



CHURCHLANDS
SENIOR HIGH SCHOOL

2026

Year 9 & 10 Subject Selection Booklet



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 – 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 2026.
- iii) Additional information regarding SSO log on and completion instructions will be made available to students and parents.
- iv) Students in Year 9 will use SSO to make their TWO subject selections for each Semester (FOUR for the year) and to choose TWO subject reserves for each semester.
- v) Students in Year 10 will use SSO to make their THREE subject selections for each Semester (SIX for the year) and to choose TWO subject reserves for each Semester.
- vi) The following subject 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 and Special Football
 - Year 9 and 10 General Physical Education for all students apart from those in a Special Sporting Program mentioned above
 - Year 9 and 10 English, Mathematics, Science and Humanities & Social Sciences

Please note: Students need to choose at least ONE subject from The Arts and at least ONE subject from Technologies (over the year). 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: TUESDAY 29 JULY 2025

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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 for both semesters and is to only be chosen once.

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

ENGLISH

Rationale

English is a key part of students' learning and development. It helps them understand the world, express their ideas clearly, and build strong relationships. Through English, students become confident communicators, creative thinkers, and informed individuals who can take part in society.

Australia is a diverse country with many cultures and languages, and strong connections to Asia. Being able to communicate well in Standard Australian English is essential for success in school and everyday life. It also supports learning in all other subjects and opens up opportunities both in Australia and around the world.

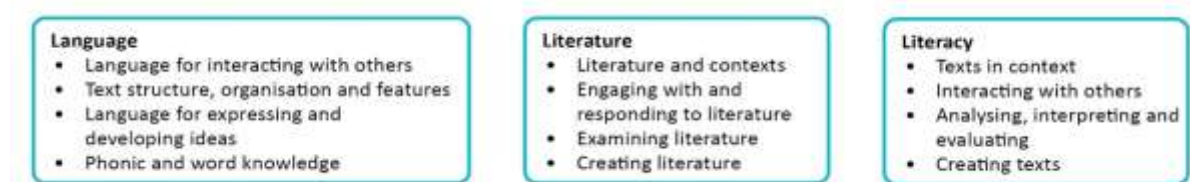
In English classes, students explore a wide range of literature. They read stories and texts that help them think about life, relationships, and important social and global issues. These texts come from different times, cultures, and communities—including the voices of Aboriginal and Torres Strait Islander peoples, as well as other Australian and international authors. This helps students better understand themselves and the world around them.

English also plays an important role in developing literacy skills, which are vital for further education, training, and future careers. It helps students grow into thoughtful, responsible, and active members of the community, ready to contribute to Australia's future.

Strands and sub-strands

The English curriculum content is organised under three interrelated strands:

The content strands and sub-strands are illustrated below.



Our English courses in Years 9 and 10 are designed to engage students and meet the goals of the Western Australian Curriculum. They also help prepare students for the next steps in their education.

Students are assessed using the achievement standards for their year; a C grade means students have met that standard. Comparability and common tasks, as well as moderation processes, maintain consistent assessment standards across all classes in the year group.

Assessment

Students will have the opportunity to achieve at their highest possible level, irrespective of the class they are enrolled in. Support will be provided for students when required, including differentiation, approved assessment accommodations, and preparation for NAPLAN and OLNA testing.

HEALTH AND PHYSICAL EDUCATION

| YEAR 9 | | YEAR 10 | |
|--|---|---|---|
| Semester 1 | Semester 2 | Semester 1 | Semester 2 |
| HEALTH EDUCATION (COMPULSORY) | | | |
| Year 9 Health HE 9 S1 | Year 9 Health HE 9 S2 | Year 10 Health HE10 S1 | Year 10 Health HE10 S2 |
| PHYSICAL EDUCATION (COMPULSORY) | | | |
| 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 |
| OUTDOOR EDUCATION (OPTIONAL - * choose one semester only) | | | |
| Outdoor Education OED9 | Outdoor Education OED9 | Outdoor Education OED10 | Outdoor Education OED10 |
| PHYSICAL EDUCATION (OPTIONAL) | | | |
| Basketball BAS9 S1 | Basketball BAS9 S2 | Basketball BAS10S1 | Basketball BAS10S2 |
| | | | Girls Fitness GFT10S2 |
| Netball NET9 S1 | Netball NET9 S2 | Netball NET10S1 | Netball NET10S2 |
| | | Racquets RAQ10S1 | Racquets RAQ10S2 |
| Sports Science SPS9 S1 | Sports Science SPS9 S2 | Sports Science SPS10S1 | Sports Science SPS10S2 |
| Strength and Conditioning SAC9 S1 | Strength and Conditioning SAC9 S2 | Strength and Conditioning SAC10S1 | Strength and Conditioning SAC10S2 |
| SPECIAL PHYSICAL EDUCATION PROGRAMS | | | |
| 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

HE 9 S1 and HE 9 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. A range of contexts that include alcohol and drugs, sexuality and respectful relationships, mental health and healthy decision making are used to achieve these outcomes.

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. A range of contexts that include sexuality and respectful relationships, road safety, mental health, health promotion and healthy decision making are used to achieve these outcomes.

HEALTH AND PHYSICAL EDUCATION – PHYSICAL EDUCATION (COMPULSORY)

Physical Education **compulsory** courses are a part of a four 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 tennis and ultimate frisbee.

PEG9 S1 GIRLS PHYSICAL EDUCATION

Students will complete modules in cricket and European handball.

PEB9 S2 BOYS PHYSICAL EDUCATION

Students will complete modules in athletics, cricket and European handball.

PEG9 S2 GIRLS PHYSICAL EDUCATION

Students will complete modules in athletics, ultimate frisbee and tennis/table tennis.

YEAR 10

PEB10S1 BOYS PHYSICAL EDUCATION

Students will complete modules in aquatics, basketball and softball.

PEG10S1 GIRLS PHYSICAL EDUCATION

Students will complete modules in AFL, softball and basketball.

PEB10S2 BOYS PHYSICAL EDUCATION

Students will complete modules in athletics, AFL and volleyball.

PEG10S2 GIRLS PHYSICAL EDUCATION

Students will complete modules in athletics, volleyball and basketball.

HEALTH AND PHYSICAL EDUCATION – OUTDOOR EDUCATION (OPTIONAL)

Note: This course may involve an early start or go through recess or lunch during the school day.

YEAR 9

OED9 OUTDOOR EDUCATION (choose one semester only)

Prerequisite – Complete a 200m swim in 7 minutes, and float unassisted for 15 minutes, a Run-Swim-Run (300m in total) and a “C” Grade or higher in Year 8 Physical Education, or a ‘C’ Grade from a special program (Football or Swimming).

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)

Prerequisite – Complete a 200m swim in 7 minutes and float unassisted for 15 minutes, a Run-Swim-Run (300m in total) and a ‘C’ Grade or higher in Year 9 Physical Education, or a ‘C’ Grade from a special program (Football or Swimming).

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

HEALTH AND PHYSICAL EDUCATION – PHYSICAL EDUCATION (OPTIONAL)

YEAR 9

BAS9 S1 and BAS9 S2 BASKETBALL

Prerequisite – a ‘B’ Grade or higher for Year 8 Physical Education, or a ‘C’ Grade from a special program (Football or Swimming)

To be successful in this program, students should currently play Basketball at a club level and possess an above average level of skill. The course focuses on the development of individual Basketball skills and team strategy. Students will also have the opportunity to develop skills such as leadership, coaching, teamwork, competitiveness and responsibility in the context of a team sport. The course also provides an opportunity to participate in state competitions and a pathway to our USA Basketball Tour, ATAR Physical Education Studies and Certificate II Sports Coaching.

