



CHURCHLANDS
SENIOR HIGH SCHOOL

2020

Year 9 and 10

Subject Selection Booklet



Photography by Year 9 students

SUBJECT SELECTION

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

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

COMPULSORY SUBJECTS

All students are required to do:

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

ELECTIVE SUBJECTS

- i) Information on all Middle Secondary School subjects offered at Churchlands SHS is contained in this booklet.
- ii) Students will use the Subject Selection Online (SSO) Program to make their selections for 2020.
- iii) Additional information regarding SSO log on and completion instructions will be made available to students and parents.
- iv) Students will use SSO to make their FOUR selections for each Semester (EIGHT for the year) and to choose TWO reserves for each semester.
- v) The following subjects selections will be pre-generated and allocated by the school:
 - YEAR 9 Languages
 - YEAR 9 and 10 GATE Music and General Music
 - YEAR 9 and 10 Special Swimming, Special Football
 - YEAR 9 and 10 General Physical Education for all students apart from those in a Special Sporting Program mentioned in the above line
 - YEAR 9 and 10 English, Maths, Science and Humanities & Social Sciences

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

DUE DATE FOR STUDENTS TO COMPLETE SSO: Wednesday 31 July 2019

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Note:

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

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

ENGLISH

Rationale

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

The Western Australian English Curriculum also helps students to engage imaginatively and critically with literature to expand the scope of their experience. The curriculum acknowledges the contribution Aboriginal and Torres Strait Islanders have made to Australian society and to its contemporary literature and literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. There is also an emphasis on Australia's links to Asia.

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

ENGLISH – GENERAL (COMPULSORY)

Content Structure

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

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

Strands and sub-strands

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

Modes

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

Selecting English Subjects

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

English as an Additional Language/Dialect

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

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

Assessment

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

Additional Costs

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

ENGLISH – JOURNALISM AND COMMUNICATIONS (OPTIONAL)

YEAR 10

JOURNALISM, COMMUNICATIONS INTRODUCTION **JNL10S1**

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

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

YEAR 10

JOURNALISM, COMMUNICATIONS AND BEYOND **JNL10S2**

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

HEALTH AND PHYSICAL EDUCATION

YEAR 9		YEAR 10	
Semester 1	Semester 2	Semester 1	Semester 2
HEALTH EDUCATION (COMPULSORY)			
YEAR 9 Health HE9 S1	YEAR 9 Health HE9 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)			
Athletics ATH9 S1			Athletics ATH10S2
Basketball BAS9 S1	Basketball BAS9 S2	Basketball BAS10S1	Basketball BAS10S2
			Girl's Fitness GFT10S2
Netball NET9 S1	Netball NET9 S2	Netball NET10S1	Netball NET10S2
Rugby RUG9 S1	Rugby RUG9 S2	Rugby RUG10S1	Rugby RUG10S2
Soccer SOC9 S1	Soccer SOC9 S2	Racquets RAQ10S1	Racquets RAQ10S2
Sports Science SPS9 S1	Sports Science SPS9 S2	Sports Science SPS10S1	Sports Science SPS10S2
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

HEALTH HE9 S1 and HE9 S2

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

Note: This is a compulsory course in YEAR 9.

YEAR 10

HEALTH HE10 S1 and HE10 S2

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

Note: This is a compulsory course in YEAR 10.

HEALTH AND PHYSICAL EDUCATION – PHYSICAL EDUCATION (COMPULSORY)

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

YEAR 9

BOYS PHYSICAL EDUCATION PEB9 S1

Students will complete modules in aquatics, cricket and touch.

GIRLS PHYSICAL EDUCATION PEG9 S1

Students will complete modules in aquatics, basketball and volleyball.

BOYS PHYSICAL EDUCATION PEB9 S2

Students will complete modules in athletics, basketball and volleyball.

GIRLS PHYSICAL EDUCATION PEG9 S2

Students will complete modules in athletics, touch and cricket.

YEAR 10

BOYS PHYSICAL EDUCATION **PEB10S1**

Students will complete modules in aquatics, racquets and softball.

GIRLS PHYSICAL EDUCATION **PEG10S1**

Students will complete modules in AFL, aquatics and handball.

BOYS PHYSICAL EDUCATION **PEB10S2**

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

GIRLS PHYSICAL EDUCATION **PEG10S2**

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

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

HEALTH AND PHYSICAL EDUCATION – OUTDOOR EDUCATION (OPTIONAL)

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

YEAR 9

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

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

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

YEAR 10

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

Pre Requisite – Complete a 400m swim

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

HEALTH AND PHYSICAL EDUCATION - PHYSICAL EDUCATION (OPTIONAL)

YEAR 9

ATHLETICS **ATH9 S1**

Pre-Requisite – Minimum B Grade in Year 8 Physical Education

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

BASKETBALL **BAS9 S1 and BAS9 S2**

Pre-Requisite – Minimum B Grade in Year 8 Physical Education

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

NETBALL **NET9 S1 and NET9 S2**

Pre-Requisite – Not applicable

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

RUGBY **RUG9 S1 and RUG9 S2**

Pre-Requisite – Not applicable

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

SOCCER **SOC9 S1 and SOC9 S2**

Pre-Requisite – Not applicable

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

SPORTS SCIENCE **SPS9 S1 and SPS9 S2**

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

integration of practical performance and theory is fundamental to this course. Students choosing this elective should have an interest in ATAR and/or General Physical Education Studies in senior school.

