIES (2 periods per week – elective)**

In Year 9 Media Studies the focus is on the development of essential media production skills and the realising of ideas through creating texts. Students learn the necessary skills to enable them to produce high quality films. Including learning how to correctly operate cameras, use editing programs and computers as well as learning popular filmmaking techniques and technologies. Over the year students will study a number of media works. Their study will include examination of production techniques, technologies and values, the role and function of particular media work in society and critical evaluation of their own and others’ productions. Some of the forms looked at over the year include music videos, stop motion animation and comedy scene recreations. The purpose of this unit is to give students a solid, practical and theoretical foundation for further studies in Media, through engagement with challenging but enjoyable and rewarding tasks.

**MUSIC (2 periods per week – elective)**

Years 9 and 10 Music courses are intended for students who are learning an instrument or taking individual singing lessons. Music performance needs to be supported by knowledge of music theory and styles and by the development of sound aural and musicreading skills, and these courses will enhance the development of that knowledge.

All students undertaking Year 9 Music will be enthusiastic and reliable members of at least one music group in the College.

The course will extend aural skills and develop knowledge of time signatures, the use of treble, alto and bass clefs, and the understanding of major and minor keys. Students will learn about string and woodwind instruments in the orchestra and discover form in music, including binary, ternary, minuet and trio, scherzo and trio.

Students will further develop skills in composition and improvisation using tuned and untuned percussion instruments and their own instrument. Students will develop skills in writing melodies and songs.

During the year students will have opportunities to demonstrate progress on their chosen musical medium through formal assessments.

It is possible for a student to enter Year 10 Music without having taken this course, but this is advisable only if a student already has a strong theoretical understanding of the subject. Even students with a strong theory background can struggle with the aural component of Year 10 Music if they have not taken Year 9 Music.
SOCIETY AND ENVIRONMENT LEARNING AREA

BUSINESS AND FINANCE (2 periods per week – elective)

Financial matters affect every member of our society. Interest rates, youth bankruptcy, easily available finance and high banking costs are daily issues. Everyone has to make numerous financial decisions on a personal or business level, many of them with far reaching consequences. The Business and Finance course aims to make students financially literate by creating an understanding of the systems and processes through which financial practices and decision making are carried out, as well as the ethical, social and environmental issues involved. It helps students to analyse and make informed decisions about their finances, both personal and business.

Financial literacy gives individuals the ability to make sound financial judgements, based on information analysis. In an age when many business practices and ethical standards are being questioned, awareness of the ways financial practices impact on their lives helps students take responsibility for their own financial commitments. It empowers them, giving them an understanding of the local, national and global influences on financial matters. It gives them the problem-solving skills to operate at many levels of financial decision making, from banking transactions to the management of personal investments and the financial planning and control of businesses.

Through engagement with the Business Finance and course, students develop an understanding of the fundamentals on which accounting and financial management are based. Many students will find themselves self-employed and there is a high probability that they will have to engage in some form of accounting practices. Having an understanding of these practices enables them to analyse their own financial data and make informed decisions based on that analysis.

In a rapidly changing world, the impact of technology on financial and accounting practices has been vast, as seen in the globalisation of markets. The use of computer systems for record keeping, monetary transfers, tax calculations and the communication of financial data is already vital, and will continue to shape future careers. Many of these careers have not yet evolved, but when they do, they will involve technology and financial practices at some level.

In Semester One the focus for the course is on “Personal Financial Literacy and Planning”. Students explore the concept of financial literacy and develop an understanding of what it means to be financially literate. They will engage in learning activities related to sources of income, paying tax, budgets, using Microsoft Excel to keep financial records, and savings and investment options, including the effect of “compounding”. In addition to this, the importance of organising personal records and insuring assets will be covered.

In Semester Two the focus is on “Being a Wise Consumer”. Students will engage in learning activities relating to the cost of using credit, electronic forms of payment for purchases, being a wise consumer and knowing your rights, scams-beware, and managing mobile phones. Students are also introduced in the later part of the course to record keeping for a small business operation.