NET9 S1 and NET9 S2 NETBALL

Prerequisite – a ‘C’ Grade or higher in Year 8 Physical Education, or a ‘C’ Grade from a special program (Football or Swimming)

This course aims to develop individual netball skills so that players get more satisfaction from their netball. A focus will be on the development of advanced netball skills with an emphasis on team attacking and defensive strategies. Students will acquire some basic coaching strategies and develop competent umpiring skills. Focus in the netball course is directed towards learning and refining more advanced skills in closed and competitive environments, along with the development of general game structure and strategy.

SPS9 S1 and SPS9 S2 SPORTS SCIENCE

Prerequisite - a 'B' Grade or higher for Year 8 Physical Education, or a 'C' Grade from a special program (Football or Swimming)

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.

SAC9 S1 and SAC9 S2 STRENGTH AND CONDITIONING

Prerequisite – Not applicable

The Strength and Conditioning course is designed to introduce students to the basics of weightlifting. It will benefit those who have an interest in improving their fitness, specifically increasing their muscle strength and tone. The course will utilise the weights room which has state of the art equipment, including six fully fitted out weight cages with Olympic bars, benches, pre-loaded barbells, dumbbells and kettlebells. The course will have a technique emphasis so students can lift weights with safe and correct form. Additionally, students will be introduced to the major muscle groups and a variety of specific muscle exercises and weightlifting programs that will provide them with the skills and expertise to continue their weight training at gyms outside of school hours. This course is suitable for all students.

YEAR 10**BAS10S1 and BAS10S2 BASKETBALL**

Prerequisite - a 'B' Grade or higher for Year 9 Physical Education, or a 'C' Grade from a special program (Football or Swimming)

To be successful in this program, students should currently play Basketball at a club level and possess an above average level of skill. The course focuses on the development of individual Basketball skills and team strategy. Students will also have the opportunity to develop skills such as leadership, coaching, teamwork, competitiveness and responsibility in the context of a team sport. The course also provides an opportunity to participate in state competitions and a pathway to our USA Basketball Tour, ATAR Physical Education Studies and Certificate II Sports Coaching.

GFT10S2 GIRLS FITNESS

Prerequisite - Not applicable

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 students to a variety of group fitness activities such as yoga, Zumba, Pilates, boxing and circuit training as well as teaching students to design their own accessible home workouts. It involves activities students can continue into their life after school Physical Education and allows them to experience and become comfortable in a range of exercise settings they are likely to find later in life. The benefits of individual and group fitness activities not only align to the physical aspect but also the social and emotional aspect of a person's overall wellbeing.

NET10S1 and NET10S2 NETBALL

Prerequisite - a 'C' Grade or higher in Year 9 Physical Education

This course aims to develop individual netball skills so that players get more satisfaction from their netball, with a focus on the development of advanced netball skills in the specialist areas of shooting, centre-court and circle defence. Students will acquire basic coaching strategies and develop competent umpiring skills. Focus is directed towards developing strength and stamina, maintaining and/or improving fitness, implementing tactics, learning and refining more advanced skills in closed and competitive environments, along with the development of general game structure and strategy.

RAQ10S1 and RAQ10S2 RACQUETS

Pre-Requisite - a 'C' Grade or higher in Year 9 Physical Education

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.

SPS10S1 and SPS10S2 SPORTS SCIENCE

Prerequisite - a 'B' Grade or higher in Year 9 Physical Education, or a 'C' Grade from a special program (Football or Swimming)

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.

SAC10S1and SAC10S2 STRENGTH AND CONDITIONING

Prerequisite - Not applicable

The Strength and Conditioning course is designed to introduce students to the basics of weightlifting. It will benefit those who have an interest in improving their fitness, specifically increasing their muscle strength and tone. The course will utilise the weights room which has state of the art equipment, including six fully fitted out weight cages with Olympic bars, benches,

pre-loaded barbells, dumbbells and kettlebells. The course will have a technique emphasis so students can lift weights with safe and correct form. Additionally, students will be introduced to the major muscle groups and a variety of specific muscle exercises and weightlifting programs that will provide them with the skills and expertise to continue their weight training at gyms outside of school hours. This course is suitable for all students.

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

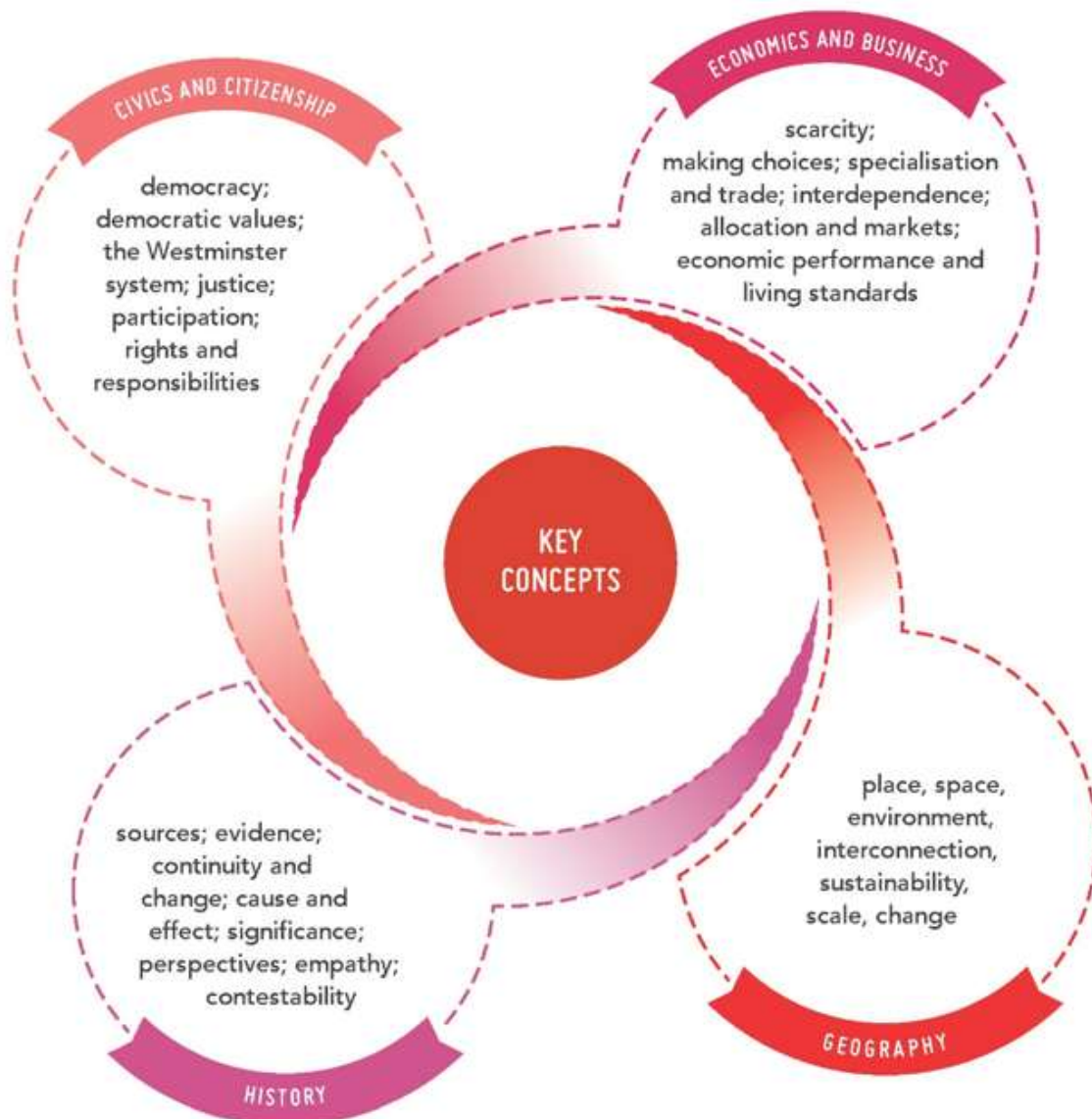
This is a program that focuses on extend the skills, technique and water safety of already highly competent swimmers. It is a combination of squad training in the school pool with a professional swimming coach, working with Surf Life Saving WA at various beaches, and having opportunities to experience 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 development of knowledge and understanding in Humanities and Social Sciences is a crucial attribute in identifying key concepts, analysing critically and engaging higher level thinking. In HASS therefore, there is a considerable focus on the development of these unique key skills across all years of schooling. These skills are valuable and transferable into other disciplines.



