PROSPECT HIGH SCHOOL

GRADE 9 / 10 SUBJECT SELECTION

GUIDE TO
2016
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GRADE 9 CURRICULUM STRUCTURE
- Five compulsory subjects: English, Maths, Science, History and Health & Physical Education
- Three optional subjects
- Grade Time: grade assemblies, recreational programs, sport, future pathways for subjects and careers, work studies, social and emotional learning

GRADE 10 CURRICULUM STRUCTURE
- Five compulsory subjects: English, Maths, Science, History and Health & Physical Education
- Three optional subjects
- Grade Time: grade assemblies, recreational programs, sport, future pathways for subjects and careers, work studies, social and emotional learning

PATHWAYS
Learning areas have defined possible learning pathways from Grade 9 to Grade 12. In Grades 11 and 12 pre-tertiary subjects are identified as Level 3 (L3) and are used to calculate scores for university entrance. Students should be mindful of selecting subjects that will not only keep their learning pathways open, but also lead into their desired field of study in the future. We strongly recommend that students study subjects from a wide variety of different learning areas so that they keep their options open as long as possible.

COURSE SELECTION CONSULTATION
The Grade 8 and 9 Care teams will help to ensure students have a clear understanding of the choices to be made. This Course Selection Handbook contains information about particular subjects. Parents who wish to consult with Care teachers or seek further information about specialist subjects are welcome to contact the school by telephone for advice or an appointment with a relevant staff member. Each Course Selection Form will require the signatures of the student, a parent and the Care teacher to ensure that appropriate advice has been taken into consideration. Any future changes to a student’s subject selection will also require written consent from a parent or guardian.
COURSE ALLOCATION
Every effort will be made to give students the subjects requested. However, classes can only be formed if there is sufficient demand. As well, some subject combinations will clash. When this occurs, students will have the opportunity to negotiate another choice. For this reason, please indicate two additional ‘reserve’ choices on the selection sheet.

OPTION SUBJECT COSTS AND LEVIES
This booklet does not include levies for individual subjects; these costs are built into a single whole school composite levy for grades 9/10 in consultation with the School Association and in line with Department of Education policy. The composite levy covers the cost of most student options and includes a recreation/winter sport program for all students.

The Department of Education has a policy which covers levy costs for families who qualify for the Student Assistance Scheme (STAS).
This policy requires all costs associated with compulsory subjects and activities to be advised and charged to all parents at the beginning of the year. The school is also required to offer terms for payment over a period of time.
In line with this policy parents will receive details about the full cost payable ‘up-front’. The school wishes to advise that:

- this is Department of Education policy
- it reflects advice from families preferring ‘up-front’ payment to weekly costs
- families qualifying for STAS are not required to pay Composite Levies. However, payment will be invoiced for optional subjects and activities attracting a levy in this course booklet (for example, optional excursions, music tuition, photos, etc.). See subject notes.

COMPLETING YOUR SUBJECT CHOICES ON THE COURSE SELECTION FORM (this will be provided as a separate sheet)
Record your 8 choices plus 2 additional or ‘reserve’ subject choices as it may not be possible to allocate every desired subject due to timetable restrictions.

The Course Selection Form is to be returned to your Care Teacher by FRIDAY, AUGUST 28th.

Students who return this form by Friday August 28th will be given preference over students who do not meet this deadline when allocations are made to classes in 2016.
English is a compulsory subject for all students in Grades 9 and 10.

**Subjects Available**

9 English  
10 English  
9/10 English Writing and Contemporary Issues (Option)

**Summary of Course Content**

**9 & 10 English**

At Prospect High School, English is the study, application and celebration of English language and literature. Consisting of three interrelated elements – language, literature and literacy – our English teaching-learning program ensures that all students become effective and confident communicators, imaginative and critical thinkers, and informed citizens. Students will develop their capacity to speak, listen, read, view, write and represent with accuracy and confidence for a wide range of audiences and purposes. This course is appropriate for all ability levels and provides a suitable pathway to all Year 11 English courses.

**Pathways**

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9 ENGLISH AND 10 ENGLISH

The English course develops students’ language and literacy skills and encourages them to make meaning of the world by exploring a variety of texts, including novels, plays, poetry, mass media and film. Students will explore a range of classic and contemporary literature. By studying texts that represent the diversity of human experience, students develop the capacity to better understand themselves, others and the world in which they live.

In English, students engage in various forms of writing, including creative and critical responses. They develop skills in essay writing.

Students’ speaking and listening skills are developed through participation in discussion, role play, debate and oral presentation.

The inquiry process is used to investigate a range of ideas and issues relevant to life in the twenty-first century. Students may have opportunities to engage in some independent and negotiated learning. A personalised reading program is an important aspect of the course.

Course Objectives: It is intended students will:

- develop the ability to communicate clearly in oral, written and visual forms
- develop confidence in their ability to create their own imaginative, informative and persuasive texts
- use reading, writing, viewing, speaking and listening as inter-related and enjoyable processes
- develop speaking and listening skills
- become aware that texts are used for different purposes and audiences
- explore ideas and issues through texts
- understand that written and visual texts shape/reflect our cultural values
- increase their ability to explore, develop and express opinions

Selection Considerations: English is a compulsory subject in Grade 9 and 10.

Equipment Supplied: 2 Exercise books, Display folder

Enquiries: Mr David Shorter
ENGLISH WRITING AND CONTEMPORARY ISSUES

This course provides opportunities for students to explore a spectrum of contemporary social issues. Through research and writing, students will develop a detailed understanding of topical social issues, including the multiple perspectives from which these issues are viewed and understood. The course is relevant to a wide range of future study and career options, including Year 11 English and Humanities subjects and careers linked to the social sciences (e.g. environmental services, legal services, local government, policing, teaching).

The course addresses effective written communication. Students will develop their understanding of contemporary social issues by writing in a range of genres and styles, both analytical and creative. The writing process will be scaffolded and supported to ensure students’ work is accurate and effective. As well, students will refine their research skills by learning to use library databases to search for specific information, and by gathering and analysing survey data.