Studying Business and Finance in Year 9 is a very worthwhile introduction to Business and Finance Year 10 and Accounting and Finance in Year 11 and 12.
All students in Years 9 and 10 will study three (3) electives. Students are asked to select five (5) electives so that their choices can be accommodated. Every effort will be made to allocate student choices. However, it is not always possible to do this. If it is not possible to allocate you in three (3) of your first five (5) choices, students will be consulted about other alternatives.

**Please Note:** Year 10 language students will study two (2) electives.
ENGLISH LEARNING AREA

ENGLISH (4 periods per week – compulsory)

Year 10 English is a transition year to the Year 11 and 12 English and Literature courses. Students continue to develop their skills across the three learning objectives of Language, Literature and Literacy, and they are required to respond analytically as well as creatively to their reading and viewing. A variety of text types are studied across a range of genres that will increase in complexity as the year progresses.

The text types studied in Year 10 English include fiction texts such as novels, short stories, plays, feature films and poetry, and non-fiction texts such as posters, documentary and biographical writing. Students are required to respond to these texts analytically and consider how the texts have been constructed to encourage specific responses from their target audiences. There is also the opportunity to apply their knowledge of how texts work, to create their own texts. To ensure students are prepared for Year 11 courses of Study, the Year 10 course aims to provide an experience of both English and Literature.

Year 10 Focus English
Students who have experienced difficulties with any aspects of their literacy acquisition and development in Year 9 are offered a place in the Year 10 Focus English. This small class covers the same range of texts and skills as the mainstream classes but with greater emphasis on writing and comprehension skills.
HEALTH AND PHYSICAL EDUCATION LEARNING AREA

HEALTH EDUCATION (1 period per week – compulsory)

The Year 10 Health Education program is underpinned by the principles of harm minimisation. The program aims to equip students with relevant, meaningful and interesting information, knowledge and skills in order to reduce harm to themselves and others. The topics that are covered include Sexually Transmitted Infections, Mental Health, Fitness and Wellbeing, and Road Aware (Drivers’ Education Program). The outcomes in the Health and Physical Education Learning Area are interconnected and relate to the development of healthy, active lifestyles for students. The outcomes that are being assessed include Knowledge and Understanding and Interpersonal Skills. Information technology and research are an important part of the program. It facilitates students to make use of technology and a variety of learning tools, serving to enhance the overall educational experience.

PHYSICAL EDUCATION (2 periods per week – compulsory)

Physical education at All Saints’ College provides students with the opportunity to achieve many different positive experiences. These include enhancing students’ lifelong attitudes to health and fitness, developing relevant sporting skills, identifying values and attitudes towards physical activity and expanding the students’ leadership, communication and team work skills. Students will complete units in the following sports: Volleyball, Tennis, Australian Rules Football, Ultimate Frisbee, Athletics, Badminton, Basketball and fitness testing.

NB: Sports are subject to change.
READING AND RESEARCH (1 period per week – compulsory)

All students in Year 10 will participate in a Reading and Research period once a week.

Research
Students will familiarise themselves with modules written by Mark Chamberlain (designer of the Study Planner) titled ‘Improve Your Reading and Essay Techniques’, ‘Learn How to Study’ and ‘Prepare for Examinations’. They will be given strategies and information to prepare themselves for their examinations at the end of each semester.

Strategies to avoid plagiarising will be revised along with the preparation of bibliographies and the introduction of using In text Referencing.

Reading
The reading component will focus on reading for pleasure, encouraging students to foster an interest in reading, with the expectation they will become lifelong readers.

Each semester they will submit a blog entry to the Portal blog using a book of their choice and following guidelines given, allowing them to reflect and comment on their reading. Following this they will critically analyse the blog of another student in the form of a reply giving valuable feedback.

A major focus of their reading will be the Panel Discussion modelled on the ABC program ‘First Tuesday Book Club’. They will work in small groups and read two books each, linked to a chosen theme, and then present a panel discussion to the class. This year is very much about developing a personal voice, using high order thinking and analysing skills and enjoying the experience.
MATHEMATICS LEARNING AREA

MATHEMATICS (4 periods per week – compulsory)

Numeracy
Numeracy is the ability to effectively apply mathematics in everyday, recreational, work and civic life, and is vital to the quality of participation in society. In order to be numerate, students need to learn mathematics and the language of mathematics, to make sense of mathematics, to be confident in their use of mathematics, and to see how it can help them make sense of their world and the world of others.