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 ATAR/Accounting General
- Certificate II (Bus) / Cert IV in Business
- Business Management and Enterprise ATAR
- Economics ATAR
- Geography ATAR/Geography General
- Modern History ATAR/Modern History General
- Politics and Law ATAR
- Philosophy and Ethics ATAR

In HASS there are four electives offered:

- Modern History (Year 9 and 10)
- Business Education (Year 9 and 10)
- Philosophy and Ethics (Year 9 and 10)
- Aboriginal and Intercultural Studies (Year 10 only)

| YEAR 9 | | YEAR 10 | |
|--|----------------------------------|---|---|
| Semester 1 | Semester 2 | Semester 1 | Semester 2 |
| ABORIGINAL AND INCULTURAL STUDIES (OPTIONAL - * choose one semester only) | | | |
| | | Aboriginal and Intercultural Studies* AIS10 | Aboriginal and Intercultural Studies* AIS10 |
| MODERN HISTORY: EXPLORING THE 20TH CENTURY (OPTIONAL) | | | |
| Slaves and Convicts HIM9 S1 | Making a Nation HIM9 S2 | Worldwide Freedom Fighters (1945 - PRESENT) HIM10S1 | The Environment Movement (1960 - PRESENT) HIM10S2 |
| BUSINESS EDUCATION (OPTIONAL) | | | |
| Personal Wealth Creation PWC9 | Personal Wealth Creation PWC9 | Business Management BMA10S1 | Accounting ACC10S2 |
| PHILOSOPHY AND ETHICS (OPTIONAL) | | | |
| Philosophy and Ethics PAE9 S1 | Philosophy and Ethics PAE9 S2 | Philosophy and Ethics PAE10S1 | Philosophy and Ethics PAE10S2 |

HASS – ABORIGINAL AND INTERCULTURAL STUDIES (OPTIONAL)

YEAR 10

AIS10 ABORIGINAL AND INTERCULTURAL STUDIES (*choose one semester only*)

Do you want to learn about the oldest continuous living culture in the world?

In this course, students learn about the diversity of Indigenous societies in Australia and explore a wide range of political, social, historical, legal and environmental issues from an intercultural perspective. They analyse Indigenous Peoples' experiences in contemporary Australian society, using a range of approaches.

The Indigenous Studies course provides for both Aboriginal and non-Aboriginal students to explore 'shared histories' and involve themselves in active reconciliation.

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 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.

HIM9 S2 MAKING A NATION

Students investigate the history of Australia within the modern historical time period of 1750 until 1914. The course will provide students with chronological historical information surrounding the events and themes of settlement, including the effects of contact between European settlers, non-Europeans and Aboriginal and Torres Strait Islander Peoples. Students will later investigate the creation of the Commonwealth of Australia and some of the early federal governmental policies of the nation.

YEAR 10

HIM10S1 WORLDWIDE FREEDOM FIGHTERS (1945-PRESENT)

Have you ever wondered why Martin Luther King Jnr 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 of 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 Parkes and the NAACP. Parallel to the American experience is the Australian one, where people such as Vincent Lingiari, Eddie Mabo and Charles Perkins focussed Australian and international attention on the inequities within Australian society.

HIM10S2 THE ENVIRONMENT MOVEMENT (1960-PRESENT)

Our environment is vital to all of us, and it is important to understand how our history has impacted it. This unit is about our society and the growth of the environmental movement in Australia in the 20th century, investigating effects on the environment as a result of a rising global population and increases in urbanisation, production and trade. In this unit students will explore the background to environmental awareness, including the 19th century National Parks movement. Students will also study significant events that contributed to awareness of environmental issues, such as the nuclear accident at Chernobyl and mining controversies in Australia. Students will develop an understanding for how governments have responded to environmental threats since the 1960s, including deforestation and climate change.

HASS – BUSINESS EDUCATION (OPTIONAL)

YEAR 9

PWC9 PERSONAL WEALTH CREATION

Money doesn't buy happiness, but it can buy a jet ski...This financial literacy subject develops your ability to understand how money works in the world as well as how we earn, manage and spend it sustainably in our lives. You will develop plans to create and maintain wealth, budget, save, pay tax and invest. Perhaps most importantly, you learn how to spend - by building blueprints to purchase your first car, manage a mobile phone plan, market ourselves to employers and keep credit cards under control. You will create an investment portfolio, manage risk, understand how shares are priced and how information impacts these prices. This is put into practice in the ASX Share Market game, where you will receive a virtual \$50,000 to invest over a ten-week period. You will be more confident dealing with finances, have a greater overview of our financial systems, understand how the share market works and appreciate the true value of money.

YEAR 10

BMA10S1 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.

ACC10S2 ACCOUNTING

Do you make your bed every day? Super organised? 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 organised 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.

