YEAR 10 2017

COURSE HANDBOOK and SUBJECT DESCRIPTIONS
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GENERAL INFORMATION

COURSE OUTLINES

A Course Outline for each subject is issued at the beginning of the course. It gives information on the course of study for the year (or semester) as well as details of the assessment programme, including due dates of assignments and other assessment tasks.

ASSESSMENT

• Students must comply with the requirements of each subject as detailed in the assessment statement for that subject.

• The school assignment policy, stated in the Student Handbook (the ‘blue book’), will apply. The policy has been developed to be fair to all students, and to ensure that students meet their obligations regarding completion of a course of study.

• The assessment programme is shown on the Course Outline issued at the start of the course.

ATTENDANCE

• Students are required to be in attendance at all classes on each school day. Absences must be validated through written notification from parents or guardian or, in the case of absence from exams, a medical certificate.

CHANGING SUBJECTS

• Students may be permitted to change subjects after consultation with the Guidance Officer, and after fulfilling certain requirements. Changes are not normally accepted after 3 weeks into a semester of study.

COSTS

• Students will receive advice at the end of the school year as to the Special Subject Charges that will apply for the following year.

• Student Resource Scheme
  Parents and students who elect to be in the Student Resource Scheme will have textbooks issued to them at the beginning of the year. Please refer to the handout on the Scheme available from the General office (continuing students) or in the relevant Enrolment Kit (new students).

REPORTS

• SCHOOL REPORTS
  These are issued at mid-semester and at the end of each semester of study.

HEALTH AND SAFETY IN SCHOOL ACTIVITIES

All activities have an inherent level of risk. In planning school curriculum programs teachers determine the level of risk of activities and include appropriate control measures when required so that activities are conducted with an acceptable level of risk. For information about Health and Safety policies and risk management in Education Queensland schools visit http://education.qld.gov.au/parents/health.html.
COURSES OF STUDY
YEARS 10 in 2017

CORE

All students study these subjects:

GROUP 1  ENGLISH
GROUP 2  MATHEMATICS
GROUP 3  SCIENCE
GROUP 4  HEALTH AND PHYSICAL EDUCATION
GROUP 5  HUMANITIES (includes HISTORY & GEOGRAPHY)

ELECTIVES

Arts key learning area:
ART, DANCE, DRAMA, MEDIA STUDIES, MUSIC

Languages key learning area:
FRENCH, GERMAN, JAPANESE

Technology key learning area:
BUSINESS, FURNISHING, GRAPHICS, HOME ECONOMICS, INDUSTRIAL TECH & DESIGN

Students study three elective subjects. Two of these elective subjects are studied for one semester each; one elective is studied as a specialisation for the full year.

Based on the preferences that students submit, they will be allocated to elective subjects for Year 10. It is not always possible for students to be allocated the three elective subjects that they nominated as their first, second and third preference. Five preferences are requested.

The allocation of the elective specialisation will be based where possible on the student’s first or second preference. The two six monthly electives will be allocated from the next available preferences of the student.

Hints to help you choose your elective subjects......

CAREER Think about careers you are interested in. The Guidance Officer can help with your choice of subjects necessary for certain careers. (Refer to the careers information towards the end of this booklet).

ENJOYMENT Choose subjects you enjoy - you are likely to do well in subjects you like doing.

SUCCESS Consider selecting subjects in which you have done well this year.

SELF DEVELOPMENT You could choose a subject for your own personal development and one which will be of value to you in your future life. You will be able to specialise in Years 11 and 12.

YOU COULD MAKE THE  WRONG CHOICE IF YOU -

➢ choose a subject because you hope your friend will be in the same class. (There may be several classes of a particular subject).

➢ choose a subject expecting a certain teacher to be teaching it.

IMPORTANT

Discuss your choice with as many people as possible:
PARENTS
TEACHERS
HEADS OF DEPARTMENTS
GUIDANCE OFFICERS
SUBJECT DESCRIPTIONS

- ART
- BUSINESS
- DANCE
- DRAMA
- ENGLISH
- FRENCH
- FURNISHING
- GERMAN
- GRAPHIC DESIGN AND COMMUNICATION
- HEALTH AND PHYSICAL EDUCATION
- HOME ECONOMICS
- HUMANITIES
- INDUSTRIAL TECHNOLOGY AND DESIGN
- JAPANESE
- MATHEMATICS
- MEDIA STUDIES
- MUSIC
- SCIENCE
ART

COURSE OUTLINE

This course encourages students to develop problem solving, visual communication, critical thinking and making skills across a range of art media, techniques and areas of study. The junior visual art program engages students in solving design-based, conceptual and practical problems through the making of their own artwork and appraising artworks.

TOPICS

Specialisation: students complete all four units (the order may vary from that shown below)
Semester Elective: students complete first two units only.