Numeracy is a fundamental component of learning across all areas of the curriculum.

The development and enhancement of students’ numeracy skills and understanding is the responsibility of all teachers. The teaching of Mathematics, however, plays a particularly important role.

In Mathematics, the early adolescent of Years 8, 9 and 10 typically progresses from the concrete to the abstract. The breadth and depth of Mathematics content to be taught increases, with a broadened focus on the development and application of understandings.

At the beginning of this phase of development, early adolescent learners commence their journey into the world of universal ideas where they learn about the processes of discovery and the implications for change. They successfully complete activities focusing on problem solving. Subsequently, they typically begin to move from reflecting on local and real world experiences to considering increasingly complex and abstract mathematical concepts and ideas. They value opportunities to explore new ideas in depth and commonly in cooperation with their peers.

By the end of the Early Adolescence phase of development, students begin to use more sophisticated cognitive strategies. They investigate purely mathematical ideas and relationships, gaining experience with the cycles of conjecture, explanation, and justification.

At All Saints’ College the Mathematics Curriculum in both Years 9 and 10 is founded on the following principles of learning:

⇒ Motivation and purpose: Learning experiences should be motivating and their purpose clear to the student.
⇒ Inclusivity and difference: Learning experiences should respect and accommodate differences between learners.
⇒ Independence and collaboration: Learning experiences should encourage students to learn both independently and from and with others.

Extension
All Saints’ College has established itself as one of the leading schools in Western Australia in providing opportunities for gifted and talented mathematicians with extraordinary success in State and National mathematics competitions. With a dedicated Extension teacher in Mathematics, the program at All Saints’ College is the envy of many schools.
Support
The College has also established programs to assist students who find mathematics challenging and has a dedicated Mathematics Support teacher to deliver these programs. Recognising the need for differentiated pathways for these students the College has established a library of resources to assist with students’ progress.

Streaming in Years 8, 9 and 10
Mathematics is a subject which is very cumulative in nature meaning that it is vitally important to learn concepts in sequence. ‘Gaps’ in knowledge often result in a lack of understanding of more advanced or related concepts at a later time. To assist students in their understanding of these vital concepts it is often necessary to ‘pitch’ a lesson at one level, following on from the previous lesson. By keeping students of similar ability together the teacher is able to monitor the progress of the students more closely.

Mathematics classes in Years 8, 9 and 10 at All Saints’ College are ‘streamed’. That is, students of higher ability are placed in classes together as are students who are not quite as capable in the subject. There are several advantages to this ‘streaming’ especially at this school given the rare, but very progressive, approach to timetabling.

All six (6) Year 8, 9 and 10 mathematics classes are on at the same time. This provides great flexibility in movement of students between classes based on their performance. Students who perform very well can be moved to a class being taught at a more accelerated level whereas students who are struggling can be moved to a class more suited to their pace of learning. It also means that extension work can be provided to students in the most advanced class without interruption and this also applies to support in the classroom for those who find mathematics particularly challenging.

Review of progress is continuous and periodically students have the opportunity to move between classes based on their performance. This provides incentive for students who wish to progress with their mathematics and at the same time allows teachers to move students who are not coping and thus may be interfering with the learning of others as a consequence, to be moved to a class that is more conducive to their ability level.

In summary, at All Saints’ College, every student is given the opportunity to achieve at a level appropriate to their ability and the system described above means that progress is monitored continuously. In a subject such as Mathematics, which is so cumulative in nature, the All Saints’ College approach provides the greatest opportunity for success.
LIFE SKILLS (1 period per week – compulsory)

All students in Year 10 study Life Skills for one period per week. Students will be guided in effective study skills to lead them into their senior studies. Various interpersonal skills are explored with a focus on values and developing successful relationships. Communication skills will be examined to identify the effects of perception and empathy on understanding others. The concept and value of service will be explored, encouraging students to reflect on the role of service within their own lives. The students are also guided to reflect on what motivates them more broadly as individuals. Lessons will be largely discussion and activity based providing the students with experiential learning using a range of contemporary media.

