



Year 10

Course Selection Handbook

2017

PROPOSED YEAR 11 AND YEAR 12 COURSES

PROPOSED SUBJECT OFFERINGS 2017

YEAR 10	YEAR 11 & 12
CORE	CORE
English Pre Mathematics A Pre Mathematics B Christian Studies Science Study of Society and the Environment Personal Development	English or English Communications Mathematics A, B or Prevocational Mathematics Christian Studies Personal Development
ELECTIVES	ELECTIVES
Students choose 3 of these electives	Students choose 4 of these electives
Art Business Studies Dance Drama Graphics Health and Physical Education Hospitality Industrial Technology and Design Information Technology Japanese Music	Art Business Management Biological Science Chemistry Dance Drama English Extension (Year 12 only) Furnishing Geography Graphics Health: Basic Care (Cert III) Hospitality (Cert II) Information Processing & Technology Japanese Legal Studies Mathematics C Modern History Music Music Extension (Year 12 only) Physical Education Physics Technology Studies

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COURSE SELECTION FOR 2017**YEAR 10 CORE SUBJECTS**

English
Christian Studies
Pre Mathematics A OR Pre Mathematics B
Science
Study of Society and the Environment
Personal Development

YEAR 10 ELECTIVE SUBJECTS

Students choose three (3) of these electives:

Art
Business Studies
Dance
Drama
Hospitality
Graphics
Health and Physical Education
Industrial Technology and Design
Information Technology
Japanese
Music

CHOOSING ELECTIVE SUBJECTS

The range of core subjects that students undertake ensures a balanced curriculum. The electives allow students to explore and develop more specialised skills in additional areas.

In making your decision, be sure to consider the following:

- Will my choice of subjects help me reach my post Year 10 and post Year 12 goals?
- Do my results so far suggest that I will succeed in the subjects chosen?
- Do I need a balance of theory and practical subjects?
- Will the subjects contribute to the development of skills, knowledge and attitudes useful for my future goals?

FUTURE WORK SKILLS 2020

- Design Mindset
 - Novel and Adaptive Thinking
 - New Media Literacy
 - Cross-cultural Competences
 - Transdisciplinary
 - Virtual Collaboration
 - Cognitive Load Management
 - Sense-Making
 - Social Intelligence
 - Computational Thinking
- (Institute for the Future)*

PROCESS OF SELECTION AND ALLOCATION OF SUBJECTS TO LINES

Subject Preference Form:

Students will be asked to select an option for Mathematics plus four options for electives subjects to be studied in Year 10. At this stage, student choices are to provide an indication of student interest. These selections will then be considered when determining subject lines. The college will make every effort to accommodate the needs of students.

Subject Preference Form will be distributed at the Year 10 Subject Selection Evening on Wednesday, 13th July 2016. The Subject Preference is required to be **returned by Monday, 18th July 2016**.

FINALISATION OF SUBJECT SELECTION

Final line structure will be distributed to students on **Monday, 1st August 2016**.

ASSISTANCE IN SUBJECT SELECTION

1. An Information Evening for parents and students will be held on **Wednesday, 13th July 2016**.
2. Students will attend an interview with the college's careers counsellor, Mrs Natasha Purcell.
3. Course Selection Handbook should be read thoroughly.
4. Talk to your present subject teacher about your potential in the subject.
5. Refer to the following website for the CES Job Guide:
<http://www.gooduniversitiesguide.com.au>

CHANGING A SUBJECT

This should not be necessary if subjects have been chosen appropriately. In the rare instance where it becomes necessary, all applications to change a subject should be initiated by the student, by application to the Director of Teaching and Learning.

If the Director of Teaching and Learning and relevant subject teachers agree that the proposed change is worth pursuing, the student will be given a form, which will seek the approval and signature of:

- The Head of the Key Learning Area of the proposed subject.
- The Head of the Key Learning Area/Teacher of the subject about to be terminated.
- Careers Counsellor.
- And finally, parent / guardians.

It is important the students and parents carefully consider recommendations made before signing the request for subject change.

When the consent of all parties has been obtained and the form is returned to the Director of Teaching and Learning, written approval will be given to commence the new subject.

Changes can only be made at the end of a semester of study.