YEAR 10

ATHLETICS **ATH10S2**

Pre-Requisite – Minimum B Grade in YEAR 9 in Physical Education

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

BASKETBALL **BAS10S1 and BAS10S2**

Pre-Requisite – Minimum B Grade in YEAR 9 Physical Education/Basketball

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

GIRL'S FITNESS **GFT10S2**

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

NETBALL **NET10S1 and NET10S2**

Pre-Requisite – Not applicable

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

RUGBY **RUG10S1 and RUG10S2**

Pre-Requisite – Not applicable

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

RACQUETS **RAQ10S1 and RAQ10S2**

Pre-Requisite – Not applicable

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

SPORTS SCIENCE SPS10S1 and SPS10S2

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

HEALTH AND PHYSICAL EDUCATION - SPECIAL PHYSICAL EDUCATION PROGRAMS

YEAR 9

SPECIAL FOOTBALL **FTB9 S1 and FTB9 S2**

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.

SPECIAL SWIMMING **SSW9 S1 and SSW9 S2**

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

SPECIAL FOOTBALL **FTB10S1 and FTB10S2**

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.

SPECIAL SWIMMING **SSW10S1 and SSW10S2**

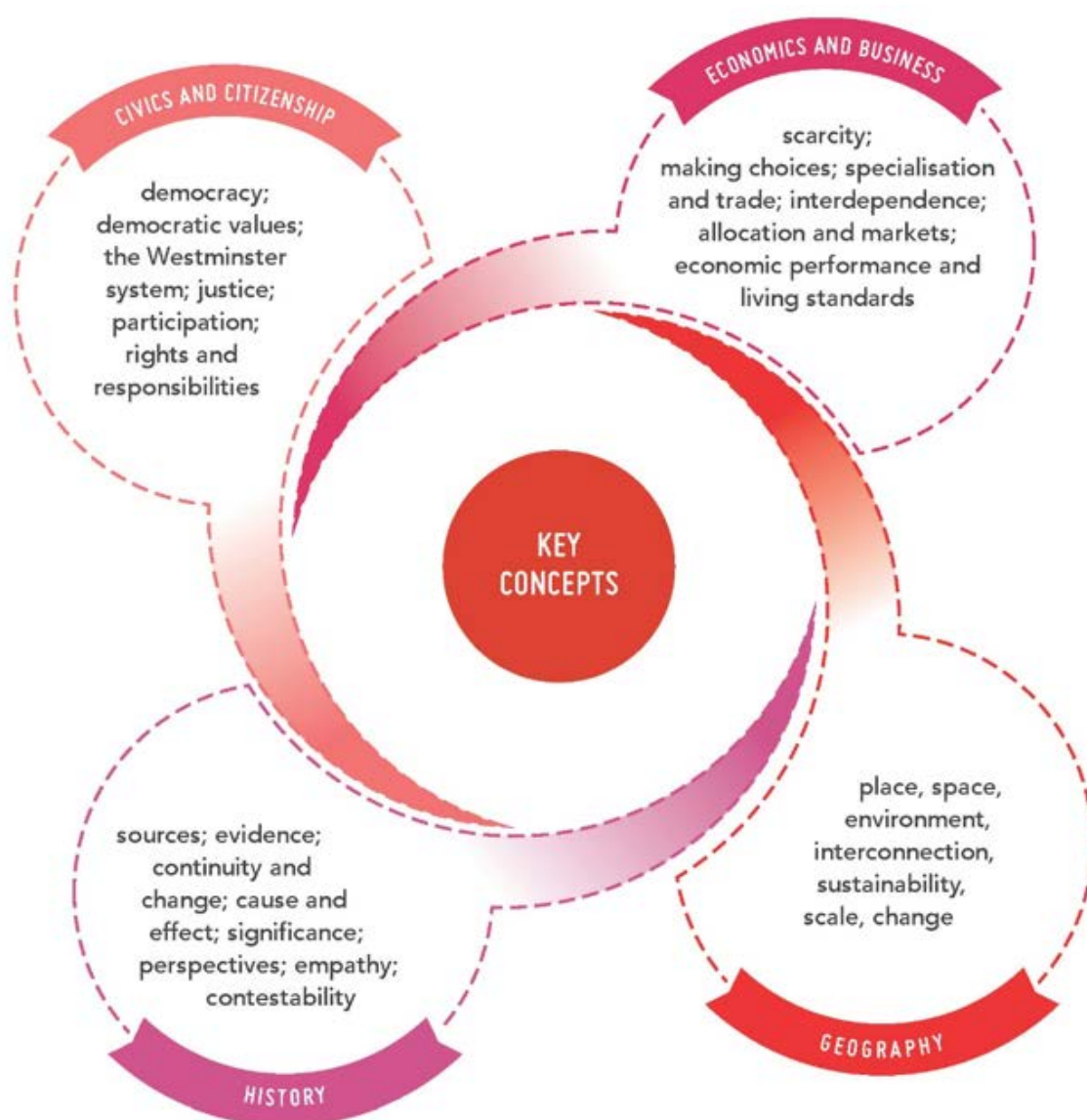
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HUMANITIES AND SOCIAL SCIENCES (HASS)