RELIGION AND PHILOSOPHY (1 period per week – compulsory)

All students in Year 10 study Religion and Philosophy for one period per week. Each lesson has a period of time dedicated to Stillness and Silence which allows the students to experience and develop relaxation skills. Students will be examining skills in critical thinking and applying these to contemporary moral issues. Some of the topics and concepts we will be covering include fairness, human rights, abortion, capital punishment, euthanasia, legal drinking age, asylum seekers etc. Students are equipped to develop reasoned responses and reflect on their arguments for validity and consistency, they will also be reflecting on typical responses to some of these ethical questions from the perspectives of the six major world religions.
In Year 10, our courses extend students’ understanding in the major disciplines of science to prepare them for Tertiary Entrance studies in Years 11 and 12. It is based on the Australian Curriculum. In consultation with teachers and parents, Year 10 students will be advised to take one of two alternative courses that might interest them. This is dependent on their assessed and proven ability in Science and Mathematics. The Extension course specially prepares students for ATAR Courses in Physics, Chemistry, Biological Sciences, Human Biological Science and Integrated Sciences. The Standard course prepares students for Biological Sciences, Human Biological Science and Integrated Sciences.

Extended Course 1
- Physical Sciences - Motion and Structures involving algebraic manipulations
- Chemical Sciences - Atomic Structure Chemical Reaction including calculation
- Biological Sciences - Genetics, Natural Selection and Evolution
- Earth and Space Science - Big Bang Theory and Global Systems

Standard Course 2
- Physical Sciences – Forces and Structures with simple calculations.
- Chemical Sciences – Applications of chemistry to practical situations
- Biological Sciences - Biotechnology, Natural Selection and Evolution
- Earth and Space Science - Origin of Universe and Carbon Cycle
SOCIETY AND ENVIRONMENT LEARNING AREA

SOCIETY AND ENVIRONMENT – (4 periods per week – compulsory)

Students in Year 10 will cover the four key areas of Humanities and Social Sciences (HASS):

- Civics and Citizenship
- Economics and Business
- Geography
- History

These units of study are based upon the National Curriculum, but they have recently been further refined in Western Australia and are given equal importance in the curriculum. These units may be subject to further modification in 2016. Students are placed in non-streamed (heterogeneous) classes. An emphasis is placed on academic rigour and preparation for Year 11. Students will sit examinations at the end of Semester 1 and 2.

Civics and Citizenship will focus on “Justice at home and overseas”. Topics covered include; features of Australia’s government (elections, separation of powers…), Australia’s global responsibilities (foreign aid, peacekeepers…), role of the High Court, international agreements (World Heritage, racial discrimination…), threats to democracy (vested interest groups, corruption…) and safeguards that protect Australia’s democracy.

Economics and Business will focus on “Economic performance and living standards”. Areas covered include; economic indicators (growth, unemployment, inflation…), Australia’s economic performance, links between economic performance and living standards, distribution of income and wealth, role of government, how governments manage the economy, factors influencing consumer and financial decisions, business productivity and innovation.

Geography will focus on two main areas “Environmental change and management” and “Geographies of human wellbeing”. The first area will cover aspects such as; impact of humans on sustainability, implications of environmental management, a comparative study of environmental change, causes and consequences of environmental change and management strategies. The second area examines; human wellbeing, reasons for where people live, factors affecting development in developing countries and the role of government and nongovernment organisations in improving human wellbeing.

History covers “The modern world and Australia. Two depth studies are covered. Depth study 1 is “Investigating World War II” (1939-1945) and looks at; causes and course of WWII, the Australian experience (POW’s, Kakoda…), impact of WWII (the home front, role of women, conscription…) and significant events of WWII (the Holocaust, use of the atomic bomb…). Depth study 2 is “Investigating rights and freedoms” (1945 – the present) looks at; the origins and influence of human rights, background of Aboriginal and Torres Strait Islander Peoples struggle for rights and freedoms, the US civil rights movement and how civil rights activists achieve change.
YEARM 10
ELECTIVE SUBJECTS

DESIGN & TECHNOLOGIES LEARNING AREA

FOOD AND NUTRITION (2 periods per week – elective)

This course enables students to develop an understanding of the value and nutrition of fast foods. Students will prepare a range of cost effective meals that are both nutritional and appetising. In the second half of the course there is a focus on ‘café culture’ and cultural foods. Students have the opportunity to develop skills and knowledge in espresso coffee service and the hospitality industry. Food products suitable for café service, home entertaining and hospitality are prepared. Food items such as Bruschetta, Soups, Slices and Pavlova Roll are included. One focus for this course will be developing the appropriate skills and knowledge that a ‘BARISTA’ would need to work in the hospitality industry.

