

# 2021

## Year 9 and 10

## Subject Selection Booklet



**CHURCHLANDS**  
SENIOR HIGH SCHOOL



*Photography by 2020 Year 10 students:  
Ava Holmes and Dylan Davidson*

# SUBJECT SELECTION

This booklet, together with the guidance from teachers, will assist you to select your subjects for next year.

There are some subjects which are compulsory and some which you can select depending on your special interests and abilities.

## COMPULSORY SUBJECTS

All students are required to do:

- i) English, Mathematics, Science and Humanities & Social Sciences. These subjects cover four periods each per week.
- ii) All Year 9 students study two periods of Languages per week. You must continue with the language you studied in Year 8 – Chinese, Japanese or French.
- iii) Two periods of Physical Education per week.
- iv) One period of Health Education per week.

## ELECTIVE SUBJECTS

- i) Information on all Middle Secondary School subjects offered at Churchlands SHS is contained in this booklet.
- ii) Students will use the Subject Selection Online (SSO) Program to make their selections for 2021.
- iii) Additional information regarding SSO log on and completion instructions will be made available to students and parents.
- iv) Students will use SSO to make their FOUR selections for each Semester (EIGHT for the year) and to choose TWO reserves for each semester.
- v) The following subjects selections will be pre-generated and allocated by the school:
  - Year 9 Languages
  - Year 9 and 10 GATE Music and General Music
  - Year 9 and 10 Special Swimming, Special Football
  - Year 9 and 10 General Physical Education for all students apart from those in a Special Sporting Program mentioned in the above line
  - Year 9 and 10 English, Maths, Science and Humanities & Social Sciences

**Students need to make their selections carefully. Once the timetable is completed changes can only happen if there are spaces left in the classes.**

**DUE DATE FOR STUDENTS TO COMPLETE SSO: Friday 31 July 2020**

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**Note:**

- Course codes ending with S1 represent courses offered in Semester 1.
- Course codes ending with S2 represent courses offered in Semester 2.
- Course codes with neither S1\* nor S2\* indicate that it is a course that is the same both semesters and is to only be chosen once.

**This handbook provides details for courses available in Years 9 - 10.**

# ENGLISH

## Rationale

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society.

The Western Australian English Curriculum also helps students to engage imaginatively and critically with literature to expand the scope of their experience. The curriculum acknowledges the contribution Aboriginal people have made to Australian society, including through their traditions and contribution to contemporary culture. Intercultural understandings are further developed by promoting and appreciation of the diverse cultures of Asia. Students are also provided with opportunities to investigate and communicate ideas related to sustainability and to advocate for a sustainable future.

YEAR 9		YEAR 10	
Semester 1	Semester 2	Semester 1	Semester 2
English ENG9 S1	English ENG9 S2	English ENG10S1	English ENG10S2
		Journalism, Communications Introduction JNL10S1	Journalism, Communications and Beyond JNL10S2

## ENGLISH – GENERAL (COMPULSORY)

## Content Structure

The Western Australian Curriculum: *English Foundation to Year 10* is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English (English). Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

- *Language*: knowing about the English language.
- *Literature*: understanding, appreciating, responding to, analysing and creating literature.
- *Literacy*: expanding the repertoire of English usage.

## Strands and sub-strands

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.

## Modes

The processes of listening, speaking, reading, viewing and writing, also known as language modes, are interrelated and the learning of one often supports and extends learning of the others. To acknowledge these interrelationships, content descriptions in each strand of the Western Australian Curriculum: English incorporate the processes of listening, speaking, reading, viewing and writing in an integrated and interdependent way.



## Selecting English Subjects

All students are required to complete Year 7, 8, 9 and 10 English. They will have the opportunity to work at their highest possible level, irrespective of the specific class in which they are enrolled.

## English as an Additional Language/Dialect

Students whose first languages are not English (EAL/D) are supported by specialist language teachers through their English classes and through in-class support in other curriculum areas during middle secondary. In addition, students can access teacher support during weekly EAL/D tutorials and regular homework club sessions.

We also offer the Year 10 English course taught by a specialist EAL/D teacher. The course content is equivalent to general English, with the addition of targeted language tasks and strategies to develop the speaking, writing, reading and listening skills of students in preparation for senior secondary courses.

## Assessment

All middle secondary students will be given a semester grade for English which will reflect their achievement across the strands. Moderation of assessments between classes and comparability tasks maintain consistent assessment standards across all year groups. Starting in Semester 2 in Year 8, all lower secondary students sit examinations at the end of each semester.

## Additional Costs

There may be additional costs up to approximately \$45 to cover such activities as drama excursions, visiting speakers, competitions, attending seminars and workshops at the Fremantle Children's Literature Centre.

# ENGLISH – JOURNALISM AND COMMUNICATIONS (OPTIONAL)

## YEAR 10

### JNL10S1 JOURNALISM, COMMUNICATIONS INTRODUCTION

Do you want to be part of a dynamic news team? Learn how to write and present the news to the Churchlands community? *Then the Journalism, Communications Introduction Course is for you!*

You will not only learn how to write and present the news, but also learn professional writing skills for careers in publishing, politics, marketing or advertising. You will develop skills in interviewing, research and publication and work on your very own news program. The news is now, so it's time to get started!

## YEAR 10

### JNL10S2 JOURNALISM, COMMUNICATIONS AND BEYOND

Have you ever thought how cool it would be to be an investigative Journalist? To crack all the big stories? *Then Journalism, Communications and Beyond is the course for you.* You will be immersed in the world of current affairs and learn to present and write about issues that are important. The course builds on the interviewing, research and writing skills developed in the Journalism, Communications Introduction course and takes them to a new level. You will have opportunities to develop and present stories into a broadcast or written format. The course is Churchlands answer to *60 Minutes*, so don't waste any time! The clock is ticking!

# HEALTH AND PHYSICAL EDUCATION

YEAR 9		YEAR 10	
Semester 1	Semester 2	Semester 1	Semester 2
<b>HEALTH EDUCATION (COMPULSORY)</b>			
Year 9 Health HE9 S1	Year 9 Health HE9 S2	Year 10 Health HE10 S1	Year 10 Health HE10 S2
<b>PHYSICAL EDUCATION (COMPULSORY)</b>			
Boys Physical Education PEB9 S1	Boys Physical Education PEB9 S2	Boys Physical Education PEB10S1	Boys Physical Education PEB10S2
Girls Physical Education PEG9 S1	Girls Physical Education PEG9 S2	Girls Physical Education PEG10S1	Girls Physical Education PEG10S2
<b>OUTDOOR EDUCATION (OPTIONAL - * choose one semester only)</b>			
Outdoor Education OED9	Outdoor Education OED9	Outdoor Education OED10	Outdoor Education OED10
<b>PHYSICAL EDUCATION (OPTIONAL)</b>			
Athletics ATH9 S1			Athletics ATH10S2
Basketball BAS9 S1	Basketball BAS9 S2	Basketball BAS10S1	Basketball BAS10S2
			Girl's Fitness GFT10S2
Netball NET9 S1	Netball NET9 S2	Netball NET10S1	Netball NET10S2
Rugby RUG9 S1	Rugby RUG9 S2	Rugby RUG10S1	Rugby RUG10S2
Soccer SOC9 S1	Soccer SOC9 S2	Racquets RAQ10S1	Racquets RAQ10S2
Sports Science SPS9 S1	Sports Science SPS9 S2	Sports Science SPS10S1	Sports Science SPS10S2
<b>SPECIAL PHYSICAL EDUCATION PROGRAMS</b>			
Special Football FTB9 S1	Special Football FTB9 S2	Special Football FTB10S1	Special Football FTB10S2
Special Swimming SSW9 S1	Special Swimming SSW9 S1	Special Swimming SSW10S1	Special Swimming SSW10S2

## HEALTH AND PHYSICAL EDUCATION – HEALTH EDUCATION (COMPULSORY)

### **YEAR 9**

#### **HE9 S1 and HE9 S2 HEALTH**

This course enables students to broaden their knowledge of the factors that shape their personal identity and the health and wellbeing of others. They develop their ability to make informed decisions, with opportunities to enhance and exhibit attitudes and values that promote a healthy lifestyle in a range of contexts that include alcohol and drugs, sexuality and respectful relationships, mental health, nutrition and safety are used to achieve these outcomes.

*Note: This is a compulsory course in Year 9.*

### **YEAR 10**

#### **HE10 S1 and HE10 S2 HEALTH**

This course enables students to begin to focus on issues that affect the wider community. They consider health decisions, to develop and refine communication techniques and apply analytical skills to scrutinise health messages. They have opportunities to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle. The range of contexts that include sexuality and respectful relationships, drugs, road safety, mental health and safety are used to achieve these outcomes.

*Note: This is a compulsory course in Year 10.*

## HEALTH AND PHYSICAL EDUCATION – PHYSICAL EDUCATION (COMPULSORY)

Physical Education **compulsory** courses are a part of a 4-year program in which students are taught a range of physical skills which form the basis of the major games played in our community. Students will also be expected to develop knowledge of rules, strategies and tactics involved in each activity and to be able to work co-operatively and responsibly with other students.

### **YEAR 9**

#### **PEB9 S1 BOYS PHYSICAL EDUCATION**

Students will complete modules in aquatics, cricket and touch.

#### **PEG9 S1 GIRLS PHYSICAL EDUCATION**

Students will complete modules in aquatics, basketball and volleyball.

#### **PEB9 S2 BOYS PHYSICAL EDUCATION**

Students will complete modules in athletics, basketball and volleyball.

#### **PEG9 S2 GIRLS PHYSICAL EDUCATION**

Students will complete modules in athletics, touch and cricket.

**YEAR 10****PEB10S1 BOYS PHYSICAL EDUCATION**

Students will complete modules in aquatics, racquets and softball.

**PEG10S1 GIRLS PHYSICAL EDUCATION**

Students will complete modules in AFL, aquatics and handball.

**PEB10S2 BOYS PHYSICAL EDUCATION**

Students will complete modules in athletics, AFL and a culmination sports.

**PEG10S2 GIRLS PHYSICAL EDUCATION**

Students will complete modules in athletics, personal fitness and a culmination of sports.

*Note: These courses are compulsory in Year 9 and 10.*

## HEALTH AND PHYSICAL EDUCATION – OUTDOOR EDUCATION (OPTIONAL)

*Note: This course may involve an early start or a late finish to the school day at different time of the year.*

**YEAR 9****OED9 OUTDOOR EDUCATION (choose one semester only)**

**Pre Requisite – Complete a 400m swim in 12 minutes and complete a run (100m) + a swim (100m) + a run (100m)**

This course is designed to introduce students to Outdoor Education and the main emphasis will be to care for themselves, others and the environment. The course covers the activities of surfing, rock climbing, team building, aquatic activities and bushwalking. Equipment and instruction for some activities are provided by outside agencies. This course culminates in a one day Lancelin Beach visit that is not assessed and not compulsory. It is held at the end of Term 4 and students from both Semester 1 and Semester 2 will be invited.

**YEAR 10****OED10 OUTDOOR EDUCATION (choose one semester only)**

**Pre Requisite – Complete a 400m swim**

This course is a participation based course that is designed to help the student feel confident in the outdoors. The course covers Canadian canoeing, roping, navigation, camp cooking, camp craft and archery. The course culminates in a three day camp that is not assessed and is not compulsory. Students will be invited to attend the camp based on their performance during the semester (a mark of 65% or better). The camp will cost approximately \$80 per student.



## HEALTH AND PHYSICAL EDUCATION - PHYSICAL EDUCATION (OPTIONAL)

### YEAR 9

#### ATH9 S1 ATHLETICS

*Students may select the following course upon recommendation by their Physical Education teacher. This has been based on attitude, engagement, participation and being consistently prepared and on time for lessons*

This course will benefit students who are keen to improve their components of fitness and have an interest in athletics. It provides an avenue for students to reach their full potential in all areas of track and field, including fitness, knowledge, skills and rules, lessons include sessions at the beach, Bold Park and a WAIS excursion. Students will experience advanced training by qualified coaches to develop their technique in all events (including javelin) with the opportunity to specialise in an event of their choice. Participation in this elective will be advantageous for students at all levels, from house athletics carnivals to those aiming for state team selection.

#### BAS9 S1 and BAS9 S2 BASKETBALL

*Students may select the following course upon recommendation by their Physical Education teacher. This has been based on attitude, engagement, participation and being consistently prepared and on time for lessons*

This course is suitable for students who currently play at a club level and who possess an above average level of skill. Students enrolled in the program develop life skills such as leadership, teamwork, fair play, competitiveness, responsibility and community involvement in the context of a team sport. The course also provides an opportunity to participate in State, National and International competitions including our USA Basketball tour; pathway to ATAR courses, Certificate II Sports Coaching, development for State teams and links to WABL clubs.

#### NET9 S1 and NET9 S2 NETBALL

*Pre-Requisite – Not applicable*

This course has a focus on the development of individual netball skills and also looks at skill development in the specialist areas of shooting, centre-court and circle defence. Students will also develop basic umpiring skills. There will be a netball excursion during the semester at an approximate cost of \$15 per student.