Core Subjects

1. ENGLISH

English Year 10

1.1 OVERVIEW

This subject provides a foundation for studies in English and English Communication in Years 11 and 12. Students learn to critically analyse and evaluate a range of written, spoken and visual texts as well as create their own. The course aims to develop students' understanding of how texts are constructed, to deepen their understanding of language and its use, and to broaden their ability to use language in increasingly more complex and challenging environments.

1.2 COURSE DESCRIPTION

The course is structured into units that develop from understandings and texts studied in previous years. There is a balance between spoken, visual and written texts, including media and literature as well as everyday texts.

Units of study:

- Unit 1 Making Meanings in Media
- Unit 2 Novel Study
- Unit 3 The Poetry of Song
- Unit 4 Short Stories
- Unit 5 Shakespeare - From Words to Pictures

1.3 ASSESSMENT

Students will be required to complete oral and written assessment tasks.

There are six assessment tasks over the year of study. Two of these are written exams, two are oral presentations and the others are written assignments.

1.4 WORKLOAD AND EXPECTATIONS

Students will complete a variety of written and spoken activities. They will also be expected to read widely and to commit time to writing assignments and preparing and rehearsing presentations. Students should become more independent in their work and develop skills in editing and proofreading.

2. CHRISTIAN STUDIES

2.1 OVERVIEW

Christian Studies at Year 10 seeks to provide opportunities for all students to explore and grow in their knowledge and understanding of religions, values and ethics. It also fosters skills to aid students to be active participants in our school and the wider global community.

Students are encouraged to actively explore and question issues relating to human existence in a multi-faith community and world.

Christian Studies provides many opportunities for students to practise skills tested in QCS papers.

2.2 COURSE DESCRIPTION

2.2.1 Term 1

Students consider the relationship of faith and reason, religion and science in understanding the ways in which people build systems of belief.

2.2.2 Term 2

Students explore textual, cultural and historical elements surrounding the life of Christ with a focus on the Gospel of Mark.

2.2.3 Term 3

Students investigate six of the key religious traditions in a contemporary context.

2.2.4 Term 4

Students explore the Reformation with a particular focus on the life and times of Martin Luther.

2.3 ASSESSMENT

Assessment includes analytical essays, multi-media presentations and research essays.

During each term students are involved in a range of learning experiences which also form part of their continuing assessment.

2.4 WORKLOAD AND EXPECTATIONS

Christian Studies requires the same academic skills as other humanities subjects in terms of the accumulation of knowledge and understanding of new concepts, the analysis and evaluation of what has been learnt and the effective communication of the information. Students have two lessons a week and complete one piece of assessment each term.

3. MATHEMATICS

3.1 OVERVIEW

The content of Mathematics is taught with the intent of developing thinking skills. These skills are readily transferable and can assist students in all subject areas.

Students entering Senior College will have the option of undertaking Pre-Mathematics B or Pre-Mathematics A. If students select Pre-Mathematics B, they will then be able to study Mathematics B or Mathematics A in Years 11 and 12. Those students that choose Pre-Mathematics A will undertake Mathematics A or Pre-vocational Mathematics in Years 11 and 12.

It is recommended that students in Year 9 who obtain a grade of C, choose Pre-Mathematics A in Year 10.

It is recommended that students in Year 9 who obtain a grade of B or A for Mathematics, choose Pre-Mathematics B in Year 10.

3.2 PRE- MATHEMATICS A Course Description

This course will aim to equip students with the skills needed to make decisions, which affect students' everyday lives. This approach involves problem solving and real-life applications, working systematically and logically, and communicating with and about Mathematics.

The content of the course will focus on those outcomes which are recognised as essential skills to function competently in society. Outcomes necessary for successful completion of Mathematics A in Years 11 and 12 will also be addressed.

3.3 PRE-MATHEMATICS B Course Description

In this course, mathematical skills are developed that form the basis for further study in Mathematics. The modes of thinking developed in Pre-Mathematics B provide ways of modelling and problem solving real life situations to explore, describe and understand the world's social, biological and physical environment.

The content of the course will address outcomes that cover life skills and those that are considered vital for the study of Mathematics B and C.

3.4 ASSESSMENT

A variety of assessment instruments will be used and may include:

- Formal Examinations
- Written Tasks
 - projects
 - investigations
 - mathematical modelling
 - reports
- Practical Tasks
 - constructing models
 - use of mathematical instruments including computer software or graphic calculators.