In this course, students will:

- explore and develop a detailed and critical understanding of a range of contemporary social issues
- express their ideas and understandings accurately and effectively in writing
- learn to research efficiently and effectively using the range of tools and resources available to them in the school library
- learn to correctly reference their work
- learn to collect and analyse data, successfully applying statistical processes as appropriate

This course can be studied in Grade 9 or Grade 10. With negotiation and clear evidence of commitment to the course, it may be possible to study English Writing and Contemporary Issues in Grade 9 and Grade 10.

Students must be willing to read complex texts and write extensively. As well, they must be self-motivated and prepared to work independently. They must also be willing to participate in group activities and share their work.

Assessment is based on successful completion of class activities and assignments throughout the year.

Enquiries: Mr David Shorter and Ms Sandra De Paoli
Equipment Supplied: 2 exercise books, display folder
AREA OF LEARNING

MATHEMATICS / NUMERACY

Subjects Available
9 Mathematics
9 Mathematics Extension
Mathematics Stage 9A (Option)

10 Mathematics
10 Mathematics Extension
Mathematics Stage 10A (Option)

Please note that it is compulsory to study 9 Mathematics or 9 Mathematics Extension in Grade 9. The same applies in Grade 10. Students should ask their Maths teacher about the most suitable course for them.

Equipment:
2 Exercise books, Scientific Calculator (supplied in Grade 7)

Pathways
MATHEMATICS
The Mathematics courses in Grades 9 and 10 are designed to help students deal effectively with everyday life situations and they are also designed to prepare students adequately for apprenticeships, TAFE, non-pre-tertiary college courses in Grade 11 and most work situations. These courses are at the standard expected by the Australian Curriculum, i.e. C Standard.

MATHEMATICS EXTENSION
The Mathematics Extension courses in Grades 9 and 10 are designed to help students who are interested in a pathway to applied pre-tertiary college courses in Year 11 and hence to applied mathematics courses at university. These courses go into more depth and are above the standard expected by the Australian Curriculum. Students who are interested in going beyond the expected standard of the curriculum and achieving a B or A rating for maths should choose the Mathematics Extension courses in Grades 9 and 10.

Please Note: Students must choose either Mathematics or Mathematics Extension in Grade 9 and 10.

MATHEMATICS STAGE 10A
Courses Available: This is an optional course available for Year 10 or 11 students. The syllabus is designed for students who are aiming to undertake tertiary studies in mathematics or the physical sciences and it also gives students a much better chance of achieving an A or B rating in their normal maths class. This course is essential for students who are planning to study Mathematics Specialised in Year 12 and engineering at university. The course is available at college but it is an advantage for students to have completed this first syllabus in Year 10 if possible. The subsequent courses at college are Maths Methods 3 and Maths Specialised.

Course Objectives
General: Through studying Mathematics Stage 10A students will
- gain deeper insight into the structures of mathematics
- meet intellectually challenging situations
- develop desirable attitudes towards mathematics
- work constructively at mathematical tasks presented as problems in real world contexts
- present solutions in a clear and logically-argued manner
- present ideas about proof

Selection Considerations: This course is available to Grade 10 students only.
Students who study Mathematics Stage 10A must also be studying 10 Mathematics Extension.

Equipment Supplied: 3 exercise books, scientific calculator (supplied in Grade 7)

Enquiries: Mr James, Mr Stocks, Mr Uko, Mr Brewer
MATHEMATICS STAGE 9A

Courses Available: This optional course is available for Grade 9 students. It is a school based course (not an official Australian Curriculum course) to help prepare students for Mathematics Stage 10A in Grade 10. Students who are considering choosing Mathematics Stage 10A in Grade 10 are strongly encouraged to prepare themselves well by doing Mathematics Stage 9A in Grade 9. Studying Mathematics Stage 9A also gives students a much better chance of achieving an A or B rating in their normal maths class.

Selection Considerations: This course is available to Grade 9 students only. Students who study Mathematics Stage 9A must also be studying 9 Mathematics Extension.

Equipment Supplied: 3 exercise books
Scientific calculator (supplied in Grade 7)

Enquiries: Mr James, Mr Stocks, Mr Uko, Mr Brewer
AREA OF LEARNING

SCIENCE

Subjects Available
9 Science
9 Science Extension
10 Science Extension
10 Science

The Science Extension course is the more demanding course and will focus on preparing students for pre-tertiary studies in Science at college level. Students who are aiming for an A or B achievement rating must do Science Extension in Grade 9/10.

Pathways

Study in previous years is not always necessary. However, it is obviously an advantage to have had previous experience and skill development in any general subject area.

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SCIENCE EXTENSION

Course Objectives: Students will be able to:

- develop and apply problem solving and decision making skills to everyday questions involving science and technology
- develop confidence in using quantified scientific information as a basis for making decisions
- understand the relationship of technological and scientific developments to social issues
- develop a life-long interest and enthusiasm for science
- develop a critical attitude towards popular scientific reporting
- appreciate the role of science and technology as a human endeavour and in the development of societies
- become aware of the impact of science applications on the environment, including sustainability
- persevere
- develop communication skills
- develop inquiry skills

Content:

Grade 9
Science Inquiry Skills
Science as a Human Endeavour
Science Understanding
- body systems
- ecosystems
- chemical reactions
- tectonic theory
- energy

Grade 10
Science Inquiry Skills
Science as a Human Endeavour
Science Understanding
- inheritance and evolution
- chemical equations
- rates of reaction
- the universe
- global systems
- energy transformations
- motion

Selection Considerations: There is an appropriate Science course for each student. Science is a required qualification for most apprenticeships and further Science study in Years 11 and 12 is required for many career paths. Students are strongly advised to continue to pursue Science study to the extent of their ability in the subject.

Equipment Supplied: 2 Exercise books and 1 display folder
Scientific calculator (supplied in Grade 7)

Enquiries: Mrs Matthews or your Science teacher.
SCIENCE

Course objectives: The aim of this course is to provide students with real-life applications of science which are exciting, engaging and relevant to their lives. Students will learn scientific skills in a variety of practical investigations. They will appreciate the role of science applications to our world.

Content: The content covered in this course is similar to that in the Science Extension courses (see outline for grades 9 and 10 below) but Science has a more practical approach to this content and doesn’t go into as much theoretical depth.

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<td>• motion</td>
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Selection Considerations: This is an intermediate Science course which is a required qualification for most apprenticeships. Further study of Science in Years 11 and 12 is required for many career paths. Students are strongly advised to continue Science study to the extent of their ability in the subject.

