

2024



**HOLLAND PARK  
STATE HIGH SCHOOL**  
*Strive for Excellence*

**Year 10  
Subject Handbook**



# YEAR 10 SUBJECTS & PROJECTED STUDY PATHWAYS FOR YEARS 11 & 12

YEAR 10 SUBJECTS	YEAR 11 & 12 GENERAL SUBJECTS	YEAR 11 & 12 VET AND APPLIED SUBJECTS
<b>The Arts Subjects</b>		
Visual Art	Visual Art	Visual Arts in Practice
Visual Arts and Practices		Visual Arts in Practice
Digital Visual Arts		Visual Arts in Practice
Preparatory Music	Music Music Extension	Music in Practice
Music in Practice Introduction		Music in Practice
Drama		Drama in Practice
<b>English Subjects</b>		
English	General English	Essential English
<b>Health and Physical Education Subjects</b>		
Physical Education	Physical Education	Sport and Recreation Cert II Sport & Recreation / Cert III Fitness
Recreation Studies	Physical Education	Sport & Recreation Cert II Sport & Recreation / Cert III Fitness
Intro to Health		Cert II Health Services
<b>Humanities Subjects</b>		
Introduction to Business	Business	Business Studies
Introduction to Law	Legal Studies	Cert IV Crime & Justice Studies
History- Ancient	Ancient History Modern History	
History- Modern	Ancient History Modern History	
<b>Languages Subjects</b>		
Japanese Proficiency	Japanese	
<b>Mathematics Subjects</b>		
Specialist Mathematics (Prep)	Specialist Mathematics	
Essential Mathematics (Prep)		Essential Mathematics
General Mathematics (Prep)	General Mathematics	
Mathematical Methods (Prep)	Mathematical Methods	
Short Course- Numeracy (Sem 1)		Essential Mathematics
<b>Science Subjects</b>		
Preparation for Biology	Biology	Aquatic Practices
Preparation for Chemistry	Chemistry	
Preparation for Physics	Physics	
Science (General)		Aquatic Practices
Aquatic Practices		Aquatic Practices
<b>Technologies Subjects</b>		
Design	Design	
Graphics Skills		Industrial Graphics Skills
Industrial Technology Skills		Industrial Technology Skills
Preparation for Early Childhood Studies		Early Childhood Studies
Preparation for Fashion		Fashion
Hospitality		Hospitality Practices

# LAPTOPS AT SCHOOL BYOD PROGRAM

## LAPTOPS AT SCHOOL (BRING YOUR OWN DEVICE) – BYOD PROGRAM

The BYOD program is offered to all students and allows students to bring a privately-owned laptop to school every day for use in class.

Our BYOD program assists students to improve their learning outcomes in a contemporary educational setting and recognizes the demand for seamless movement between school and home. By assisting students to become responsible digital citizens, the teaching learning process and the achievement of student outcomes are enhanced as well as the skills and experiences that will prepare them for their future studies and careers.

Access to the department's ICT network is through BYOX Connect, a DETE approved on-boarding system. Access is provided only if the laptop meets the department's security requirements which, at a minimum, requires that anti-virus software has been installed, is running and is kept updated on the device.

Steps to joining the BYOD Program: -

1. Ensure the device is suitable for connection to our network (please refer to the Schools Website for specific details).
2. Read and understand the BYOD Charter and the School Responsible Behaviour Plan (latest version available on the website).
3. Return the Responsible Use Agreement.
4. Attend an on-boarding appointment with technical staff (as advised through student morning notices).

BYOD will provide: -

- secure access and connection to the network
- ongoing network setup and maintenance
- initial on-boarding assistance
- school connection support
- some technical troubleshooting

# THE ARTS

## Visual Arts

Visual arts includes the fields of art, craft and design. Learning in and through these fields, students create visual representations that communicate, challenge and express their own and others' ideas as artist and audience. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world and other worlds. They learn about the role of the artist, craftsperson and designer, their contribution to society, and the significance of the creative industries. Similarly, with the other art forms, the visual arts has the capacity to engage, inspire and enrich the lives of students, encouraging them to reach their creative and intellectual potential by igniting informed, imaginative and innovative thinking.