3.5 WORKLOADS AND EXPECTATIONS

Students are expected to acquire a considerable degree of proficiency in a variety of skills, such as estimation, use of technology, application of formulae, table reading and arithmetic calculation. Like any skills, these need to be practised and mastered, both during class time and in nightly homework exercises.

4. SCIENCE

4.1 OVERVIEW

Science continues to have a strong emphasis on experimental design, with further development of the student's ability to work scientifically in the laboratory. Students will be encouraged to ask "How? What? Where? and Why?" throughout the course, and develop skills necessary for the students to find out the answers for themselves. Students will also develop an understanding of scientific concepts and language, and be exposed to activities and situations which enhance their problem solving skills.

4.2 COURSE DESCRIPTION

To assist students in deciding options for Year 11 and 12, the Year 10 Science Course is designed to expose students to the three strands offered in Years 11 and 12 (Biology, Chemistry and Physics), in addition to the Earth and Space Science strand. Students will be enrolled in each strand for one term.

4.2.1 PHYSICS Motion under gravity, motion on the horizontal plane, force, inertia, mass, weight and energy.

4.2.2 CHEMISTRY Chemical reactions.
Using the Periodic table to understand patterns and trends.
Nano Technology, Rates of Reactions, Stoichiometry and Bonding.

4.2.3 BIOLOGY Genetics
Reproduction and Evolution

4.2.4 EARTH AND SPACE SCIENCE
The Earth and Atmosphere
Galaxies
Star Formation and Death
Big Bang

4.3 ASSESSMENT

Assessment may include a variety of formats – mini extended experimental investigation, practical tests, research assignments, field trip reports or formal examinations.

4.4 WORKLOADS AND EXPECTATIONS

As well as homework and completing assignment pieces, students will also be required to undertake regular study each week. While in the laboratory, students will be expected to perform experiments in a safe manner as instructed by the teacher. Skills questions will be placed on Schoology and students are expected to complete these on a weekly basis to continue developing important science skills.

5. STUDY OF SOCIETY AND ENVIRONMENT

5.1 OVERVIEW

Year 10 Study of Society and Environment (SOSE) includes units of **Geography** and **History**. Each unit of this course develops life long skills in collection, analysis, synthesis and evaluation of information, encouraging students to be critical thinkers and rational decision makers. This course paves the way for senior study in Geography and Modern History.

Geography develops important skills, which will equip students for life, employment and future study. In the study of Geography, students develop an understanding about why things vary from place to place on the earth's surface and what this means for humans. Geographers examine issues on a local, national and international level and ask questions about the issue, its impact and the types of responses that could be made.

History investigates the cause and effects of significant events, so that an understanding can be developed about why such events occurred, why they occurred when they did and what humanity learned from them. Students are involved in the process of historical investigation, where they actively encounter problems, seek out evidence and subject it to critical analysis and evaluation.

5.2 COURSE DESCRIPTION

Semester 1 - **History – History of the Modern World and Australia - 1918 to the Present**

- Key events, people and beliefs (overview)
- World War II 1939 – 1945
- Popular Culture 1945 – present day
- Rights and Freedoms (Australian Civil Rights Movement)

Semester 2 - **Geography - Environmental Change and Management**

- Human impact on sustainability
- Indigenous approaches to custodial responsibility and environmental management.
- Comparative study of an environment type in Australia and abroad.

Geographies of human wellbeing

- Mapping of human well-being and development.
- Issues affecting developing places and their impact on human well-being.
- The role of international and national response to improving human well-being.

5.3 ASSESSMENT

Assessment is varied and includes both written and spoken responses. These include:

- Short response items
- Essays
- Exams
- Response to stimuli
- Multimedia presentations

5.4 WORKLOAD AND EXPECTATIONS

Students should develop: field research; computing, mapping and graphic skills; photo interpretation; interview techniques; decision-making; research skills; and essay and report writing.

Field excursions and practical work are vital in the application of skills and knowledge and form an important component of this course.

A diverse range of materials and activities are used including: texts; documents; illustration; photographs; graphs; maps; video and film; research; discussion; debates; and excursions.

6. PERSONAL DEVELOPMENT

6.1 OVERVIEW

At Pacific Lutheran College, the focus of the Personal and Social Development program is directly related to the context in which the students come from and hence can often be very fluid. The students at Pacific Lutheran College are unique in their needs and their perceptions and, therefore, the program reflects this.