<table>
<thead>
<tr>
<th>UNIT TITLE</th>
<th>2D MEDIA – PAINTING</th>
<th>3D MEDIA - CERAMICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOCUS MESSAGE/ MEANING</td>
<td>Students will be able to produce a 2D artwork (painting). After studying the styles and techniques of Cubism, Fauvism or Expressionism students will explore an item of importance to them depicted through the conventions and influences of the art movements/artists nominated.</td>
<td>Students will be able to produce a 3D artwork (sculpture). After studying the art movement of Surrealism, and its related artists, styles and techniques, students will nominate how they see themselves in relation to mind, personality (humour), escapism or sanctuary.</td>
</tr>
<tr>
<td>ELEMENTS</td>
<td>ALL ELEMENTS &amp; 5 PRINCIPLES OF ART</td>
<td>ALL ELEMENTS &amp; 5 PRINCIPLES OF ART</td>
</tr>
<tr>
<td>CONTEXT</td>
<td>SOCIO-CULTURAL</td>
<td>SPIRITUAL</td>
</tr>
<tr>
<td>ART ERA</td>
<td>FAUVISM</td>
<td>EXPRESSIONISM</td>
</tr>
<tr>
<td>ART ERA</td>
<td>EXPRESSIONISM</td>
<td>SURREALISM</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT TITLE</th>
<th>2D MEDIA – DRAWING</th>
<th>3D MEDIA – TEXTILE ART</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOCUS MESSAGE/ MEANING</td>
<td>Student will be able to produce a 2D artwork (drawing). After studying Renaissance and Realism, students will practice life drawing and portraiture. Students will explore human facial proportion and ratio. Students must capture a moment at any stage of their life e.g. baby photo, 1st day of school.</td>
<td>Students will be able to produce 3D artwork (Mixed Media). After studying Contemporary Art and the use of textile art through Wearable Art/Body adornment and related artists, styles and techniques, students will create a textile item based on their Hero or Idol.</td>
</tr>
<tr>
<td>ELEMENTS</td>
<td>ALL ELEMENTS &amp; 5 PRINCIPLES OF ART</td>
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</tr>
<tr>
<td>CONTEXT</td>
<td>GEOGRAPHICAL</td>
<td>HISTORICAL</td>
</tr>
<tr>
<td>ART ERA</td>
<td>RENAISSANCE</td>
<td>REALISM</td>
</tr>
<tr>
<td>ART ERA</td>
<td>CONTEMPORARY/ MODERN</td>
<td></td>
</tr>
</tbody>
</table>

ASSESSMENT PROGRAM

Students are assessed on five criteria: KNOWLEDGE & UNDERSTANDING, CREATING, PRESENTING, RESPONDING & REFLECTING.

While much of the course involves students in making practical folios, a written assignment or an exam is also completed each term. Students are required to research, develop concepts, and experiment with designs, as well as developing and applying their knowledge of relevant artworks, artists, techniques and media.

Due to its practical nature, visual art can be a time consuming subject. Students will need to work on art folios in their own time in order to complete artworks to a high standard of presentation and to achieve the best possible results.
BUSINESS

COURSE OUTLINE
The Year 10 Business course aims to develop the knowledge and skills necessary to:

- Be financially literate
- Participate in society as an informed, responsible and ethical consumer, worker and/or entrepreneur
- Respond to business opportunities and challenges
- Work individually and cooperatively in the business environment to develop business plans and products
- Use information technologies to analyse, record, design and create business reports and products, and communicate to stakeholders

TOPICS
Semester elective: students complete the first four units only
Specialisation: students complete all seven units.

1. Spreadsheeting - Introduction to Spreadsheeting using simple formulas and charts
2. International Business - Cultural awareness and business differences
3. Business Accountability - Nature of Accounts, GST, cash and credit transactions
4. Bank Reconciliation - Reconciliation process including business errors
5. Credit Journals - Sales and purchases journal then posting to ledger and trial balance
6. Cash Journals - Posting from journals-ledger-trial balance, identifying errors
7. Venture/Product Launch - Run a small group venture, create an e-business/social media launch

ASSESSMENT
Assessment may include: Class Tests, Computer Tasks, Supervised Projects, Product Launch, Research Report and Non-written presentation.
DANCE

COURSE OUTLINE

This course is open to all students with a genuine interest and enthusiasm for dance. Previous experience in dance technique would be an advantage, but is not a necessity. Students are encouraged to use imagination, creativity and skill to create, perform and analyse dance in a variety of contexts and styles.

Dance styles studied throughout the year may include Jazz & Hip Hop, Cabaret, Tap, Ballet and Contemporary.

The course is designed to introduce students to the 3 organisers of dance:

1. Choreography (Creating and Reflecting)

Students will learn how to choreograph dances in context using technical and expressive skills. During the Reflection process, students will evaluate their own and peers choreographic processes.

2. Performance (Presenting)

Students will perform various dance works, choreographed by both teacher and student. Public performances will include Pimlico Presents and Showcase. Students are assessed on their ability to perform dance styles with appropriate intention and skill.