HASS – GENERAL (COMPULSORY)

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

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



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

HASS Skills:

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

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

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

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

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

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

In HASS there are three electives offered in both YEAR 9 and YEAR 10:

- Ancient History
- Modern History
- Business Education

YEAR 9		YEAR 10	
Semester 1	Semester 2	Semester 1	Semester 2
ANCIENT HISTORY (OPTIONAL)			
Fact and Fiction in the Ancient World HIA9 S1	Gods, Myths and Legends of Greece HIA9 S2	Rise of the Classical Age HIA10S1	Lives of the Ancient Greeks HIA10S2
MODERN HISTORY: EXPLORING THE 20TH CENTURY (OPTIONAL)			
		Rights and Freedoms (1945-present) HIM10S1	Globalising the World: Popular Culture (1945-present) HIM10S2
BUSINESS EDUCATION (OPTIONAL)			
Personal Wealth Creation PWC9 S1	Investing and Trading on the Stock Market ITS9 S2	Business Management BMA10S1	Accounting ACC10S2

HASS – ANCIENT HISTORY (OPTIONAL)

YEAR 9

FACT AND FICTION IN THE ANCIENT WORLD **HIA9 S1**

The ancient world was dominated by mysterious stories of gods, mythical creatures and mighty heroes. While these all seem like fantastical stories, many of them were in fact based on true historical events and shaped the minds of people for hundreds of years. Students will explore ancient myths such as Gilgamesh and the flooding of the world, the famous adventures of the Viking Ragnar Lothbrok, King Arthur and his knights, fairy tales of the early Russians, and the changing role of serpents and dragons throughout history.

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

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

YEAR 10

RISE OF THE CLASSICAL AGE **HIA10S1**

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

LIVES OF THE ANCIENT GREEKS **HIA10S2**

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

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

YEAR 10

RIGHTS AND FREEDOMS (1945-PRESENT) **HIM10S1**

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 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 Lingari, Eddie Mabo and Charles Perkins focussed Australian and international attention on the inequities within Australian society.

GLOBALISING THE WORLD: POPULAR CULTURE (1945-PRESENT) HIM10S2

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

HASS – BUSINESS EDUCATION (OPTIONAL)

YEAR 9

PERSONAL WEALTH CREATION PWC9 S1

This financial literacy subject investigates personal financial management through practical activities in topics such as creating and maintaining wealth, budgeting, tax, savings and investment. Areas of personal interest are also pursued, e.g. buying a car, stock market, real estate, consumer issues, "scam" awareness, etc.



INVESTING AND TRADING ON THE STOCK MARKET ITS9 S2

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

YEAR 10

BUSINESS MANAGEMENT BMA10 S1

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.



ACCOUNTING ACC10 S2

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



LANGUAGES

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 4 subjects.

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

RATIONALE OF STUDYING LANGUAGES

Learning languages:

- extends the ability to communicate and extends literacy repertoires.
- strengthens understanding of the nature of language, of culture, and of the processes of communication.
- develops intercultural capability; develops understanding of, and respect for, diversity and difference, and an openness to different perspectives and experiences.
- develops understanding of how values and culture shape world view and extends the learner's understanding of themselves, their own heritage, values, culture, and identity.
- increases competitive advantage in a multi-lingual, global world.

EXCHANGE PROGRAMS

There are opportunities for students to participate in exchanges, where they host visitors from our sister schools, and have the opportunity to travel to China, France or Japan. Opportunities to apply for scholarships and external exchange programs also exist for Languages students.

CAREER POSSIBILITIES

Careers in hospitality, travel, law, diplomacy, entertainment, commerce, engineering, medicine, science, teaching, translating and interpreting are enhanced by the knowledge of a language. Employers in all fields recognise the advantage of multi-lingual employees in our global economy.

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

YEAR 9

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

Prerequisites: Year 8 Semester 2 at Churchlands SHS in the chosen language or permission from the Head of Learning Area to change or study a second language.

TOPICS COVERED

	Chinese CHN9 S1	French FRE9 S1	Japanese JPN9 S1
Semester 1	<ul style="list-style-type: none"> • Daily routine • Leisure time and sport • Shopping 	<ul style="list-style-type: none"> • All about me • Routines • Holidays 	<ul style="list-style-type: none"> • My holidays • My space
	Chinese CHN9 S2	French FRE9 S2	Japanese JPN9 S2
Semester 2	<ul style="list-style-type: none"> • Eating out • Celebrations • Holidays 	<ul style="list-style-type: none"> • Work life • Free time • Food 	<ul style="list-style-type: none"> • School life • Seasonal activities

YEAR 10

Students strengthen their communication and comprehension skills in the target language. They enhance their understanding of the relationship between language and culture as they develop into global citizens. Students must select the same Language in both semesters and will need to stay in the subject for the year (very little movement out is possible).