#### RUG9 S1 and RUG9 S2 RUGBY

*Pre-Requisite – Not applicable*

This course has been designed to provide students with the opportunity to extend skills and knowledge for the game of rugby. A focus on basic skill development and specialist techniques in rugby will form the foundation of the program. Students enrolled in the program will be given the opportunity to play for Churchlands Senior High School teams in a range of competitions. Rugby students will receive expert coaching from Churchlands SHS staff, Rugby WA, WARL Development Officers and guest coaches/speakers through practical and theoretical lessons. Previous experience of rugby would be advantageous but not necessary. Students choosing this elective are expected to strive for selection and play in the school rugby team.

#### SOC9 S1 and SOC9 S2 SOCCER

*Pre-Requisite – Not applicable*

This course has been designed to provide students with the opportunity to extend skills and knowledge for the game of soccer. A focus of basic soccer skill development, small sided game play and invasion game (soccer) strategy will form the basis of the course. A basic grounding in soccer would be an advantage to students choosing this elective.

**SPS9 S1 and SPS9 S2 SPORTS SCIENCE**

This course has been designed to provide students with the opportunity to establish base theoretical knowledge and practical skills in preparation for Year 11 and 12 Physical Education courses. The course will focus on key concepts in Physical Education Studies that has an emphasis in **improving and understanding sporting performance**. Learning in this course will involve both the study of key theoretical concepts closely integrated with active participation in physical activities. Students will partake in one practical and one theoretical lesson each week. The integration of practical performance and theory is fundamental to this course. Students choosing this elective should have an interest in ATAR and/or General Physical Education Studies in senior school.

**YEAR 10****ATH10S2 ATHLETICS**

*Students may select the following course upon recommendation by their Physical Education teacher. This has been based on attitude, engagement, participation and being consistently prepared and on time for lessons*

This course will benefit students who are keen to improve their components of fitness and have an interest in athletics. It provides an avenue for students to reach their full potential in all areas of track and field, including fitness, knowledge, skills and rules. Lessons include sessions at the beach, Bold Park and a WAIS excursion. Students will experience advanced training by qualified coaches to develop their technique in all events (including javelin) with the opportunity to specialise in an event of their choice. Participation in this elective will be advantageous for students at all levels, from house athletics carnivals to those aiming for state team selection.

**BAS10S1 and BAS10S2 BASKETBALL**

*Students may select the following course upon recommendation by their Physical Education teacher. This has been based on attitude, engagement, participation and being consistently prepared and on time for lessons*

This course is suitable for students who currently play at a club level and who possess an above average level of skill. Students enrolled in the program develop life skills such as leadership, teamwork, fair play, competitiveness, responsibility and community involvement in the context of a team sport. The course also provides opportunity to participate in State, National and International competitions including our USA Basketball tour; pathway to ATAR courses, Certificate II Sports Coaching, development for State teams and links to WABL clubs.

**GFT10S2 GIRL'S FITNESS**

Physical fitness is an important and significant part of many people's lives and makes a definitive difference in student's health and wellbeing. Whilst organised sports are a part of keeping physically and mentally fit, fitness activities are growing more popular by the day. This course is designed to introduce girls to a variety of fitness activities they can continue with in their life after school Physical Education classes finish. The benefits of individual and group fitness activities not only align to the physical aspect but also the social and mental/emotional aspect of a person's total wellbeing.

**NET10S1 and NET10S2 NETBALL**

*Pre-Requisite – Not applicable*

This course has a focus on the development of advanced netball skills with an emphasis on team attacking and defensive strategies. Students will also develop basic coaching strategies and umpiring skills. There will be a netball excursion during the semester at an approximate cost of \$15 per student.

**RAQ10S1 and RAQ10S2 RACQUETS*****Pre-Requisite – Not applicable***

This course is designed to provide students with the opportunity to extend skills and knowledge in Tennis, Badminton and Squash. Consideration will be given to advanced strategies and tactics. A basic grounding in the three sports would be an advantage to students choosing this elective.

**RUG10S1 and RUG10S2 RUGBY*****Pre-Requisite – Not applicable***

This course has been designed to provide students with the opportunity to extend skills and knowledge for the game of rugby. A focus on basic skill development and specialist techniques in rugby will form the foundation of the program. Students enrolled in the program will be given the opportunity to play for Churchlands Senior High School teams in a range of competitions. Rugby students will receive expert coaching from Churchlands SHS staff, Rugby WA, WARL Development Officers and guest coaches/speakers through practical and theoretical lessons. Previous experience of rugby would be advantageous but not necessary. Students choosing this elective are expected to strive for selection and play in the school rugby team.

**SPS10S1 and SPS10S2 SPORTS SCIENCE**

This course has been designed to provide students with the opportunity to establish base theoretical knowledge and practical skills in preparation for Year 11 and 12 Physical Education courses. The course will focus on key concepts in Physical Education Studies that has an emphasis in **improving and understanding sporting performance**. Learning in this course will involve both the study of key theoretical concepts closely integrated with active participation in physical activities. Students will partake in one practical and one theoretical lesson each week. The integration of practical performance and theory is fundamental to this course. Students choosing this elective should have an interest in ATAR and/or General Physical Education Studies in senior school.

## HEALTH AND PHYSICAL EDUCATION - SPECIAL PHYSICAL EDUCATION PROGRAMS

**YEAR 9****FTB9 S1 and FTB9 S2 SPECIAL FOOTBALL**

This is a school based specialist program where students with a high degree of skill and interest in Australian Rules Football are exposed to training which may lead to successful achievement in the WAFL talent pathway and greater enjoyment of football at school. Students are expected to possess a high degree of skill and this must be accompanied by a positive attitude and a high pursuit of excellence.

**SSW9 S1 and SSW9 S2 SPECIAL SWIMMING**

This is a program that focuses on extending the skills, technique and water safety of already highly competent swimmers. It is a combination of squad training in the school pool with a professional swimming coach, working with Surf Life Saving WA at various beaches, and having opportunities to experience other water based activities.

## **YEAR 10**

### **FTB10S1 and FTB10S2 SPECIAL FOOTBALL**

This is a school based specialist program where students with a high degree of skill and interest in Australian Rules Football are exposed to training which may lead to successful achievement in the WAFL talent pathway and greater enjoyment of football at school. Students are expected to possess a high degree of skill and this must be accompanied by a positive attitude and a high pursuit of excellence.

### **SSW10S1 and SSW10S2 SPECIAL SWIMMING**

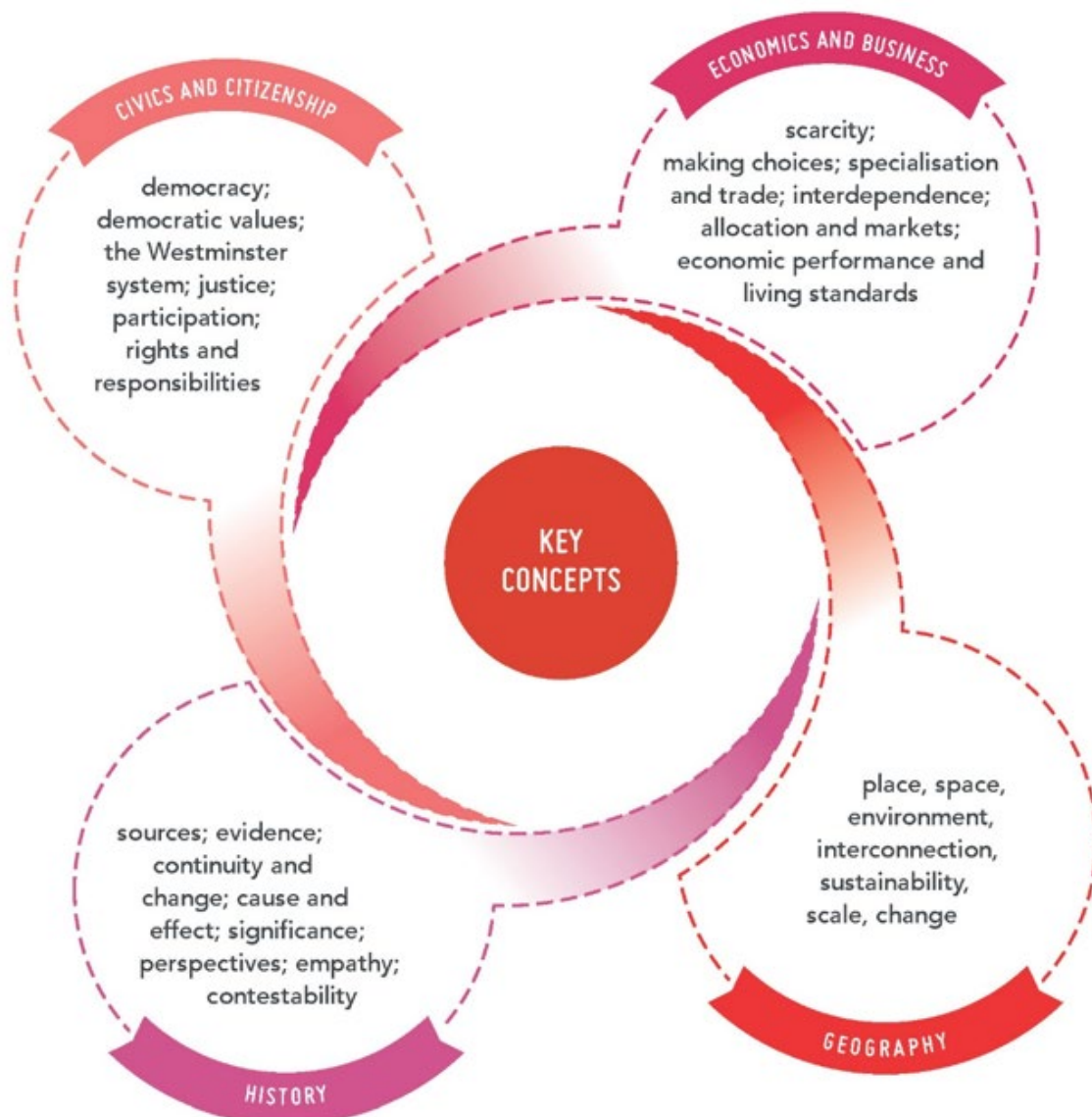
This is a program that focuses on extend the skills, technique and water safety of already highly competent swimmers. It is a combination of squad training in the school pool with a professional swimming coach, working with Surf Life Saving WA at various beaches, and having opportunities to experience other water based activities.

# HUMANITIES AND SOCIAL SCIENCES (HASS)

## HASS – GENERAL (COMPULSORY)

Humanities and Social Sciences is the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The Humanities and Social Sciences (HASS) is made up of four disciplines as mandated by the WA Curriculum: Civics and Citizenship, Economics and Business, Geography and History. All students, from Years 7 – 10 will study all four of these disciplines or subjects over the course of each year (one per term). The four Humanities and Social Sciences subjects provide students with the knowledge and skills they need to develop a broad understanding of the complex world in which we live and how people can participate as active and informed citizens.

The Humanities and Social Sciences knowledge and understanding identifies key concepts that are high level ideas involved in teaching students to think from a Humanities and Social Sciences perspective.



In HASS there is a considerable focus on the development of key skills across all years of schooling.



**HASS Skills:**

**Questioning and research:** Develop questions about events, developments, issues and/or phenomena: collect and organise information, evidence and/or data, from primary and secondary sources.

**Analysing:** Interpret information, evidence and/or data to identify key points or ideas, points of view, perceptions and interpretations; identify the purpose of sources and determine their accuracy and reliability.

**Communicating and reflecting:** Present findings in appropriate forms for different audiences and purposes using subject specific terminology; reflect on conclusions/findings to consider consequences.

**Evaluating:** Propose explanations for events, challenges, developments, issues and or phenomena: draw evidence based conclusions and explanations; and suggest courses of action in response to events, challenges, developments, issues and/or problems.

The knowledge, skills and values acquired during the Middle Secondary Program will equip students to successfully complete one or more of the Senior Secondary Courses of Study:

- Accounting
- Ancient History
- Certificate II, III and IV in Business
- Business Management and Enterprise
- Economics
- Geography
- Modern History
- Modern History General
- Politics and Law
- Philosophy and Ethics

In HASS there are four electives offered in both Year 9 and Year 10:

- Ancient History
- Modern History
- Business Education
- Philosophy and Ethics

YEAR 9		YEAR 10	
Semester 1	Semester 2	Semester 1	Semester 2
<b>ANCIENT HISTORY (OPTIONAL)</b>			
Gods and Monsters HIA9 S1	Gods, Myths and Legends of Greece HIA9 S2	Heroes and Villains of Ancient Greece HIA10S1	The Rise and Fall of the Roman Empire HIA10S2
<b>MODERN HISTORY: EXPLORING THE 20<sup>TH</sup> CENTURY (OPTIONAL)</b>			
Slaves and Convicts HIM9 S1	Heroes and Villains of the Modern World HIM9 S2	Worldwide Freedom Fighters (1945-present) HIM10S1	Rebel, Rebel: Soundtrack to History (1945-present) HIM10S2
<b>BUSINESS EDUCATION (OPTIONAL)</b>			
Personal Wealth Creation PWC9 S1	Investing and Trading on the Stock Market ITS9 S2	Business Management BMA10S1	Accounting ACC10S2
<b>PHILOSOPHY AND ETHICS (OPTIONAL)</b>			
Philosophy and Ethics PAE9 S1	Philosophy and Ethics PAE9 S2	Philosophy and Ethics PAE10S1	Philosophy and Ethics PAE10S2

## HASS – ANCIENT HISTORY (OPTIONAL)

### **YEAR 9**

#### **HIA9 S1 GODS AND MONSTERS**

The ancient world was dominated by mysterious stories of gods, mythical creatures and mighty heroes. This is of course interesting and fun to know about, but also incredibly important for us to learn about in order to understand how the world has worked and still works today. Students will examine numerous ancient religions from extinct ones such as Ancient Egyptian religion to religions still being followed today such as Buddhism, the importance of mythical stories to humans such as the flood myth and the still relevant morals taught by the tales of mighty heroes and horrible monsters (who are often more human than not...). Students will also look at how without the ancient Norse religion we'd have no amazing Thor gracing our cinemas today, and that even some of our most favourite holidays (such as Easter and Christmas) have a much darker history than they might think!