Equipment: 2 Exercise books and 1 display folder
Scientific calculator (supplied in Grade 7)

Enquiries: Mrs Matthews or your Science teacher
Subjects Available
9 History
10 History
9/10 Geography (Option)
9/10 English Writing and Contemporary Issues (Option)

Pathways

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Rationale:
Humanities and Social Sciences provide students with opportunities to participate as informed and responsible citizens. Learning opportunities in History and Geography enable students to make meaning of their learning in the context of their whole lives, develop a system of personal values, and act to promote democracy, social justice and ecological sustainability. Policy makers have identified History and Geography as a key learning area.

9 HISTORY

Students will develop a greater understanding of society and the world around them. Skills will be developed in a range of areas such as writing, presentation of knowledge and research. This is a generic course designed to incorporate National curriculum requirements for History.

Content: -

History: The making of the modern world.

The Grade 9 Curriculum provides a study of the history of the making of the modern world from 1750 to 1918.

Key inquiry questions:
- What were the changing features of the movements of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World War I?

Students will undertake an in-depth study from:
1. Making a better world? (ONE of Progressive Ideas and Movements, The Industrial Revolution, Movement of Peoples)
2. Australia and Asia (ONE of Asia and the world, Making a nation)
3. World War I

Assessment: - Assessment is continuous throughout the year. It is based on class activities, written assignments and presentations. Students are encouraged to use different media for inquiry outcomes.

Future Pathways: - This course will provide students with a better understanding of the world around them. It is a foundation for moving into Grade 10 courses and further studies in Grade 11 and 12. Career opportunities may include: politics, police, law, local government, teaching, diplomatic service, environmental officer and many more.

Enquiries: Ms Sandra De Paoli/Ms Allson Edwards
Equipment: 1 exercise book, 1 display folder
10 HISTORY

Students will develop an understanding of the modern world through historical inquiry and a geographical perspective. Students will inquire into ways in which they can positively influence their world as active local, national and global citizens by encouraging them to question why things are the way they are, to investigate issues and to evaluate alternative, more sustainable futures.

**Content:**
*History: The Modern World and Australia.*

The Grade 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.

**Key inquiry questions:**

- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?

**Students will undertake at least one depth study:**

1. World War II
2. Rights and Freedoms
3. The globalising world (ONE of Popular Culture, the Environment Movement, Migration Experiences).

**Assessment:** - Assessment is continuous throughout the year. It is based on class activities, written assignments and presentations. Students are encouraged to use different media for inquiry outcomes.

**Future Pathways:** - This course will provide students with a better understanding of the world around them. It is a foundation to undertake further studies in Year 11 and 12. Career opportunities may include: politics, police, law, local government, teaching, diplomatic service, environmental officer, many more.

**Enquiries:** Ms Sandra De Paoli/Ms Allison Edwards

**Equipment:** 1 exercise book, 1 display folder
Students at Prospect in both grade 9 and 10 will study core curriculum concepts from the proposed Geography curriculum. Students will undertake study in: Environmental Characteristics and Human Characteristics. Although the strands are the same for each grade the focus for Grade 9 is different to that of Grade 10. In the event of the need for combined classes, students will study the generic concepts and be offered different inquiry based topics. Field trips will also be an integral part of the curriculum.

Geo-Literacy:
A major plan for our study program will be to encourage students to become geo-literate. Geo-literacy is the understanding of Earth systems and interconnections that we all need to make good decisions. Whether we are making decisions about where to live, what precautions to take for natural hazards, or how to set up a manufacturing supply chain, we are all called upon to make decisions that require geo-literacy throughout our lives. Geography is clearly more than just dots on a map. So, what is geography?

Geo-literacy is interdisciplinary—it incorporates bits and pieces from the fields of science, arts, health, humanities, law, business, engineering, and technology. The “geographic perspective” (a way to understand a topic or area using spatial relationships) focuses these bits and pieces into a dynamic kaleidoscope of ideas and data. Geography is something you do, not just something you know.

Those who study geography identify relationships between these varied subjects, graft those relationships onto a geographic space, and explain why certain systems are where they are. A common shorthand for geography is “the why of where”.

Environmental sub-strand:
In Grade 9 the focus is on landscapes and resources. Students may study geomorphology and the human use of landscapes. Other areas may include a study of a particular landscape, coastal hazards, landscapes and tourism, landscape conservation and restoration, mining and indigenous communities.

In Grade 10 the focus is on sustainability to include a deeper understanding of the ways that humans are dependent on the biophysical environment for their survival; an investigation of natural and human induced environmental change; an examination of the meaning of environmental sustainability; and a review of the sustainability status of Australian and world environments including the oceans.

Human Characteristics sub-strand:
In Grade 9 the focus is on livelihoods and lifestyles. Investigative topics may include: studies of transnational corporations such as Google and Facebook – why they are located in one place and why computers are designed in America but made in China.

In Grade 10 the focus is on the geography of human wellbeing. Investigative topics might include global patterns in health and poverty, the geography of crime, tourism, consumption, human rights, studies in development geography, and locational disadvantage.
Assessment: - Assessment is continuous throughout the year. It is based on class activities, written assignments and presentations. Students are encouraged to use different media for inquiry outcomes.

Future Pathways: - This course will provide students with a better understanding of the world around them. It is a foundation for moving into Grade 10 courses and further studies in Grades 11 and 12. Career opportunities may include: politics, police, law, local government, teaching, diplomatic service, environmental officer, many more.

Enquiries:    Ms Sandra De Paoli/Ms Allison Edwards
Equipment:  2 exercise books, 1 display folder
9/10 ENGLISH WRITING AND CONTEMPORARY ISSUES

This course provides opportunities for students to explore a spectrum of contemporary social issues. Through research and writing, students will develop a detailed understanding of topical social issues, including the multiple perspectives from which these issues are viewed and understood. The course is relevant to a wide range of future study and career options, including Year 11 English and Humanities subjects and careers linked to the social sciences (e.g. environmental services, legal services, local government, policing, teaching).

The course addresses effective written communication. Students will develop their understanding of contemporary social issues by writing in a range of genres and styles, both analytical and creative. The writing process will be scaffolded and supported to ensure students’ work is accurate and effective. As well, students will refine their research skills by learning to use library databases to search for specific information, and by gathering and analysing survey data.