An essential component of the program is promoting the growth and development of the individual, in relationships and as part of the Pacific Lutheran College and wider community.

The Personal and Social Development program includes widening of knowledge, skills, values and attitudes that are necessary to understand, participate and be active member in a changing and increasingly complex global community. It includes aspects of life such as self-improvement; self esteem building, recreation skills, personal fulfilment courses, vocational skills, life skills and health education.

6.2 COURSE DESCRIPTION

Personal Development in Year 10 continues to develop students' academic, personal and social attitudes and skills.

Key units include:

- Study Skills - establishing a study timetable, planning around assessment dates and ensuring a balanced, consistent approach to homework.
- Career Pathways - completing a SET Plan, Year 11 subject selection, future goals and transition.
- Making Wise Decisions - alcohol and what it does to the body.
- Sexual Education - healthy relationships, peer pressure and teenage issues.
- Resilience Skills - stress busting and coping, getting help, group support.
- Outdoor Education - preparation for their two week outdoor education programme.

There is no formal assessment or reporting in this subject.

Elective Subjects

1. ART

1.1 OVERVIEW

Art is a subject where the students interpret, respond and communicate their experiences. They learn to give visual form and structure to their thoughts, opinions, ideas and beliefs. Through studying the subject, students learn to be visually literate which enhances students' capacities to think, create and question. The course also develops skills to interpret and express ideas.

1.2 COURSE DESCRIPTION

Art curricula for Year 10 offers students a breadth of extended experiences that enrich the individual student. Such areas include two-dimensional and three-dimensional tasks implementing traditional techniques and processes such as drawing, painting, printmaking and sculpture and an awareness and appreciation of new contemporary media and technologies, such as digital photography, animation, performance art, installations, film and sound. There is a strong emphasis on design studies embedded into each task. Students investigate a number of themes that reflect current social, political and environmental issues in the world around them. They make and appraise art works, incorporating the inquiry elements of researching, developing, resolving and reflecting.

1.3 ASSESSMENT

There are both practical and theoretical components that comprise a "body of work". There is an exam or written assignment in Year 10. The theory component of the course is 'related theory' and links to the body of work being produced. It is a significant advantage to have completed Year 10 Art in preparation for Year 11 and 12 Art providing them with a base knowledge to connect and grow from later.

1.4 WORKLOAD AND EXPECTATIONS

Students will fulfil course requirements if they effectively utilise every lesson of practical work. This ensures they do not overload themselves unrealistically at home to meet due dates. In regard to theory work, every effort is made to ensure students produce research work to the best of their ability through drafting and tuition sessions.

1.5 ADDITIONAL INFORMATION

The study of Art does not only help those who are applying for Art-related courses. The skills of problem solving and thinking, with the flexibility to negotiate and consider a variety of solutions and processes, are essential in our society today, both personally and professionally. Art, as a subject, teaches students how to research, develop and resolve their ideas. They participate in research by reacting to a variety of stimuli, develop solutions to problems and resolve individual ideas by communicating in visual, written and spoken forms. This is invaluable preparation for many vocations including: Architecture, Retail Display, Town Planning, Arts Administration, Fashion Design, Film and Television, Web Page Design, Teaching, Engineering, Marketing, Advertising, Interior Design and Industrial Design.

2. BUSINESS STUDIES

2.1 OVERVIEW

The purpose of this course is to introduce students to the process of business and economic decision-making and how it affects themselves and others. It also serves as an introduction to (although it is not a prerequisite for) the senior subjects, Business Management and Legal Studies.

It is important for students to develop economics and business knowledge, understanding and skills so that they are able to actively and effectively participate in economic and business activities now and into their adult lives. This will enable them to contribute to the development of prosperous, sustainable and equitable Australian and global economies and to secure their own financial wellbeing.

2.2 COURSE DESCRIPTION

The course introduces key economic indicators and how governments manage the economy to improve living standards. Students will learn about the significance of the Asia region to Australia's economy and investigate the opportunities for Australian businesses in this area.

Business management and decision making, financial record keeping and reporting, factors that influence consumer decisions and legal frameworks within which businesses operate will be considered. Students will apply these skills through an enterprise project that will benefit the school and/or local community. They will also investigate business case studies that address current issues and events.