#### **HIA9 S2 GODS, MYTHS AND LEGENDS OF GREECE**

This course will focus on gods, myths and legends of the Ancient Greek world. Students will explore Greek myths such as the War of the Titans and the adventures of Heracles. This will be followed by study of how the myths and religion of the Ancient Greeks shaped their reality and influenced their interactions with the world around them. Students will also investigate important historical sources such as Homer's *Iliad* and examine the legend of the Trojan War.

### **YEAR 10**

#### **HIA10S1 HEROES AND VILLAINS OF ANCIENT GREECE**

This course will focus on the rise of the Greek City-States, such as Athens and Sparta, from the period of turmoil and ruin known as the Dark Age of Greece. The spread of Greek culture through colonisation from Spain to Russia will be explored, as well as the consequences this had for the course of history. Lastly students will investigate the rule of the Athenian tyrants and their eventual defeat, which then gave birth to the first democracy the world has ever known – which will be studied in-depth.

#### **HIA10S2 THE RISE AND FALL OF THE ROMAN EMPIRE**

This course will focus on the lives of the Ancient Greeks, both famous and not-so-famous! The semester will start with an in-depth study of the great thinkers of Ancient Greece, such as the first philosopher Socrates himself and his successors Plato and Aristotle. We'll examine some of the tough questions they asked of the people around them, questions we are still trying to answer today and ideas that we still believe today over 2,000 years later. After this the lives of the regular people will be looked at, notably the forgotten people that kept Ancient Greece running – women, who were often sadly ignored by the men who wrote the histories of Ancient Greece. Lastly we will examine the life of Alexander the Great, who waged war against half the known world and became a god – all by the age 33.

## HASS – MODERN HISTORY: EXPLORING THE 20TH CENTURY (OPTIONAL)

### YEAR 9

#### HIM9 S1 SLAVES AND CONVICTS

Bound, shackled and stolen from their homes and sent to work on plantations in far off lands – this was the fate of tens of thousands of African people. Our world today was built on the back of human misery and enslavement. The Industrial Revolution changed the way people lived and worked. Cities grew rapidly as industrial production increased, fuelling for the demand for cheap raw materials, labour and new markets. In this unit, students will examine the origins of the Trans-Atlantic slave trade, what life was like for slaves in the USA and Caribbean and the events that led to the abolition of slavery. As cities grew, the rates of crimes increased dramatically leading to a demand for an alternative solution to deal with the problem. Students will examine the nature of crimes and punishments, the transportation of convicts to new worlds and their lives and contributions to those places.



NEW

#### HIM9 S2 HEROES AND VILLAINS OF THE MODERN WORLD

A terrorist to one, is a hero to another. The Modern World has seen the development of new ideas and the emergence of many different types of leaders. These vary from those who sought control and power to those who fought for change and equality. Students will examine various figures from the 18<sup>th</sup> to the 20<sup>th</sup> century such as Ned Kelly (bushrangers), Jandamarra (Aboriginal resistance fighter), Joseph Stalin (Soviet leader), Nancy Wake (resistance fighter in World War Two), Adolf Hitler, Nelson Mandela and Mahatma Gandhi. They will assess the role of these leaders in their country and explore the various perspectives on their abilities and actions.



NEW

### YEAR 10

#### HIM10S1 WORLDWIDE FREEDOM FIGHTERS (1945-PRESENT)

Have you ever wondered why Martin Luther King Jr had a dream or who Malcolm X was? Or why sitting at the back of the bus isn't so cool for some people? Well then this is the course for you! In this unit students will look at the struggles experienced in both the United States and Australia for Civil Rights. This course will focus on the background the United States Civil Rights movement, with the Jim Crow laws and segregation in the South, to the hard fought gains won by people like Rosa Parks and the NAACP. Parallel to the American experience is the Australian one, where people such as Vincent Lingari, Eddie Mabo and Charles Perkins focussed Australian and international attention on the inequities within Australian society.

#### HIM10S2 REBEL, REBEL: SOUNDTRACK TO HISTORY (1945-PRESENT)

There is an old saying that music is the soundtrack to our life, but it is also the soundtrack to our history. In this unit students will explore how popular culture exploded in the post-World War Two era and how it was a reflection of the social, political and economic turbulence experienced. This unit is about our society, who we are, our lives, our influences and how we see ourselves. Society's tastes are a reflection of the times. Students will develop an understanding for how music, film and fashion have evolved over the decades and how these reflect where the society was at that moment in time.

## HASS – BUSINESS EDUCATION (OPTIONAL)

### YEAR 9

#### PWC9 S1 PERSONAL WEALTH CREATION

Money doesn't buy happiness, but it can buy a jet ski... Have you ever seen anyone sad on a jet ski? This financial literacy subject develops our ability to understand how money works in the world as well as how we earn it, manage it and spend it sustainably in our lives. Together we will develop plans to create and maintain wealth, budget, save, pay tax and invest. Perhaps most importantly, we will also learn how to spend- we will build blueprints to purchase our first car, manage our mobile phone plan, market ourselves to employers and keep our credit card under control. By the completion of this course, students will be more confident dealing with finances, have a greater overview of our financial systems and a better understanding of the true value of money.

#### ITS9 S2 INVESTING AND TRADING ON THE STOCK MARKET

Two-thirds of the population do not currently invest in shares. While many are keen to become involved, they report a lack of knowledge as the main reason they don't invest. Don't let this be you! We will teach you how to invest, build a portfolio, manage risk, understand how shares are priced and how information impacts these prices. We then put this into practice in the ASX Share Market game, where you will receive a virtual \$50,000 to invest over a ten week period. The prices you buy and sell shares at are the same prices as you would get in the live market so this is as close to real-life share trading as you can get!

### YEAR 10

#### BMA10 S1 BUSINESS MANAGEMENT

Have you ever thought of running your own business? Got a really inventive business idea? Then this is the course for you. You will learn how to plan, market and run a profit making micro-business. At the end of the course you will be set up to continue your studies in Business Management and Enterprise in Year 11 and 12.

#### ACC10 S2 ACCOUNTING

Do you make your bed every day? Super organized? Love classifying things? Then this could be the course for you. You will learn the art of basic accounting skills such as the ledger, trial balance, financial reports and the balance sheet. This is enough to satisfy even the most organized of individuals. At the end of the course you will be set up to continue your studies in Accounting and Finance in Year 11 and 12.

## HASS – PHILOSOPHY AND ETHICS (OPTIONAL)

### YEAR 9

#### PAE9 S1 and PAE9 S2 PHILOSOPHY AND ETHICS

Some of the brightest minds in the world are convinced that we are currently living in a simulation. Are they correct? This unit utilises audio-visual texts such as *The Good Place*, *The Matrix* and *Rick and Morty* to introduce and examine this question and others like it. The course focuses on "doing" Philosophy and through the numerous opportunities to discuss their opinions and ideas, students are able to develop self-confidence and improve their critical thinking skills. As well as reflecting on perceptions of reality we will explore the themes and questions raised in Philosophy such as Plato's Allegory of the Cave, Descartes Evil Demon and various classical philosophical thought experiments such as The Experience Machine and the Brain in the Vat.



NEW

**YEAR 10****PAE10S1 and PAE10S2 PHILOSOPHY AND ETHICS**

Would you willingly eat a pig that wanted to be eaten? Is it ever ok to kill another person? Should we always sacrifice the few to save the many? These questions have been discussed in philosophy for millennia. Philosophy is a re-emerging field of study in universities and schools globally. The reason for this is that many of the problems of the future will be philosophical problems. As new technology emerges, philosophical reasoning becomes more and more important. Examples of this can range from programming self-driving cars to make “good” ethical decisions to considering that artificial intelligence may one day develop enough “consciousness” to be deserving of human rights. The course focuses on “doing” philosophy and through the numerous opportunities to discuss their opinions and ideas, students are able to respond to these issues, develop self-confidence and improve their critical thinking skills.

**NEW**



# LANGUAGES

- Students are required to continue with the same language from Year 7 to Year 9 as the content builds on previous knowledge.
- The study of language is optional in Year 10. If a Language is chosen it should be the same as previously studied.

## LOTE BONUS IN SENIOR SCHOOL

10% of a student's final score in a Languages subject will be added to their ATAR *even if it is not in the student's top four subjects.*

## WHY STUDY A LANGUAGE?

There are so many reasons why you should learn a language! Here are some of the most common ones:

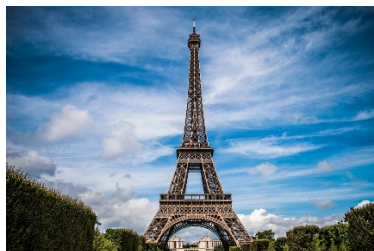
- It improves your literacy and you are able to communicate effectively with more people around the world.
- You develop a deeper appreciation for intercultural differences and respect for diversity.
- You become more open to different perspectives and experiences.
- You get a better understanding of how language and culture are connected, and how this affects communication.
- You extend your understanding of how values and culture shape world views
- You improve your knowledge of yourself, your own heritage, values, culture and identity.
- You have a more competitive advantage in a multi-lingual, global world.
- It enriches travel experiences and opens up possibilities of exchanges and international work after school.

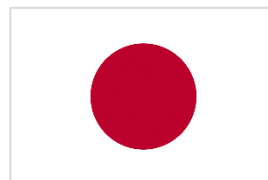
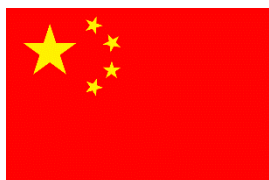
## LANGUAGE TOURS AND EXCHANGE PROGRAMS

Have you always wanted to experience the daily life and culture of another country? Would you love to visit famous places like the Eiffel Tower, the Great Wall or Mt Fuji? What about experiencing what school is like in a different country? Then a language tour is for you! There are opportunities for our students to participate in tours with their peers where they travel to China, France or Japan and stay with students from our sister schools. They will also be able to visit places of cultural and historic significance. Students also have the opportunity to host students from our sister schools when they visit Perth. This is a fantastic way to learn about language and culture first-hand and make real international friendships. Opportunities to apply for scholarships and external exchange programs also exist for students.

## CAREER POSSIBILITIES

A range of careers open up to you when you can speak another language. These include, but are not limited to careers in hospitality, travel, law, diplomacy, entertainment, commerce, engineering, medicine, science, teaching, translating and interpreting. Employers in all fields recognise the advantage of multi-lingual employees in our global economy.





YEAR 9 (Compulsory)		YEAR 10 (Elective)	
Semester 1	Semester 2	Semester 1	Semester 2
Chinese CHN9 S1	Chinese CHN9 S2	Chinese CHN10S1	Chinese CHN10S2
French FRE9 S1	French FRE9 S2	French FRE10S1	French FRE10S2
Japanese JPN9 S1	Japanese JPN9 S2	Japanese JPN10S1	Japanese JPN10S2

## YEAR 9

Students learn to appreciate the communication skills they have acquired in the target language and begin to express themselves more freely. They increase their understanding of the language and how language and culture belong together.

*Prerequisites: Year 8 Semester 2 at Churchlands SHS in the chosen language or permission from the Head of Learning Area to change languages or to study two languages*

## TOPICS COVERED IN YEAR 9

	Chinese CHN9 S1	French FRE9 S1	Japanese JPN9 S1
<b>Semester 1</b>	<b>Getting Ready</b> Discussing your daily routine and activities.  <b>Let's Have Fun!</b> Discuss your favourite sports, leisure activities and the weather.	<b>Let Them Eat Cake!</b> French food culture and international cuisine.  <b>Out and About</b> Discussing your free time and social outings.	<b>Time to Get Going!</b> Discussing your daily routine.  <b>School Life</b> Learning is fun!
	Chinese CHN9 S2	French FRE9 S2	Japanese JPN9 S2
<b>Semester 2</b>	<b>Feed Me!</b> Learn all about Chinese and international cuisine as well as fast food.  <b>Let's Celebrate!</b> Discuss holidays and celebrations around the world.	<b>Let's Travel!</b> Learn the countries of the world and discuss holiday plans and the weather.  <b>Let's Celebrate!</b> Celebrations in France and in Australia.	<b>My Space</b> Describe your home and neighbourhood.  <b>It's Play Time!</b> Discuss a range of seasonal activities and the weather.