In this course, students will:

- explore and develop a detailed and critical understanding of a range of contemporary social issues
- express their ideas and understandings accurately and effectively in writing
- learn to research efficiently and effectively using the range of tools and resources available to them in the school library
- learn to correctly reference their work
- learn to collect and analyse data, successfully applying statistical processes as appropriate

This course can be studied in Grade 9 or Grade 10. With negotiation and clear evidence of commitment to the course, it may be possible to study English Writing and Contemporary Issues in Grade 9 and Grade 10.

Students must be willing to read complex texts and write extensively. As well, they must be self-motivated and prepared to work independently. They must also be willing to participate in group activities and share their work.

Assessment is based on successful completion of class activities and assignments throughout the year.

Enquiries: Ms Sandra De Paoli or Mr David Shorter
Equipment: 2 exercise books, 1 display folder
Subjects Available

Visual Art
Music General
Audio Design
Drama – Performance and Production Preparation
Dance

LOOKING AHEAD

Study in previous years is not always necessary. However, it is obviously an advantage to have had previous experience and skill development in any general subject area.

VISUAL ARTS

Subjects Available
Visual Art

VISUAL ART

Course Objectives: In Visual Art, students will generate, interpret and communicate ideas. Working from many starting points, students will develop their understanding of the potential of art to challenge, stimulate, shape and express meaning. Students are expected to maintain a visual journal as a learning tool to document their understanding and progress throughout the year. There is also a greater emphasis on individual choice within artworks in Grades 9 and 10.

Content: Generative topics lead exploration, reflection and experimentation through a wide variety of materials and techniques.
Selection Considerations: Students will need to have demonstrated an interest in and a commitment to this subject in Grade 7 or 8. Students will need to show a willingness to challenge their thinking and extend ideas.

Equipment Supplied: 2B/4B pencils, eraser, and journal

Enquiries: Mrs K Edwards, Mrs H Derbyshire

PATHWAYS

<table>
<thead>
<tr>
<th>Grade 9 &amp; 10</th>
<th>Year 11/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Art</td>
<td>Art Production Foundation 3</td>
</tr>
<tr>
<td></td>
<td>Arts Appreciation 3</td>
</tr>
<tr>
<td></td>
<td>Art Studio Practice 3</td>
</tr>
<tr>
<td></td>
<td>Graphic Design 3</td>
</tr>
<tr>
<td></td>
<td>Drawing 2</td>
</tr>
<tr>
<td></td>
<td>Art Making 1</td>
</tr>
<tr>
<td></td>
<td>Visual Art Practice 2</td>
</tr>
<tr>
<td></td>
<td>Art Production 2</td>
</tr>
<tr>
<td></td>
<td>Graphic Design 2</td>
</tr>
<tr>
<td></td>
<td>Photography 2/3</td>
</tr>
</tbody>
</table>
MUSIC

There are 2 different courses available in this area. Each has a different emphasis and purpose. Students should think carefully about the skills they need to acquire before making a selection.

Subjects Available

Music General
Audio Design

MUSIC GENERAL

Course Objectives:

- Imagining and creating new works
- Using skills, techniques and processes
- Using codes and conventions
- Interpreting and appraising the works of others
- Making aesthetic choices
- Reflecting cultural, social and historical contexts
- Presenting with purpose
- Expressing personal voice

Content:

Students will be expected to participate in:

- playing an instrument
- composing or arranging music using traditional or computer notation or improvisation
- performance as a soloist and ensemble/band member
- researching theory and history of music styles
- purposeful listening

Selection Considerations: This course contains elements of theory and practical work.

Equipment Supplied: 1 x display folder and 1 x manuscript, accredited course materials and instruments.

Additional Costs: Students can access personal instrument tuition through the school if required. However, this is not a subject requirement and is an additional cost for those electing to participate.

Enquiries: Mr Potter, Ms Delamore, Mr Swift
AUDIO DESIGN

Course Objectives: It is intended students will:
- develop aural perception
- acquire technical skills
- develop skills with amplifying, recording and video equipment
- become aware of innovative music technologies
- work cooperatively with a group
- be committed and involved

Content: Each of the units has a specific focus:
- **Live Sound Reinforcement** covers the set-up and operation of audio equipment from domestic to large concert systems
- **Studio Practices** covers the recording process from simple to large studio recorders. The production of our own school CD forms a large part of this unit
- **Electronic and Digital Music Production I** studies innovative music technologies including computers, virtual studio technologies, synthesisers, MIDI (Musical Instrument Digital Interface) and electronic devices used in performance
- **Live Field Work** requires each student to work as a technician/engineer for a school band, responsible for set-up and operation of equipment at gigs.

Selection Considerations: This is purely a technical subject. *This subject does not offer any music tuition or theory.* This subject is a prerequisite for Audio Production. **It is highly advisable for students to discuss prior music experience and future expectations with Music staff before selecting this course.**

Equipment Supplied: Exercise book, accredited course material, sound equipment

Enquiries: Mr Potter or Mr Swift
MUSIC ADVANCED

Course Objectives: The course is designed for students who wish to undertake music pre-tertiary MS 804C Music 5 in Year 11. Students will undertake advanced theory courses to prepare for 804C. Students will develop objective listening skills in order to make comment on various musical styles and performances. Music Advanced will be offered within Music General classes.

It is intended students will develop:

- the skill to work independently
- skills in both solo and ensemble performance
- an understanding for the need for accuracy and sensitivity in musical performance
- understanding and experience of a range of musical styles within a selected idiom
- skills in understanding and applying the generalized theoretical concepts used in reading, writing and performing music
- the ability to communicate ideas through composition
- understanding the role of performer and composer within the historical and social contexts of music
- awareness and use of technology in music
- the ability to care for and maintain musical instruments
- the ability to pursue personal musical interests

Content: Students will be expected to participate in:

- playing an instrument
- composing or arranging music using traditional or computer notation or improvisation
- performance as a soloist and ensemble/band member
- researching theory and history of music styles
- purposeful listening
- workshops on individual and in class performance

Selection Considerations: The course contains elements of theory and practical work at a high level.

Enquiries: Applicants need to consult music staff before opting for this course.