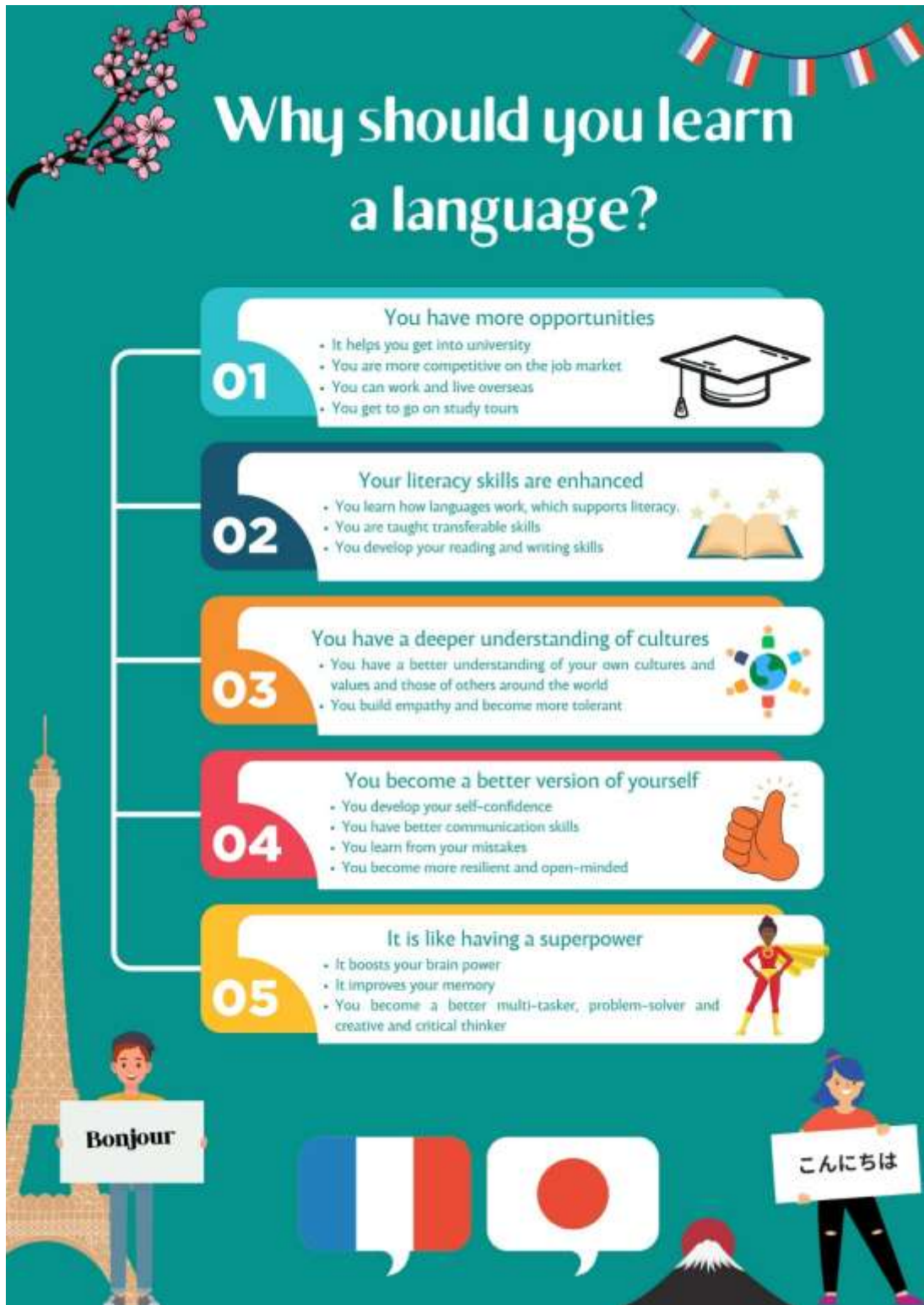
YEAR 10

PAE10S1 and PAE10 S2 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.

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 a language is optional in Year 10. If a Language is chosen it should be the same as previously studied. **The Year 10 French and Japanese courses are year-long courses.**



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*.

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, 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 when they travel to France, Japan or Reunion Island 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.

Please Note: Tours and exchanges are subject to approval and travel restrictions.

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 |
| French FRE9 S1 | French FRE9 S2 | French FRE10 S1 | French FRE10 S2 |
| Japanese JPN9 S1 | Japanese JPN9 S2 | Japanese JPN10 S1 | Japanese JPN10 S2 |

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.

Prerequisite: 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

| | French FRE9 S1 | Japanese JPN9 S1 |
|-------------------|---|---|
| Semester 1 | Out and About Learn about places in town and directions. Planning a trip What must be done before a trip? | Are you Busy? Discussing your daily routine. School Life Learning is fun! |
| | French FRE9 S2 | Japanese JPN9 S2 |
| Semester 2 | Let's Travel! Countries of the world and discussing holidays, transport and accommodation. Let's celebrate! Celebrations and festivals, traditional food and international cuisine | My Space Describe your home and neighbourhood. Let's Make a Snowman! Discuss a range of seasonal activities and the weather. |

YEAR 10 FRENCH

Students strengthen their communication and comprehension skills in the target language and will be provided with language skills and intercultural knowledge to enable them to communicate in social and workplace situations 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.**

Please Note:

- **Prerequisite: Year 9 in the chosen language or permission from the Head of Learning Area to change languages or to study two languages.**
- **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.**

YEAR 10 JAPANESE

Students strengthen their communication and comprehension skills in Japanese and will be provided with language skills and intercultural knowledge to enable them to communicate in social and workplace situations in Japanese. 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.**

Please Note:

- **Prerequisite: Year 9 in the chosen language or permission from the Head of Learning Area to change languages or to study two languages.**
- **Year 10 Japanese is a prerequisite for Year 11 Japanese: Second Language ATAR.**

TOPICS COVERED IN YEAR 10

| | French FRE10 S1 | Japanese JPN10 S1 |
|-------------------|---|---|
| Semester 1 | On exchange in a French speaking country Discuss how to have spontaneous interactions and meeting people when in on exchange Past habits and the environment Describe your future hopes, dreams and ambitions. | Out and About Learn the language of shopping, dining out and socialising! They're so Cool! Discussing people, personality and fashion. |
| | French FRE10 S2 | Japanese JPN10 S2 |
| Semester 2 | Healthy habits and part-time jobs Discuss healthy habits and part-time jobs for young people. Planning my future Discuss your choices and plans for your career and personal life in the future | Don't get Lost! Learn how to navigate the crazy streets of Japan. My Japanese Journey 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. Please note entry or exit from AEP is governed by school AEP policy.

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 prerequisites for that course. The prerequisites 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 prerequisites for their desired course must apply to the Associate Principal Senior Secondary for dispensation to do the course.

NOTE: Course changes in Year 11 are extremely limited so careful consideration needs to be taken when choosing subjects.

MATHEMATICS PATHWAYS FROM YEAR 10 TO SENIOR SCHOOL

| YEAR 10 AEP | | | | |
|-------------------------|-----------------------|--------------------|-------------------------|-----------------------|
| Year 11 Courses | Specialist Unit 1 & 2 | Methods Unit 1 & 2 | Applications Unit 1 & 2 | Essentials Unit 1 & 2 |
| Minimum Requirements | B Grade & 65% Exam | C Grade | D Grade | No requirement |
| YEAR 10 PW1 (Pathway 1) | | | | |
| Year 11 Courses | Specialist Unit 1 & 2 | Methods Unit 1 & 2 | Applications Unit 1 & 2 | Essentials Unit 1 & 2 |
| Minimum Requirements | A Grade & 75% Exam | B Grade & 65% Exam | D Grade | No requirement |
| YEAR 10 PW2 (Pathway 2) | | | | |
| Year 11 Courses | Specialist Unit 1 & 2 | Methods Unit 1 & 2 | Applications Unit 1 & 2 | Essentials Unit 1 & 2 |
| Minimum Requirements | Not recommended | Not recommended | B+ Grade & 70% Exam | No requirement |
| YEAR 10 PW3 (Pathway 3) | | | | |
| Year 11 Courses | Specialist Unit 1 & 2 | Methods Unit 1 & 2 | Applications Unit 1 & 2 | Essentials Unit 1 & 2 |
| Minimum Requirements | Not recommended | Not recommended | Not recommended | C Grade |

Notes:

- Specialist, Methods and Applications are ATAR subjects, while Essentials is a non-ATAR subject.
- Students who choose to do Year 11 Specialist have to do Year 11 Methods.
- Students who completed a Year 11 course may choose not to do the same course in Year 12.
- All Year 12 students who study Unit 3 & 4 will be required to sit the WACE examination in that pair of units at the end of the year unless exempt.

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 below.

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. Pre-requisite for Year 10 Specialist is typically a Year 9 B Grade.