Visual Arts	
<b>Prerequisites</b>	A 'C' or above in English
<b>Course Description</b>	Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create Individualised responses and meaning by applying diverse materials, techniques, technologies and art processes. On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.
<b>Duration</b>	1 semester
<b>Course units</b>	Unit 1: I Am! Unit 2: I Object!
<b>Assessment Types</b>	A wide variety of assessment items are undertaken during this course including: Compare and contrast exam Individualised project-based portfolio Short responses to contemporary artwork Artist Statements
<b>Subject costs</b>	Subject Levy: \$30
<b>Subjects aligned with in Senior School</b>	
Visual Art (General Subject)	

## ARTS (CONT'D)

Visual Arts and Practices	
<b>Prerequisites</b>	Nil
<b>Course Description</b>	Visual Arts in Practice foregrounds the role visual arts plays in the community and how students may become involved in community arts activities. This subject focuses on students engaging in art-making processes and making virtual or physical visual artworks for a purpose. This occurs in two to four of the following areas – 2D, 3D, digital and 4D, design, and craft. Students may create images, objects, environments or events to communicate aesthetic meaning. The aesthetic meaning will be conveyed in response to a particular purpose and for a particular audience. While this will always be personal, the student may also be asked to consider, use or appropriate aesthetic qualities from various sources, cultures, times and places. Students' perspectives and visual literacies are shaped by these aesthetic considerations when creating communications and artworks.
<b>Duration</b>	1 semester
<b>Course units</b>	Unit 1: Australian Landscape Painting Styles Unit 2: Surreal Ceramics
<b>Assessment Types</b>	A wide variety of assessment items are undertaken during this course including: <ul style="list-style-type: none"> <li>• Project work</li> <li>• Short responses to contemporary artwork</li> <li>• Artist statements</li> </ul>
<b>Subject costs</b>	Subject Levy: \$30
<b>Subjects aligned with in Senior School</b>	
Visual Arts in Practice (Applied Subject)	

Digital Visual Arts	
<b>Prerequisites</b>	Nil
<b>Course Description</b>	Learning in Digital Arts involves students learning to engage with communications technologies and cross-disciplinary art forms to design, produce, distribute and interact with a range of print, audio, screen-based or hybrid artworks. Using industry standard program Adobe Photoshop, a range of tools will be developed to create a portfolio of digital imagery exploring layers, masking, distortion and colour adjustments. In Adobe Illustrator, by creating digital vector drawings through a series of tutorials, they will demonstrate their understanding in a digital illustration project of their choice such as advertising, tourism or marketing. Students learn to be critically aware of ways that the digital are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and of themselves. Students will need to ensure they have a suitable BYOD device for this program.
<b>Duration</b>	1 semester
<b>Course units</b>	Unit 1: Adobe Photoshop – Digital Manipulation Unit 2: Adobe Illustrator – Digital Drawing
<b>Assessment Types</b>	A wide variety of assessment items are undertaken during this course including: <ul style="list-style-type: none"> <li>• Compare and contrast responses</li> <li>• Project based portfolio</li> <li>• Artist statements</li> </ul>
<b>Subject costs</b>	\$10
<b>Subjects aligned with in Senior School</b>	
General Art (General Subject) Visual Arts in Practice (Applied Subject)	



# ARTS (CONT'D)

## The Performing Arts

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. The Australian Curriculum: The Arts offers students the opportunity to study all five subjects in the primary years of schooling, and to specialise in secondary school. The five subjects enable students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.

### Preparatory Music

<b>Prerequisites</b>	A 'B' in Year 9 Music is recommended
<b>Course Description</b>	<p>The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music.</p> <p><b>Composition:</b> students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works.</p> <p><b>Performance:</b> students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances.</p> <p><b>Musicology:</b> students explain the use of music elements and concepts, analysing music in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint.</p>
<b>Duration</b>	1 semester
<b>Course units</b>	Unit 1: Musical Theatre Unit 2: Film Music
<b>Assessment Types</b>	A range of genres are assessed, including performance, composition and analysis.
<b>Subject costs</b>	Nil
<b>Subjects aligned with in Senior School</b>	
Music (General Subject)	
Music in Practice (Applied)	

### Music in Practice Introduction

<b>Prerequisites</b>	Nil
<b>Course Description</b>	In Music in Practice, students explore and engage with the core of music principles and practices as they create, perform, produce and respond to their own and others' music works in class, school and community settings. They gain practical, technical and listening skills and make choices to communicate in and through their music.
<b>Duration</b>	1 semester
<b>Course units</b>	Unit 1: Covers and arrangements Unit 2: Remixing tracks
<b>Assessment Types</b>	A range of genres are assessed, including performance, song writing and responding.
<b>Subject costs</b>	Nil
<b>Subjects aligned with in Senior School</b>	
Music in Practice (Applied Subject)	

## ARTS (CONT'D)

<b>Drama</b>	
<b>Prerequisites</b>	Nil
<b>Course Description</b>	<p>Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential. Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. Through studying Drama, students will develop:</p> <ul style="list-style-type: none"> <li>• confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama</li> <li>• knowledge and understanding in controlling, applying and analysing the elements, skills, processes, forms, styles and techniques of drama to engage audiences and create meaning</li> <li>• a sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences</li> <li>• knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences.</li> </ul>
<b>Duration</b>	1 semester
<b>Course units</b>	Varied and can include; Street Theatre Monologues Collage Drama Scripted Drama – (Australian Texts)
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>• Making strand includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions.</li> <li>• Responding strand includes exploring, responding to, analysing and interpreting artworks.</li> </ul>
<b>Subject costs</b>	Nil
<b>Subjects aligned with in Senior School</b>	
Drama in Practice (Applied Subject)- when offered	