Prerequisites:

- ***B Grade from YEAR 9 Semester 2 in the chosen language or permission from the Head of Learning Area to enrol.***
- ***YEAR 10 Chinese is a prerequisite for Chinese: Second Language ATAR***
- ***YEAR 10 French is a prerequisite for French: Second Language ATAR***
- ***YEAR 10 Japanese is a prerequisite for Japanese: Second Language ATAR***

TOPICS COVERED

	Chinese Second Language CHN10S1	French FRE10S1	Japanese JPN10S1
Semester 1	<ul style="list-style-type: none"> • Recreation and leisure • Getting around • School life <p><i>These topics will be covered to a level appropriate to the student's level of Chinese</i></p>	<ul style="list-style-type: none"> • My daily life • Health • Memories • The Past 	<ul style="list-style-type: none"> • Shopping and money • Eating out • Describing people
	Chinese Second Language CHN10S2	French FRE10S2	Japanese JPN10S2
Semester 2	<ul style="list-style-type: none"> • Travel experiences • Festivals • Careers <p><i>These topics will be covered to a level appropriate to the student's level of Chinese</i></p>	<ul style="list-style-type: none"> • Youth issues • Planning my future • All about me and my journey 	<ul style="list-style-type: none"> • Getting around • My Japanese journey

MATHEMATICS

Overview of Course Content

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

Mathematics Subjects

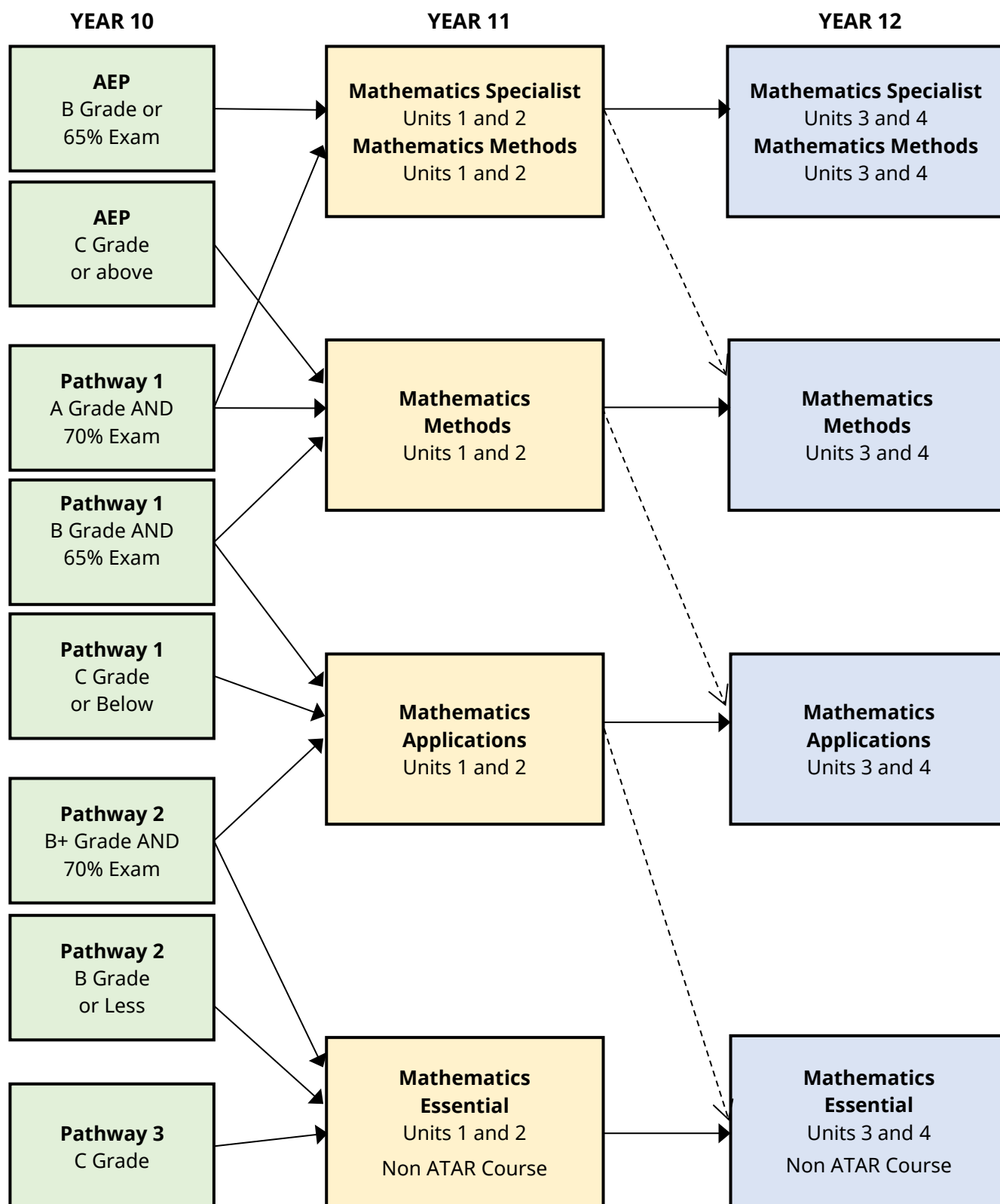
Students in Years 8, 9 and 10 are organised into Pathway I, II, III or AEP according to their performance in the previous year. Students will have the opportunity to move up or down these pathways if their assessment performance merits it; dependent on a position in the appropriate pathway being available.