**YEAR 10**

Students strengthen their communication and comprehension skills in the target language. They enhance their understanding of the relationship between language and culture as they develop into global citizens. Students must select the same Language in both semesters and understand it is a year-long course.

**Prerequisites:**

- *Year 10 Chinese is a prerequisite for Year 11 Chinese: Second Language ATAR*
- *Year 10 French is a prerequisite for Year 11 French: Second Language ATAR*
- *Year 10 Japanese is a prerequisite for Year 11 Japanese: Second Language ATAR*

**TOPICS COVERED IN YEAR 10**

	<b>Chinese CHN10S1</b>	<b>French FRE10S1</b>	<b>Japanese JPN10S1</b>
<b>Semester 1</b>	<b><i>Getting Around</i></b> Learn all about shopping, free time and dining out with friends.  <b><i>My School Life!</i></b> Discussing friendships, personality and people.	<b><i>A Healthy World</i></b> Talking about how people and the world can be healthy.  <b><i>Once Upon a Time...</i></b> Talking about our memories and how life used to be.	<b><i>Out and About</i></b> Learn the language of shopping, dining out and socialising.  <b><i>They're so Cool!</i></b> Discussing people, personality and fashion.
	<b>Chinese CHN10S2</b>	<b>French FRE10S2</b>	<b>Japanese JPN10S2</b>
<b>Semester 2</b>	<b><i>Come Fly With Me!</i></b> Let's book tickets, pack our bag, get on the plane and check into the hotel!  <b><i>When I Grow up...</i></b> Discussing our perfect job and future dreams.	<b><i>My Teenage Years</i></b> Talking about youth issues and how to overcome them.  <b><i>My Future Dreams</i></b> Talking about our dreams, hopes and ambitions for the future.	<b><i>Don't get Lost!</i></b> Learn how to navigate the crazy streets of Japan.  <b><i>My Japanese Journey</i></b> A reflection on the Japanese language and culture.



# MATHEMATICS

## OVERVIEW OF COURSE CONTENT

Churchlands SHS follows the WA Curriculum in Years 7 to 10. In the Mathematics learning area students learn to use ideas about number, space and chance and mathematical ways of representing patterns and relationships. Mathematics allows people to describe, interpret and reason about their social and physical world. Mathematics plays a key role in the development of students' numeracy and assists learning across the curriculum.

## MATHEMATICS SUBJECTS

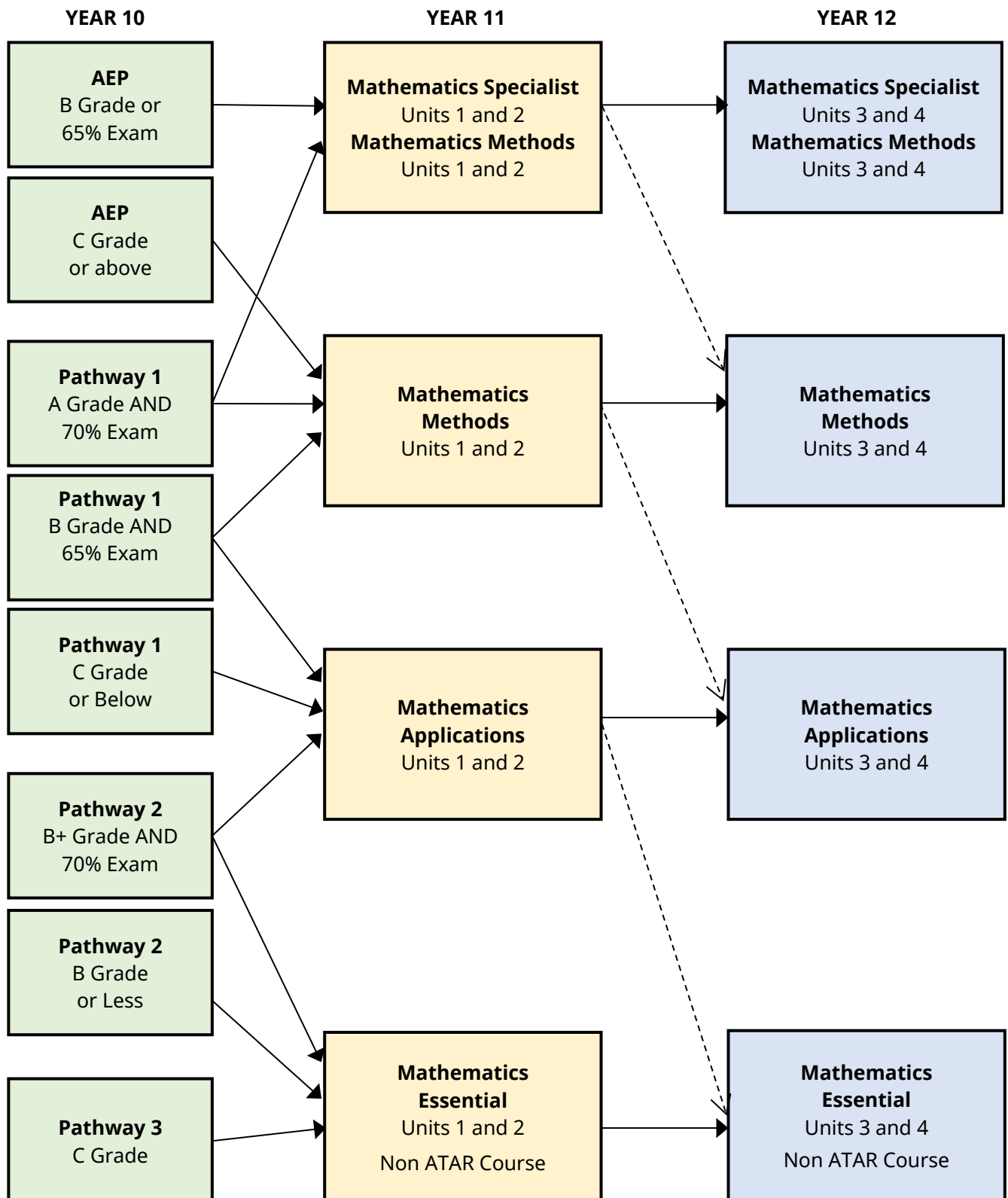
Students in Years 8, 9 and 10 are organised into Pathway I, II, III or AEP according to their performance in the previous year. Students will have the opportunity to move up or down these pathways if their assessment performance merits it; dependent on a position in the appropriate pathway being available.

As mathematics knowledge is cumulative through all the years, it is important that students always perform to the best of their ability. If they do not perform well, they can be moved into a lower pathway and this can jeopardise their mathematics choices for Senior School. On the other hand, students staying in a pathway to “keep your options open” is not viable unless the student is having success in that pathway.

In summary, placement in pathways is based on student results.

In Year 10, students will choose their subjects for Year 11 via SSO (Subject Selection Online). Students will only be offered a mathematics course if they have met the pre-requisites for that course. The pre-requisites usually specify a grade and exam result in a particular pathway and are outlined on the Pathway's Diagram. Any student who does not meet the pre-requisites for their desired course must apply to the Head of Learning Area, through SSO, for dispensation to do the course.

## MATHEMATICS PATHWAYS FROM YEAR 10 TO SENIOR SECONDARY





# SCIENCE

## YEAR 9

Year 9 students will study either **Science** or **AEP Science**. The course will cover the four science areas (sub-strands) below. The strand Science Understanding encompasses the four sub-strands.

## YEAR 10

Year 10 students will study either **AEP, Specialist** or **General** science depending on Year 9 performance and career aspirations. The course will cover the four science areas (sub-strands) below.

GEN: General

ATAR: Australian Tertiary Admission Rank

PATHWAY	COURSE OPTIONS IN YEAR 11	COURSE OPTIONS IN YEAR 12
<b>Specialist</b>	<ul style="list-style-type: none"> <li>• Biology ATAR (Units 1 and 2)</li> <li>• Chemistry ATAR (Units 1 and 2)</li> <li>• Earth Environmental Science ATAR (Units 1 and 2)</li> <li>• Human Biology ATAR (Units 1 and 2)</li> <li>• Integrated Science GEN (Units 1 and 2)</li> <li>• Psychology ATAR (Units 1 and 2)</li> <li>• Physics ATAR (Units 1 and 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Biology ATAR (Units 3 and 4)</li> <li>• Chemistry ATAR (Units 3 and 4)</li> <li>• Earth Environmental Science ATAR (Units 3 and 4)</li> <li>• Human Biology ATAR (Units 3 and 4)</li> <li>• Integrated Science GEN (Units 3 and 4)</li> <li>• Physics ATAR (Units 3 and 4)</li> <li>• Psychology ATAR (Units 3 and 4)</li> </ul>
<b>General</b>	<ul style="list-style-type: none"> <li>• Biology ATAR (Units 1 and 2)</li> <li>• Earth Environmental Science ATAR (Units 1 and 2)</li> <li>• Human Biology ATAR (Units 1 and 2)</li> <li>• Integrated Science GEN (Units 1 and 2)</li> <li>• Psychology ATAR (Units 1 and 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Biology ATAR (Units 3 and 4)</li> <li>• Earth Environmental Science ATAR (Units 3 and 4)</li> <li>• Human Biology ATAR (Units 3 and 4)</li> <li>• Integrated Science GEN (Units 3 and 4)</li> <li>• Psychology ATAR (Units 3 and 4)</li> </ul>

**Science (covered in Years 9 and 10).**

**Embedded in each of the Science areas (sub-strands) are two strands; Science as a Human Endeavour and Science Inquiry Skills.**

## CHEMICAL SCIENCES

Chemical Sciences is concerned with understanding the composition and behaviour of substances. The key concepts developed within this sub-strand are that: the chemical and physical properties of substances are determined by their structure at an atomic scale; and that substances change and new substances are produced by rearranging atoms through atomic interactions and energy transfer. In this sub-strand, students classify substances based on their properties, such as solids, liquids and gases, or their composition, such as elements, compounds and mixtures. They explore physical changes such as changes of state and dissolving, and investigate how chemical reactions result in the production of new substances. Students recognise that all substances consist of atoms which can combine to form molecules, and chemical reactions involve atoms being rearranged and recombined to form new substances. They explore the relationship between the way in which atoms are arranged and the properties of substances, and the effect of energy transfers on these arrangements.

## PHYSICAL SCIENCES

Physical Sciences is concerned with understanding the nature of forces and motion, and matter and energy. The two key concepts developed within this sub-strand are that: forces affect the behaviour of objects; and that energy can be transferred and transformed from one form to another. Through this sub-strand students gain an understanding of how an object's motion (direction, speed and acceleration) is influenced by a range of contact and non-contact forces such as friction, magnetism, gravity and electrostatic forces. They develop an understanding of the concept of energy and how energy transfer is associated with phenomena involving motion, heat, sound, light and electricity. They appreciate that concepts of force, motion, matter and energy apply to systems ranging in scale from atoms to the universe itself.

## BIOLOGICAL SCIENCES

Biological Sciences is concerned with understanding living things. The key concepts developed within this sub-strand are that: a diverse range of living things have evolved on Earth over hundreds of millions of years; living things are interdependent and interact with each other and their environment; and the form and features of living things are related to the functions that their body systems perform. Through this sub-strand, students investigate living things, including animals, plants, and micro-organisms, and their interdependence and interactions within ecosystems. They explore their life cycles, body systems, structural adaptations and behaviours, how these features aid survival, and how their characteristics are inherited from one generation to the next. Students are introduced to the cell as the basic unit of life and the processes that are central to its function.

## EARTH AND SPACE SCIENCES

Earth and Space Sciences is concerned with Earth's dynamic structure and its place in the cosmos. The key concepts developed within this sub-strand are that: Earth is part of a solar system that is part of a larger universe; and Earth is subject to change within and on its surface, over a range of timescales as a result of natural processes and human use of resources. Through this sub-strand, students view Earth as part of a solar system, which is part of a galaxy, which is one of many in the universe and explore the immense scales associated with space. They explore how changes on Earth, such as day and night and the seasons relate to Earth's rotation and its orbit around the sun. Students investigate the processes that result in change to Earth's surface, recognising that Earth has evolved over 4.5 billion years and that the effect of some of these processes is only evident when viewed over extremely long timescales. They explore the ways in which humans use resources from the Earth and appreciate the influence of human activity on the surface of the Earth and the atmosphere.

## ASSESSMENT IN MIDDLE SECONDARY

Science teachers will detail to students and parents the middle secondary Science assessment statement. Students will be assessed in each of the above four areas.

# SCIENCE TECHNOLOGY ENGINEERING AND MATHS (STEM)

YEAR 9		YEAR 10	
Semester 1	Semester 2	Semester 1	Semester 2
STEM Specialist STEM9 S1	STEM Specialist STEM9 S2	STEM Specialist STEM10S1	STEM Specialist STEM10S2

The STEM Specialist Course provides students with a unique opportunity to undertake their own STEM-related project independently over a semester. Students are provided with resources and make use of the School's STEM Makerspace facility to undertake their own unique learning path.