# ENGLISH

## English

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English plays a key role in the development of reading and literacy skills which help young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light, it is clear that the Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Preparatory English	
<b>Prerequisites</b>	A C+ in both assessment instruments in Semester 1 Year 10
<b>Course Description</b>	English (Australian Curriculum) is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are: <ul style="list-style-type: none"> <li>• Language: knowing about the English language</li> <li>• Literature: understanding, appreciating, responding to, analysing and creating literature</li> <li>• Literacy: expanding the repertoire of English usage.</li> </ul>
<b>Duration</b>	1 semester
<b>Course units</b>	<ul style="list-style-type: none"> <li>• Unit 1: Shakespeare's 'Romeo &amp; Juliet' (Analytical Response under exam conditions)</li> <li>• Unit 2: Representations of the Unlikely Hero (Multimodal Spoken Presentation)</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>• Analytical exposition genres</li> </ul>
<b>Subject costs</b>	Nil
<b>Subjects aligned with in Senior School</b>	
English (General Subject)	

Preparatory Essential English	
<b>Prerequisites</b>	Nil
<b>Course Description</b>	Essential English follows the English (Australian Curriculum) course with a stronger focus on a workplace pathway rather than an academic pathway. It is designed for students who have experienced some challenges with the subject English in Year 9 and semester 1 Year 10. While it still follows the three strands of English, there is greater emphasis on the <i>Literacy</i> strand.
<b>Course units</b>	<ul style="list-style-type: none"> <li>• Unit 1: Text Detectives (Explanatory Response)</li> <li>• Unit 2: Marketing to the Masses (Persuasive Response)</li> </ul>
<b>Duration</b>	1 semester
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>• Explanatory exposition and persuasive genres</li> </ul>
<b>Subject costs</b>	Nil
<b>Subjects aligned with in Senior School</b>	
Essential English (Applied Subject)	



# HEALTH & PHYSICAL EDUCATION

## Health and Physical Education

In an increasingly complex, sedentary and rapidly changing world it is critical for every young Australian to not only be able to cope with life's challenges but also to flourish as healthy, safe and active citizens in the 21st century.

Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining and improving their health and physical fitness.

At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. They develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Physical Education	
<b>Prerequisites</b>	Nil -Year 9 HPE recommended
<b>Course Description</b>	In Physical Education, physical activity serves as both a source of content and data and the medium for learning. Learning is based in engagement in physical activity with students involved closely through integrated written, oral, physical and other learning experiences explored through the study of sport.
<b>Duration</b>	1 semester
<b>Course units</b>	Unit 1: Money, Media and Power in Sport – Volleyball Unit 2: Exercise and Energy Systems - Touch
<b>Assessment Types</b>	A wide variety of assessment items are undertaken during this course including: <ul style="list-style-type: none"> <li>• Performance Tasks</li> <li>• Multimodal Projects</li> <li>• Research Reports</li> </ul>
<b>Subject costs</b>	\$20
<b>Subjects aligned with in Senior School</b>	
Physical Education (General Subject) Sport and Recreation (Applied Subject) Certificate III in Fitness	

Recreation Studies	
<b>Prerequisites</b>	Nil -Year 9 HPE recommended
<b>Course Description</b>	Recreation focuses on the role sport and recreation has in the lives of individuals and communities. It is a subject that provides students with the opportunity to learn in, through and about recreation activities.
<b>Duration</b>	1 semester

# HEALTH & PHYSICAL EDUCATION (CONT'D)

<b>Recreation Studies</b>	
<b>Course units</b>	Unit 1: Practice, training and performance analysis - AFL Unit 2: First Aid and Risk Management – Multi Sports
<b>Assessment Types</b>	A wide variety of ongoing assessment items are undertaken during this course including: <ul style="list-style-type: none"> <li>• Performance</li> <li>• Multimodal</li> <li>• Exam</li> <li>• Folio of tasks</li> </ul>
<b>Subject costs</b>	\$20
<b>Subjects aligned with in Senior School</b>	
Senior Sport and Recreation (Applied Subject) Certificate III in Fitness	

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. This program provides a foundation in the health sector as well as providing a pathway to further study.