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

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

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

MATHEMATICS PATHWAYS FROM YEAR 10 TO SENIOR SECONDARY



SCIENCE

YEAR 9

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

YEAR 10

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

GEN: General

ATAR: Australian Tertiary Admission Rank

PATHWAY	COURSE OPTIONS IN YEAR 11	COURSE OPTIONS IN YEAR 12
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) • Integrated Science GEN (Units 1 and 2) • Psychology ATAR (Units 1 and 2) • Physics ATAR (Units 1 and 2) 	<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) • Integrated Science GEN (Units 3 and 4) • Physics ATAR (Units 3 and 4) • Psychology ATAR (Units 3 and 4)
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) • Integrated Science GEN (Units 1 and 2) • Psychology ATAR (Units 1 and 2) 	<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) • Integrated Science GEN (Units 3 and 4) • Psychology ATAR (Units 3 and 4)

Science (covered in Years 9 and 10).

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

Chemical Sciences

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

Physical Sciences

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

Biological Sciences

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

Earth and Space Sciences

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

Assessment in Middle Secondary

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

SCIENCE TECHNOLOGY ENGINEERING AND MATHS (STEM)

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

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

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

Comments from previous students:

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

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

YEAR 9

STEM Specialist **STEM9 S1**

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.

STEM Specialist **STEM9 S2**

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

YEAR 10

STEM Specialist **STEM10S1**

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.

STEM Specialist **STEM10S2**

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

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

TECHNOLOGIES

YEAR 9		YEAR 10	
Semester 1	Semester 2	Semester 1	Semester 2
DIGITAL TECHNOLOGIES			
Multimedia and Animation TMA9 S1	Applications Software TAS9 S2	Multimedia and Animation TMA10S1	Applied Information Technology TAI10S2
Phone and Game Applications TPG9 S1	Coding and Game Design TCG9 S2	Computer Programming TCP10S1	Computer Science TCS10S2
Digital Literacy 1 TDL9 S1	Digital Literacy 2 TDL9 S2	Introduction to Computers 1 TIC10S1	Introduction to Computers 2 TIC10S2
DESIGN TECHNOLOGIES			
CAD 2D & 3D Graphics TCD9 S1	CAD 2D & 3D Graphics TCD9 S2	CAD 2D & 3D Graphics TCD10S1	CAD 2D & 3D Graphics TCD10S2
Jewellery Design TJW9 S1	Jewellery Design TJW9 S2	Jewellery Design TJW10S1	Jewellery Design TJW10S2
Mechatronics TMT9 S1	Mechatronics TMT9 S2	Mechatronics TMT10S1	Mechatronics TMT10S2
Metals and Engineering TME9 S1	Metals and Engineering TME9 S2	Metals and Engineering TME10S1	Metals and Engineering TME10S2
Wood Technology TWD9 S1	Wood Technology TWD9 S2	Wood Technology TWD10S1	Wood Technology TWD10S2
HOME ECONOMICS (* choose one semester only)			
Designing with Textiles TTX9 S1	Creating with Textiles TTX9 S2	Beauty and Wellness TBW10	Beauty and Wellness TBW10
Food Around the World TFW9 S1	Food and Lifestyle TFL9 S2	Child Development TCH10S1	
		Creating and Designing with Textiles 1 TTX10S1	Creating and Designing with Textiles 2 TTX10S2
		Food for Social Occasions TFS10S1	Food for Entertaining TFE10S2
		Gastronomy TFG10	Gastronomy TFG10
		International Food TIF10S1	International Food TIF10S2

YEAR 9

MULTIMEDIA AND ANIMATION **TMA9 S1**

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

PHONE AND GAME APPLICATIONS **TPG9 S1**

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

DIGITAL LITERACY 1 **TDL9 S1**

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

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

APPLICATIONS SOFTWARE **TAS9 S2**

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

CODING AND GAME DESIGN **TCG9 S2**

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

DIGITAL LITERACY 2 **TDL9 S2**

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

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

YEAR 10

MULTIMEDIA AND ANIMATION TMA10S1

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

COMPUTER PROGRAMING TCP10S1

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

INTRODUCTION TO COMPUTERS 1 TIC10S1

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

APPLIED INFORMATION TECHNOLOGY TAI10S2

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

COMPUTER SCIENCE TCS10S2

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

INTRODUCTION TO COMPUTERS 2 TIC10S2

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

YEAR 9

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

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

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

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

Requirements: Open mind and great attitude.

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

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



CAD 2D and 3D GRAPHICS TCD9 S2

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

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

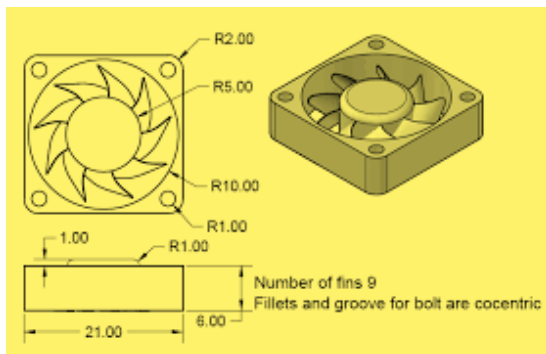
Students will draw on knowledge from MESH areas to translate these theoretical ideas in to practical situations via visual communication.

Requirements: Open mind and great attitude.