GEN: General

ATAR: Australian Tertiary Admission Rank

| PATHWAY | COURSE OPTIONS IN YEAR 11 | COURSE OPTIONS IN YEAR 12 |
|-------------------|--|--|
| Specialist | <ul style="list-style-type: none"> • Biology ATAR (Units 1 and 2) • Chemistry ATAR (Units 1 and 2) • Earth Environmental Science ATAR (Units 1 and 2) • Human Biology ATAR (Units 1 and 2) • Human Biology GEN (Units 1 and 2) • Science in Practice GEN (Units 1 and 2) • Physics ATAR (Units 1 and 2) • Psychology ATAR (Units 1 and 2) • Psychology GEN (Units 1 and 2) • Certificate II in Conservation and Ecosystem Management | <ul style="list-style-type: none"> • Biology ATAR (Units 3 and 4) • Chemistry ATAR (Units 3 and 4) • Earth Environmental Science ATAR (Units 3 and 4) • Human Biology ATAR (Units 3 and 4) • Human Biology GEN (Units 3 and 4) • Science in Practice GEN (Units 3 and 4) • Physics ATAR (Units 3 and 4) • Psychology ATAR (Units 3 and 4) • Psychology GEN (Units 3 and 4) • Certificate II in Conservation and Ecosystem Management |
| General | <ul style="list-style-type: none"> • Biology ATAR (Units 1 and 2) • Earth Environmental Science ATAR (Units 1 and 2) • Human Biology ATAR (Units 1 and 2) • Human Biology GEN (Units 1 and 2) • Science in Practice GEN (Units 1 and 2) • Psychology ATAR (Units 1 and 2) • Psychology GEN (Units 1 and 2) • Certificate II in Conservation and Ecosystem Management | <ul style="list-style-type: none"> • Biology ATAR (Units 3 and 4) • Earth Environmental Science ATAR (Units 3 and 4) • Human Biology ATAR (Units 3 and 4) • Human Biology GEN (Units 3 and 4) • Science in Practice GEN (Units 3 and 4) • Psychology ATAR (Units 3 and 4) • Psychology GEN (Units 3 and 4) • Certificate II in Conservation and Ecosystem Management |

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 STEM9S1 | STEM Specialist STEM9S2 | 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.

YEAR 9

STEM9S1 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.

STEM9S2 STEM SPECIALIST

Students who have completed STEM9S1 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.

For more information please visit <https://stem.puseyscience.com/about/course>

TECHNOLOGIES

| YEAR 9 | | YEAR 10 | |
|--|--|--|--|
| Semester 1 | Semester 2 | Semester 1 | Semester 2 |
| DIGITAL TECHNOLOGIES | | | |
| Game Design 1 TGD9 | Game Design 1 TGD9 | Computer Programming TCP10S1 | Computer Science TCS10S2 |
| | | Introduction to Computers 1 TIC10S1 | Introduction to Computers 2 TIC10S2 |
| | | Game Design 2 TGD10 | Game Design 2 TGD10 |
| DESIGN TECHNOLOGIES | | | |
| Computer Aided Design TCD9 S1 | Computer Aided Design TCD9 S2 | Computer Aided Design TCD10S1 | Computer Aided Design 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 |
| Design and Technologies for Girls TDG9 S1 | Design and Technologies for Girls TDG9 S2 | Design and Technologies for Girls TDG10S1 | Design and Technologies for Girls TDG10S2 |
| HOME ECONOMICS (* - choose one semester only) | | | |
| Fun with Fabrics TTX9 S1 | Fashion Creation TTX9 S2 | Beauty and Wellness* TBW10 | Beauty and Wellness* TBW10 |
| Food Around the World* TFW9 | Food Around the World* TFW9 | Children & Families TCH10S1 | |
| Fab Fast Food* TFF9 | Fab Fast Food* TFF9 | Textiles and Design TTX10S1 | Fashion and Fabrics TTX10S2 |
| | | Food Science TFS10S1 | Celebration Foods TCF10S2 |
| | | Gastronomy* TFG10 | Gastronomy* TFG10 |
| | | Café Foods TFC10S1 | International Food TIF10S2 |

TECHNOLOGIES – DIGITAL TECHNOLOGIES

YEAR 9

TGD9 GAME DESIGN 1 (Semester 1 or 2)

3D Game Design (one term) Using state-of-the-art game engines, players can design and build their own custom islands, games, and experiences using a variety of building tools and assets provided by the game. These building tools include various materials, shapes, props, and terrain editing options. You'll learn how to build immersive 3D environments filled with vibrant props and captivating gameplay mechanics. From designing intricate levels to crafting compelling narratives, this course will empower you to bring your wildest imaginations to life in stunning detail.

2D Game Design (one term) - GDevelop is a powerful yet beginner-friendly 2D game engine that lets you create your own video games without needing to write code. Perfect for students in Year 9, it uses a simple drag-and-drop event system to bring your game ideas to life—whether you're building a platformer, puzzle game, or top-down adventure. With a clean interface, tons of built-in features, and the ability to instantly test and share your games, GDevelop makes game design fun, creative, and accessible to everyone. It's a great way to learn the basics of game development while unleashing your imagination!

YEAR 10

TGD10 GAME DESIGN 2 (Semester 1 or 2)

3D Game Design (one term) - Using state-of-the-art game engines, players can design and build their own custom islands, games, and experiences using a variety of building tools and assets provided by the game. These building tools include various materials, shapes, props, and terrain editing options. You'll learn how to build immersive 3D environments filled with vibrant props and captivating gameplay mechanics. From designing intricate levels to crafting compelling narratives, this course will empower you to bring your wildest imaginations to life in stunning detail.

2D Game Design (one term) - GDevelop is a powerful yet beginner-friendly 2D game engine that lets you create your own video games without needing to write code. Perfect for students in Year 10, it uses a simple drag-and-drop event system to bring your game ideas to life—whether you're building a platformer, puzzle game, or top-down adventure. With a clean interface, tons of built-in features, and the ability to instantly test and share your games, GDevelop makes game design fun, creative, and accessible to everyone. It's a great way to learn the basics of game development while unleashing your imagination!

TCP10 S1 COMPUTER PROGRAMMING

This course introduces students to basic web design using HTML (Hypertext Markup Language) and CSS (Cascading Style Sheets). The course does not require any prior knowledge of HTML or web design. Throughout the course students are introduced to building web pages by writing HTML and CSS code; enhancing web pages with the use of page layout techniques, text formatting, graphics, images, and multimedia. The second part of this course focuses on the important principles of programming constructs and programming/coding skills using Python programming language. Students will investigate appropriate algorithmic approaches to problem solving and have practice in coding solutions to problems. The course provides students with early exposure to the essentials programming skills required in the senior secondary ATAR Computer Science course.

TCS10 S2 COMPUTER SCIENCE

In the Computer Science Year 10 course students are introduced to the fundamental principles, concepts and essential skills within the field of computing. They learn how to diagnose and solve problems while exploring the building blocks of computing. They learn the essential skills of Data Analysis, Cyber Security, Database Management, and SQL Programming. With hands-on projects, real-world scenarios, and practical guidance, students will emerge with a robust skill

set ready to tackle the challenges of tomorrow's digital landscape. 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.

TIC10 S1 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

TIC10 S2 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 COMPUTER AIDED DESIGN (CAD)

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 outcomes.

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 COMPUTER AIDED DESIGN (CAD)

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 into 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

Students will use:

- CAD Software
- 3D Printers
- Laser Cutters
- 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.

TCD10 S1 COMPUTER AIDED DESIGN (CAD)

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:

- CAD Software Packages
- 3D Printers
- Laser Cutters
- Vinyl Cutters
- Rendering
- Industry standard Architecture and Structural software
- Various other industry standard equipment



TCD10 S2 COMPUTER AIDED DESIGN (CAD)

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:

- CAD Software Packages
- Highly trained technology teachers
- 3D Printers
- Laser Cutters
- Vinyl Cutters
- Rendering
- 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 but mostly sterling silver.

**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. 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

TJW10 S1 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 digital software to design a leather piece of jewellery. Advanced students are expected to design and develop their jewellery pieces. Design portfolios are incorporated and present the action of their work with a professional photo.



TJW10 S2 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.