Special Note: Students who would like to do Music Advanced should choose Music General on their course selection form and then let their Music teacher in 2016 know that they would like to attempt the advanced course work.
DRAMA – PERFORMANCE AND PRODUCTION PREPARATION

Course Objectives: Students studying Drama will be engaged in a range of drama-based activities including improvisation, theatre-sports, small and large group work; group devised performances, process drama and negotiated projects. Students will use drama techniques to explore social issues relevant to the world of their time. There will be an emphasis on students building their skills so that they can participate and perform well in productions in 2017. Grade 9 students will focus on preparing themselves for the Prospect High School production in 2017. Grade 10 students will focus on preparing themselves for college productions in 2017.

It is intended students will:
• work co-operatively individually and in teams
• explore and develop original ideas
• communicate ideas and information
• plan, organise and undertake activities
• engage in aesthetic and artistic inquiry
• solve problems artistically and creatively
• use skills, techniques and processes to make drama works
• reflect constructively on both peer and individual work

Performance Criteria:
• Imagining and creating new work
• Using skills, techniques and processes
• Using the codes and conventions of drama
• Interpreting and appraising the works of others
• Making aesthetic choices
• Reflecting cultural, social and historical contexts
• Presenting work to selected audiences
• Expressing personal voice

Selection Considerations: The course is designed to appeal to students who enjoy
• creating their own works
• participating in classroom-based activities
• working with peers to generate original performances

Equipment Supplied: Exercise book

Equipment Required: Plain black performance clothing is useful – trousers and T shirt

Enquiries: Mrs R Hawkins
Pathways

Grade 9
- Drama – Performance and Production Preparation

Grade 10
- Drama - Production

Year 11/12
- Drama 2/3
- Theatre Performance 3
- Media Production (Radio) 2
- Media Production (Video) 2
- Event Production 2
- Drama – Technical Production 2
- VET Cert II Live Production, Theatre and Events
DANCE

Course Available: Dance

Course Objectives: Students studying Dance will be involved in a range of explorative, creative and choreographic activities as individuals, in small groups and as a whole class. Students will use dance techniques to explore concepts and issues relevant to the world of their time. The main focus will be on student generated choreography and performing to others. Students will be expected to explore a range of dance styles. It is intended that students will:

• work cooperatively in teams
• communicate information and ideas artistically
• plan, organise and undertake choreographic activities
• develop an understanding of various forms of dance and how dance has developed throughout history
• use skills and techniques to present choreographic works
• observe and critically appraise the dance works of others
• solve problems artistically
• reflect on dance works and maintain a detailed journal.

Content: Tasks are designed to develop students:

• awareness of their body and how it moves in space.
• understanding of maintaining their health and well being
• kinaesthetic awareness and movement skills
• ability to translate ideas, moods and feelings into movement
• movement vocabulary in response to a variety of stimuli
• artistic problem solving ability
• aesthetic inquiry skills
• reflective thinking skills
• critical appraisal skills

Selection Considerations: The course is designed to appeal to students who enjoy dance, movement and music and creating personal dances in response to ideas and concepts. Students will work with their peers to generate original performance material and there will be authentic performance opportunities throughout the duration of the course. Student performance of original works is essential in this area of the performing arts.

Equipment Supplied: Exercise book

Equipment Required: Suitable dance clothing for class and plain black performance clothing

Enquiries: Mrs K Dawkins
Subjects Available

Food Studies
Child Studies
Catering
Lifestyle and Fashion

MDT Wood Focus
MDT Metal Focus
Design in Graphics

Digital Technologies

LOOKING AHEAD
Study in previous years is not always necessary. However, it is obviously an advantage to have had previous experience and skill development in any general subject area.

FOOD STUDIES

Course Objectives
It is intended students will:

- develop a life-long interest and enthusiasm for food preparation and appreciation
- become aware of the impact food choices has on well-being
- develop confidence in the process of following a recipe
- develop problem-solving skills from practical experiences
- develop skills related to using initiative and being resourceful
- work both independently and co-operatively with others
- demonstrate at all times the ability to work safely and hygienically
- develop communication skills
- develop inquiry skills

Content:
Each year’s course draws on a selection of four of the following units. Each unit has a practical and theory component.

<table>
<thead>
<tr>
<th>Food for Health on a Budget</th>
<th>Nutritious, Delicious &amp; Special Treats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bread, Yeast and Pastry</td>
<td>Food Preservation &amp; Cultured Foods</td>
</tr>
<tr>
<td>Cakes, Biscuits &amp; Meal Planning</td>
<td>Food from other Cultures</td>
</tr>
<tr>
<td>Budget Wise Meals</td>
<td>Celebration Cookery</td>
</tr>
</tbody>
</table>
**Considerations:**

There are no prerequisites other than an interest and a willingness to participate.

Other considerations:
- the technology area offers students the chance to work in an industrial-style catering environment, and could lead to opportunities in cookery and hospitality
- most dishes prepared are taken home for consumption and every effort is made to provide useful products and value for money
- foods prepared may be consumed at school occasionally

**Equipment Supplied:**

Exercise book, display folder and some classroom stationery

**Enquiries:**

Mrs McGrath-Kerr, Mrs Bingley, Mrs Tatiana,

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**Pathways**

- **Grade 9&10**
  - Food Studies

- **Year 11 or 12**
  - Food & Cooking Essentials 1
  - Food Cooking & Nutrition 2
  - Introduction to Catering 1
  - Food and Nutrition 3

- **Vocational Programs**
  - Certificate II in Hospitality
  - Certificate II in Hospitality (Kitchen Operations)

- **Year 12**
  - Certificate III in Hospitality
CHILD STUDIES

Course selection:
This subject is open to both Grades 9 and 10. It may be studied in both Grades 9 and 10 because different aspects of the course are offered in each year.

Course objectives: - It is intended students will develop knowledge of:

- relevant factors relating to the well-being of the child
- children’s physical, cognitive, social and emotional development
- services provided for parents and children
- positive environments for children.

Skills in:

- evaluation of environments provided for children
- positive child management
- fostering a positive self-concept for child and carer
- evaluating activities and materials for children.

Content: The course consists of the following units:

- **Child Development and Play**: stages of development, attachment and bonding, planning of play and activities, visual and sound stimulation, and toys.