2.3 ASSESSMENT

Assessment will involve written and non-written reports and presentations. Practical application of financial record keeping and reporting will also be assessed. Exams and assignments will both form part of the overall assessment portfolio.

2.4 WORKLOAD AND EXPECTATIONS

Students will work individually and collaboratively. They are expected to be independent learners and they will be assigned regular homework tasks. These tasks will assist students in consolidating their understanding of content covered during class time and in completing assessment in a timely manner.

3. DANCE

**** Dance will be offered in 2017 if there is sufficient interest.**

3.1 OVERVIEW

Dance explores the potential of the body as an instrument of communication. Students will have opportunities to explore the interrelationship between practical and theoretical aspects of dance through a range of contexts, genres and styles. This includes historical, cultural and philosophical understandings. Dance will allow students to develop creativity, communication skills, complex thinking and reflective practices. Students will gain self-confidence, social skills, and increase and heightened awareness of personal and physical well-being. The course will promote insights about the world and sensitivity to other cultures.

3.2 COURSE DESCRIPTION

The course will be designed to explore a range of units developed to improve technical skills and understanding in a range of dance styles and genres. Cultural dance practices will be addressed throughout the year.

Practical workshops will be used to teach the elements and components of Dance. Students will be required to be supportive and sensitive to other students, be prepared for practical and theoretical lessons and willing to perform in front of others.

3.3 ASSESSMENT

Assessment in this subject is based on:

- 3.3.1 Choreography - students use dance components and skills to explore and create danceworks in differing contexts to convey their intent.
- 3.3.2 Performance - Students communicate choreographic intent through learnt danceworks.
- 3.3.3 Appreciation - Research, analysis, interpretations, synthesis and evaluation of dance texts.

3.4 WORKLOAD AND EXPECTATIONS

To fulfil course requirements, students will be expected to participate in practical and written work. The organisation of rehearsals in students own time will be required within specific units.

4. DRAMA

4.1 OVERVIEW

The subject of Drama allows students to develop skills and knowledge of theatre performance and production. Students will discover that drama is a vehicle for understanding, in which they can gain knowledge about their world, their society and their culture. Drama will allow them to understand each other better, especially how they communicate and relate to others, one to one and in groups. Finally, students can use Drama to help them to understand themselves better, learning how to motivate and discipline themselves, to problem solve and to take responsibility for their own achievements. All of these opportunities make Drama a valuable subject for students who wish to be successful, self-motivated and high-level communicators.

While some previous experience in performing is desirable, the most important qualities students require are the ability to be highly organised, work well and support all others in the class, and be willing to speak and perform in front of others. A commitment to excellence in both written and practical work will allow students to achieve highly in this subject.

4.2 COURSE DESCRIPTION

The course provides a range of units designed to broaden the student's understanding of key historical theatrical developments and their respective styles of performance, such as:

- Improvisational Technique
- Commedia Del' Arte
- Realism and the Stanislavski System
- Collage Drama

Workshops are used to teach the Dramatic Elements (Situations, Roles Relationships, Dramatic Tension, Mood, Focus, Symbol - to make Dramatic Meaning). These elements, as well as skills of performance, styles and their conventions, text and context form the Dramatic Languages and are essential to an actor's understanding of the craft.

4.3 ASSESSMENT

Assessment in this subject is based on:

- Forming - Improvisational, group devised
- Presenting - Polished or scripted performance
- Responding - Written analytical essay

4.4 WORKLOAD AND EXPECTATIONS

The workload is a mixture of practical and written work and students are expected to keep a workbook, and to complete set homework. A drama uniform is essential for Senior Drama and is used in all double periods and assessment tasks.

5. GRAPHICS

5.1 OVERVIEW

Graphics engages students in solving design problems and presenting their ideas and solutions as graphical products. Students explore design problems through the lens of a design process where they identify and explore a need or opportunity of a target audience; research, generate and develop ideas; produce and evaluate solutions.

In Graphics, students experience a variety of intellectual challenges involving exploring design problems, developing ideas and producing graphical products, as they develop a range of associated sketching, modelling and presentation skills.

5.2 COURSE OUTLINE

Graphics develops students' understanding of design factors and design processes in graphical contexts. Design problems provide settings for units of work where students create graphical representations of design solutions for a range of audiences. These design settings are based in the real-world design areas of industrial design, graphic design and built environment design. Students will learn a variety of Computer Aided Design (CAD) modelling software packages as well as substantial sketching components, 3D printing and other technologies.