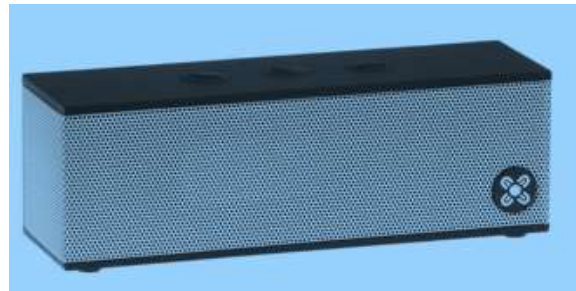
Advanced students are working with Fine Silver, precious and semi-precious gems settings. Students are expected to design and develop their jewellery pieces. Portfolio presentations are essential, as well as, exhibiting their work in a professional context.



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. Students will make their own circuit boards as well as making their project aesthetically pleasing.

**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.

Students will learn how to program microprocessors to construct and control the operation of electronic components. A mix of electronics, design, mechanisms and programming skills will make a solid platform for the students to progress into a wide range of pathways.



YEAR 10**TMT10 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 programming skills which will be necessary for the creation of their design 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. Examples for additional systems would be a crane, launching mechanisms and surveillance equipment.

TMT10 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, the focus in Mechatronics will be based around remote control systems and processes. This could include the manufacturing of drones and hovercrafts with the aid of virtual reality headsets. The mix of electronics, design, mechanisms and programming 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 with an emphasis on safety. 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, these may include;

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 can be used to cut out their shapes.
3. **Fabrication Projects:** Students interested in welding projects can get involved in manufacturing mini cray pots, scooters, cricket wickets, basketball hoops, wing generators, 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.



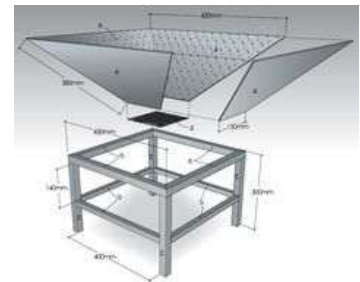
YEAR 10

There are no prerequisites for these subjects.

TME10S1 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.

**TME10 S2 METALS AND ENGINEERING**

Students undertake similar welding exercises and general content to those covered in TME10S1 such as materials, processes, machinery and power tools. However, as we recognise prior learning, students engaged in TME10S2 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 joins and then students are given opportunities to combine hand tools and machines to produce projects. 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.

**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 projects based on their own design ideas.



YEAR 10

TWD10 S1 WOOD TECHNOLOGY

This program introduces students to design and sets out how to enhance their projects with the addition of coloured resins or inlays. To enable this, students will learn/revise marking out, joining timbers to increase width with the domino or biscuit machine and then adding a design utilising the CNC router. Routed designs may then be filled with a coloured resin or inlay. As always, safety will be a priority and all students will be carefully instructed in the safe use of any required machines.



TWD10 S2 WOOD TECHNOLOGY

There are no prerequisites for this course. Students will learn how to safely use a number of machines in the construction of a quality piece of furniture. These may include the fixed router in conjunction with a template, router trimmer, domino machine and the dovetail machine. Students will also learn how to apply a suitable finish.



YEAR 9**TDG9 S1 DESIGN AND TECHNOLOGIES FOR GIRLS**

Embark on a creative journey with our Design and Technology for Girls course, tailored specifically for Year 9 & 10 students! This innovative program is a vibrant addition to the Technologies Learning Area. It's not just another class; it's a pathway to the future, leading directly to Materials Design and Technology in upper school.

Our course responds to the enthusiastic demand for a girl-only program in technology. Here, young women will discover the freedom to explore a diverse range of materials and techniques, far beyond the confines of traditional woodwork. They'll design, they'll create, and they'll innovate, all within an empowering environment that celebrates their unique perspectives.

Join us and shape the world with your vision in Design and Technology for Girls - where your creativity knows no bounds!

TDG9 S2 DESIGN AND TECHNOLOGIES FOR GIRLS

The Semester 2 option for this course can be taken independently from Semester 1 or as a continuation for those who studied it in Semester 1. Our Design and Technology for Girls course is specifically tailored for Year 9 and 10 students. The Semester 2 option offers different tasks and projects, focusing on developing confidence using our available technologies and equipment. This innovative program is a vibrant addition to the Technologies Learning Area. It's not just another class; it's a direct pathway to Materials Design and Technology in upper school.

Our course addresses the enthusiastic demand for a girl-only technology program. Here, young women will explore a diverse range of materials and techniques beyond traditional woodwork. They'll design, create, and innovate within an empowering environment that celebrates their unique perspectives.

Join us and shape the world with your vision in Design and Technology for Girls, where creativity knows no bounds!



YEAR 10**TDG10S1 DESIGN AND TECHNOLOGIES FOR GIRLS**

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TDG10S2 DESIGN AND TECHNOLOGIES FOR GIRLS

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TECHNOLOGIES – HOME ECONOMICS**YEAR 9****TTX9 S1 FUN WITH FABRICS**

Love being hands-on and getting creative?

This practical course lets you level up your sewing and design skills while making exciting textile items that aren't clothing. Think personalised cushion covers, zipper pouches, soft toys, and fun decor for your room! You'll learn how to design, sew, and embellish pieces that are totally you—stuff you'll actually want to use or show off.

Please note: Students may need to provide some fabrics and patterns.

TFW9 FOOD AROUND THE WORLD (*choose one semester only*)

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. Examples may include dumplings, curry puffs, rice paper rolls, Pandan Cake, Black Forest Cake.

TTX9 S2 FASHION CREATION

Into fashion or love getting creative with fabric?

In this course, you'll learn awesome embellishment and fabric techniques to design and make your own textile creations—including a super fun pair of Peter Alexander-inspired PJs! You'll get hands-on with sewing machines and overlockers to make things you can actually wear or use. We'll explore fabric decoration methods like tie-dye and applique to help you bring your ideas to life and make every project your own.

Please note: Students may need to provide some fabrics and patterns if they wish to vary the projects.

TFF9 FAB FAST FOOD (*choose one semester only*)

Always hungry? Let's learn to cook food that's tasty, quick, and way better than fast food!

In this course, you'll whip up delicious recipes like pancakes, burgers, pizza, and desserts—perfect for any time of day. You'll also try new foods, test out different products, and discover what really influences your food choices. One of the best parts? Jumping into fun, TV-style cooking challenges where you get to create dishes like a real chef!

YEAR 10**TBW10 BEAUTY AND WELLNESS (choose one semester only)**

Want to feel your best, inside and out?

This course is all about looking after you—your body, mind, and style! We'll dive into fun, teen-focused topics like skincare, hair and makeup tips, nail art, cooking healthy meals, staying active, and finding time to relax. You'll get hands-on with practical sessions, hear from guest speakers, and even take part in fitness incursions.

Whether you're into beauty, thinking about a future in the industry, or just want to feel good and get creative, this subject is the perfect fit.

TCH10 S1 CHILDREN AND FAMILIES

Curious about how kids grow and learn?

In this hands-on course, you'll explore how children develop—from before they're born right through to primary school. You'll learn about growth and development for babies, toddlers, and young kids, and how to support their growth in fun and creative ways. Get involved in practical activities like cooking meals, designing toys, and creating fun children and family activities—all with little ones in mind!

It's a great intro if you're thinking about studying Children, Family and the Community in Year 11 and 12.

TTX10 S1 TEXTILES AND DESIGN

Got style? Want to make your own hoodie?

In this creative textiles course, you'll learn to follow real clothing patterns and design a personalised hoodie that shows off your style. Add embellishments, get hands-on with sewing, and bring your ideas to life.