A consumable charge will be applied to this course. This cost will be charged separately to Tuition Fees.

DESIGN (2 periods per week – elective)

Students will be introduced to a number of activities designed to enhance problem solving skills, creativity and visual literacy. They will complete tasks in different design disciplines, including illustration, corporate design, packaging and product design. Students will apply skills in a variety of different mediums including freehand illustration, screen printing and using software such as Adobe Photoshop and Illustrator. Students will complete written tasks in analysing designs and how design is used in society. They will learn ethical and legal considerations related to design. This subject is ideally suited to students interested in a career in creative industry including, graphic design, illustration or multimedia.

A consumable charge will be applied to this course. This cost will be charged separately to Tuition Fees.

ADVANCED COMPUTING (2 periods per week – elective)

This course will provide a solid foundation for any student contemplating a career in the fast-moving and exiting Information, Communication and Technology field. It is designed to develop strong computer literacy and prepare students moving into Computer Science courses in future years of study. Course topics include Programming with: Python, Website creation using HTML 5 and CSS3, Understanding how a computer works and its components, and, Data Development and Management using Microsoft Excel and Microsoft Access. Students will be participating in the National Computer Science School Challenge, an online programming competition for high school students through the School of Information
Technologies at the University of Sydney. Advanced Computing is a course that guarantees students will learn great computing skills and have a lot of fun on the way. It is an excellent introduction to Computer Science 2AB in Year 11.

A consumable charge will be applied to this course. This cost will be charged separately to Tuition Fees.

**DIGITAL ICT (2 periods per week – elective)**

This course builds on the skills and techniques learned in Year 9 Digital ICT. There is more focus on the creative and design aspects of ICT. During Semester 1 students will be partaking in “Just Start IT”, a Curtin University initiative. Students will create an IT based business idea and analyse, research, plan, develop and test their idea. Students will be introduced to industry experts to help them realise their idea. In Semester 2 students will focus on the use of ICT for advertising, they will be able to use both previously learned and new software skills to promote business ideas. This course provides an excellent general grounding in ICT for the future study aspirations and professional lives of all students. Course topics include: Advanced Graphic Manipulation, Professional Web Authoring, Data Management, Publications design and Design concepts in relation to digital products.

This is an excellent introduction into the Applied Information Technology Units for Years 11 and 12.

**THREE DIMENSIONAL DESIGN IN WOOD (2 periods per week – elective)**

In this subject, students will refine their skills and knowledge from previous years and develop them to a higher degree. Students will have the opportunity to develop one design project each term. This includes but is not limited to projects such as a Roll Top Box and a Wooden Pen and Magnetic Stand. There will be an extensive use of machinery, with students consolidating how to select and plan projects. Through the application of the Technology Process, their ideas will be explored to enable them to design, produce and evaluate what they make. In term four they will decide on a personal project which they will make, utilising all of the skills developed over the course of the year.

A consumable charge will be applied to this course. This cost will be charged separately to Tuition Fees.

**PHOTOGRAPHY (2 periods per week – elective)**

Students will revise and learn skills, techniques and processes involved in digital photography as a design medium and artistic form. They will understand that photography is a discipline area with its own history, traditions and tools and techniques. Students will develop visual literacy skills which will allow better interpretation and deeper interaction with the vast variety of visual media in today’s society. This course is ideally suited for students interested in a career in design or photography or who want to enhance their creativity and skills in a medium they can enjoy as a lifelong hobby.

A consumable charge will be applied to this course. This cost will be charged separately to Tuition Fees.
TECHNOLOGY IN ACTION (2 periods per week – elective)

In this subject, students will be able to design and construct projects using a variety of materials including metals and plastics. Some possible projects include an air-powered vehicle and model siege weapons i.e. a catapult. They will continue to develop their skills in two and three dimensional CAD design, producing work using a vinyl cutter and 3D Printer. This subject will provide students the opportunity to be creative and learn valuable problem solving skills. Students will further their experience in using the machines and tools available in the metalwork area. The course allows for students to be creative, combining theory and hands-on practical applications, through the Technology Process.