- **Children and the Community**: children’s environments, child care, babysitters, grandparents, school, recreational activities, community support programs, extended family relationships.

**Plus two of the following units**

- Books and Stories
- Arts and Crafts
- Entertaining Children

Selection Considerations: This subject is relevant to both girls and boys and of great value in terms of future parenting skills. It is also useful for students interested in working with children in various capacities.

Future Pathways: Students can enter careers working with children such as: carer, crèche or child care centre, psychology, teacher, child welfare or community services.

Equipment Supplied: Exercise book, display folder

Enquiries: Ms Couch, Mrs Bingley
CATERING

Course Objectives: It is intended students will:
- develop skills, techniques and processes in preparing, garnishing and presentation of foods
- plan and order for menus
- cost and evaluate functions
- develop safe food handling skills including occupational health and safety and complete the foodsafe handler’s certificate
- produce foods suitable for a function
- work through a variety of practical problem solving situations
- develop an understanding of the hospitality industry
- develop an awareness of career and further study options

Selection Considerations: This subject is relevant to students who are considering working in the hospitality industry. It is excellent preparation for entry into VET Hospitality Operations in Years 11 and 12. Students who are looking at applying for part-time employment in the food industry will be able to include this subject on their resume.

Equipment Supplied: Exercise book, display folder

Selection Considerations: This subject has a flexible delivery time in that students will be required to remain at school after normal school hours to work as part of a team when there are functions to be catered for.

Enquiries: Mrs McGrath-Kerr, Mrs Bingley
Pathways
Grade 9 and 10

9/10 Catering

Year 11 or 12

Food and Cooking Essentials 1
Food Cooking & Nutrition 3
Introduction to Catering 1

Vocational Programs
Certificate II in Hospitality
Certificate II in Kitchen Operations

Year 12

Certificate III in Hospitality
LIFESTYLE AND FASHION

Course Objectives:
It is intended students will:

- develop a life-long interest and enthusiasm for sewing and creating items
- experience a sense of enjoyment when they make items for personal use
- experience a sense of achievement when designing and producing accessories
- develop skills in being able to confidently use a sewing machine
- develop an understanding of soft fabrics and their multiple uses
- develop problem solving skills from practical experience
- demonstrate at all times the ability to work safely
- work both independently and co-operatively with others
- develop communication skills
- develop inquiry skills

Content:

<table>
<thead>
<tr>
<th>Fashion: Design Your Own</th>
<th>Textiles for Gifts, Pleasure and Profit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessories</td>
<td>Soft Furnishings</td>
</tr>
<tr>
<td>Clothes and Lifestyle (sport/seasonal)</td>
<td>Fashion Today and Tomorrow</td>
</tr>
<tr>
<td>Crafts</td>
<td>Recycling</td>
</tr>
<tr>
<td>My Wardrobe</td>
<td>International Fashion</td>
</tr>
<tr>
<td>The Look: Deportment &amp; Grooming</td>
<td>Enterprise</td>
</tr>
</tbody>
</table>
MDT WOOD FOCUS

Courses Available: Grade 9 and Grade 10

Course Objectives: It is intended students will:
- experience a sense of enjoyment and achievement
- develop confidence in the process of design-make-appraise
- develop problem-solving with practical experience
- develop skills related to enquiry, initiative, ingenuity and resourcefulness
- work independently and cooperatively in groups
- participate in planning and organisation of tasks
- produce items designed for particular requirements that investigates use of materials
- develop awareness of impact of technological change and sustainable futures
- demonstrate safe work habits
- communicate ideas and information in a variety of ways
- develop an awareness of career and further study options
- develop a clear pathway to the world of work and enterprise
- work through a journal that will include a theory component
- demonstrate a positive work ethic
- be prepared and organized at all times
- exhibit their work
- folio – document digitally all completed tasks

Content: All students will begin with a common ’starter’ project to review and consolidate skill development. In light of the knowledge and skills displayed in this, subsequent project briefs will be negotiated. You will do such things as:
- construct simple and more demanding projects
- learn to select and use appropriate tools
- design and cost intended projects
- select and fit hardware
- apply finishes to wood surfaces
- do set research assignments and relevant theory

You will use the learning sequence process. problem-restriction-idea-solution-make-evaluate
Selection Considerations: This subject is open to all. You must be prepared to:

- commit yourself to a project at all times, which includes engaging in relevant theory and making design notes
- work in a productive and cooperative manner
- understand and follow all Occupational Health and Safety (OHS) requirements. **Failure to do this will result in removal from the course.**

Equipment Supplied: Folio, safety glasses

Costs: Students wishing to complete costly projects can negotiate to do so and make a financial contribution for the extra materials.

Enquiries: Mr Shepherd

![Diagram](image-url)

**MDT METAL FOCUS**

Courses Available: Grade 9 and Grade 10

Course Objectives: It is intended students will:

- experience a sense of enjoyment and achievement
- develop confidence in the process of design-make-evaluate
- develop problem-solving with practical experience
- develop skills related to enquiry, initiative, ingenuity and resourcefulness
- work independently and cooperatively in groups
- participate in planning and organisation of tasks
- produce items designed for particular requirements that investigates use of materials
- develop awareness of impact of technological change and sustainable futures
- demonstrate safe work habits
- communicate ideas and information in a variety of ways
- develop an awareness of career and further study options
- develop a clear pathway to the world of work and enterprise
- work through a journal that will include a theory component
- demonstrate a positive work ethic
- be prepared and organized at all times
- exhibit their work
- document – digitally completed projects
Content: All students will begin with a common ‘starter’ project to review and consolidate skill development. In light of the knowledge and skills displayed in this, subsequent project briefs will be negotiated. You will do such things as:

- learn about the properties of metals and metal products
- bend, shape, machine, drill and cut metals
- learn MIG, electric and oxy-acetylene welding techniques.
- use hand and power tools, lathes and other fixed machines
- Use sketches and follow drawings
- do set research assignments on metal and associated industries
- complete relevant theory, develop a journal

You will use the learning sequence process: problem-restriction-idea-solution-make-evaluate

Selection Considerations: This subject is open to all. You must be prepared to:

- commit yourself to a project at all times, this includes engaging in relevant theory and making design notes
- work in a productive and cooperative manner
- understand and follow all Occupational Health and Safety (OHS) requirements. Failure to do this will result in removal from the course.