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

Students will use:

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



YEAR 10

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

CAD 2D and 3D GRAPHICS TCD10S1

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

Requirements: Open mind and great attitude.

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

Students will have access to:

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



CAD 2D and 3D GRAPHICS TCD10S2

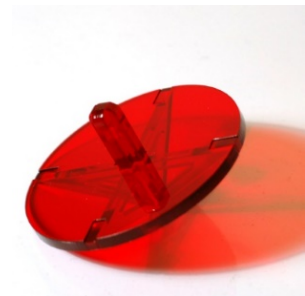
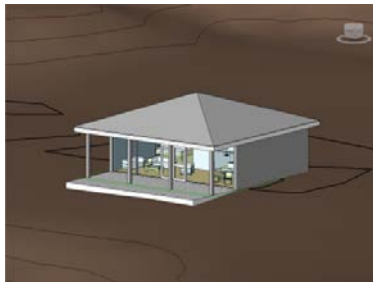
The sky is the limit! CSHS Technologies Learning Area has the facilities, knowledge and equipment other schools are envious of. Using our school's equipment, students will bring their prior learning from MESH subjects to create practical examples of their theoretical knowledge, and communicate it in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

Requirements: Open mind and great attitude.

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

Students will have access to:

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



YEAR 9

JEWELLERY DESIGN **TJW9 S1**

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



JEWELLERY DESIGN **TJW9 S2**

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



YEAR 10

JEWELLERY DESIGN **TJW10S1**

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

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



JEWELLERY DESIGN **TJW10S2**

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

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

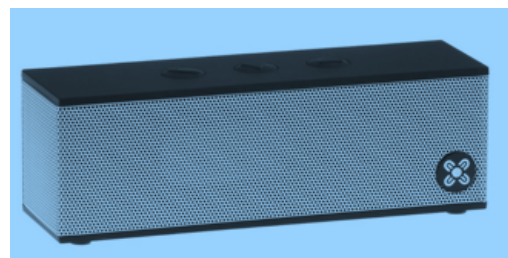


YEAR 9

MECHATRONICS **TMT9 S1**

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

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



MECHATRONICS **TMT9 S2**

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

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



YEAR 10

MECHATRONICS **TMT10S1**

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

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

MECHATRONICS **TMT10S2**

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

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



YEAR 9

METALS AND ENGINEERING TME9 S1

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

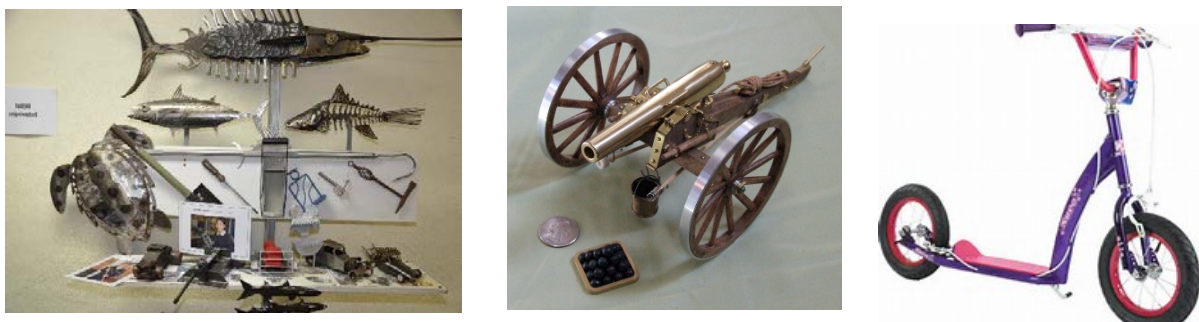
After their set projects, students are given an opportunity to develop a project which incorporates their personal interests.

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



METALS AND ENGINEERING TME9 S2

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.



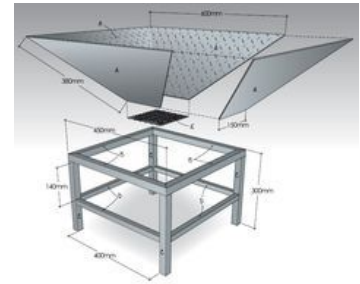
YEAR 10

There are no prerequisites for these subjects. Students planning to do Senior Secondary Engineering Certificate 2 will benefit greatly from doing Metals and Engineering in **YEAR 10**.

METALS AND ENGINEERING **TME10S1**

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.



METALS AND ENGINEERING **TME10S2**

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



YEAR 9

WOOD TECHNOLOGY **TWD9 S1**

This course introduces students to a workshop environment where the basic skills of furniture design and construction are developed. The initial focus is on using hand tools accurately and effectively to create traditional joints and then students are given opportunities to combine hand tools and machines to produce small pieces of furniture. Occupational Health and Safety Issues are covered comprehensively so that students understand the hazards and work safely. Students are also given opportunities to develop design skills including sketching, creating working drawings and procedure plans so that their workshop time is as productive as possible. Projects may include model C02 powered Racers, simple bowl turning and a Japanese stool.