<b>Introduction to Health</b>	
<b>Prerequisites</b>	Students wishing to study Intro to Health should achieve a minimum of C in year 9 English and have joined the school laptop program.
<b>Course Description</b>	In Intro to Health, students focus on personal development and social skills which lead to self-reliance, self-management and concern for others. It encourages responsible attitudes and behaviours required for effective participation in the community, and for thinking critically, creatively and constructively about their own Health and the Health of others. Students develop personal and interpersonal skills which encompass: social skills, communication skills, respect for and interaction with others, building rapport, problem solving and decision making, self-esteem, self-confidence and resilience, workplace skills, learning and study skills.
<b>Duration</b>	1 semester
<b>Course units</b>	<ul style="list-style-type: none"> <li>• Personal Health</li> <li>• Community Health</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>• Investigation</li> <li>• Project / Presentation</li> </ul>
<b>Subject costs</b>	Nil
<b>Subjects aligned with in Senior School</b>	
Certificate II in Health Support Services	

# EARLY CHILDHOOD STUDIES

## Early Childhood

Early Childhood Studies focuses on learning about children aged from birth to five years.

Students explore play-based learning activities from two perspectives: they use theories about early childhood learning and devise play-based learning activities responsive to children's needs.

Students examine the interrelatedness of core concepts and ideas of the fundamentals and practices of early childhood learning. They plan, justify and evaluate play-based learning activities responsive to the needs of children as well as evaluating contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

Preparation for Early Childhood Studies	
<b>Prerequisites</b>	Willingness to engage with children / prep students
<b>Course Description</b>	From conception and beyond. Students will consider the impact of heredity and environmental factors that will impact on the growth and development of a child. Students will consider the stages of growth and areas of development, investigating play opportunities that will enhance development.  They will learn about the stages and types of play through theoretical and practical activities. Develop value of play-based learning.
<b>Duration</b>	1 semester
<b>Course units</b>	<ul style="list-style-type: none"> <li>• Growth of children</li> <li>• Areas of development</li> <li>• Opportunities of play</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>• Project</li> </ul> <p>A folio of practical activities and evaluation of their developmental value</p> <ul style="list-style-type: none"> <li>• Performance – brief oral presentation of a play-based learning activity with accompanying justification and evaluation.</li> </ul>
<b>Subject costs</b>	Nil
<b>Subjects aligned with in Senior School</b>	
Early Childhood Studies (Applied Subject)	

# BUSINESS

## Introduction to Business

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs.

Introduction to Business	
<b>Prerequisites</b>	Students wishing to study Business should achieve a minimum of C in year 9 English and have joined the school laptop program.
<b>Course Description</b>	<p>Students investigate the business life cycle, develop skills in examining business data and information and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. They investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations.</p> <p>Students use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesize business data and information. They engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.</p>
<b>Duration</b>	1 semester
<b>Course units</b>	<ul style="list-style-type: none"><li>• Business creation</li><li>• Business growth</li></ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"><li>• Exam</li><li>• Investigation</li></ul>
<b>Subject costs</b>	Nil
<b>Subjects aligned with in Senior School</b>	
Business (General Subject)	
Business Studies (Applied Subject)	

# INTRODUCTION TO LAW

Introduction to Law	
<b>Prerequisites</b>	There are no formal entry requirements for this course. It is recommended that students have a pass in Year 9 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements. Attitude – students need to demonstrate independent learning skills
<b>Course Description</b>	Introduction to Law. This subject is designed to give students the opportunity to experience a taste of the senior subjects Crime and Justice and legal studies. These subjects are designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system.
<b>Duration</b>	1 semester
<b>Course units</b>	<ul style="list-style-type: none"><li>Analyse social justice issues</li><li>Apply understanding of the Australian Legal System</li></ul>
<b>Assessment Types</b>	Project/ Essay
<b>Subject costs</b>	Nil
<b>Subjects aligned with in Senior School</b>	
Certificate IV in Crime and Justice, Legal Studies (when offered)	

# HISTORY – ANCIENT & MODERN

## Humanities

In History students examine traces of humanity's past so they may see the interconnectedness of past and present across a diverse range of times and societies. Students investigate the problematic nature of evidence and pose increasingly complex questions about the past. They learn that the past is contestable as it consists of different and sometimes conflicting perspectives and interpretations. History uses a model of inquiry learning to achieve its two main aims. First, it seeks to have students gain historical knowledge and understanding about some of the main forces, people and civilisations that have contributed to the development of the Ancient and Modern World. Second, it aims to have students form a historical understanding through the application of historical concepts and skills. Both aims build on the learning covered in the Australian Curriculum: 7–10 History. Studying History empowers students with multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically. Through these transferable skills, students can become empathetic, open-minded, critically-literate global citizens.