3. Appreciation (Knowledge and Understanding & Responding)

Students respond to dance works by analysing- describe, interpret and evaluate the dance elements, the choreographic intention and the context of dance.

ASSESSMENT PROGRAM

Choreography and Performance tasks are practical assessments in pairs, small groups and whole class, performing to peers and public audience.

Appreciation tasks are written assignments and in class exams.

NOTE:

1. Dance attire will need to be worn for practical classes and assessments.
2. Dance classes can be physically demanding on the body.
3. On some occasions, attendance at rehearsals outside of normal school hours will be required.
4. Costumes will need to be purchased and made. Costs will be kept to a minimum.
5. In Term 4, students perform in the Year 10 Showcase as part of assessment.
DRAMA

COURSE OUTLINE

This course aims to provide an engaging, activity-based and interesting pathway into the world of performance drama. It will promote the development of skills in acting and creating Drama, as well as an appreciation for a wide variety of dramatic works.

Although previous drama experience is an advantage, students with no previous experience can achieve well in this subject.

The course is essentially practical, but written work in Creating (scriptwriting) and Responding & Reflecting is also an important element.

In Year 10, students will study:

1. **Developing a Sense of Humour** - Comedy and Clowning - Physical Theatre

2. **Developing a Sense of Reality** - Plays & Monologues (Wolf Lullaby & Juice)

3. **Developing a Sense of Awareness** - Contemporary Political Theatre and Collage Drama

4. **Developing a Sense of Being** - Post Modern Theatre, Script work and Performance skills

ASSESSMENT PROGRAM

Students will be assessed in three dimensions -

- Creating (creating drama)
- Presenting (performing drama)
- Responding & Reflecting (writing about drama created by themselves and by others)

Assessment will include improvisation, small and large group performances, scriptwriting, and written responses (essays and reviews).

NOTE: Students may be required to provide basic costumes for some performance tasks. Students will be required to attend some performances, such as Arts Council performances, in order to complete some Responding Tasks. These must be paid for by the students.
ENGLISH

COURSE OUTLINE

English is one of the ‘core’ subjects studied by all students in Year 10.

By the end of Year 10 students listen to, read and view a range of spoken, written and multimodal texts, recognising how events, situations and people can be represented from different perspectives, and identifying stated and implied meaning in texts.

Students create engaging representations of people, places, events and concepts in coherent and well-structured written, spoken and multimodal texts. Students develop their capacity to create texts for specified purposes, including entertainment, analysis and persuasion.

The following strands will be studied in Year 9:

Language: developing knowledge about the English language
Literature: understanding, appreciating, responding to, analysing and creating texts
Literacy: expanding a repertoire of skills and knowledge, to enhance English usage

Together, the three strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking and writing.

Content descriptions in each strand are grouped into sub-strands that, across the year levels, present a sequence of development of knowledge, understanding and skills. The sub-strands are:

**Language**  | **Literature**  | **Literacy**
--- | --- | ---
Language variation and change | Literature and context | Texts in context
Language for interaction | Responding to literature | Interacting with others
Text structure and organisation | Examining literature | Interpreting, analysing and evaluating
Expressing and developing ideas | Creating literature | Creating texts

ASSESSMENT PROGRAM

- Assignments
- In class exam
- Spoken Presentations
FRENCH

COURSE OUTLINE

The French course is intended to prepare students for a world in which intercultural communication and understanding are becoming more and more important.

Students are taught the language appropriate to situations they may come across as a visitor to France or French-speaking countries such as Switzerland or Canada, or when meeting with French speakers who visit or live in Australia.

Studying French can assist students to:
- engage with the global community
- widen cultural understanding and experiences
- be able to travel through parts of the world more easily (French is important in 44 countries around the world.)
- gain a competitive edge in some parts of the job market
- develop new perspectives and problem-solving skills
- gain a greater insight into the workings of English

The use of authentic materials (DVD, audio CD’s, magazine articles, Internet sites) originating from France or using native speakers ensures that students are learning "real" French and come to understand better the customs and cultures of French-speaking countries.

The Pimlico Language Centre provides access to a range of technology to assist language learning.

Topics in Year 9 and 10 may include:

Voyage en France – Paris; Shopping; A Day in the Life of…….; Leisure; Relationships;
La Francophonie – French culture and language outside France; Life in a different environment.

Students who are interested in learning a foreign language and who wish to find out about different cultures are strongly encouraged to take French.

ASSESSMENT PROGRAM

Assessment tasks include a variety of assessment techniques e.g. short assignment tasks, in-class activities or projects and in-class tests. Understanding and Communicating are each assessed during the semester.
FURNISHING

COURSE OUTLINE

This vocational education subject is designed to provide students with a variety of intellectual, technical operations and workplace skills. It will, on most occasions, be delivered in a workshop setting that relates to the industry context, allowing for integration of learning experiences and application of study topics in situations as close as possible to industry practice. The course is designed to provide students with basic industry knowledge and skills for most streams within the furnishing industry.