Whether you're thinking about a future in fashion or just want to get creative, this course is for you. It's perfect for building your skills, having fun, and learning something you can use for life. Plus, it's a great step if you're thinking about taking Textiles in Year 11 and 12.

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

TFS10 S1 FOOD SCIENCE

Love food? Then this is the subject for you!

Get hands-on in the kitchen, making a variety of tasty dishes while learning how your food choices affect your body. You'll level up your cooking skills, try out cool techniques like thermal cooking, and pick up some handy life skills along the way. From taste testing and nutrition hacks to fun food design challenges, you'll even get to create your own meal kit and plan the ultimate family dinner.

Thinking about taking Food Science in Year 11 or 12? This course is a great way to get started!

TTX10 S2 FASHION AND FABRICS

Love fashion? In this course, you'll get to design and make your own clothing, using online tutorials and real patterns that you can tweak to fit your style and shape. Learn decoration techniques and build up your sewing and design skills while creating outfits that are totally you. Projects are student-driven, so no two are the same—and they're different from Semester 1 too!

This course is great if you're thinking about a future in fashion or just want to learn a fun, creative skill. It also provides a great foundation for studying Textiles in Year 11 and 12.

Please note: Students may need to provide some fabrics and patterns.

TCF10 S2 CELEBRATION FOODS

Food should be fun! In this course you will learn how to make food a little different from the everyday foods you usually eat. In this elective we will focus on food that looks amazing enough for you to serve at gatherings and special occasions. You will learn to style food and produce foods suitable for parties, grazing boards, dessert buffets and meals to celebrate with. A highlight of the course is using BBQs and decorating your own cake. Next time you are with your family and friends you will be able to whip up something they will remember!

TFG10 GASTRONOMY (choose one semester only)

In this exciting course, you'll mix food with science to explore the world of Gastronomy—where chemistry and physics meet the kitchen! Think chocolate art, popping boba, sherbet, fruit caviar, and honeycomb magic. You'll use tools and techniques from science labs to create wild, new food textures and flavours, while also learning the "why" behind how ingredients change. It's food, but with a twist—and it's seriously fun.

TFC10S1 CAFE FOODS

Love café vibes and delicious food?

In this course, you'll dive into the world of café culture and learn to make the kind of food you'd find in your favourite spots around Australia—from sweet treats at dessert bars to tasty tapas-style bites and the perfect breakfast. Perfect for anyone who dreams of working in cafés or restaurants or just loves eating out and trying new things! It's also a great starting point for students thinking about taking Certificate II in Hospitality in Year 11 and 12.

TIF10S2 INTERNATIONAL FOOD

Travel the world through food!

In this course, you'll explore different countries and cultures through their food and traditions. Get hands-on in the kitchen making awesome dishes from places like the USA, Mexico, Japan, Malaysia, Spain, France, Thailand, Morocco, and Sweden. Highlights include taking on a street food design challenge and planning your very own international dinner party. Get ready to cook, taste, and explore!

THE ARTS

| YEAR 9 | | YEAR 10 | |
|--|----------------------------------|---|---|
| Semester 1 | Semester 2 | Semester 1 | Semester 2 |
| MEDIA | | | |
| Animation & Advertising MED9 S1 | Film Genre MED9 S2 | Film Making MED10 S1 | Non Fiction Media: Documentary MED10 S2 |
| Media Codes and Conventions MCC9 S1 | Stars and Stereotypes MSS9 S2 | Media Manipulation MMM10 S1 | Values & Audiences MVA10 S2 |
| | | Media Special Effects & Realism MAR10 S1 | Media Special Effects & Realism MAR10 S2 |
| PHOTOGRAPHY | | | |
| Photography PHO9 S1 | Photography PHO9 S2 | Photography PHO10 S1 | Photography PHO10 S2 |
| DANCE | | | |
| Circus DCA9 S1 | Circus DCA9 S2 | Circus DCA10 S1 | Circus DCA10 S2 |
| Dance DAN9 S1 | Dance DAN9 S2 | Dance DAN10 S1 | Dance DAN10 S2 |
| DRAMA | | | |
| Drama DRA9 S1 | Drama DRA9 S2 | Drama DRA10 S1 | Drama DRA10 S2 |
| VISUAL ARTS | | | |
| Art ART9 S1 | Art ART9 S2 | Design Arts ADA10 S1 | Design Arts ADA10 S2 |
| | | Fine Art AFN10 S1 | Fine Art AFN10 S2 |
| | | Sculpture ASC10 S1 | Sculpture ASC10 S2 |

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 and drawings 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

Want to make your own short film? Bring your creativity and enthusiasm to this course where you will learn how to turn your ideas into a short film worthy of the big screen. Our enthusiastic teachers will introduce you to a variety of skills you need to produce your own masterpiece. The first term will build your storytelling, filming and editing skills and processes, ready for the major film production in the second term.

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**MMM10 S1 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.

MAR10 S1 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.

MED10 S2 FILM MAKING

Want to make your own short film? Our enthusiastic teachers will introduce you to a variety of skills you need to produce your own masterpiece. Bring your creativity and enthusiasm to this course where you will learn how to turn your ideas into a short film worthy of the big screen. The first term will build your storytelling, filming and editing skills and processes, ready for the major film production in the second term.

MVA10 S2 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 digital black and white film photography skills using the cameras internal filters. This is a highly practical subject and you will be experimenting using different imaging skills whilst using professional photographic equipment, you will plan 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**PHO10 S1 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.

PHO10 S2 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 secondary ATAR or General courses.

ARTS – DANCE**YEAR 9****DCA9 S1 CIRCUS**

This course will involve learning how to incorporate the spectacular arts of tumbling, balancing, and working with a range of equipment such as juggling balls and unicycles. Circus and acrobats uses partner/team work to build trust in your fellow classmates, combining the best aspects of sport, dance, gymnastics 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 will have the opportunity to perform to a live audience.

DAN9 S1 DANCE

Year 9 dance focuses on the basic and fundamental skills of various dance genres including Jazz and Funk. This course will take you on a journey of how you can dance to some of your favourite tunes. It will teach you the fundamental skills to developing 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 will have the opportunity to perform to a live audience.

DCA9 S2 CIRCUS

This course will involve learning how to incorporate the spectacular arts of tumbling, balancing, and working with a range of equipment such as juggling balls and unicycles. Circus and acrobatics uses partner/team work to build trust in your fellow classmates, combining the best aspects of sport, dance, gymnastics 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 will have the opportunity to perform to a live audience.

DAN9 S2 DANCE

This course will expand your knowledge and skills from the previous course. You will learn sequences in the style of Jazz, Funk and Hip Hop as well as fine tuning your own choreography. Research in class will see you analysing the current dance trends and evaluate the work of Australian dance crews. Beginner and experienced dancers welcome. You will have the opportunity to perform to a live audience.

YEAR 10**DCA10 S1 CIRCUS**

This course will involve learning how to incorporate the spectacular arts of tumbling, balancing, and working with a range of equipment such as juggling balls and unicycles. Building on knowledge from the previous course, this course aims to start combining acrobatic and equipment skills. Circus and acrobatics uses partner/team work to build trust in your fellow classmates, combining the best aspects of sport, dance, gymnastics 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 will have the opportunity to perform to a live audience.

DAN10 S1 DANCE

Dance is music made visible. This course will take you on a physical journey extending your repertoire of skills in a range of styles, including Hip Hop, Jazz, Funk and Contemporary. You will sequence sophisticated choreography using a range of choreographic devices to engage an audience. You will have the opportunity to perform live on stage for audience. Beginner and experienced dancers welcome.