Ancient History	
<b>Prerequisites</b>	A 'C+' for each piece of assessment in Year 9 History
	In Ancient History students will investigate how the ancient past has been represented by exploring the remaining sources and how they are interpreted. Students focus on issues relevant to the investigation of the Ancient World in order to develop the skills of historiography such as the authentication, preservation, ownership and or display of material from the Ancient World. Students also investigate how people lived in the Ancient World and examine significant ancient personalities through an analysis and evaluation of the social, political and economic institutions and other significant features of society in which the personality is positioned. By doing so, students will consider the attributes that characterize the personality and the driving forces behind such individuals.
<b>Duration</b>	1 semester
<b>Course units</b>	<ul style="list-style-type: none"> <li>Unit 1: Slavery in Roman society 753 – 133 BCE</li> <li>Unit 2: Agrippina the Younger</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>Investigation – independent source investigation</li> <li>Examination – essay in response to historical sources</li> </ul>
<b>Subject costs</b>	Nil
<b>Subjects aligned with in Senior School</b>	
Ancient History (General Subject) Modern History (General Subject)	

Modern History	
<b>Prerequisites</b>	A 'C+' for each piece of assessment in Year 9 History
<b>Course Description</b>	In Modern History students form their own knowledge and understanding about ideas and international experiences that have emerged in the Modern World. The ideas examined include assumptions, beliefs, views or opinions that are of national significance such as democracy, egalitarianism and nationalism. International experiences examined include responses to cultural, economic, ideological, political, religious, military or other challenges that have gone beyond national borders. Students apply historical concepts and historical skills to explore the nature, origins, developments, legacies and contemporary significance of these ideas and international experiences within selected historical contexts such as revolutions or conflicts.
<b>Duration</b>	1 semester
<b>Course units</b>	<ul style="list-style-type: none"> <li>Unit 1: French Revolution 1789-1799</li> <li>Unit 2: Terrorism: the link between violence and the creation of fear</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>Investigation – short responses to historical sources</li> <li>Examination – historical essay based on research</li> </ul>
<b>Subject costs</b>	Nil
<b>Subjects aligned with in Senior School</b>	
Ancient History (General Subject) Modern History (General Subject)	



# LANGUAGES

## Languages

The Australian Curriculum: Languages is designed to enable all students in Australia to learn a language in addition to English. The Languages curriculum recognises that students bring their own linguistic and cultural background to their learning, whether this is English or the target language or various combinations of languages. The organisation of the curriculum addresses learner background in the target language by providing a number of pathways and entry points of study to cater for background language learners, first language learners and second language learners.

Japanese Proficiency	
<b>Prerequisites</b>	Year 9 Proficiency Japanese
<b>Course Description</b>	Through studying Japanese, students will: <ul style="list-style-type: none"><li>• Develop practical communicative language skills to discuss real-life issues.</li><li>• Gain an understanding and appreciation of a different culture, lifestyle, and perspective</li><li>• Develop and expand upon communication skills</li><li>• Develop skills to problem solve and find ways of expressing themselves.</li></ul>
<b>Duration</b>	Full year
<b>Course units</b>	<ul style="list-style-type: none"><li>• What is Advertising?</li><li>• World's Best Jobs</li><li>• What is environmental conservation?</li><li>• How do youth subcultures represent themselves?</li></ul>
<b>Assessment Types</b>	A wide variety of assessment items are undertaken during this two (2) year course including: <ul style="list-style-type: none"><li>• Exams</li><li>• Project work</li><li>• Audio-visual Presentations</li></ul> Assignments
<b>Subject costs</b>	Nil
<b>Subjects aligned with in Senior School</b>	
Japanese (General Subject)	

# MATHEMATICS

## Mathematics

A recommendation will be provided to each year 9 student regarding the appropriate pathway they should be taking towards senior. The mathematics studied in year 10 directly leads towards mathematical subjects they study in senior. (For example, gaining a C+ or better in General Maths Preparation leads to the General Mathematics subject in Years 11 and 12).

<b>Specialist Mathematics Preparation</b>	
<b>Prerequisites</b>	B+ in year 9 maths is required. Desire to study Specialist Mathematics in Years 11 and 12. MUST be studied in conjunction with Mathematical Methods Preparation Course
<b>Course Description</b>	This maths elective introduces some topics from the senior specialist maths courses in preparation for joining the composite year 10/11 class in the last 4 weeks of term 4.
<b>Duration</b>	1 semester
<b>Course units</b>	Course units <ul style="list-style-type: none"> <li>• Number and Algebra</li> <li>• Measurement and Geometry</li> <li>• Statistics and Probability</li> <li>• Vectors and Matrices</li> <li>• Linear Programming and Networking</li> </ul>
<b>Assessment Types</b>	In class exams at the end of each term and one Investigation
<b>Subject costs</b>	\$5 to cover consumables
<b>Subjects aligned with in Senior School</b>	
Specialist Mathematics (General subject)	