Units of Competency:
The Certificate course consists of a number of units of competency including:

<table>
<thead>
<tr>
<th>MSF10113 Certificate I Furnishing</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSAPMOHS100 Follow OHS procedures</td>
</tr>
<tr>
<td>MSAENV272B Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>MSAPMSUP102A Communicate in the workplace</td>
</tr>
<tr>
<td>MSAPMSUP106A Work in a team</td>
</tr>
</tbody>
</table>

These units of competency will be taught in a combined manner in a predominately practical situation. Practical activities range from small exercises to larger projects which are all confined to the workshop.

VOCATIONAL OUTCOME

Successful completion of most or all units of competency will lead to the completion of Certificate I in Furnishing which are nationally recognised in the furnishing industry. This course is particularly suited to students who may be seeking employment in sectors of the furnishing industry. It leads directly to further training in on-the-job traineeships/apprenticeships or at TAFE or with private training providers.

ASSESSMENT PROGRAM

Competency assessment techniques will include short answer tests, project work, and teacher observation and questioning. A Level of Achievement will not be awarded for this course. Assessment is entirely competency based.

RISK MANAGEMENT

Some learning activities in this subject involve an inherent level of risk. Acceptance into the subject will require parent or guardian consent to participate in the course of study. Details of the risks will be provided in the consent letter which will be provided by the class teacher. For further information refer to page 2.

FOR FURTHER INFORMATION PLEASE CONTACT: Mr C Timbs
GERMAN

COURSE OUTLINE

The German course is intended to prepare students for a world in which intercultural communication and understanding are becoming more and more important.

Students are taught the language appropriate to situations they may come across as a visitor to Germany or German-speaking countries such as Switzerland and Austria, or when meeting with German speakers who visit or live in Australia.

Studying German can assist students to:
- engage with the global community
- widen cultural understanding and experiences
- be able to travel through parts of the world more easily (German is the most widely spoken language in Europe.)
- gain a competitive edge in some parts of the job market
- develop new perspectives and problem-solving skills
- gain a greater insight into the workings of English

The use of authentic materials (DVD’s, audio CD’s, magazine articles, Internet sites) originating from Germany or using German native speakers ensures that students are learning “real” German and come to understand the customs and cultures of German speaking countries.

The Pimlico Language Centre provides access to a range of technology to assist language learning.

Topics in Year 9 and 10 may include:

All about us; Shopping in Berlin; A day in the life of.....; On a visit to Austria and Germany; Free-time and the media in Germany and Australia; Exchanges - life in a German-speaking country; Celebrations and the future.

Students who are interested in learning a foreign language and who wish to find out more about different cultures are strongly encouraged to take German.

ASSESSMENT PROGRAM

Assessment tasks include a variety of assessment techniques e.g. short assignment tasks, in-class activities or projects and in-class tests. Understanding and Communicating are each assessed during the semester.
GRAPHICS

COURSE OUTLINE

Graphics is a course of study which that provides an opportunity for students to gain an understanding of graphical design and communication across a spectrum of applications. The principles of graphical design & communication are developed through foundation activities and are then further applied through a design folio which focuses on real-world problems. Students are encouraged to be imaginative and creative whilst problem solving.

The three areas of design covering 2 & 3 dimensional viewing systems are:-
- Built Environment Design
  - Architecture
  - Landscape architecture
  - Interior design
- Industrial Design
  - Creating & developing concepts for products
- Graphic Design

Some learning experiences that the students may undertake are:
- Developing packaging for an Aeronautical Vehicle eg Rocket, Spaceship, Plane
- Creatively presenting consumer data in graph/chart format
- Portraying houseware designs in a pictorial form
- Detailed 2D representations of a machine part
- Basic surveying and setting out in the school grounds
- Use of computer aided design & drafting software (Autocad, Solidworks, Revit)
- Presentation (rendering) of drawings using CADD
- Manufacturing their creations using a 3D Printer- Toy design

COMPUTER ACCESS

This is computer-based subject. For participation in this subject it is essential to have access to a computer and the required software in class and at home for homework tasks and assignments. Details of the BYO laptop programme available for will be provided as soon as it is available. Students are expected to participate in the programme if they choose this subject.

ASSESSMENT PROGRAM

The assessment program will include a variety of assessment techniques which are integrated with the learning experiences. Over the course of study, students complete the following each semester:
- Design Folio- completed mainly in class; theme based units; electronic drafting/design
- Foundation Studies Folio (FSF) – drawing concepts/skills linked to Design Folio; electronic drafting
- Short Response Test - related to work covered in class for Foundation Studies Folio
HEALTH AND PHYSICAL EDUCATION

Health and Physical Education is one of the ‘core’ subjects studied by all students in Year 10

This subject aims to:
- Instil in students a desire to follow healthy lifestyle practices
- Help students to develop an understanding of exercise and fitness, first aid, sexuality and mental health.
- Teach students a variety of physical skills, tactics and strategies through a range of physical activities.
- Students will also complete a non-assessable unit in Term 3 on careers and learning pathways.