DCA10 S2 CIRCUS

This course will involve learning how to incorporate the spectacular arts of tumbling, balancing, and working with a range of equipment such as juggling balls and unicycles. Building on knowledge from the previous course, this course aims to start combining acrobatic and equipment skills. Circus and acrobatics uses partner/team work to build trust in your fellow classmates, combining the best aspects of sport, dance, gymnastics 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 will have the opportunity to perform to a live audience.

DAN10 S2 DANCE

This course will bring out the expression within your dancing, expanding on all aspects within the dance course. You will have the chance to refine your Hip Hop and Contemporary technique. You will sequence sophisticated choreography and will have the opportunity to perform to a live audience. Beginner and experienced dancer's welcome.

ARTS – DRAMA**YEAR 9****DRA9 S1 DRAMA**

Make them laugh!!! This course is all about comedy and learning how to make your audience laugh. The focus of this course is on the theatre style of Commedia del Arte. This course will support you to build your confidence and explore improvised comedy where your characters behave outrageously wearing masks that you design and make. Building on the skills you've learnt in Year 8, you will be unleashing your inner clown. End the semester by presenting your work to family and friends at the dance and drama night!

DRA9 S2 DRAMA

It's time for heroes and villains...How melodramatic are you? In this course overacting can be a positive. You will refine your acting skills, get costumed up and perform in different styles of comedy where being overly dramatic is celebrated. End the semester by presenting your work to family and friends at the dance and drama night!

YEAR 10**DRA10 S1 DRAMA**

Semester one Year 10 drama begins with a look at the history of theatre. You will understand some different drama styles throughout history, taking an in depth look at the world of Absurdism, before performing in groups in your own absurdist piece of theatre. We then look at some post 1960s Australian scripts. Students will study their choice of Australian text, then rehearse and perform this to the class. Finally, students are encouraged to devise an extended improvisation based on a theme from their chosen script. End the semester by presenting your work to family and friends at the dance and drama night!

DRA10 S2 DRAMA

Now let's create our own theatre! No point in performing if you can't be seen...so you'll learn the tricks of the trade to light your plays in creative ways with our lighting systems. You'll take a quick trip back in time to Ancient Greece to see where it all began and then create your own fully realised performances. End the semester by presenting your work to family and friends at the dance and drama night!

ARTS – VISUAL ARTS

If you are considering doing 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 will produce drawings and mixed media work, investigating painting techniques and processes, culminating in the creation of a final painting.

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 will produce drawings, investigate ceramic techniques, and process and explore concepts for 3D design culminating in a final clay sculpture.

YEAR 10

ADA10 S1 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. You will have the opportunity to utilise a variety of digital and traditional mediums/techniques during the application process. You will develop a stencil and create a spray-painted mural to be digitally placed within situation. 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.

ADA10 S2 DESIGN ARTS

With the increasing interest in the way things look in this world, design is a key career path. In this course you will respond to a design brief and follow a design process to redevelop/redesign an existing logo and marketing material for a brand and develop a Storybook with illustrations. You will examine and reflect on other artists work using this knowledge as a reference to improve your own work.

AFN10 S1 FINE ART

Do you want to learn how to draw and paint and create something worth showing off? This course builds your skills and confidence as an artist. You'll experiment with pencil, ink, printing, and acrylic painting while developing ideas that reflect your own beliefs and values. The course ends with a resolved acrylic painting inspired by artists whose work explores meaning and representation. 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.

AFN10 S2 FINE ART

Want to level up your drawing skills and turn your ideas into 3D artworks? This course helps you develop unique ideas and refine your skills as an artist. You'll explore 2D materials such as charcoal, ink, mono-printing, cyanotype and other techniques before moving into 3D to create a final artwork. Along the way, you'll explore how artists develop their ideas and use this to inspire and shape your own creative process. 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.

ASC10 S1 SCULPTURE

In this course you will be focusing on the funky and unusual, taking inspiration from artists who push the boundaries of functional ceramics and make fun everyday objects you can use at home. You will undertake observational and expressive drawing techniques to inform and develop your own ideas and designs. This will result in a final resolved artwork of a ceramic teapot and teacup and saucer set from clay.

ASC10 S2 SCULPTURE

In this course you will be focusing on fun hyper-realistic giant sculptures of doughnuts, sweets and cakes. Taking inspiration from artists who create large scale sculptures and sculptural installation. You will undertake observational and expressive drawing techniques to inform and develop your own ideas and designs. This will result in a final resolved artwork exploring the use of 3D materials to make a series of fun and colourful mini desserts, and exploring the use of paper mâché, armature and frameworks to create a large-scale food sculpture. This course is recommended to prepare you to work in Year 11 and Year 12 Visual Arts General courses.

THE ARTS - MUSIC

ARTS – MUSIC

Music at Churchlands Senior High School provides the opportunity for students to be part of a diverse community with similar interests and talents. The benefits of studying Music have been scientifically proven to improve general health and well-being, improve resilience, help with personal organisation and promote social cohesion. Music is also a creative outlet that encourages the development of neural pathways.

As a **GATE** music school, students (both in the General and Special Music Course) receive a Kodály based music education of the highest standard available in the state. All Music students take part in several performances throughout the year. These may include the ANZAC Day March, concerts at the Perth Concert Hall and performances with guest artists and conductors who are renowned internationally and nationally.

At the end of Year 8, **GATE** Music students must enrol into the **four** period **Special Music Course**. **General Music** students should enrol into the **two** period **General Music Course**. Highly motivated General Music students, achieving good grades, are considered for the **Special Music Course** after discussion with their class music and instrumental teachers.

| 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 Performance MLT9 S1 | Music Literature and Performance MLT9 S2 | Music Literature and Performance MLT10S1 | Music Literature and Performance MLT10S2 |
| GENERAL MUSIC COURSE | | | |
| General Music MGN9 S1 | General Music MGN9 S2 | General Music MGN10S1 | General Music MGN10S2 |

COURSE STRUCTURE

GENERAL MUSIC COURSE

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

- 2 classes per week incorporating Musicianship, Performance and Music Literature (Jazz, Contemporary, Western Art and Indigenous)
- Ensembles: Choir +1 or more Specialist Ensembles
- 1 group instrumental lesson per week

SPECIAL MUSIC COURSE

MUSICIANSHIP **MGT9 S1/MGT9 S2 and MGT10S1/MGT10S2** plus

MUSIC LITERATURE & PERFORMANCE **MLT9 S1/MLT9 S2 and MLT10S1/MLT10S2**

- 2 Musicianship classes per week, **and**
- 1 Music Literature class **and**
- 1 Performance class per week
- Ensembles: Choir + 1 or more Specialist Ensembles
- AND**
- 1 individual instrumental/vocal lesson per week for GATE Music students
- OR**
- 1 group instrumental lesson per week for General Music students

COURSE CONTENT**SPECIAL MUSIC COURSE**

| | |
|-------------------|--|
| Musicianship: | Kodály based ear training and music theory. |
| Music Literature: | Students develop music analysis skills studying a range of musical styles, drawn from Western Art Music, Jazz and Contemporary contexts. |
| Performance: | <p>Students select either a Western Art Music or a Jazz focus.</p> <ul style="list-style-type: none"> • Concert Practice: Students whose focus is Western Art Music, perform in front of their peers to develop critical listening skills. • Jazz Improvisation: Students whose performance focus is Jazz, study improvisation techniques and develop Jazz language and performance skills, working independently and collaboratively in group rehearsals. |

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.

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 \$135.00 per year.
- The cost of participating in the General Music Course is \$125.00 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 \$30.00 levy to contribute towards the repair, upkeep and replacement of instruments.

Voice students must pay a \$30.00 levy to contribute towards the cost of resources, repertoire and choreography.

Students may 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.