<b>Essential Mathematics Preparation</b>	
<b>Prerequisites</b>	Students cannot select this subject; it is by invitation from the Head of Department Mathematics only. This subject is for students who have completed the numeracy short course in semester one or did not meet prerequisite for general maths preparation in semester one of the year 10 maths course.
<b>Course Description</b>	Students study lead in topics to the Essential Mathematics senior course and are at the foundation of the ACARA Year 10 program.
<b>Duration</b>	1 semester
<b>Course units</b>	<ul style="list-style-type: none"> <li>• Geometry</li> <li>• Area</li> <li>• Scale and plans</li> <li>• Comparing Data</li> <li>• Financial Mathematics</li> <li>• Simple Probabilities and Simulations</li> <li>• Basics of Algebra</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>• Each term there will be an Exam 60 min in class.</li> <li>• There will be one Project Based- Assignment</li> </ul>
<b>Subject costs</b>	\$5 to cover consumables
<b>Subjects aligned with in Senior School</b>	
Essential Mathematics (Applied Subject)	

# MATHEMATICS (CONT'D)

General Mathematics Preparation	
<b>Prerequisites</b>	Prerequisites achievement of C or better in the year 9 mathematics course.
<b>Course Description</b>	This course follows the Australian Curriculum ACARA developing core mathematical skills across all topics.
<b>Duration</b>	Full year
<b>Course units</b>	<ul style="list-style-type: none"> <li>• Number and Algebra</li> <li>• Measurement and Geometry</li> <li>• Statistics and Probability</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>• In-class exams at the end of each term 1 and 2 (65 min)</li> <li>• Problem Solving and Modelling Task (PSMT) – Written Report Term 3</li> </ul>
<b>Subject costs</b>	\$5 to cover consumables
<b>Subjects aligned with in Senior School</b>	
General Mathematics (General Subject)	

Mathematical Methods Preparation	
<b>Prerequisites</b>	At least a B+ in the year 9 mathematics course
<b>Course Description</b>	This course follows the Australian Curriculum developing mathematical skills across all topics and involves advanced mathematics with emphasis on algebra. Some advanced topics set out in the 10A ACARA program are included in this course.
<b>Duration</b>	Full year
<b>Course units</b>	<ul style="list-style-type: none"> <li>• Number and Algebra</li> <li>• Measurement and Geometry</li> <li>• Statistics and Probability</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>• In-class exams each term (65 min)</li> <li>• Problem Solving and Modelling Task (PSMT) – Written Report -Term 3</li> </ul>
<b>Subject costs</b>	\$5 to cover consumables
<b>Subjects aligned with in Senior School</b>	
Mathematical Methods (General Subject)	

# MATHEMATICS (CONT'D)

<b>Numeracy Short Course (offered on a needs basis)</b>	
<b>Prerequisites</b>	Students cannot select this subject; it is by invitation from the Head of Department Mathematics only. This subject is for students who struggle with mathematics and may not have meet C+ level achievement recommended for general maths preparation at the end of year 9.
<b>Course Description</b>	In this course of study students will: <ul style="list-style-type: none"> <li>• learn a variety of strategies to develop and monitor their own learning</li> <li>• identify and communicate mathematical information that is embedded in a range of texts and contexts from everyday life and work</li> <li>• use mathematical processes and strategies to solve problems in a range of situations</li> <li>• reflect on outcomes and the appropriateness of mathematical processes used.</li> </ul>
<b>Duration</b>	1 semester
<b>Course units</b>	Learning experiences are taken from the Level 3 sample activities outlined in the ACSF. These domains are: <ul style="list-style-type: none"> <li>• personal and community</li> <li>• education and training</li> <li>• workplace and employment.</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>• one assessment is an oral mathematical presentation, which includes a student learning journal</li> <li>• one assessment is a short response examination, which includes a student learning journal related to the learning in Topic 2: The work environment</li> </ul>
<b>Subject costs</b>	\$5 to cover consumables
<b>Subjects aligned with in Senior School</b>	
Essential Mathematics (Applied Subject)	

# SCIENCE

## Science

Science provides an empirical way of answering interesting and important questions about the biological, physical, and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social, and economic lives. Science is a dynamic, collaborative, and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions, and solving problems.