COURSE OUTLINE

This course includes theory units on Health and Personal Development including exercise and fitness, first aid, sexuality and mental health as well as practical units covering a variety of games, sports and other physical activities.

COURSE REQUIREMENTS

Students are required to participate in both theory and practical lessons. ALL UNITS ARE COMPULSORY.

No textbook is required for this course.

ASSESSMENT PROGRAM

- Theory units are assessed using a variety of techniques including written exams, in-class essays and reports, assignments, and ICT based multimodal assessment.

- Practical units are assessed on the student’s consistent performance of physical skills and techniques, tactics and strategies, as well as knowledge of rules and safety procedures required for the unit being studied.
HOME ECONOMICS

COURSE OUTLINE
Home Economics is a multi-disciplinary area of study that provides opportunities for students to understand and shape preferred solutions to a range of challenges in their personal, family, community and work roles. Students will develop knowledge and skill in the areas of Food Studies and Textiles Studies.

Home Economics is focused on developing the following skills in students:
- Be innovative, enterprising and creative
- Balance work responsibilities with personal responsibilities and leisure
- Choose nutritious foods in a changing marketplace
- Design, evaluate and make decisions related to textiles and food
- Make informed, responsible and ethical consumer decisions, including acting sustainably.
- Negotiate for effective and diverse family and interpersonal relationships
- Prepare nutritious foods and develop health promoting food behaviours
- Take control of their health and develop health promoting behaviours
- Understand and take action to enhance human growth and development
- Understand and confront the way they influence and are influenced by broad societal factors such as media, advertising, peer pressure, government policies and changing technologies
- Utilise design and technology relevant to families and communities.
- Provide opportunities for students to develop vocationally related knowledge and skills, such as those related to food technology, hospitality, childcare and the design and textile industries.

TOPICS
Food Studies units may include:
- Veg Out! - Study of vegetables, nutrition and methods of cookery for a healthy diet.
- Super-Size Me! - Fast food v’s home made with regards to quality and nutrition for teens.

Textiles Studies units may include:
- Slumber Time! – Design and production of PJ’s including dying techniques and a study of cotton.
- Soft Spot! – Advocacy for and the design and production of a textile item for a charity.
- Renovate, Recycle, Rejuvenate – The development of textile item from recycled materials.

ASSESSMENT PROGRAM
Assessment criteria each semester follow the Technology curriculum which includes:
- Knowledge and Understanding
- Investigating and Designing
- Producing (Food and Textiles practical products)
- Evaluating
- Reflecting

Assessment each semester includes:
Practical work, and written work including process journals, reports, assignments and/or tests.

REQUIRED COURSE SUPPLIES AND EQUIPMENT
For the Food units students will be required to supply their own cooking ingredients – a list will be provided at the beginning of the unit. For the Textile units students will be required to supply fabric and accessories for their tasks. They will also require a basic sewing kit – a list of contents will be provided by the teacher. These items are essential for practical tasks, including assessment.

RISK MANAGEMENT
Some learning activities in this subject involve an inherent level of risk. Acceptance into the subject will require parent or guardian consent to participate in the course of study. Details of the risks will be provided in the consent letter which will be provided by the class teacher.
HUMANITIES

Humanities is one of the ‘core’ subjects studied by all students in Year 10. The courses include all of the learning areas of Social Sciences – History, Geography, Legal Studies, Economics/Business, Civics and Citizenship.

COURSE OUTLINE

Humanities is concerned with investigating how society operates, encouraging students to learn about their past and to suggest positive changes for the future. It enables students to reflect on values, democracy, social justice, economic and ecological sustainability and peace.

All units in Year 10 are part of the National Curriculum. The course is divided into three main strands:

- **HISTORY** (40% of the course): Topics include The Industrial Revolution, Making a Nation and World War I.
- **GEOGRAPHY** (40% of the course): Topics include Biomes and Food Security and Interconnections.
- **SOCIAL SCIENCE** (20% of the course): This includes the learning areas of Legal Studies, Economics/Business, Civics and Citizenship. Topics include Australia’s Political and Legal System, Financial Responsibility – Risks and Rewards and Competing in a Global Economy.

In Year 10, students focus on the four main strands of Social Science which prepares the students for Year 11 and 12 and/or the working world. The strands include:

- **HISTORY** (40% of the course) – Topics include World War II, Rights and Freedoms and Popular Culture.
- **GEOGRAPHY** (40% of the course) – Topics include Environmental Change and Human Well Being.
- **ECONOMICS AND BUSINESS/CIVICS, CITIZENSHIP AND THE LAW** (20% of the course) – This unit focuses on The Economy, Wealth and Democracy

Humanities in Year 10 develops general capabilities within students that they use in class and in their lives outside school. These include information and communication technology (ICT); critical and creative thinking; ethical behaviour; intercultural understanding; Aboriginal and Torres Strait Islander histories and cultures; sustainability; and, Australia’s engagement with Asia. A key component of the Year 10 courses is the completion of fieldwork which is directly related to assessment pieces.