Common projects in previous years include Learning a new Programming Language, Video Game Design, Electronics, Engineering, Robotics, 3D Design, 3D Printing and personal Science Experiments. Students can also use their time in the course to work on entries into competitions including Robocup, Australian STEM Video Game Competition, Solar Car Races and Pedal Prix.

## Comments from previous students:

- "Fun and exciting as you get to learn about new things - otherwise you would not learn about any of this stuff."
- "You can work at your own pace with resources that you find and it is very rewarding."
- "A creative subject where you can make whatever you think of and get credit for being creative."
- "We get to work by ourselves and do what we want. The only thing limiting us is our creativity."
- "The STEM course lets me work with friends and be creative while still learning new things."
- "It's a course based on initiative and curiosity. You make things based off an idea you have."

Students can enrol in the STEM Specialist for any semester and set their own learning goals. An example pathway is shown below:

## YEAR 9

### **STEM9 S1 STEM SPECIALIST**

Students will become familiar with common Scientific, Technological, Engineering and Mathematical skills that will enable them to complete small-scale projects during the semester. These skills will include electronics, coding (including embedded devices such as Arduino and other microcontrollers), robotics and how science and mathematics relate to these activities.

### **STEM9 S2 STEM SPECIALIST**

Students who have completed STEM9 S1 will be given the opportunity to increase the level of complexity of their projects with new innovations such as 3D Printing, wearable technology and broader microcontrollers. New students can be provided with a more scaffolded approach to the elements of STEM education.

## **YEAR 10**

### **STEM10S1 STEM SPECIALIST**

Year 10 students are generally equipped to design a highly sophisticated long-term STEM project. The project outcomes developed by the student may include aspects of real-world problem solving, such as fire detection, disability management, real-time monitoring or clean energy. New STEM students are also welcome and can start at their own level.

### **STEM10S2 STEM SPECIALIST**

The second semester program is similar in focus and content as the Semester 1 program, however students are encouraged to independently develop their own designs and projects once they have acquired the necessary skills and knowledge.

**STEM students** must pay a \$30.00 levy to contribute towards the repair, upkeep and replacement of Makerspace equipment, electronics, devices and the purchase of software licenses.

# TECHNOLOGIES

YEAR 9		YEAR 10	
Semester 1	Semester 2	Semester 1	Semester 2
<b>DIGITAL TECHNOLOGIES</b>			
Multimedia and Animation TMA9 S1	Applications Software TAS9 S2	Multimedia and Animation TMA10S1	Applied Information Technology TAI10S2
Phone and Game Applications TPG9 S1	Coding and Game Design TCG9 S2	Computer Programming TCP10S1	Computer Science TCS10S2
Digital Literacy 1 TDL9 S1	Digital Literacy 2 TDL9 S2	Introduction to Computers 1 TIC10S1	Introduction to Computers 2 TIC10S2
<b>DESIGN TECHNOLOGIES</b>			
CAD 2D & 3D Graphics TCD9 S1	CAD 2D & 3D Graphics TCD9 S2	CAD 2D & 3D Graphics TCD10S1	CAD 2D & 3D Graphics TCD10S2
Jewellery Design TJW9 S1	Jewellery Design TJW9 S2	Jewellery Design TJW10S1	Jewellery Design TJW10S2
Mechatronics TMT9 S1	Mechatronics TMT9 S2	Mechatronics TMT10S1	Mechatronics TMT10S2
Metals and Engineering TME9 S1	Metals and Engineering TME9 S2	Metals and Engineering TME10S1	Metals and Engineering TME10S2
Wood Technology TWD9 S1	Wood Technology TWD9 S2	Wood Technology TWD10S1	Wood Technology TWD10S2
<b>HOME ECONOMICS (* choose one semester only)</b>			
Designing with Textiles TTX9 S1	Creating with Textiles TTX9 S2	Beauty and Wellness* TBW10	Beauty and Wellness* TBW10
Food Around the World TFW9 S1	Fab Fast Food TFF9 S2	Child Development TCH10S1	
		Creating and Designing with Textiles 1 TTX10S1	Creating and Designing with Textiles 2 TTX10S2
		Food for Social Occasions TFS10S1	Food for Entertaining TFE10S2
		Gastronomy* TFG10	Gastronomy* TFG10
		International Food TIF10S1	International Food TIF10S2

## TECHNOLOGIES – DIGITAL TECHNOLOGIES

### YEAR 9

#### TDL9 S1 DIGITAL LITERACY 1

This digital literacy course is designed to help students gain valuable study and employability skills. Students will learn to use their computers more effectively and learn how to realise some of the hidden potential within their own laptops. Laptops are required to be brought to this course.

- Word processing skills
- Internet research
- File, folder and computer management
- Netiquette
- Touch typing

#### TMA9 S1 MULTIMEDIA AND ANIMATION

The ever-increasing power of computers has made it possible to display a wide range of images, animations, audio and music. In this unit, students will learn how to create and manipulate these media elements into eye-catching presentations whilst exploring their own creativity and the power of the Adobe Creative Cloud software to produce digital products such as animations, web pages and interactive presentations. This course provides a sound basis for the senior secondary *Applied Information Technology* course.

#### TPG9 S1 PHONE AND GAME APPLICATIONS

Writing phone and game apps has become very popular with software developers. Discover how to create a phone app using readily available interactive software. Learn how to plan and write code solutions for games as well as designing a product whilst considering industry standards, user needs, interface limitations and basic design principles.

#### TAS9 S2 APPLICATIONS SOFTWARE

Digital technology is becoming an integral part of our everyday lives in environments such as education, entertainment, recreation and the workplace. When a variety of software applications are available to students and they are proficient in their use information handling is enhanced. The course is designed for students who want to gain competency in the use of a variety of productivity technologies. Applications Software is used in a variety of contexts in the workplace and tertiary institutions today require students to submit work in a digital format. The presentation of the work would be enhanced by developing better skills in application software packages such as word processing, desktop publishing, spread sheeting and database management systems.

#### TCG9 S2 CODING AND GAME DESIGN

Following on from Scratch game-making and the introduction to programming and algorithmic principles in Year 7 and 8 students will plan and develop programming solutions to more complex problems and explore the limits of various programming languages. The evolution of these languages will be considered and students will develop skills in coding, programming constructs and game design as commercially used programming languages are introduced. This course represents a great introduction to further studies in the senior secondary *Computer Science* course.

#### TDL9 S2 DIGITAL LITERACY 2

This digital literacy course is designed to help students gain valuable study and employability skills. Students will learn to use their computers more effectively and learn how to realise some of the hidden potential within their own laptops. Laptops are required to be brought to this course.

- Document presentation skills
- Checking validity of sources of information
- Cyber safety
- Excel
- Finding and using open source applications online
- Touch typing



**YEAR 10****TCP10S1   COMPUTER PROGRAMING**

This course focuses on the important general principals of programming applications. Students will investigate appropriate algorithmic approaches to problem solving and have practice in expressing solutions to problems in a variety of forms. The course provides a sound basis for the senior secondary *Computer Science* course.

**TIC10S1   INTRODUCTION TO COMPUTERS 1**

This digital literacy course is designed to help students gain valuable study and employability skills. Students will learn to use their computers more effectively and learn how to realise some of the hidden potential within their own laptops. Laptops are required to be brought to this course.

- Advanced word processing skills
- Office 365
- Advanced presentation skills
- Sound editing
- Touch typing

**TMA10S1   MULTIMEDIA AND ANIMATION**

This course provides students with the further skills and literacy in the concepts and processes of visual design. This subject is 'hands on', with students creating a digital portfolio, as well as evidencing the development process. During the semester, students will explore a range of digital media production software (including Photoshop, Illustrator and InDesign from the Adobe Creative Cloud Suite), and become skilled in visual communication, digital imaging and drawing. This course provides a sound basis for the senior secondary *Applied Information Technology* course.

**TAI10S2   APPLIED INFORMATION TECHNOLOGY**

This subject offers students the opportunity to learn to use IT tools which will be useful in both a personal and industry setting. This includes a thorough knowledge of Microsoft Office and Adobe Creative Cloud (Photoshop, Illustrator, Fireworks) and number of other software applications. Students learn how to design and publish a range of documents and products, including work documents, illustrations, animations and games. This course provides a perfect platform for those wishing to study *ATAR Applied Information Technology* in senior secondary as well as those interested in having sound skills with these applications.

**TCS10S2   COMPUTER SCIENCE**

In the Computer Science Year 10 course students are introduced to the fundamental principles, concepts and skills within the field of computing. They learn how to diagnose and solve problems while exploring the building blocks of computing. Students explore the principles related to the creation of computer and information systems, software development, the connectivity between computers and the management of data. This course provides students with the practical and technical skills that equip them to function effectively in a world where these attributes are vital for employability and daily life in a technological society as well as providing students with early exposure to some of the skills required in *ATAR Computer Science* in senior secondary.

**TIC10S2   INTRODUCTION TO COMPUTERS 2**

This digital literacy course is designed to help students gain valuable study and employability skills. Students will learn to use their computers more effectively and learn how to realise some of the hidden potential within their own laptops. Laptops are required to be brought to this course.

- Personal budget spreadsheets
- Staying safe online
- Basic HTML
- Image editing
- Touch typing

## TECHNOLOGIES – DESIGN TECHNOLOGY

### YEAR 9

#### TCD9 S1 CAD 2D and 3D GRAPHICS

In this course students will gain a basic understanding of CAD (2D & 3D) software to produce drawings and physical models that will not only become the foundation of design in the modern world, but also provide an environment of excitement and discovery. With the fast paced world we live in, students will be empowered to adapt to new ideas, using design, modelling and CAD software.

These new skills will become the building blocks that can lead to endless pathways in the graphics and communication field. CSHS has the latest cutting edge software and equipment to facilitate these learning outcome in graphics.

Design Technologies also enriches problem solving drawing upon Mathematics, Science, Engineering and Technology.

**Requirements: Open mind and great attitude.**

Students will use various integrated software packages and equipment to produce physical models and real world items using the latest technology. Examples:

- Technical Drawings.
- Presentational drawings.
- 3D Models
- Digitising hand drawn sketches
  - 3D printers
  - Laser Cutters
- Utilising desktop publishing software to translate into technical graphics



**TCD9 S2 CAD 2D and 3D GRAPHICS**

This course is an extension to the Semester 1 Graphics course but TCD9 S1 is not a prerequisite for this course.

Students will turn existing ideas into reality using techniques learnt during the course. Design and graphical communication is the focus which will allow students to explore ideas using technology and design to make practical, artistic and technical items.

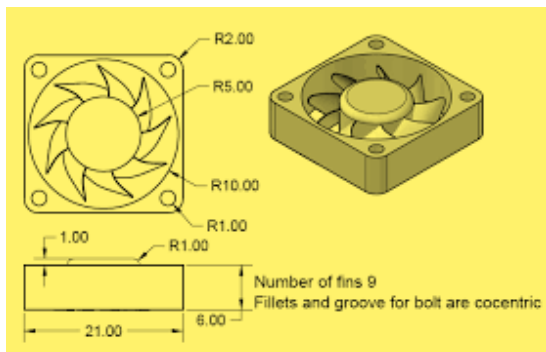
Students will draw on knowledge from MESH areas to translate these theoretical ideas in to practical situations via visual communication.

***Requirements: Open mind and great attitude.***

Using the latest Hi-Tech equipment, students will use their skills to extend design, technical communication and problem solving skills. In addition, students will learn about architecture and start creating buildings with software professions use.

Students will use:

- CAD Software
- 3D Printers
- Laser Cutters
- Digital Plotters
- Ray Tracing using Physics
- Various other industry standard equipment



**YEAR 10**

**Students wishing to engage in Computer Aided Design (CAD) at a Senior Secondary level would benefit greatly by completing Year 10 CAD 2D and 3D drafting.**

**TCD10S1 CAD 2D and 3D GRAPHICS**

There are many ways information can be processed and expressed. In this unit, students will learn how technical, artistic and theoretical ideas can be communicated in an exciting and educational way. Students will draw from their own prior knowledge and apply it in real world situations, as well as learn how to apply current technical solutions, industry standards and processes to achieve outcomes. The focus will not only include how, but also 'why' to enrich critical thinking in design and communication. STEM is a fundamental direction educators and industry are geared towards and this unit will allow the students to integrate these skills into a cohesive outcome.

***Requirements: Open mind and great attitude.***

Challenges will be set for students to overcome design problems utilising the student's ideas, expectations, knowledge and design skills. CSHS Technologies Learning Area is adept at technology so students can confidently follow their own path of design knowing the faculty has the expertise to reach their goals.