A consumable charge will be applied to this course. This cost will be charged separately to Tuition Fees.

TEXTILES (2 periods per week – elective)

This course will allow students to revise basic sewing skills and experiment with a variety of fabrics and construction methods. Students will become familiar with commercial patterns, and have the opportunity to make items of clothing as well as craft items and soft toys.

Students will also design and make a cushion and a bag. As well as creating functional articles these items must be decorative and a variety of surface decoration techniques including beading and appliqué will be used. The skills learnt will be of great assistance to those students intending to study Visual Arts and take part in the Wearable Art Parade.

A consumable charge will be applied to this course. This cost will be charged separately to Tuition Fees.
HEALTH AND PHYSICAL EDUCATION LEARNING AREA

OUTDOOR EDUCATION (2 periods per week – elective)

This course is designed to provide students with the skills, knowledge and attitudes for safe outdoor participation. The students take part in kayaking, bush cooking, mountain bike riding, leadership and environmental awareness units. The course includes practical and theoretical sessions. The course culminates in an outdoor camp of three days. The focus is on safe and successful outdoor learning with implementation of skills learnt during the year. There is a camp cost of approximately $180 which includes specialist instructors, transport and specialist equipment.

A consumable charge will be applied to this course. This cost will be charged separately to Tuition Fees.

SPECIALISED PHYSICAL EDUCATION (2 periods per week – elective)

Throughout this course, students will be introduced to concepts such as elementary anatomy, physiology and training techniques. Students will study various sports and be introduced to a ‘game sense’ approach. They will also have the opportunity to acquire the RLSS Bronze Medallion qualification. This subject will provide a good foundation for the requirements of Physical Education Studies at an ATAR level.

A consumable charge will be applied to this course. This cost will be charged separately to Tuition Fees.
FRENCH (4 periods per week – elective)

The Year 10 French course builds on prior learning, with a focus on use of authentic materials and the use of French to access information and communicate. Students need to have completed Year 9 French or equivalent.

Through studying French students will have the opportunity to:

- develop communication skills in a language other than English;
- be able to communicate in French within the stated specific objectives for each course;
- appreciate the social and cultural context in which French operates;
- foster multicultural understanding;
- understand their own language better and equip themselves with skills needed for learning other languages, and
- expand and consolidate their literacy skills.

The focus is on using the French language to access information and communicate.

Students will access French websites, listen to contemporary French music, watch and respond to French films and further explore French culture. Students will increase their ability to communicate in speech and writing as they enjoy the learning of grammar though creative contexts. Grammar will play a key role as students continue their development of structures which will enable more flexible and personal language use. Emphasis will be on contemporary language and the choice of appropriate register used in varied contexts.

Laptops and/or tablets will be used to access information and to reinforce learning; students will use a range of software and websites which will be helpful in their studies. All students will also subscribe to Language Perfect online learning site.

A consumable charge will be applied to this course. This cost will be charged separately to Tuition Fees.

ITALIAN (4 periods per week – elective)

Studying the languages and cultures of other countries and people allows us to feel more at home in the world. When we travel to places which are new and unfamiliar to us we may have opportunities to communicate with people whose first language is not English. Communication is the first step to friendship and understanding between people in our multicultural world. Students need to have completed Year 9 Italian or equivalent.

Through studying Italian students will have the opportunity to:

- develop communication skills in a language other than English;
- be able to communicate in Italian within the stated specific objectives for each course;
- appreciate the social and cultural context in which Italian operates;
• foster multicultural understanding;
• understand their own language better and equip themselves with skills needed for learning other languages and
• expand and consolidate their literacy skills.

In this course, more emphasis will be placed on the skills of reading, writing and communication. Students will begin to express themselves more freely by discussing, in Italian, many of the things that interest them. This course gives students a good insight into the Italian way of life and how language and culture belong together.

Topics include: personal qualities, relationships, technology, the environment, travel and future plans such as work, study and holidays.