Humanities is designed to give young Australians the understanding needed to make sense of their own world, an appreciation of the diversity, complexity and interdependence of places and their peoples, and a set of skills that will be useful in their future life. It will give them a knowledge of both Australia and of the world, and of significant trends and issues that will affect their lives. Above all, they will learn how to think, how to find and evaluate new knowledge, and how to be critical users of this knowledge in their adult life.

ASSESSMENT PROGRAM

Assessment is aimed at developing a student’s skills in research, using computer software, group work, and examining and solving problems. Assessment will be based on in-class and research assessment pieces each semester.

COSTS

There are costs relating to excursions e.g. local fields trips ($18.00 per trip)
INDUSTRIAL TECHNOLOGY & DESIGN

COURSE OUTLINE

Industrial Technology & Design is a course of study which investigates the nature and functions of available resources related to the Construction, Engineering/Manufacturing, Furnishings and Plastics industries. It requires students to identify and understand a design challenge, select appropriate resources and strategies that may solve the problem, implement a plan and evaluate the outcomes. Students are encouraged to be active participants in the creation of solutions through design, making and appraising. They are exposed to a range of intellectual challenges while developing practical skills associated with hand & power tools, machinery and equipment.

Some learning experiences that students may undertake are:

- Small furnishings
- Basic electronics
- Fabrication & Welding
- Machining (lathe)
- Plastics
- Hydraulics/pneumatics
- Solar power
- Computer aided design and modelling
- Competitions, eg CO2 Dragster Competition, Solar Car Challenge

ASSESSMENT PROGRAM

The assessment program will include a variety of assessment techniques which are integrated with the learning experiences. Over the course of study students complete the following each semester:

- Technology Tests- theoretical aspects related to workshop projects; literacy & numeracy linked to project/s, work procedures and drawing interpretation
- Project Folio/s- provides a record of how the student considered and addressed the design challenge/s
- Workshop Projects- used to develop knowledge and skill of materials, processes, equipment; create and develop design solutions
JAPANESE

COURSE OUTLINE

The Japanese course is intended to prepare students for a world in which intercultural communication and understanding are becoming more and more important.

Students are taught the language appropriate to situations they may encounter either as a visitor to Japan or when meeting with Japanese speakers who visit or live in Australia.

Studying Japanese can assist students to:
- engage with the global community
- widen cultural understanding and experiences
- be able to travel to some countries more easily
- gain a competitive edge in some parts of the job market
- develop new perspectives and problem-solving skills
- gain a greater insight into the workings of English

The use of authentic materials (e.g. videos, DVD’s, audio CD’s, magazine articles, Internet sites ) originating from Japan or using Japanese native speakers ensures that students are learning “real” Japanese and come to understand the customs and cultures of Japanese-speaking countries.

The Pimlico Language Centre provides access to a range of technology to assist language learning.

Topics in Year 9 and 10 may include:

Shopping; Seasons, festivals and activities; Family and daily routines; Dining and socialising; Relating with others; Hosting and homes; Environment; Planning a trip;

Students who are interested in continuing to learn Japanese and wanting a gateway into the Asian region are strongly encouraged to take this subject.

ASSESSMENT PROGRAM

Assessment tasks include a variety of assessment techniques e.g. short assignment tasks, in-class activities or projects and in-class tests. Understanding and Communicating are each assessed during the semester.
Mathematics is one of the ‘core’ subjects studied by all students in Year 10.

**COURSE OUTLINE**

In Year 10 there are two courses:
1. **MATHEMATICS** (Preparation for Mathematics A or Prevocational Maths in Year 11/12)
2. **MATHEMATICS with EXTENSION components** (Preparation for Mathematics B and C in Year 11/12)

<table>
<thead>
<tr>
<th>Students, who are considering choosing Mathematics B in Year 11 MUST CHOOSE MATHEMATICS with EXTENSION components. This will allow students to keep their subject options open for Year 11. Students who choose the MATHEMATICS course in Year 10 will only be eligible to select either Mathematics A or Prevocational Mathematics in Year 11.</th>
</tr>
</thead>
</table>

As required by the Australian Curriculum, both courses cover:
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Depending on the course, certain topics are covered in more detail in order to prepare students for their possible senior subject selections. See the course descriptions below:

**MATHEMATICS (Mathematics A/Prevocational Maths Preparation)**
Students develop foundation knowledge and skills essential for everyday living and employment in trades and businesses.

**MATHEMATICS with EXTENSION components (Mathematics B/C Preparation)**
Students develop foundation knowledge and skills in theoretical and practical aspects of mathematics. This course focuses on all strands listed above; however, particular emphasis is placed on the number and algebra strand including quadratics, linear graphing and simultaneous equations.