Some learning experiences could include:

- Exploring design problems through iterative design sketching.
- Developing ideas through research, evaluations and proposing solutions.
- Appraising, recommending and evaluating against design criteria.
- Technical three dimensional modelling and drafting solutions to graphical problems.
- Preparing presentational drawings.
- Communicating solutions using graphical representations.
- Australian Standards 1100.

5.3 ASSESSMENT

The Year 10 Graphics course aims to simulate the large design folio assessments which are undertaken in Years 11 and 12, which can occur over a course of 8-12 weeks. Design folios typically have multiple due dates to allow for continuous feedback on student learning. However, a range of assessment techniques and instruments may be used including drawing, 3D modelling and written examinations.

5.4 WORKLOAD AND EXPECTATIONS

A high proportion of class time will be devoted to design folios, however, workloads are continuous and students will be expected to undertake frequent home study to meet assessment targets. Throughout each unit of work, students will need to work consistently and manage their time effectively to produce their work. Some students may benefit from additional tutorials to strengthen understandings of CAD software.

5.5 SPECIAL REQUIREMENTS

Resources available at Pacific for students include industry standard CAD modelling software packages installed on students laptops, sketching equipment, scanning facilities and printing facilities, including 3D printing. Students may use Apple Macintosh computers as most software is compatible.

6. HEALTH AND PHYSICAL EDUCATION

6.1 OVERVIEW

Physical Education, in the Senior School context, involves the study of physical activity and engages students as intellectual performers, learning in, about and through physical activity.

Year 10 Physical Education is an important preparation, in both the theory and practical, for Year 11 and 12.

6.2 COURSE DESCRIPTION

Students will be involved in a variety of electronic, written and physical learning experiences that are focused on the study of the physical activities. These could include such activities as designing a personal training program, analysing video footage, learning how to improve performance and debating current sporting issues.

Students will participate in three practicals and one theory lesson.

Term	Possible Practical	Written Component
1	Netball and Badminton	Energy and fitness for physical activity
2	Touch and Athletics	Training, exercise and physical performance
3	Volleyball and Football Codes	Skill acquisition - learning physical skills
4	Sprint Kayaking and Golf	Sports Coaching

6.3 ASSESSMENT

Various assessment techniques are developed and used in Physical Education - laboratory and research reports, multi modal presentation, personal training programs, short tests and extended responses under exam conditions. Practical tasks are assessed according to individual and team performances in drills, small-sided games and in match or race conditions.

6.4 WORKLOAD AND EXPECTATIONS

Students will be expected to participate in all sporting activities to the best of their ability in full sports uniform. Students will be expected to complete approximately 30 minutes theory homework per week. It is also encouraged that students participate in relevant after school college sports.

7. HOSPITALITY

7.1 OVERVIEW

Hospitality provides opportunities for students to:

- Explore a range of fields including nutrition, food preparation, food products and hospitality skills.
- Investigate food and hospitality related topics.
- Become personally responsible for workplace health and safety.
- Promote teamwork.
- Develop basic food preparation skills.
- Make nutritional choices.
- Manage resources to achieve goals in practical settings.
- Think critically and creatively to design and create solutions to home and workplace situations.

The Hospitality course will give students the opportunity to explore and prepare themselves for the Certificate 2 course during Years 11 and 12. The Hospitality industry in Australia is a major contributor to employment opportunities and the course has been structured around a skill set and knowledge base for students to gain direct employment.

The main focus of the course is event management and will give the students a clear indication of the expectations of the Year 11 and 12 Certificate 2 course. Students will select multiple Hospitality events to plan and implement which has food production as its core focus. Students will be introduced to 'Back of House' where they will have the opportunity to prepare and present a range of foods for the event. Students will study kitchen concepts such as food preparation and storage techniques, the role of food in personal health, as well as developing research and decision-making skills effective for functioning in a modern society.

Additionally, students will be introduced to 'Front of House' where they will practice all aspects of beverage production and food and beverage service related to their event. They will prepare a range of hot and cold non-alcoholic beverages. Students will study how to work with colleagues and customers, use set procedures to serve food and beverages and deal with customer complaints, manage bookings and special requests.