Preparatory Biology	
<b>Prerequisites</b>	Achievement of “C” or better in Year 9 science is recommended
<b>Course Description</b>	Students explore crucial cellular processes and mechanisms that ensure the continuity of life, and how life continuously evolves in this wonderfully diverse natural world we live in.  Students progressively develop essential science inquiry skills through a range of experiments and research investigations to analyse and evaluate evidences for scientific arguments and draw justified conclusions to research questions.
<b>Duration</b>	1 semester
<b>Course units</b>	<ul style="list-style-type: none"><li>Unit 1: Cells, DNA and Inheritance</li><li>Unit 2: Gene technology &amp; Research skills</li></ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"><li>End of semester exam</li><li>Research Investigation Report</li></ul>
<b>Subject costs</b>	Nil
<b>Subjects aligned with in Senior School</b>	
Biology (General Subject)	

Preparatory Chemistry	
<b>Prerequisites</b>	Achievement of “C” or better in Year 9 science is recommended
<b>Course Description</b>	Students explore the atomic structure and properties of elements and how they are organised. They investigate the breaking and forming of bonds to create new substances in chemical reactions and factors that affect the rate of reaction.  Students progressively develop essential science inquiry skills through a range of experiments and research investigations to analyse and evaluate evidences for scientific arguments and draw justified conclusions to research questions.
<b>Duration</b>	1 semester
<b>Course units</b>	<ul style="list-style-type: none"><li>Unit 1: Atoms, Elements and the Periodic Table,</li><li>Unit 2: Chemical Reactions, Rate of reaction &amp; Experimental Skills</li></ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"><li>End of Semester exam</li><li>Student Experiment Report</li></ul>
<b>Subject costs</b>	Nil
<b>Subjects aligned with in Senior School</b>	
Chemistry (General Subject)	

# SCIENCE (CONT'D)

Preparatory Physics	
<b>Prerequisites</b>	Achievement of "C" or better in Year 9 science is recommended
<b>Course Description</b>	<p>Students explore universal laws of physics and investigate the effects of force and energy on the movements of objects. They examine objects in motion and apply fundamental principles to analyse the relationship between an object's displacement, velocity, acceleration and time.</p> <p>Students progressively develop essential science inquiry skills through a range of experiments and research investigations to analyse and evaluate evidences for scientific arguments and draw justified conclusions to research questions.</p>
<b>Duration</b>	1 semester
<b>Course units</b>	<ul style="list-style-type: none"> <li>Unit 1: Vectors, Forces and Energy</li> <li>Unit 2: Linear motion &amp; Experimental Skills</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>End of Semester exam</li> <li>Student Experiment Report</li> </ul>
<b>Subject costs</b>	Nil
<b>Subjects aligned with in Senior School</b>	
Physics (General Subject)	

Science- General	
<b>Prerequisites</b>	Nil
<b>Course Description</b>	<p>Students explore a range of models and evidences that support theories about the origin of our universe including the Big Bang. They investigate how the flow of energy drives Earth's global systems and the impact of human activity on the natural cycles in different spheres of the Earth.</p> <p>Students progressively develop essential science inquiry skills through a range of experiments and research investigations to analyse and evaluate evidences for scientific arguments and draw justified conclusions to research questions.</p>
<b>Duration</b>	1 semester
<b>Course units</b>	<ul style="list-style-type: none"> <li>Unit 1: The Universe and Our Earth</li> <li>Unit 2: Climate change &amp; Research Skills</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>End of Unit exams</li> <li>Multimodal assessments</li> </ul>
<b>Subject costs</b>	Nil
<b>Subjects aligned with in Senior School</b>	
Aquatic Practices (Applied Subject)	



## SCIENCE (CONT'D)

<b>Aquatic Practices</b>	
<b>Prerequisites</b>	Nil
<b>Course Description</b>	<p>Aquatic Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings.</p> <p>In studying Aquatic Practices, students will learn about:</p> <ul style="list-style-type: none"> <li>• environmental conditions, ecosystems, conservation and sustainability</li> <li>• entering the aquatic environment</li> <li>• employment</li> <li>• cultural understandings</li> <li>• safety and management practices</li> </ul>
<b>Duration</b>	1 semester
<b>Course units</b>	Unit 1: Aquaculture, aquaponics and aquarium construction Unit 2: Life in the ocean
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>• A wide variety of assessment items are undertaken during this course including:</li> <li>• Project</li> <li>• Exams</li> <li>• Research Reports</li> </ul>
<b>Subject costs</b>	\$40
<b>Subjects aligned with in Senior School</b>	
Aquatic Practices (Applied Subject)	
Biology (General Subject)	

# TECHNOLOGIES

## Design and Technology

Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed.