All students will also subscribe to Language Perfect online learning site.

A consumable charge will be applied to this course. This cost will be charged separately to Tuition Fees.

**JAPANESE (4 periods per week – elective)**

Students need to have completed Year 9 Japanese or equivalent in order to enrol for this course. Through studying Japanese students will have the opportunity to:

• develop communication skills in a language other than English;
• be able to communicate in Japanese within the stated specific objectives for each course;
• appreciate the social and cultural context in which Japanese operates;
• foster multicultural understanding;
• understand their own language better and equip themselves with skills needed for learning other languages and
• expand and consolidate their literacy skills.

This course is designed to advance students’ knowledge of Japanese through a variety of learning experiences. Students will learn the foundations of the grammar on which the entirety of the Japanese language is built, thus facilitating more effective communication. Equal emphasis is given to the skills of reading, writing, listening and speaking, and they will begin to be able to express many of the things that interest them.

This course will also introduce students to more Kanji and will give them a good insight into the Japanese way of life.

All students will also subscribe to Language Perfect online learning site.

A consumable charge will be applied to this course. This cost will be charged separately to Tuition Fees.
THE ARTS LEARNING AREA

ART (2 periods per week – elective)

The successful communication of unique and original ideas and feelings is the end result of the creative process. This process involves a number of stages which can be developed to allow students to produce an excellent standard of work. Students will learn how to express their personal ideas, feelings and emotions as they come to know themselves better through their art.

Students will have the opportunity to work in a variety of media including drawing, painting, printmaking, sculpture and textiles and multimedia artworks.

Prior experience is not essential as a prerequisite for study in this course.

A consumable charge will be applied to this course. This cost will be charged separately to Tuition Fees.

DANCE (2 periods per week – elective)

The focus for Year 10 Dance is to explore the components of Dance. Through practical lessons, students acquire genre specific technique, improve their physical competencies and learn safe dance practices. The elements of dance and processes of choreography are explored and students solve structured choreographic tasks to produce Dance works for performance. The two Dance genre’s studied in Year 10 are Contemporary and Hip Hop. Students will experience dancemaking which actively engages them in exploration, improvisation, research, reflection and response.

Performance techniques are developed through multiple performance opportunities such as the College Dance Concert and Choreography Night. This further develops students as competent performers, as they identify and explore technologies and design concepts which enhance the entertain value of the dance and place it in its social, historical, political and economic context. Response and investigation are important elements of the dance course and students will learn frameworks for responding to and evaluating their own and others dance works. Through investigations students will discover the features, contexts and functions of dance.

A consumable charge will be applied to this course. This cost will be charged separately to Tuition Fees.

DRAMA (2 periods per week – elective)

Drama is a vibrant and varied art form found in play, storytelling, street theatre, festivals, film, television, interactive games, performance art and theatres. It is one of the oldest art forms and part of our everyday life. Through taking on roles and enacting real and imagined events, performers engage audiences who suspend their disbelief to enter the world of the drama. Through drama, human experience is shared. Drama entertains, informs, communicates and challenges.

Students achieve outcomes through the key activities of creation, performance and reflection. They explore and communicate ideas and learn particular processes and skills to enable them to work with drama.

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forms, styles, conventions and technologies. They reflect, respond and evaluate drama and become critical, informed audiences, understanding drama in the context of their own society and culture, drawing on a diverse range of drama from other cultures, places and times to enrich their intercultural understanding.

The Drama General course focuses on aesthetic understanding and drama in practice as students integrate their knowledge and skills. They use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues. They engage in drama processes, such as improvisation, play building, text interpretation, playwriting and dramaturgy which allow them to create original drama and interpret a range of texts written or devised by others. Their work in this course includes performance opportunities such as, The Drama Experiment, Bard to the Bone and directing Theatre on the Common.

**MEDIA STUDIES (2 periods per week – elective)**

Media Studies is a course designed to allow students to further their learning of skills and techniques in Television and Film Production. This course leads on from the Year 9 Media Studies course with more focus on film production techniques and technologies, and the development and realising of ideas. Students will focus on the history of American cinema and in particular the unique qualities of this style as well as popular television programs. Through deepening their knowledge of industry standards in media production students, further develop their ability to critique their own work and the work of others. This course will prepare students thoroughly if they choose to continue onto the Media Production and Analysis course in Year 11. The media forms studied in Year 10 include Reality TV, Suspense Film and Film Noir. If students are looking for a creative and challenging course that will prepare them for their future studies then this is the course for them.