7.2 COURSE DESCRIPTION

The course is comprised of the following topics:

- Introduction to Hospitality and Nutrition
- International Food
- Café Culture

7.3 ASSESSMENT

Written and practical assessment will include:

- Written tests
- Research reports
- Practical exams

7.4 WORKLOAD AND EXPECTATIONS

Students are expected to work as a team in the kitchen and develop their skills through individual and group work. Catering for school activities and running small food ventures will be the main focus of practical lessons.

8. INDUSTRIAL TECHNOLOGY AND DESIGN

8.1 OVERVIEW

Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years. Teachers will revisit, strengthen and extend the skill development of hand and machine tools in Year 10.

Students use design and technologies knowledge and understanding, processes and production skills to produce projects of relevance to individuals or communities. Students work independently and collaboratively on manufacturing tasks and learn essential industrial skills that they can draw on in coming years. The course is based on the non-OP strand of Furnishing and can be used as an indicator of the suitability of this type of study in senior subject selection.

Students in the OP strand of Technology Studies can draw on the expertise of materials, the knowledge of manufacturing processes from the Year 10 course of study, to design and model their design solutions more effectively.

8.2 COURSE DESCRIPTION

Students identify the steps involved in planning the production of possible solutions. They develop detailed project management plans incorporating elements such as sequenced time and action plans to manage a range of design tasks safely. They apply management plans, changing direction when necessary, to successfully complete manufacturing tasks. Students identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind, maintaining safety standards and management procedures to ensure success.

8.3 ASSESSMENT

- Basic construction
- Jointing
- Lathe work
- Hand jointing techniques
- Power tool and machine techniques

8.4 WORKLOAD AND EXPECTATIONS

A high proportion of class time will be devoted to the production of the items being crafted, therefore students will not be expected to carry the manufacturing processes at home. Safety concerns and knowledge may be completed in the student's time at home if required. A very mature approach in the workshop is expected at all times with any infringement to the safety of themselves or others resulting in immediate outcomes. Continued poor safety decisions will result in students not continuing in this subject area to ensure the safety of others.

9. INFORMATION TECHNOLOGY

9.1 OVERVIEW

Information Technology provides the opportunity for students to further develop computer skills that will support their learning, equip them for the general workplace and provide a strong foundation for involvement in careers associated with the Information Technology industry.

All topics covered throughout the course will have elements of problem solving where students will be encouraged to think beyond the scope of the set task. Students will work within the scheme of the software developmental cycle, involving stages of **design, create, test and debug**. Units will challenge the students to become responsible computer users, effective problem solvers with an awareness of the social and ethical implications of Information Technology.

The subject includes:

9.1.1 Programming

Students learn the basic constructs of programming using an interactive online environment. The assessment in this unit will be a folio of completed work.

9.1.2 Mechatronics

Using an Arduino micro processing board students use resistors, LEDs, piezo to create circuits and then move to applying their knowledge in using step motors and sensors to create a sensing robot.

9.1.3 3D Modelling

Using Blender, students will learn to create and manipulate 3D objects and how to import these into a game environment. Aspects such as texturing and animation will also be covered. Successfully completed 3D models will be printed on a 3D printer.

9.1.4 Game Development

Using Unity, students will design and create a game in a 3D environment importing meshes and models created in Blender. This unit will introduce the software development cycle.

All units will provide a solid platform for developing computer skills relevant to further schooling and tertiary studies. Students who undertake this subject will gain experience in several areas covered in Year 11 and 12, and successful completion fulfils the prerequisites for Information Processing Technology.

9.2 COURSE DESCRIPTION:

	WEEK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
S1	Area	PROGRAMMING										PROGRAMMING - Mechatronics										
	Topic	LOGO			ROBOANT							Arduino										camp
	Content	Skill development							Folio of work			Skill development					Arduino project					camp
	Assessment								Folio								Project					camp

	WEEK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		
S2	Area	3D MODELLING							GAME DEVELOPMENT													
	Topic	Blender							Unity Game Development													project
	Content	skill development				Blender modelling			Skill Development						Game Project							
	Assessment					Project									Project							

9.3 ASSESSMENT

The assessment program consists of projects based on each of the four areas where skills are applied to new situations. The projects include a degree of written work in the form of project documentation.