Students will have access to:

- Numerous CAD Software Packages
- 3D Printers
- Laser Cutters
- Digital Plotters
- Vinyl Cutters
- Microcontrollers
- Rendering and ray tracing
- Industry standard Architecture and Structural software
- Various other industry standard equipment



**TCD10S2 CAD 2D and 3D GRAPHICS**

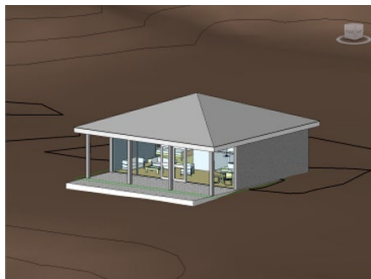
The sky is the limit! CSHS Technologies Learning Area has the facilities, knowledge and equipment other schools are envious of. Using our school's equipment, students will bring their prior learning from MESH subjects to create practical examples of their theoretical knowledge, and communicate it in a range of mediums. This course sets pathways for engineers, graphic designers, draftspersons, game designers, architects, inventors and a lot more professions that don't exist yet.

***Requirements: Open mind and great attitude.***

Year 10 students would have developed a vast knowledge of concepts and ideas that has been acquired in complimentary subjects during their student career. Taking this knowledge, and developing it into physical solutions is the next logical step for creative and intellectual students. Although this is a graphics course, students are encouraged to use any facility available to achieve their design and communication goals.

Students will have access to:

- Numerous CAD Software Packages
- Highly trained technology teachers
- 3D Printers
- Laser Cutters
- Digital Plotters
- Vinyl Cutters
- Microcontrollers
- Rendering and ray tracing
- Industry standard Architecture and Structural software
- Various other industry standard equipment



**YEAR 9****TJW9 S1 JEWELLERY DESIGN**

This is a foundation Jewellery Design program which provides an opportunity for students to develop skills and knowledge with the tools and techniques, fundamental processes and procedures of jewellery fabrication. In addition to this, we shall incorporate various aspects of contemporary design theories, technical drawing, history, marketing and socio-economic values into their growing awareness of the world of jewellery. Students will design and make jewellery from a range of materials including wood, copper wire and silver. Students are given the opportunity to do cuttlefish casting using pewter and silver, and designing their own piece of cast jewellery.

**TJW9 S2 JEWELLERY DESIGN**

The second part of the Jewellery Design course extends student skill development in silver smithing. Students build on prior technical expertise which further develops their understandings of handling diverse materials of multiple jewellery processes. Lost waxing casting process and glass technologies are available with our new kilns, and students can create their own unique cast and glass jewellery. For new students, the foundation Jewellery Design program will be undertaken. This unit is designed to flow into the Year 10 Jewellery Design program.

**YEAR 10****TJW10S1 JEWELLERY DESIGN**

The course aims to build on prior Year 9 experience enhancing student capability in Jewellery Design, although it also caters for students new to Jewellery manufacture.

Advanced students are introduced to the laser cutting and engraving process using Corel Draw software to design a leather piece of Jewellery. Lost wax casting is explored in more depth and advance students are expected to design and develop their jewellery pieces. Design portfolios are essential and present the action of their work with a professional photo.





**TJW10S2 JEWELLERY DESIGN**

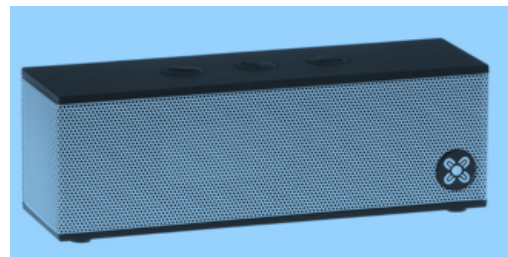
The course aims to build on prior experience enhancing student capability in Jewellery Design, although it also caters for students new to Jewellery manufacture.

Advanced students are working with Fine Silver, precious and semi-precious gems settings. Lost wax casting used and advanced students are expected to design and develop their jewellery pieces. Portfolio presentations are essential, as well as, exhibiting their work in a professional context.

**YEAR 9****TMT9 S1 MECHATRONICS**

Mechatronics is a subject designed to foster students to excel in design, electronics and mechanical principles. Students of the course will translate their theoretical knowledge into practical applications. The use of Mathematics, Technology, Science, Engineering and problem solving are employed to create real world solutions.

In Semester 1, students will gain the knowledge of the fundamental principles of electronics and apply these skills by creating a working 50W Bluetooth amplifier. Students will make their own circuit boards to drive the amplifier as well as making their project aesthetically pleasing with a custom-made LED graphics equalizer.

**TMT9 S2 MECHATRONICS**

Mechatronics is a subject designed to foster students to excel in design, electronics and mechanical principles. Students of the course will translate their theoretical knowledge into practical applications. The use of Mathematics, Technology, Science, Engineering and problem solving are employed to create real world solutions.

In Semester 2, students will learn how to program microprocessors to construct and build their own Retro Arcade Game. The mix of Electronics, Design, Mechanisms, Programing and Design skills will make a solid platform for the students to progress into a wide range of pathways.



**YEAR 10****TMT10S1 MECHATRONICS**

Mechatronics is a subject designed to foster students to excel in design, electronics and mechanical principles. Students of the course will translate their theoretical knowledge into practical applications. The use of Mathematics, Technology, Science, Engineering and problem solving are employed to create real world solutions.

In Semester 1, students will gain the knowledge of the fundamental principles of electronics and programing skills which will be necessary for the creation of their tank platform and the additional Arduino systems (programming) which can be added to this. This will include technologies such as Auto CAD, 3D printing, Laser cutting and circuit board design. Example for additional systems would be a crane, launching mechanisms and surveillance equipment.

**TMT10S2 MECHATRONICS**

Mechatronics is a subject designed to foster students to excel in design, electronics and mechanical principles. Students of the course will translate their theoretical knowledge into practical applications. The use of Mathematics, Technology, Science, Engineering and problem solving are employed to create real world solutions.

In Semester 2, the focus in Mechatronics will be based around remote control systems and processes. This will include the manufacturing of drones and hovercrafts with the aid of virtual reality headsets. The mix of Electronics, Design, Mechanisms, Programing and Design skills will make a solid platform for the students to progress into a wide range of pathways.

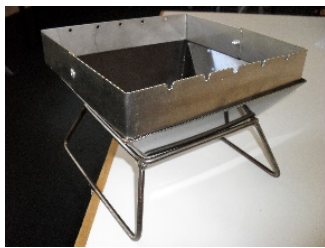


**YEAR 9****TME9 S1 METALS AND ENGINEERING**

Students work in a fully equipped Industrial Workshop and initially learn a range of welding techniques. Students then commence the making of a set project. This activity will reinforce their welding skills and bring the introduction of lathe work into their skillset. Students will also become familiar with a range of hand and power tools.

After their set projects, students are given an opportunity to develop a project which incorporates their personal interests.

1. **Lathe work** Machining of spinning tops, Fidgets, Cannons and BBQ utensils.
2. **Metal Sculptures** The requirements to achieve this involves the creation of a series of sketches which explain their idea. A computer controlled Plasma cutter will be used to cut out their shapes. Students can choose to display or sell their art work at the school Art Exhibition in May.
3. **Fabrication Projects** Students interested in welding projects can get involved in manufacturing mini cray pots, scooters, cricket wickets, basketball hoops, wing generators and fishing gaffs etc.

**TME9 S2 METALS AND ENGINEERING**

Students undertake similar welding exercises and general content to those covered in TME9 S1 such as materials, processes, machinery and power tools, however, as we recognise prior learning, students engaged in TME9 S2 tend to focus more on personal project design with attention to more complex, larger projects. Students are exposed to a larger range of equipment in a range of problem solving exercises related to their product design. As an assessment focus, particular attention is directed towards understanding materials and logical presentation of information. The Technology Process is reinforced in all design exercises.





**YEAR 9****TWD9 S1 WOOD TECHNOLOGY**

This course introduces students to a workshop environment where the basic skills of furniture design and construction are developed. The initial focus is on using hand tools accurately and effectively to create traditional joints and then students are given opportunities to combine hand tools and machines to produce small pieces of furniture. Occupational Health and Safety Issues are covered comprehensively so that students understand the hazards and work safely. Students are also given opportunities to develop design skills including sketching, creating working drawings and procedure plans so that their workshop time is as productive as possible. Projects may include model CO<sub>2</sub> powered Racers, simple bowl turning and a Japanese stool.

**TWD9 S2 WOOD TECHNOLOGY**

The second semester course gives students opportunities to refine their design and manipulative skills and gain experience on more machines such as wood lathes and routers. Understanding and using the appearance and properties of different materials is further examined with a view towards designing and producing a more professional result. Initially activities will be directed to cater for students new to the course but in the latter stages students are encouraged to produce furniture based on their own design ideas. Projects may include desk tidy, wooden stools and finger jointed trays and boxes.





**YEAR 10****TWD10S1 WOOD TECHNOLOGY**

This program introduces students to the process of designing and manufacturing. **The focus of this course is on producing an electric lap steel guitar.** Students will use Corel software to design their guitars. They will then use our laser to cut out their designs and engrave their designs. They will use the CNC router to router out sections of the timber to accept the electronics. At the completion of this semester students will have a fully working electric guitar that could be used in a professional band. Students who complete the guitar before the end of semester will then engage in producing a timber stand to hold their completed guitar.

**TWD10S2 WOOD TECHNOLOGY**

There are no pre-requisites for this course. For students new to this course in Semester 2, the program is similar to semester 1 with opportunities to learn about and make small pieces of either traditional or contemporary furniture. Students repeating from Semester 1 are encouraged to further explore materials and designs and create more complex and sophisticated pieces that showcase their skills and knowledge. Projects may include small shelf units, hallstands, flat-pack furniture and turned centre leg tables.





## TECHNOLOGIES – HOME ECONOMICS

### YEAR 9

#### TTX9 S1 DESIGNING WITH TEXTILES

This is a practical course which builds upon the skills learnt previously in Home Economics and allows students the opportunity to further develop their practical and creative abilities in textiles. The purpose of this course is to continue to introduce students to the basic processes used in designing and construction of clothing and craft items. We aim to give students the opportunity to design and produce items that they can use or wear. Students will be encouraged to use and express creativity in all their textiles projects.

Please note that students may need to provide some fabrics and patterns, if they wish to vary the projects.

#### TFW9 S1 FOOD AROUND THE WORLD

An appreciation of a wide variety of foods from Asian and European cultures will be developed in this subject. Students will be involved in preparing everyday meals and some special foods from a number of different countries. Students will gain knowledge about different customs and cultures from various countries and develop a wide range of food preparation skills. E.g. pasta making, a variety of pastry making techniques for sweet and savoury foods.

#### TTX9 S2 CREATING WITH TEXTILES

In this course students will revisit how to use a sewing machine and build upon their practical and creative skills developed in Home Economics. Students will learn about textile embellishment and manipulation techniques to construct clothing and craft items that are both functional and decorative. We aim to give students the opportunity to use skills and processes to produce items that they can use or wear. Students will be encouraged to use and express creativity in all their textiles projects.

Please note that students may need to provide some fabrics and patterns, if they wish to vary the projects.

#### TFF9 S2 FAB FAST FOOD

Teenagers love to eat! So let's learn how to cook great tasting food that's quick to prepare and even (just secretly) better for you than packet and fast food. In this fabulous elective, students have the opportunity to taste test a range of different foods and trial new products to learn about what influences their choices in what they eat. Students will make tasty recipes suitable for different times of the day, like pancakes, burgers, pizza and desserts. A highlight of the course is getting to participate in TV inspired cooking show challenges to design products.



**NEW**

The next time you get hungry instead of reaching for some fast food or a packet of biscuits, you will have a whole repertoire of fab fast foods to make in minutes!

### YEAR 10

#### TBW10 BEAUTY AND WELLNESS *(choose one semester only)*

This subject is focused on teenagers with an emphasis on how to make the most of their physical, social and emotional self. Some of the topics to be covered include skin and body care, make-up application, hair styles and care, clothing decisions, fashion trends, nutrition, exercise and relaxation and general well-being.

The course is made more interesting with a number of guest speakers coming to class, as well as a fashion parade of wearable art created in class.

This course is suitable for students who are keen to pursue a career in a Beauty related area as well as those who wish to focus on their well-being or to develop their creativity, or just purely for pleasure.

**TCH10S1 CHILD DEVELOPMENT**

Through an emphasis on practical activities, students will explore the stages of child development from conception to pre-school. Activities will include building an understanding of the way children develop and how you can help facilitate proper care and development of children. Practical activities may include making toys, room decorations and meals for expectant mothers or young children. This subject provides valuable background information for the Senior Secondary course, Children Family and the Community. This subject provides valuable background information for the Senior Secondary course, *Children Family and the Community*.

**TTX10S1 CREATING AND DESIGNING WITH TEXTILES 1**

The aim of this course is to provide students with an understanding of the practical and creative aspects of textiles. Students will have the opportunity to learn about fashion and develop their creativity through designing and producing fashion garments. They will learn how to use and follow commercial patterns in the construction of these items. Students will learn decoration techniques that they will apply to these projects. Skills and projects in this class are student driven and will be different from those in Creating and Designing with Textiles 2.

This course is suitable for students who are keen to pursue a career in a textiles related area as well as those who wish to learn a craft for relaxation and balance in their lives, to develop their creativity, or just purely for pleasure. Study of this course will be beneficial for completion of the Year 11 and 12 Material Design and Technology (Textiles).