Equipment Supplied: Folio, safety glasses

Costs: Students wishing to do costly projects can negotiate to do so and make a financial contribution for the extra materials.

Enquiries Mr Shepherd

9/10 MDT Metal Focus

Building and Construction Apprenticeship
TasTAFE
11/12 Design in Metal
Cert ½ Engineering
DESIGN IN GRAPHICS

Courses Available: Grade 9 and Grade 10

Course Objectives: It is intended students will:

- experience a sense of enjoyment and achievement
- learn to read and interpret basic plans and diagrams
- communicate ideas and graphic information
- develop problem-solving with practical experiences
- develop curiosity, initiative, ingenuity and resourcefulness
- work independently and cooperatively in groups
- acquire knowledge of drawing standards and conventions
- show an understanding of the use of graphics in society
- show safe working practices and attitudes
- understand the role of mass media, advertising
- develop layout and presentation skills
- work on a school improvement design challenge

Content: The course will include the following elements:

- design: principles and application through problem-solving
- freehand sketching: a range of techniques
- pictorial representation: oblique, isometric, perspective
- geometry: plane and solid
- drafting: AS1100 standards, linework and lettering, working drawings
- rendering: tone, shading, texture, colour
- presentation techniques: folios, reports
- computer aided design: 2D and 3D drafting, drawing software, manipulation of shapes, animation
- graphic literacy: reading, interpreting plans and diagrams
- digital graphics: imagery and manipulation
- digital photography, digital video

Selection Considerations: This subject is open to all. Skills in Design Graphics are useful and applicable across a wide range of applications and occupations.

Equipment Supplied: 2H and HB pencils, eraser, A2 folder

Enquiries: Mr Shepherd

9/10 Design in Graphics

11/12 Design in Graphics or
Computer Graphics & Design 2/3
Housing and Design 3
Technical Graphics 2/3
**DIGITAL TECHNOLOGIES**

**Subjects Available**

Digital Technologies (General/Advanced)

**PATHWAYS**

The Digital Technologies curriculum builds upon study in previous years, where each concept has been introduced in a staged way to allow developed understanding. The subject offers study at both general and advanced levels. Advanced level study leads to more pathways (as shown below) and students who would like to attempt advanced level study should let Mr Paul know when the class starts in 2016.

<table>
<thead>
<tr>
<th>Grade 9 and 10</th>
<th>Year 11 &amp; 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Technologies (Advanced level of study)</td>
<td>Computer Science 3</td>
</tr>
<tr>
<td>Digital Technologies (General level of study)</td>
<td>Information Technology Systems 3</td>
</tr>
<tr>
<td></td>
<td>CISCO Networking</td>
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<tr>
<td></td>
<td>Information, Digital Media &amp; Technology 2 and 3</td>
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<tr>
<td></td>
<td>VET Certificate 1/2 in Info Tech</td>
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<tr>
<td></td>
<td>Computing (Business) 2</td>
</tr>
<tr>
<td></td>
<td>Computing: Essential Skills 2</td>
</tr>
<tr>
<td></td>
<td>Basic Computing 1</td>
</tr>
</tbody>
</table>
Digital Technologies (General Level of Study)

Offers the development of a wide range of general computing skills across many applications. This is useful for students wishing to develop skills for all subjects and personal use. Students who have not selected a career in computing or have not formed specific work goals would be advised to study at the General level.

**Content:**
Will consist of a number of short units aimed to develop skills in basic applications and understanding of computer use, including:

<table>
<thead>
<tr>
<th>Keyboarding</th>
<th>Game Creation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word processing</td>
<td>Communication</td>
</tr>
<tr>
<td>Technology and our society</td>
<td>Web and research skills</td>
</tr>
<tr>
<td>Presentation tools</td>
<td>Publishing</td>
</tr>
<tr>
<td>Web design and creation</td>
<td>Data handling</td>
</tr>
<tr>
<td>Ethical and safe Use of Online Resources</td>
<td></td>
</tr>
</tbody>
</table>

**Equipment Supplied:**
Display folder; extra 50 prints

**Enquires:**
Mr C Paul

Digital Technologies (Advanced Level of Study)

Students who choose to study at the advanced level experience a more systematic and detailed study of the underlining principles of digital technologies. Students wishing to pursue a career involving computing use or have a specific interest / skill should select this level of study.

**Content:**
Will consist of compulsory and optional units (these will vary based upon year of study) aimed to develop skills in basic applications and understanding of computer use, including:

<table>
<thead>
<tr>
<th>Word processing</th>
<th>Coding and Programming</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology and our society</td>
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<tr>
<td>Presentation tools</td>
<td>Video Production and Publishing</td>
</tr>
<tr>
<td>Web design and creation</td>
<td>Robotic Systems</td>
</tr>
<tr>
<td>Data handling</td>
<td>Communication</td>
</tr>
<tr>
<td>Game creation</td>
<td>Ethical and safe use of Online resources</td>
</tr>
</tbody>
</table>

**Equipment Supplied:**
Display folder, extra 50 prints

**Enquires:**
Mr C Paul
HEALTH AND PHYSICAL EDUCATION

Subjects Available
9 Health & Physical Education
9 Health & Physical Education (Girl's Class)
9 Health/PE (ADFR1) (Option)
10 Health & Physical Education
10 Health & Physical Education (Girl's Class)
10 Health/PE (ADFR2) (Option)
9/10 HPE Extra (Option)
9/10 Sports Science (Option)

Pathways

Students will have studied HPE in Grade 7 and 8.
Course Objectives: We want students to be able to refine and apply strategies for maintaining a positive outlook in different leisure, social, movement and online situations. Students will learn to apply health and physical activity information in order to maintain healthy and active habits. Opportunities will also be provided for students to demonstrate leadership, teamwork and collaboration in a range of physical activities.

Content:

Health

- alcohol and other drugs
- food and nutrition
- health benefits of physical activity
- mental health and wellbeing
- relationships and sexuality
- safety

Physical Education

- challenge and adventure activities
- games and sports
- lifelong physical activities
- rhythmic and expressive movement activities

Selection Considerations:

9 HPE

There will be a range of mainly school-based activities, both practical and theory. It is particularly aimed at a beginning/intermediate level. A change of clothing and footwear is essential for practical lessons. There will be opportunities to visit recreational venues within our community. There is no charge for this course.