9.4 WORKLOAD AND EXPECTATIONS

It is expected that some of students' own time will be needed for the completion of project tasks. This may be in the form of lunchtime sessions in the lab or after school on a Wednesday when the lab is open until 4.30pm.

10. JAPANESE

10.1 OVERVIEW

Year 10 Japanese provides students with a solid foundation in essential language skills required to communicate confidently and effectively at a senior level. Students who study Year 10 Japanese will be equipped with core language skills which may be used for employment and travel. Some employment opportunities lie in the fields of international business, interpreting and translating, teaching and politics, among many more. Proficiency in a second language will open doors to career opportunities in the local, national and international arena.

With our biennial Japan trips, sister school relationship with Seishin Gakuen in Kashima and Japanese Teacher Assistants, students have ample opportunities to interact authentically in Japanese at the College. This ensures student learning is realistic, purposeful and fulfilling. Year 10 Japanese is a pre-requisite for studying Japanese in Year 11 and Year 12.

Students who choose to study Year 10 Japanese and achieve a 'High Standard' or above, will have the opportunity to apply for the Outbound Japanese Exchange Program. The successful applicants (2 in total) will complete his/her Term Four studies abroad in Japan at Seishin Gakuen.

10.2 COURSE DESCRIPTION

The Year 10 Japanese course covers topics such as travel and community life which aims to broaden students' everyday vocabulary and understanding of core grammatical structures which will be expanded upon in Year 11 and 12. By the end of Year 10, students will be able to confidently and accurately compose and comprehend detailed texts with a solid understanding of how to decode and encode hiragana, katakana and kanji.

10.3 ASSESSMENT

There are no assignments in Senior Japanese. Students will be assessed through exams each term across the four macro-skills of listening, reading, speaking and writing.

10.4 WORKLOAD AND EXPECTATIONS

To enter Year 10 Japanese, students should have a sound knowledge of the writing scripts hiragana, katakana and basic kanji. By the end of the Year 10 course, students will have knowledge of an extensive range of kanji. In addition to language skills studied through the four macro-skills, Year 10 Japanese will also provide a window into the Japanese culture to help students deepen their intercultural understanding. Students will be expected to revise their language across the four macro-skills on a regular basis at home to continue extending their proficiency.

11. MUSIC

11.1 OVERVIEW

Music offers students an opportunity to further develop their musical appreciation and literacy. It acts primarily as a foundation unit for the senior syllabus and extends students' skills accordingly. Further, it seeks to extend the students familiarity with technology applications used within the industry. Students who receive a C or higher in Year 9 are good candidates for this course. No prior instrumental skill is required but it is an advantage. A willingness to learn an instrument is recommended.

11.2 COURSE DESCRIPTION

The course consists of units of works that are based around recognised eras and skills in music. This could include:

- Rock and Roll
- Planning and Running Regular Concerts
- Performance
- Composition
- Recorded Sound and Music Technologies

11.3 ASSESSMENT

Students will be assessed under the three senior criteria of Musicology, Composing and Performance. Musicology will consist of listening and visual examples, studied and unstudied pieces, using the Musical elements, and higher order thinking skills via the Core Curriculum Elements.

11.4 WORKLOAD AND EXPECTATIONS

Students are expected to spend time on their Music assessment and instrument development both at school and home. Music is an academic area of study, and students should spend a similar amount of time on it as they do on their other senior subjects. There is class time provided for each assessment piece, however, commitment to study and instrument practice is required in the student's own time.

PROPOSED YEAR 11 AND YEAR 12 COURSES

PROPOSED SUBJECT OFFERINGS

2017 / 2018

YEAR 10	YEAR 11 & 12
CORE	CORE
English Pre Mathematics A Pre Mathematics B Christian Studies Science SOSE History / Geography Personal Development	English or English Communications Mathematics A, B or Prevocational Mathematics Christian Studies Personal Development
ELECTIVES	ELECTIVES
Students choose 3 of these electives	Students choose 4 of these electives
Art Business Studies Dance Drama Graphics Health and Physical Education Hospitality Industrial Technology and Design Information Technology Japanese Music	Art Business Management Biological Science Chemistry Drama Geography Graphics Hospitality (Cert I in Hospitality Operations) Information Processing & Technology Japanese Legal Studies Manufacturing (Cert I in Furnishing) Mathematics C Modern History Music Physical Education Physics Technology Studies