**ASSESSMENT PROGRAM**

Students in both courses will complete:
- Exams
- Problem Solving Tasks
MEDIA STUDIES

COURSE OUTLINE
In this subject, students study a range of different media, including print (magazine, newspaper), broadcast (radio, television), cinema and the internet, with a focus on how these operate within society as tools for communication.

Students will develop skills in critical analysis and appreciation of each form of media, by responding to meaning and considering the purpose and context of media production.

Students will also be engaged in practical activities in order to design and produce texts in the various forms of media.

Media learning deepens students’ understanding of the elements associated with producing and communicating in the film and television and new media realm. It also develops global citizens who are more active in and critical of the media and how it contributes to society.

TOPICS
Specialisation: students complete all four units
Semester elective: students complete first two units only.

Examples of units include:
- Music Videos
- Heroes and gender in the Media
- Special Effects – makeup and CGI
- Genre and Cinema

COMPUTER ACCESS
This is computer-based subject. For participation in this subject it is essential to have access to a computer and the required software in class and at home for homework tasks and assignments. Details of the BYO laptop programme available for will be provided as soon as it is available. Students are expected to participate in the programme if they choose this subject.

ASSESSMENT PROGRAM
Students will be assessed in three dimensions -

Producing media (Design)

Creating media (Production)

Responding to media & Reflecting on processes (Critique)

Assessment will include written assessments (e.g. critical reviews), orals and practical production tasks. Practical tasks will only involve individual assessment. Peers may be used as actors and assistants to productions.
MUSIC

COURSE OUTLINE

This course will enable the enthusiastic musician to build on their skills in musicology, composition and performance developed in Year 9.

There will be an emphasis on identifying and notating musical sound through practical and theoretical activities.

Knowledge and Composition

Students will develop skills in attentive and critical listening to a vast array of music, including popular music, music from the media, classics (eg Beethoven, Mozart and Haydn) other cultures, folk and contemporary styles. Students will become composers through a development of theory skills and application of these skills through the music notation software.

Performance

Development of vocal, keyboard and guitar skills in practical musicianship studies will continue throughout the course. Practical work concentrates on singing and playing individually and in small groups in a variety of styles. Students are encouraged to participate in instrumental lessons either through the school instrumental program or through private tuition, and participation in one of the school ensembles will help to foster their development as an overall musician.

ASSESSMENT PROGRAM

Individual and group practical performances, music compositions, research written assignments and orals, and formal tests.
SCIENCE

Science is one of the ‘core’ subjects studied by all students in Year 10.

COURSE OUTLINE

YEAR 10:

- Biological Sciences – Genetics, Evolution
- Chemical Sciences – Periodic Table, Chemical Reactions
- Physical Sciences – Motion, Collisions
- Earth and Space Sciences – Global Systems, The Universe
- Science as a Human Endeavour and Science Inquiry Skills will be addressed in all units of the course.

ASSESSMENT PROGRAM

Assessment includes written tests, experimental design and scientific reports and research assignments.
This table illustrates the range of subjects offered in faculty areas across the school:

<table>
<thead>
<tr>
<th>FACULTY AREAS</th>
<th>YEAR 8</th>
<th>YEARS 9/10</th>
<th>YEARS 11/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication and Languages</td>
<td>English</td>
<td>English</td>
<td>English Communication</td>
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<td>French</td>
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<td>Japanese</td>
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<td>Japanese</td>
<td>Japanese</td>
<td>English Extension (Literature) (Yr 12 only)</td>
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<tr>
<td>Mathematics</td>
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<td>Mathematics</td>
<td>Mathematics A</td>
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<td>Mathematics B</td>
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<td>Mathematics C</td>
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<td>Pre-Vocational Mathematics</td>
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<tr>
<td>Science</td>
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<td>Biology</td>
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<td>Physics</td>
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<td>Allied Health (Cert III)</td>
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<td>Science in Practice</td>
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<tr>
<td>Humanities and Social Science</td>
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<td>Ancient History Economics</td>
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<td>Modern History</td>
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<td>Social and Community Studies</td>
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<tr>
<td>Practical Arts</td>
<td>Industrial Technology &amp; Design</td>
<td>Graphics</td>
<td>Graphics</td>
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<td>Textiles and Food Studies</td>
<td>Home Economics</td>
<td>Home Economics</td>
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<td>Industrial Technology &amp; Design</td>
<td>Hospitality</td>
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<td>Engineering (Cert II)</td>
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<tr>
<td>Creative and Performing Arts</td>
<td>Art</td>
<td>Art</td>
<td>Dance</td>
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<td></td>
<td>Music</td>
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<td>Drama</td>
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<td>Media Studies</td>
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<td>Music</td>
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<td>Film, Television &amp; New Media</td>
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<td>Music Extension (Yr 12 only)</td>
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<td>Visual Art</td>
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<td>Commerce</td>
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<td>Business Communication &amp; Technologies</td>
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<td>Aquatic Practices</td>
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<td>Information Technology</td>
<td>Digital Technologies</td>
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<td>Information Processing &amp; Technology</td>
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<td>Information, Digital Media &amp; Technology</td>
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**SENIOR SUBJECT RECOMMENDATIONS**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Recommendation</th>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>Recommended - C in Year 10 English</td>
</tr>
<tr>
<td>English Communication</td>
<td>Nil</td>
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<tr>
<td>French</td>
<td>Essential - C in Year 10 French</td>
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<tr>
<td>German</td>
<td>Essential - C in Year 10 German</td>
</tr>
<tr>
<td>Japanese</td>
<td>Essential - C in Year 10 Japanese</td>
</tr>
<tr>
<td>Mathematics A</td>
<td>Recommended - C in Year 10 Mathematics</td>
</tr>
<tr>
<td>Mathematics B</td>
<td>Essential - A in Year 10 Mathematics and B in Extension components</td>
</tr>
<tr>
<td>Mathematics C</td>
<td>Essential - A in Year 10 Mathematics and B in Extension components</td>
</tr>
<tr>
<td>Pre-vocational</td>
<td>Nil</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Nil</td>
</tr>
<tr>
<td>Biology</td>
<td>Recommended - B in Year 10 Science</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Recommended - A in Year 10 Mathematics and B in Extension components, and B in Year 10 Science</td>
</tr>
<tr>
<td>Physics</td>
<td>Essential - A in Year 10 Mathematics and B in Extension components, and B in Year 10 Science</td>
</tr>
<tr>
<td>Allied Health</td>
<td>Nil</td>
</tr>
<tr>
<td>Science in Practice</td>
<td>Nil</td>
</tr>
<tr>
<td>Ancient History</td>
<td>Essential - C in Year 10 Humanities</td>
</tr>
<tr>
<td>Economics</td>
<td>Essential - C in Year 10 Humanities</td>
</tr>
<tr>
<td>Geography</td>
<td>Essential - C in Year 10 Humanities</td>
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<tr>
<td>Legal Studies</td>
<td>Essential - C in Year 10 Humanities</td>
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<tr>
<td>Modern History</td>
<td>Essential - C in Year 10 Humanities</td>
</tr>
<tr>
<td>Social and Community Studies</td>
<td>Nil</td>
</tr>
</tbody>
</table>

*(continued over page)*
## SENIOR SUBJECT RECOMMENDATIONS (continued)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRAPHICS</strong></td>
<td>Essential - C in Year 10 Graphics</td>
</tr>
<tr>
<td><strong>CONSTRUCTION</strong></td>
<td>Desirable - Year 10 ITD</td>
</tr>
<tr>
<td><strong>ENGINEERING</strong></td>
<td>Desirable - Year 10 ITD</td>
</tr>
<tr>
<td><strong>HOME ECONOMICS</strong></td>
<td>Recommended – C in Year 10 English</td>
</tr>
<tr>
<td><strong>HOSPITALITY</strong></td>
<td>Nil</td>
</tr>
<tr>
<td><strong>DANCE</strong></td>
<td>Desirable - C in Year 10 English</td>
</tr>
<tr>
<td><strong>DRAMA</strong></td>
<td>Essential – C in Year 10 English, both oral and written skills</td>
</tr>
<tr>
<td><strong>FILM, TELEVISION AND NEW MEDIA</strong></td>
<td>Recommended – C in Year 10 English, both oral and written skills</td>
</tr>
<tr>
<td><strong>MUSIC</strong></td>
<td>Essential – C in Year 10 Music, or background in instrumental music</td>
</tr>
<tr>
<td><strong>VISUAL ART</strong></td>
<td>Essential - C in Year 10 Art and English</td>
</tr>
<tr>
<td><strong>VISUAL ARTS IN PRACTICE</strong></td>
<td>Nil</td>
</tr>
<tr>
<td><strong>ACCOUNTING</strong></td>
<td>Desirable – C in Year 10 English</td>
</tr>
<tr>
<td><strong>BUSINESS COMMUNICATION &amp; TECHNOLOGIES</strong></td>
<td>Desirable – C in Year 10 English</td>
</tr>
<tr>
<td><strong>BUSINESS</strong></td>
<td>Nil</td>
</tr>
<tr>
<td><strong>PHYSICAL EDUCATION</strong></td>
<td>Recommended - C in Year 10 Health and Physical Education. Students must be physically capable of participation in all units of the course</td>
</tr>
<tr>
<td><strong>RECREATION</strong></td>
<td>Students must be physically capable of participation in all units of the course</td>
</tr>
<tr>
<td><strong>AQUATIC PRACTICES</strong></td>
<td>Essential - Ability to swim 50 metres and tread water for 10 minutes</td>
</tr>
<tr>
<td><strong>INFORMATION PROCESSING AND TECHNOLOGY</strong></td>
<td>Desirable - A in Year 10 Mathematics and B in Extension components, and B in Year 10 English</td>
</tr>
<tr>
<td><strong>INFORMATION, DIGITAL MEDIA &amp; TECHNOLOGY</strong></td>
<td>Nil</td>
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</tbody>
</table>