Please note that students may need to provide some fabrics and patterns, if they wish to vary the projects.

**TFS10S1 FOOD FOR SOCIAL OCCASIONS**

In this subject, students will investigate various types of entertaining. Some activities will be to prepare food for the various types of menus, plan and prepare a three course meal of their own choice, brunches, cocktail party, foods for special occasions and a gourmet gift basket. Students will develop a wide range of food preparation and presentation skills.

**TTX10S2 CREATING AND DESIGNING WITH TEXTILES 2**

The aim of this course is to provide students with an understanding of the practical and creative aspects of textiles. Students will have the opportunity to learn about fashion and develop their creativity through designing and producing fashion garments. Students will learn to use and follow commercial patterns in the construction of these items. They will use decoration techniques that they will apply to these projects as suitable and will develop the technical skills and techniques required in the construction of these garments. Skills and projects in this class are student driven and will be different from those in Creating and Designing with Textiles 1.

This course is suitable for students who are keen to pursue a career in a textile related area as well as those who wish to learn a craft for relaxation and balance in their lives, to develop their creativity, or just purely for pleasure. Study of this course will be beneficial for completion of the Year 11 and 12 Material Design and Technology (Textiles).

Please note that students may need to provide some fabrics and patterns, if they wish to vary the projects.

**TFE10S2 FOOD FOR ENTERTAINING**

Students will investigate various forms of entertaining. Some of the occasions that will be covered are teenage birthday parties, breakfasts, dinner parties and buffets. Students will also plan and prepare a barbeque meal and make a Gingerbread House. Students will develop a wide range of food preparation skills.

**TFG10 GASTRONOMY (choose one semester only)**

Gastronomy blends physics and chemistry to transform the tastes and textures of food. The result? New and innovative dining experiences. The term Molecular Gastronomy is commonly used to describe a style of cuisine in which we explore culinary possibilities by borrowing tools from the science lab and ingredients from the food industry. Gastronomy seeks to investigate and explain the chemical reasons behind the transformation of ingredients, as well as the social, artistic and technical components of culinary and gastronomic phenomena. Examples of practical may include popping candy, fruit spheres/caviar and honeycomb.

**TIF10S1 INTERNATIONAL FOOD**

Food preparation skills will be developed by cooking and serving every day and speciality dishes from selected countries. Examples of foods produced include famous rice dishes, soups, entrees, main courses, desserts and cakes from around the world. Students will investigate the various influences on the eating habits and lifestyles in their chosen countries.

**TIF10S2 INTERNATIONAL FOOD**

An appreciation of a wide variety of foods from varying cultures will be developed over this course. Students will produce dishes from many different cultures whilst also investigating their foods and celebrations. Dishes produced may include such things as an Apple Tart Tartin, Soufflé, Quesadillas and Moroccan Chicken with Cous Cous.

# THE ARTS

YEAR 9		YEAR 10	
Semester 1	Semester 2	Semester 1	Semester 2
<b>MEDIA</b>			
Animation and Advertising MED9 S1	Film Genre MED9 S2	Film Television and Photo Documentary MED10S1	Film Making MED10S2
Media Codes and Conventions MCC9 S1	Stars and Stereotypes MSS9 S2	Media Manipulation MMM10S1	Values and Audiences MVA10S2
		Media Special Effects and Realism MAR10S1	Media Special Effects and Realism MAR10S2
<b>PHOTOGRAPHY</b>			
Photography PHO9 S1	Photography PHO9 S2	Photography PHO10S1	Photography PHO10S2
<b>DANCE</b>			
Circus DAN9 S1	Jazz Funk DAN9 S2	Commercial Dance for Video Clips DAN10S1	Circus DCA10S2
Commercial Hip Hop DSD9 S1	Urban Lyrical DCA9 S2	Contemporary DTD10S1	Jazz Funk Hip Hop DAN10S2
			Lyrical DVC10S2
<b>DRAMA</b>			
Slapstick and Melodrama DRA9 S1	Comedy Characters and Stereotypes DCO9 S2	Form and Style: Absurdist Theatre DRA10S1	Shakespeare and Youth Theatre DRA10S2
Performing in a Modern Drama (1) DMM9 S1	Performing in a Modern Drama (2) DRA9 S2	Designing for Theatre: Set and Costume DSC10S1	Designing for Theatre: Light and Sound DSL10S2
<b>VISUAL ARTS</b>			
Art ART9 S1	Art ART9 S2	Design Arts ADA10S1	Design Arts ADA10S2
Craft CRA9 S1	Craft CRA9 S2	Fine Art AFN10S1	Fine Art AFN10S2
		Sculpture ASC10S1	Sculpture ASC10S2

Note: It is not a requirement that students have to study a course in Semester 1 in order to study the Semester 2 course.

## ARTS – MEDIA

### YEAR 9

#### MED9 S1 ANIMATION AND ADVERTISING

Make objects come to life! This course explores the worlds of animation and advertising. There is an emphasis on the styles of flipbook and pixilation animation and TV advertising. Students will use digital cameras, computers and industry standard editing software. They will be given the opportunity to create their own examples of each of these media forms.

#### MCC9 S1 MEDIA CODES AND CONVENTIONS

Film and Television language is universal, and once learnt a filmmaker has the ability to transport their meaning to filmmakers around the world. In this course, students will examine the importance of codes and conventions for constructing meaning in the media. They will examine still and moving images and learn the language that can be used to interpret the media text.

#### MED9 S2 FILM GENRE

Horror? Comedy? Sci-Fi? Romance? Everyone has a favourite film and film genre. In this course students will explore film genres. This course will provide students with the skills and technologies to produce their very own films, and understand how to appreciate Hollywood films. The emphasis will be on using digital cameras, computers and industry standard editing software.

#### MSS9 S2 STARS AND STEREOTYPES

Film and television programmes rely on the audience easily identifying characters as the hero and the villain. But how is this achieved? In this course, students will examine the power of the scriptwriter in creating these easily identifiable stereotypes in different genre and the power they have over the audience's interpretation of the media.

### YEAR 10

#### MED10S1 FILM TELEVISION AND PHOTO DOCUMENTARY

Documentary has changed! Some people believe that documentaries give us a realistic view of the world, others think they are only for educational purposes. This course will change your mind! In addition to students viewing professional documentaries, both traditional and contemporary, there will be multiple opportunities to make their own. One of these will be an extended documentary on a subject of the student's choosing.

#### MMM10S1 MEDIA MANIPULATION

Media works have the ability to manipulate the narrative and production conventions to present a particular point of view to the audience. In this course, there will be the opportunity to analyse professional works that present varying perspectives of historical events. Class discussions will explore the bias presented in such media works.

#### MAR10S1 and MAR10S2 MEDIA SPECIAL EFFECTS AND REALISM

Media Special Effects and Realism is an editing masterclass for beginner and advanced students, looking to better their skills using Adobe After Effects and Premier Pro CC. The courses will cover technologies used in both fiction and non-fiction media such as green screen editing, advanced motion tracking and CGI. Students will be introduced to realism in Hollywood film, where they will learn how advanced editing and CGI is used to help audiences suspend their disbelief. Typical production tasks will give students the opportunity to create their very own action scenes. This unit can be chosen across both semesters.

#### MED10S2 FILM-MAKING

This course gives students the opportunity to create a feature film. Preliminary activities will teach film-making skills and explore the ways in which a film-maker can engage the audience. In preparing for the major production, students develop their skills in scripting, camera techniques, and video and audio editing software.

**MVA10S2 VALUES AND AUDIENCES**

Why are MARVEL: superhero films so popular at different times? Film and Television producers create media works based on the pervading values of the perceived audience. In this course, students will explore the audience values reinforced in films and television shows from a particular time period. Through analysis, audience values systems will be explored and the power of the media in conveying meaning will be determined. Assessment weightings favour written tasks.

## ARTS – PHOTOGRAPHY

**YEAR 9****PHO9 S1 PHOTOGRAPHY**

This course is an introduction to the magical world of photography. You will discover the processes of traditional cyanotype prints using the sun as a light source. Students will be introduced to basic DSLR camera skills focusing on using the manual settings to control light. The images you create are displayed and evaluated, with a focus on personal expression and technical skills. The course is highly practical and you will gain a basic understanding of the elements and principles of photography as an art form.

**PHO9 S2 PHOTOGRAPHY**

In this course, you will develop and broaden your black and white film photography skills using the camera's internal filters. This is a highly practical subject and you will be experimenting a lot with the photographic equipment whilst planning your own photo shoots. Set tasks will explore a range of topics while enhancing your skills and knowledge of photographic composition. You will be creating images for presentation or a specific audience. Beginner and experienced photographers are welcome.

**YEAR 10****PHO10S1 PHOTOGRAPHY**

This course will nurture your creativity introducing you to famous photographers that will inspire and influence your work. A practical course that involves a series of set tasks that develop your photographic skills, knowledge of cameras, studio procedures and design. You will explore digital photography utilising *Photoshop*™ to produce images that are unique and demonstrate control and understanding of photography as an art form. Amateur and experienced photographers are welcome.

**PHO10S2 PHOTOGRAPHY**

This course will provide you with the opportunity to refine and extend or start your journey of photographic knowledge and techniques. You will be looking at the work of famous photographers within art movements. Creativity and imagination are encouraged and you are given considerable freedom within each task to develop your individual style as a photographer. Although still a highly practical course you will be guided through demonstrations and lectures to deepen your knowledge of photography as an art form. This course will strengthen any skills you have developed in any previous arts courses. Amateur and experienced photographers are welcome. This course would be an excellent choice if you intend to study visual art, media, design or photography in senior school ATAR or General courses.



## ARTS – DANCE

### YEAR 9

#### DAN9 S1 CIRCUS

This course will involve learning how to incorporate the spectacular arts of tumbling, balancing, juggling and contortion. Circus and acrobats uses partner/team work to build trust in your fellow classmates. Combining the best aspects of sport, dance, gymnastics, parkour and performance together.

It will teach you the fundamental skills to develop your technique in a range of styles as well as teaching you the key skills of choreographing your own material. No previous circus experience is necessary to take this course. You may have the opportunity to perform to a live audience.

#### DSD9 S1 COMMERCIAL HIP HOP

Developed through the entertainment industry, commercial hip hop is seen in music videos and concerts. This style focuses on choreography to popular music whilst maintaining an urban presence.

It will teach you the fundamental skills to develop your technique in a range of styles as well as teaching you the key skills of choreographing your own material. No previous dance experience is necessary to take this course. You may have the opportunity to have an experienced dancer in the industry teach you current dance trends and perform to a live audience.

#### DAN9 S2 JAZZ FUNK

A commercial style with a hip hop flavour fused with street Jazz. Movements can range from smooth and funky to expressive and strong, creating a fun and high energy class.

It will teach you the fundamental skills to develop your technique in a range of styles as well as teaching you the key skills of choreographing your own material. No previous dance experience is necessary to take this course. You may have the opportunity to have an experienced dancer in the industry teach you current dance trends and perform to a live audience.

#### DCA9 S2 URBAN LYRICAL

Combines the technique of contemporary and ballet with the stylised flavour of urban choreography. It allows dancers to use their bodies to interpret music in a fluid articulate blend. The movement used capture emotion through the use of choreographed movement to lyrics, beats and sounds.

It will teach you the fundamental skills to develop your technique in a range of styles as well as teaching you the key skills of choreographing your own material. No previous experience is necessary to take this course. You may have the opportunity to have an experienced dancer in the industry teach you current dance trends and perform to a live audience.

### YEAR 10

#### DCA10S2 CIRCUS

This course is a continuation of the skills learned in Year 9 Circus, however students who did not select this course in Year 9 can still choose this course as will involve learning how to incorporate the spectacular arts of tumbling, balancing, diablos, juggling and uni-cycling.

Circus and acrobats uses partner/team work to build trust in your fellow classmates. You will learn to combine the best aspects of fitness, dance, tumbling and performance together. It will teach you the fundamental circus skills to help develop your technique in a range of styles as well as choreographing your own acts. No previous circus experience is necessary to take this course. You may have the opportunity to perform to a live audience.



**DAN10S1 COMMERCIAL DANCE FOR VIDEO CLIPS**

Have you ever wanted to learn how to create dance pieces for video and social media? Understand the secrets behind the catchy movements from Tik Tok that make it so enjoyable to watch. In this class you will learn short dance sequences for choreographing using the camera.

It will teach you the fundamental skills to develop your technique in a range of popular styles as well as teaching you the key skills of choreographing your own material. No previous experience is necessary to take this course. You may have the opportunity to have an experienced dancer in the industry teach you current dance trends and perform to a live audience.

**DTD10S1 CONTEMPORARY DANCE**

An expressive form of dance. It explores emotion and the use of theme to interpret music and lyrics. In class students will train the body in strength and conditioning.

It will teach you the fundamental skills to develop your technique in a range of popular styles as well as teaching you the key skills of choreographing your own material. No previous experience is necessary to take this course. You may have the opportunity to have an experienced dancer in the industry teach you current dance trends and perform to a live audience.