**MUSIC (2 periods per week – elective)**

Years 9 and 10 Music courses are intended for students who are learning an instrument or taking individual singing lessons. Music performance needs to be supported by knowledge of music theory and styles and by the development of sound aural and music reading skills, and these courses will enhance the development of that knowledge.

This subject should be undertaken by students considering enrolling in Music as a subject in Years 11 and 12.

All students undertaking Year 10 Music will be enthusiastic and reliable members of at least one music group in the College.

In addition to developing and reinforcing the areas covered in Year 9 Music, this course will introduce students to the characteristics of the Baroque and Classical periods of music, and through studying characteristic works, they will learn about fugue, ritornello and sonata forms. Students will begin to acquire a basic knowledge of harmony, including harmonising cadences, and they will develop skill in reading orchestral scores. The continuing development of aural and compositional skills is also an important focus.

During the year students will have opportunities to demonstrate progress on their chosen musical medium through formal assessments.
SOCIETY AND ENVIRONMENT LEARNING AREA

BUSINESS AND FINANCE (2 periods per week – elective)

Financial matters affect every member of our society. Interest rates, youth bankruptcy, easily available finance and high banking costs are daily issues. Everyone has to make numerous financial decisions on a personal or business level, many of them with far reaching consequences. The Business and Finance course aims to make students financially literate by creating an understanding of the systems and processes through which financial practices and decision making are carried out, as well as the ethical, social and environmental issues involved. It helps students to analyse and make informed decisions about their finances, both personal and business.

Financial literacy gives individuals the ability to make sound financial judgements, based on information analysis. In an age when many business practices and ethical standards are being questioned, awareness of the ways financial practices impact on their lives helps students take responsibility for their own financial commitments. It empowers them, giving them an understanding of the local, national and global influences on financial matters. It gives them the problem-solving skills to operate at many levels of financial decision making, from banking transactions to the management of personal investments and the financial planning and control of businesses.

Through engagement with the Business Finance and course, students develop an understanding of the fundamentals on which accounting and financial management are based. Many students will find themselves self-employed and there is a high probability that they will have to engage in some form of accounting practices. Having an understanding of these practices enables them to analyse their own financial data and make informed decisions based on that analysis.

In a rapidly changing world, the impact of technology on financial and accounting practices has been vast, as seen in the globalisation of markets. The use of computer systems for record keeping, monetary transfers, tax calculations and the communication of financial data is already vital, and will continue to shape future careers. Many of these careers have not yet evolved, but when they do, they will involve technology and financial practices at some level.

In Semester 1, the focus for this course is “Introduction to establishing a small business and financial management of a small business”. This part of the course will introduce students to the business world and in particular to the establishment and operation of a small business. Students will also be given the opportunity to consider ethics and social responsibility in relation to business formation. The importance of financial management within a small business will be studied and students will learn how to prepare the financial records for a small cash only business with emphasis on using Excel software to process financial data.

In Semester 2, the focus for this course is “Small Business Record Keeping”. In this part of the course, students will extend their knowledge of the financial management of a small business. Students will be introduced to the process of recording financial transactions in the Accounting Process which will include using Journals, Ledgers and a Trial Balance and exploring the implications of GST on the small business owner. Students will also learn how to prepare financial reports for a small business and use these reports to analyse business performance. In the later part of the course, students will have the opportunity to learn the basics of the MYOB Accounting software. Studying Business and Finance in Year 10 is a very worthwhile introduction to accounting studies. The course is highly valuable for those students considering studying Accounting and Finance in Years 11 and 12.
All students in Years 9 and 10 will study three (3) electives. Students are asked to select five (5) electives so that their choices can be accommodated. Every effort will be made to allocate student choices. However, it is not always possible to do this. If it is not possible to allocate you in three (3) of your first five (5) choices, students will be consulted about other alternatives.

Please Note: Year 10 language students will study two (2) electives.