WOOD TECHNOLOGY **TWD9 S2**

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



YEAR 10

WOOD TECHNOLOGY **TWD10S1**

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



WOOD TECHNOLOGY **TWD10S2**

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



TECHNOLOGIES – HOME ECONOMICS

YEAR 9

DESIGNING WITH TEXTILES **TTX9 S1**

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

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

CREATING WITH TEXTILES **TTX9 S2**

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

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

FOOD AROUND THE WORLD **TFW9 S1**

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

FOOD AND LIFESTYLE **TFL9 S2**

This subject is designed to meet the needs of teenagers. A wide range of meals and snacks suitable for teenagers are focussed upon. Foods will be evaluated as to their suitability for the teenage lifestyle and students will be encouraged to make wise decisions in relation to their eating habits. A range of food preparation skills will be taught and students will be encouraged to be confident in preparing food for a wide range of occasions. Various products on the market are evaluated as to their appropriateness for certain groups of people. Students investigate and evaluate the influence of technology in food preparation and food products.

YEAR 10

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

This subject is focused on teenagers with emphasis on how to make the most of their physical, social and emotional self. Some of the topics to be covered include skin and body care, make-up application, hair styles and care, deportment, clothing decisions, fashion trends, nutrition, exercise and relaxation. The course is made more interesting with a number of guest speakers coming to class, as well as a fashion parade of wearable art created in class, a fitness incursion, and excursion to a local restaurant.

CHILD DEVELOPMENT **TCD10S1**

Through an emphasis on practical activities, students will explore the stages of child development from conception to pre-school. Parenting is a complex and demanding responsibility and the ability to provide for a child's physical and emotional, social and intellectual needs is very important. Activities will include bathing, feeding and food preparation; visits by parents and their young ones demonstrating practical ways to care for children; learning about play and safety as the young children grow and develop. Practicals may also include making items for the nursery. This subject provides valuable background information for the Senior Secondary course, *Children Family and the Community*.

CREATING AND DESIGNING WITH TEXTILES 1 **TTX10S1**

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

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

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

CREATING AND DESIGNING WITH TEXTILES 2 **TTX10S2**

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

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

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

FOOD FOR SOCIAL OCCASIONS **TFS10S1**

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

FOOD FOR ENTERTAINING **TFE10S2**

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

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

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



INTERNATIONAL FOOD **TIF10S1**

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

INTERNATIONAL FOOD **TIF10S2**

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

THE ARTS

YEAR 9		YEAR 10	
Semester 1	Semester 2	Semester 1	Semester 2
MEDIA			
Animation and Advertising MED9 S1	Film Genre MED9 S2	Film Television and Photo Documentary MED10S1	Film Making MED10S2
Media Codes and Conventions MCC9 S1	Stars and Stereotypes MSS9 S2	Media Manipulation MMM10S1	Values and Audiences MVA10S2
		Media After Effects MAR10S1	Media After Effects MAR10S2
PHOTOGRAPHY			
Photography PHO9 S1	Photography PHO9 S2	Photography PHO10S1	Photography PHO10S2
DANCE			
Dance DAN9 S1	Dance DAN9 S2	Dance DAN10S1	Dance DAN10S2
Dance DSD9 S1	Dance DCA9 S2	Dance DTD10S1	Dance DVC10S2
DRAMA			
Drama DRA9 S1	Drama DRA9 S2	Drama DRA10S1	Drama DRA10S2
Drama DMM9 S1	Drama DCO9 S2	Drama DSC10S1	Drama DSL10S2
VISUAL ARTS			
Art ART9 S1	Art ART9 S2	Design Arts ADA10S1	Design Arts ADA10S2
Craft CRA9 S1	Craft CRA9 S2	Fine Art AFN10S1	Fine Art AFN10S2
		Sculpture ASC10S1	Sculpture ASC10S2

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

YEAR 9

ANIMATION AND ADVERTISING MED9 S1

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

MEDIA CODES AND CONVENTIONS MCC9 S1

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.

FILM GENRE MED9 S2

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

STARS AND STEREOTYPES MSS9 S2

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

FILM TELEVISION AND PHOTO DOCUMENTARY MED10S1

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

MEDIA MANIPULATION MMM10S1

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.

FILM-MAKING MED10S2

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

VALUES AND AUDIENCES MVA10S2

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.

MEDIA SPECIAL EFFECTS AND REALISM

MAR10S1/MAR10S2



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. In the first term students will explore the conventions of broadcast news journalism and the technologies used such as green screening and motion tracking. The final task will be to create a news segment for a broadcast News program using special effects editing. In the second term 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. The final task will be to film and edit a sequence that appears in the climax of a Hollywood genre film that incorporates advanced special effects editing.

ARTS – PHOTOGRAPHY

YEAR 9

PHOTOGRAPHY PHO9 S1

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.

PHOTOGRAPHY PHO9 S2

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

YEAR 10

PHOTOGRAPHY PHO10S1

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.

PHOTOGRAPHY PHO10S2

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

YEAR 9

DANCE **DAN9 S1** Hip Hop

Do you enjoy listening to Dubstep, Hip hop, Classical, Jazz or mainstream music? 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 develop your technique in a range of styles as well as teaching you the key skills of choreographing your own material. No previous dance experience is necessary to take this course. You may have the opportunity to have an experienced dancer in the industry teach you current dance trends and perform to a live audience.