**DAN10S2 JAZZ FUNK HIP HOP**

This blended style is often referred to as “commercial jazz” as it is the leading dance style used in the today’s professional dance industry. JFH classes are fun and upbeat with routines choreographed to the latest popular music hits. Students learn a mix of sharp and dynamic movements, as well as learning basic grooves found within the genre of Hip Hop.

It will teach you the fundamental skills to develop your technique in a range of styles as well as teaching you the key skills of choreographing your own material. No previous circus experience is necessary to take this course. You may have the opportunity to perform to a live audience.

**DVC10S2 LYRICAL**

Combines the technique of Jazz, contemporary and ballet. Movement is conveyed through the lyrics of the music and is influenced by popular songs and movement.

It will teach you the fundamental skills to develop your technique in a range of styles as well as teaching you the key skills of choreographing your own material. No previous dance experience is necessary to take this course. You may have the opportunity to have an experienced dancer in the industry teach you current dance trends and perform to a live audience.

## ARTS – DRAMA

**YEAR 9****DRA9 S1 SLAPSTICK AND MELODRAMA**

Make them laugh!!!

This course is all about physical comedy and how melodramatic you can be. You will refine your acting skills while you slip, trip, collide or do a double take in improvised and scripted performances. In this course, being an over exaggerated drama queen or class clown is okay!

**DMM9 S1 PERFORMING IN A MODERN DRAMA (1)**

Multi-formed Devised Drama

This course is all about putting together a performance using different dramatic forms. A realist play might also contain some comedy stereotypes, a chat to the audience, use unusual sound effects or even include pre-recorded voice overs, AV characters and more.

**DCO9 S2 COMEDY CHARACTERS AND STEREOTYPES****The Servant of Two Masters**

This course is all about the original art of comedy. Commedia dell'Arte was originally improvised but we're about to meet the characters and perform in a comedy where they behave outrageously wearing masks that you design and make.

**DRA9 S2 PERFORMING IN A MODERN DRAMA (2)****Multi-formed Devised Drama**

If you missed out in Semester 1, here's your chance to have a go in Semester 2! This course is all about putting together a performance using different dramatic forms. A realist play might also contain some comedy stereotypes, a chat to the audience, use unusual sound effects or even include pre-recorded voice overs, AV characters and more.

**YEAR 10****DRA10S1 FORM AND STYLE: ABSURDIST THEATRE**

'Absurdist theatre explores the irrational nature of reality and the essential isolation of humanity in a meaningless world'. So basically when a play seems to make no sense, nobody seems to go anywhere or do anything and it ends where it begins...that's Absurd! In this unit students will focus on creating both scripted and devised Absurdist performances for their peers and wider audiences.

**DSC10S1 DESIGNING FOR THEATRE: SET AND COSTUME**

In this unit we will focus on how set and costume help to shape a performance. By selecting scenes from a variety of 20th century scripts students will work as a production team to create a fully realised performance. Students will be given the opportunity to perform and explore the roles of director, set designer and costume designer.

**DRA10S2 SHAKESPEARE AND YOUTH THEATRE**

So who is this guy called Shakespeare and why is he still relevant? In this unit we will focus on taking scenes from Shakespeare and shake them up by giving them a great big 20th century twist. Students will create both scripted and devised Youth theatre performances for their peers and wider audiences.

**DSL10S2 DESIGNING FOR THEATRE: LIGHTING AND SOUND**

In this unit we will focus on how sound and light help to shape a performance. By selecting scenes from a variety of appropriate scripts students will work as a production team to create a fully realised performance. Students will be given the opportunity to perform and explore the roles of director, lighting designer and sound designer.

## ARTS – VISUAL ARTS

If you are considering doing ATAR Visual Arts in Year 11 and 12 it is strongly recommended that you complete a variety of the courses offered in both Year 9 and Year 10.

**YEAR 9****ART9 S1 ART**

This art course focuses on you working in the way an artist might work, developing your drawing skills, creative thinking and self-expression through art making.

You will be introduced to established artists and use their practice to inspire you to create your own artworks. You will have the opportunity to work within a variety of mediums over the semester. You might create a painting, a sculpture or a print.

**ART9 S2 ART**

This art course will extend your knowledge and skills developed in Semester 1. While you do not need to have completed Art before, it would be an advantage to have an interest in art.

You will focus on developing your drawing skills, creative thinking and self-expression through art making in the way an artist might work. This will be at a slightly more challenging level than previous courses and you will begin to develop your personal style and sense of meaning in art.

You might work with ceramics, painting and exploring different printmaking techniques. You will negotiate how you want to work within each task with your teacher.

**CRA9 S1 CRAFT**

This course will develop your making skills working in the same way a craft artist might work. Your tasks will focus on form, function and developing your creative thinking.

You might design and make a pot, a fashion garment or wearable art piece, use recyclable materials or participate in a community arts project. You will negotiate how you want to work within each task with your teacher.

**CRA9 S2 CRAFT**

This course will extend and develop your ideas and skills from Semester 1. While you do not need to have completed Craft before, it would be an advantage to have an interest in art.

You will be working in the same way a craft artist might work but at a slightly more challenging level than semester 1. You will make art objects that consider form and function with a focus on developing your creative thinking.

You might work with ceramics, fabrics or found objects and you will negotiate what you are going to do with your teacher.

**YEAR 10****ADA10S1 DESIGN ARTS**

Design is all around us in this very visual world. In this course you will be learning how to add to it in highly skilled and thoughtful ways. You will learn how to design your own lettering font. Focusing on selected design elements, you will develop a stencil and have the opportunity to utilise a variety of mediums during the application process. You will work to a specific design brief creating audience based works. Taking into consideration inspirational graphic and design works, you will develop your own refined products. This course would be advantageous if you are considering Design ATAR in Year 11 or 12.

**ADA10S2 DESIGN ARTS**

With the increasing interest in the way things look in this world, design is a key career path. In this course you might design a logo for a particular smartphone application, create an event poster focusing on a target audience and illustrate a short book or comic strip. What you create will be negotiated with you teacher. You will examine and reflect on other artists work using this knowledge as a reference to improve you own work. This course would be advantageous if you are considering Design ATAR in Year 11 or 12.

**AFN10S1 FINE ART**

This course is focused on developing high quality skills and confidence as an artist. The tasks will introduce you to a variety of art materials and processes including, drawing with pencil and ink, dry-point etching, acrylic painting, and mixed media work. You will have the opportunity to develop ideas that express your beliefs and values with a focus on representation and meaning, culminating in a resolved artwork. There will be time given to explore the work of established artists and art movements, discovering how and why they create their artwork, to help inspire your own art making. You do not need to have completed any art courses before, however, showing an enthusiasm for the subject along with a basic understanding of the elements and principles of art with some drawing skills would be an advantage. This course is highly recommended to prepare you to work in Year 11 and 12 Visual Arts ATAR courses.

**AFN10S2 FINE ART**

This course is focused on the further development of your ideas and skills as an artist. You will build on fundamental 2D art skills, drawing in different mediums such as charcoal, graphite and ink, explore different printmaking techniques such as mono-printing and Lino. This also includes experimenting with different 3D materials and methods with the opportunity to create a 3D artwork. You will develop the ability to research and develop your own ideas, making high quality resolved artworks that express your viewpoint from a cultural perspective, as well as taking inspiration from the world around you. Time will also be given to explore and analyse the work of established artists regarding the ideas and messages within their work. You do not need to have completed any art courses before, however, showing an enthusiasm for the subject along with a basic understanding of the elements and principles of art with some confident drawing skills would be an advantage. This course is highly recommended to prepare you to work in Year 11 and 12 Visual Arts ATAR courses.

**ASC10S1 SCULPTURE**

In this course, you will be making 3D forms in a variety of materials, possibly including ceramic, plaster, wire, wax, found objects or fabric. You may be using the potter's wheel. You may be asked to express a concept, an emotion or design a functional object, while developing high-level skills to make resolved artworks that express your values and beliefs. You will be considering the work of other artists when developing your own ideas and processes. This course is recommended to prepare you to work in Year 11 and Year 12 Visual Arts courses.

**ASC10S2 SCULPTURE**

You will be learning how to develop your ideas and art concepts to clearly resolved artworks, exploring your cultural perspective and personal point of view. While this course focuses on art making, you will refer to the work of established artists in developing your ideas and reflecting on ways you can learn from their practice. High-level skills will be expected but the concept of what you are trying to say will be very important. For example you might use ceramics techniques and processes, plaster casting, found objects or pottery wheels. This course is recommended to prepare you to work in Year 11 and Year 12 Visual Arts courses.

# THE ARTS - MUSIC

## ARTS – MUSIC

At the end of Year 8, Gifted and Talented Music students must enrol into the **four** period *Special Music* course.

*General Music* students should enrol in the General Music Course, although highly motivated General Music students, achieving good grades, may consider the Special Music course after discussion with their class music and instrumental teacher. In the Special Music course there are two 'contexts' (styles) available to focus on: Western Art Music (classical) and Jazz. **Differentiation between Western Art Music and Jazz occurs within the course structure.**

YEAR 9		YEAR 10	
Semester 1	Semester 2	Semester 1	Semester 2
SPECIAL MUSIC COURSE			
Musicianship MGT9 S1	Musicianship MGT9 S2	Musicianship MGT10S1	Musicianship MGT10S2
Music Literature and Concert Practice MLT9 S1	Music Literature and Concert Practice MLT9 S2	Music Literature and Concert Practice MLT10S1	Music Literature and Concert Practice MLT10S2
Music Jazz Styles and History MJA9 S1	Music Jazz Styles and History MJA9 S2	Music Jazz Styles and History MJA10S1	Music Jazz Styles and History MJA10S2
GENERAL MUSIC COURSE			
General Music MGN9 S1	General Music MGN9 S2	General Music MGN10S1	General Music MGN10S2

### COURSE STRUCTURE

#### SPECIAL MUSIC COURSE

**MUSICIANSHIP** MGT9 S1/MGT9 S2 and MGT10S1/MGT10S2 **plus**  
**MUSIC LITERATURE & CONCERT PRACTICE** MLT9 S1/MLT9 S2 and MLT10S1/MLT10S2 **or JAZZ**  
**STYLES AND HISTORY & IMPROVISATION** MJA9 S1/MJA9 S2 and MJA10S1/MJA10S2

- 2 Musicianship classes per week, and
- 1 Music Literature class **and** 1 Concert Practice class per week (WAM course)
- OR**
- 1 Jazz Styles and History class **and** 1 Jazz Improvisation class per week (Jazz Course)
- 2 Ensembles: Choir + 1 Specialist Ensemble
- 1 individual instrumental/vocal lesson per week for Gifted and Talented students
- OR**
- 1 small group instrumental lesson per week for General students

#### GENERAL MUSIC COURSE

**GENERAL MUSIC** MGN9 S1/MGN9 S2 and MGN10S1/MGN10S2

- 2 Musicianship classes per week
- 2 Ensembles: Choir + 1 Specialist Ensemble
- 1 small group instrumental lesson per week



**COURSE CONTENT**

Musicianship:	Kodály based ear training and music theory.
Music Literature:	Students study the development of music from the 1600s to the present day and further develop score reading and analysis skills.
Concert Practice:	Students perform in front of their classmates to help develop critical listening skills.

**OR**

Musicianship:	Kodály based ear training and music theory.
Jazz Styles and Analysis:	Students study the development of Jazz history and Jazz styles from its origins in the mid to late 19th century, to the present day and develop an understanding of jazz harmony.
Jazz Improvisation:	Students study harmony and develop jazz improvisation and performance skills, working independently and collaboratively in group rehearsals.

**Performance and Ensemble**

Students must be receiving regular weekly instrumental **OR** vocal lessons either through the school or privately **AND** attend choir and ensemble rehearsals and **ALL** scheduled performances as appropriate for their instrument or voice to remain eligible for enrolment in the music courses.

Evidence of private lessons is required each semester.

**ASSESSMENT PROCEDURE**

Students have regular written, aural and performance assessments as well as research projects.

**CAREER POSSIBILITIES**

Further studies in careers such as: Musician, Composer, Music Teacher, Music Therapist, Music Journalist, Sound Engineer, Recording Assistant, Administration Assistant, Community music activities Administrator, Music Administrator and Music Producer.

**ASSOCIATED COSTS**

- The cost of participating in the Special Music Course is \$130.00 per year.
- The cost of participating in the General Music Course is \$120.00 per year.
- This cost includes an ensemble levy of \$15.00 per year for the purchase of scores for the instrumental and choral ensembles and \$28.00 towards the cost of choral accompaniment.
- Music students are expected to purchase a complete concert uniform through the Churchlands SHS Uniform shop.

**Instrumental students** hiring an instrument through the school must pay a \$150.00 levy to cover the costs of maintenance and repair to the instrument. This is payable **ONLY** by students hiring an instrument through the school.

**Percussion students** must pay a \$25.00 levy to contribute towards the repair, upkeep and replacement of instruments.

**Voice students** must pay a \$25.00 levy to contribute towards the cost of resources, repertoire and choreography.

Students may also have the opportunity to attend performances by professional groups relevant to their studies. Typical ticket prices may be around \$25.00 per performance. While students are strongly encouraged to attend, it is not compulsory.

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