Design	
<b>Prerequisites</b>	Students wishing to study Design should achieve a minimum Sound Achievement in Year 9 Design and technology or Graphics and design.
<b>Course Description</b>	<p>Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practiced and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.</p> <p>Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.</p>
<b>Duration</b>	1 semester
<b>Course units</b>	<ul style="list-style-type: none"> <li>• Design in practice</li> <li>• Sustainable design</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>• Project</li> <li>• Exam</li> </ul>
<b>Subject costs</b>	Student resource scheme Subject Levy \$25
<b>Subjects aligned with in Senior School</b>	
Design (General Subject)	

Graphics Skills	
<b>Prerequisites</b>	Students wishing to study Graphics Skills should achieve a minimum Sound Achievement in Year 9 Design and Technology or Graphics and Design.
<b>Course Description</b>	<p>Students wishing to study Design should achieve a minimum Sound Achievement in Year 9 Design and technology or Graphics and design. Industrial Graphics Skills focuses on the underpinning industry practices and production processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing.</p> <p>Students understand industry practices, interpret technical information and drawings, demonstrate and apply safe practical modelling procedures with tools and materials, communicate using oral and written modes, organize and produce technical drawings and evaluate drawings using specifications.</p> <p>Students develop transferable skills by engaging in drafting and modelling tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete tasks. (cont'd)</p>

# TECHNOLOGIES (CONT'D)

Graphics Skills (cont'd)	
<b>Duration</b>	1 semester
<b>Course units</b>	<ul style="list-style-type: none"> <li>• Industry practices</li> <li>• Drafting processes</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>• Project</li> <li>• Exam</li> </ul>
<b>Subject costs</b>	NIL
<b>Subjects aligned with in Senior School</b>	
Industrial Graphics Skills (Applied Subject)	

Industrial Technology Skills	
<b>Prerequisites</b>	Students wishing to study Industrial Technology Skills should achieve a minimum Sound Achievement in Year 9 Design and technology or Graphics and design.
<b>Course Description</b>	<p>Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries.</p> <p>Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe, practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.</p> <p>Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.</p>
<b>Duration</b>	1 semester
<b>Course units</b>	<ul style="list-style-type: none"> <li>• Industry Practices</li> <li>• Production Processes</li> </ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"> <li>• Project</li> <li>• Practical demonstration</li> </ul>
<b>Subject costs</b>	Subject Levy \$25
<b>Subjects aligned with in Senior School</b>	
Industrial Technology Skills (Applied Subject)	

# FASHION

## Fashion

Fashion explores what underpins fashion culture, technology and design. Students use their imaginations to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts.

Students will start developing an understanding of the influences on fashion, changing trends and their own personal style. They will be introduced to basic sewing skills which they will use to join the slow fashion movement.

<b>Preparation for Fashion</b>	
<b>Prerequisites</b>	Must be prepared to use a sewing machine
<b>Course Description</b>	Upcycle & Recycle  Students engage in a design process to plan, generate and produce textile items.  They investigate textiles and materials and their characteristics and how these qualities impact on their end use.  They experiment with combining textiles and materials to individualise products and how to make and justify aesthetic choices.
<b>Duration</b>	1 semester
<b>Course units</b>	<ul style="list-style-type: none"><li>• Sewing basics</li><li>• Textile knowledge</li><li>• Design</li><li>• Sustainable practices in textiles</li></ul>
<b>Assessment Types</b>	<ul style="list-style-type: none"><li>• Project: A project consists of a written/design (folio) and/or mood board and product component to a single task, situation and/or scenario.:</li><li>• Product – development of folio for a specific context.</li></ul>
<b>Subject costs</b>	\$40 Textile items to recycle (does not need to be bought)
<b>Subjects aligned with in Senior School</b>	
Fashion (Applied Subject)	

# HOSPITALITY

## Hospitality

Hospitality Practices develops knowledge, understanding and skills about the hospitality industry and emphasises the food and beverage sector, which includes food and beverage production and service.

Students develop an understanding of hospitality, scope and operation of related activities in the food and beverage sector and examine and evaluate industry practices from the food and beverage sector.

Students develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context. Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts.

Hospitality	
<b>Prerequisites</b>	Completion of Food Studies would be desirable but not essential An interest in food preparation and serving customers essential
<b>Course Description</b>	Students will investigate a range of traditional Mediterranean foods and preparation techniques. After completing safety, hygiene and working in the kitchen basics they investigate a range of food preparation techniques, business and enterprise skills based around baking skill development.  <i>Where possible we make support students with various nutritional requirements but in certain situations students will need to provide ingredients for themselves. The school makes every effort to avoid the possible impact of allergic reactions but parents and students need to be aware that they may need to make alternative arrangements in the provision of utensils or even subject choices.</i>
<b>Duration</b>	1 semester
<b>Course units</b>	<ul style="list-style-type: none"><li>• Kitchen Basics</li><li>• Baking Breads</li><li>• Fresh Mediterranean Foods</li></ul>
<b>Assessment Types</b>	<b>Project:</b> A project consists of a product and performance component and written: 400–700 words incorporated in a folio <ul style="list-style-type: none"><li>• Focaccia Market Stall</li></ul>
<b>Subject costs</b>	\$50.00
<b>Subjects aligned with in Senior School</b>	
Hospitality Practices (Applied Subject)	