9 Health and Physical Education (Girls Class)

There will be a range of mainly school-based activities, both practical and theory. It is particularly aimed at a beginning/intermediate level. A change of clothing and footwear is essential for practical lessons. There will be opportunities to visit recreational venues within our community. There is no charge for this course.

9 Health and Physical Education (Athlete Development/Fitness & Recovery 1) i.e. 9 Health/PE (ADFR1)

There will be a range of school-based activities, both practical and theory, and opportunities to improve fitness and movement skills through school-based activities and visits to community venues. Students must have demonstrated a passion for HPE in previous years and have a desire to improve as an athlete. A change of clothing and footwear is essential for practical lessons. There is no charge for this course.
**Equipment Supplied:** Exercise book, display folder and sporting equipment.

**Enquiries:** Mr Gregory, Miss Brain, Mr Stewart, Mrs Couch, Mrs Dawkins
I0 HEALTH & PHYSICAL EDUCATION

Course Objectives: We want students to be able to refine and apply strategies for maintaining a positive outlook in different leisure, social, movement and online situations. Students will learn to apply health and physical activity information in order to maintain healthy and active habits. Opportunities will also be provided for students to demonstrate leadership, teamwork and collaboration in a range of physical activities.

Content:

<table>
<thead>
<tr>
<th>Health</th>
<th>Physical Education</th>
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<td>• alcohol and other drugs</td>
<td>challenge and adventure activities</td>
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<td>• food and nutrition</td>
<td>games and sports</td>
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<td>• health benefits of physical activity</td>
<td>lifelong physical activities</td>
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<td>• mental health and wellbeing</td>
<td>rhythmic and expressive movement activities</td>
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<td>• relationships and sexuality</td>
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<td>• safety</td>
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Selection Considerations:

10 Health and Physical Education

There will be a range of mainly school-based activities, both practical and theory. It is particularly aimed at a beginning/intermediate level. A change of clothing and footwear is essential for practical lessons. There will be opportunities to visit recreational venues within our community. There is no charge for this course.

10 Health and Physical Education (Girls Class)

There will be a range of mainly school-based activities, both practical and theory. It is particularly aimed at a beginning/intermediate level. A change of clothing and footwear is essential for practical lessons. There will be opportunities to visit recreational venues within our community. There is no charge for this course.

10 Health and Physical Education (Athlete Development/Fitness & Recovery 2) i.e. 10 Health/PE (ADFR2)

There will be a range of school-based activities, both practical and theory, and opportunities to improve fitness and movement skills through visits to community venues. The course requires a high level of motivation and readiness to participate in challenging activities. Students must have demonstrated a passion for HPE in previous years and have a desire to improve as an athlete. This course will lead on from 9
Athlete/Development/Fitness & Recovery 1. A change of clothing and footwear is essential for practical lessons. **There is no charge for this course.**

**Equipment Supplied:** Exercise book, display folder and sporting equipment

**Enquiries:** Mr Gregory, Ms R Brain, Mr Stewart, Mrs Couch, Mrs Dawkins

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**9/10 HPE EXTRA**

This course is offered to students who would like to participate in more physical activity for recreation and exercise purposes but who do not want to study the athlete and development courses. A range of sports and recreational activities will be offered throughout the year and the course is open to both girls and boys. A change of clothing and footwear is essential because the lessons are all practical lessons. **There is no charge for this course.**
SPORTS SCIENCE

Courses Available: 9/10 Sports Science (depending on class sizes this could be a Grade 9 only or Grade 10 only class)

Course Objectives: It is intended students will:
- communicate using basic physiological terminology
- collect, organise and analyse information
- plan and carry out tasks without supervision, individually and in groups
- use a range of equipment
- understand some basic concepts of human physiology
- apply safety processes and procedures
- apply basic concepts of physiology to fitness and training techniques
- have a basic understanding of the effects of food and diet on human performance

Content: The course includes five core and some optional units:
- **Body Systems**: skeletal, articular, cardio-vascular, muscular
- **Physical Fitness**: benefits, health and skill related components of fitness
- **Fitness Applied**: energy sources, training techniques and programs, effects of exercise
- **Nutrition and Athletic Performance**: nutrients, energy balance, measurement of diet and performance
- **First Aid/Sports Injuries**: causes, prevention, types, treatment, management, emergency care

The optional units are taken from:
- performance analysis
- current major events
- social issues in sport
- recreational/outdoor pursuit activity
- sport administration
- sport/recreational study

Selection Considerations: This is an academic course with a demanding science component. It does not offer participation in sporting activities.

Equipment Supplied: Exercise book
Subjects Available
Japanese

LOOKING AHEAD

Study in previous years is not always necessary. However, it is obviously an advantage to have had previous experience and skill development.

Grade 9/10
Japanese

Year 11/12
Japanese 2
Japanese 3
First year university Japanese in Grade 12
Courses Available: Japanese

Course Objectives: It is intended students will be able to:

- use Japanese to communicate with others
- gain understanding of the cultural context in which Japanese is used
- reflect on their own culture through the study of another
- gain an understanding of Japanese as a system
- make connections between English and other languages
- develop cognitive, learning and social skills
- apply Japanese to work, further study, training or leisure

Content: The syllabus aims to develop the students’ ability to communicate in Japanese. Emphasis will be on developing the skills of reading, writing, speaking and listening in Japanese and learning opportunities will reflect this. Students will also develop intercultural awareness and focus on ICT by using technology to communicate and learn about other cultures.

Special Offer: It is now possible to take Japanese as a pre-tertiary subject in Year 11 and then go on and do first year university Japanese in Year 12 without paying the usual university fees.

Selection Considerations: A student’s previous experience in Japanese will be the best guide to suitability. The ability to communicate in Japanese through studying these courses may, in conjunction with other skills, provide students with enhanced vocational opportunities in the future.

If students plan to go on the Japan trip in 2016, it is expected that they study Japanese in 2016 and they are highly encouraged to continue their Japanese studies the following year.

Equipment Supplied: Exercise book, display folder

Enquiries: Miss C Burnett