DANCE **DSD S1** Street and Parkour

Hip Hop is a funky street style of dance with loads of energy, attitude and groove. You'll learn the latest dance moves and combinations as seen on music videos. Hip Hop is just as much about the attitude and sass of dancers as it is about the moves, and it's a style that everyone can really make their own. Breakdancing combines the core body strength and flexibility of a gymnast, with the explosive power of a sprinter. In a second it's all brought to a standstill with a freeze. Parkour embodies an attitude and training method for movement through any environment at alternating speeds. The concept is to overcome all physical and mental obstacles in your path by using your body and mind to run, climb, jump and vault.



DANCE **DAN9 S2** Jazz

Without dance, what's the point? 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 may have the opportunity to have an experienced dancer in the industry teach you current dance trends.



DANCE **DCA9 S2** Circus Acrobatics

This course will involve learning how to incorporate the spectacular arts of tumbling, balancing, juggling and contortion. Circus acrobatics also uses partner/team work to build trust in your fellow classmates. Combining the best aspects of sport, dance, gymnastics and performance together. As well as learning the fundamental skills you will also learn how to perform these on stage in an exciting circus manner.

YEAR 10

DANCE **DAN10S1** Lyrical

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 Lyrical, Funk and contemporary. You will sequence sophisticated choreography using a range of choreographic devices to engage an audience. You may have the opportunity to have an experienced dancer in the industry teach you current dance trends and perform live on stage for audience. Beginner and experienced dancers welcome.

DANCE **DTD10S1** Theatrical Dance

Ever wanted to be able to dance like they do on films such as 'Step Up' or 'La la land' or learn some of the dances from musicals such as 'High school musical' or 'Mamma Mia' then this is for you. Theatrical dance is a specific genre that is involved with Theatrical productions. There is an increase in both dance in film and in Musical productions. Students will be learning Theatrical dance routines as well as choreographing a Theatrical piece for performance. You may have the opportunity to have an experienced dancer in the industry teach you current dance trends and perform live on stage for audience. Beginner and experienced dancers welcome.



DANCE **DAN052** Contemporary 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 try Jazz dance styles and refine your contemporary technique. You will sequence sophisticated choreography and may have the opportunity to have an experienced dancer in the industry teach you current dance trends and attend a live dance performance. Beginner and experienced dancers welcome.

DANCE **DVC10S2** Video Clip Dancing

Have you ever wanted to be able to dance like a back-up dancer on video clips or create your own video to your favourite song? Then this is for you. 'Single Ladies' is a very powerful dance that is slick and enjoyable to watch. Students will be learning dance routines to songs as well as choreographing a piece for video. You may have the opportunity to have an experienced dancer in the industry teach you current dance trends and perform live on stage for audience. Beginner and experienced dancers welcome.



ARTS – DRAMA

YEAR 9

DRAMA **DRA9 S1**

Simply Slapstick: devised comedy

Make them laugh!!!

This course is all about physical comedy. You characters will slip, trip and collide as they do a double take in this improvised comedy.

DRAMA **DMM9 S1**

Madly Melodrama: scripted comedy

It's time for heroes and villains...

How melodramatic are you? In this course students will refine their acting skills, design a set, get costumed up and perform in a style of scripted comedy where being a drama queen is okay!

DRAMA **DRA9 S2**

Funky Fables and Fairytales: devised comedy

This course is all about creating new works from old ideas. Through improvisation and playbuilding students take on the old familiar fairytales and give them a whole new twist.

DRAMA **DCO9 S2**

Commedia dell Arté: scripted comedy

The Servant of Two Masters

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

YEAR 10

DRAMA **DRA10S1**

Form and Style: Absurdist Theatre

'Absurdist theatre explores the irrational nature of reality and the essential isolation of humanity in a meaningless world'. So basically when a play seems to make sense and nobody seems to go anywhere or do anything and it ends where it begins...that's Absurd! In this unit students will focus on creating both scripted and devised Absurdist performances for their peers and wider audiences.



DRAMA **DSC10S1**

Designing for the Theatre: Set and Costume Design



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

DRAMA **DRA10S2**

Form and Style: Shaking up Shakespeare using Grotowski's Poor Theatre

So who is this guy called Shakespeare and why is he still relevant? In this unit we will focus on taking scenes from Shakespeare and giving them a great big 20th century twist using Grotowski's Poor Theatre techniques. Student will create both scripted and devised performances for their peers and wider audiences.

DRAMA **DSL10S2**

Designing for the Theatre: Lighting and Sound Design



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

ARTS – VISUAL ARTS

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

YEAR 9

ART **ART9 S1**

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

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

ART **ART9 S2**

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

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

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

CRAFT **CRA9 S1**

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

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

CRAFT **CRA9 S2**

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

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

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

YEAR 10

DESIGN ARTS **ADA10S1**

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

DESIGN ARTS **ADA10S2**

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

FINE ART **AFN10S1**

This course is focused on developing high quality skills as an artist. You will be developing artworks that express your beliefs and values and that are influenced by the world around you. You will be looking at the work of established artists and art movements, finding out how they create their artwork. You might create a high quality drawing in various mediums, such as pencil, graphite or ink. You might explore various printmaking techniques. You might create a painting or create a collage exploring found materials. You will negotiate what you are going to make within each task with your teacher. You do not need to have completed any art courses before, however, a basic understanding of the elements and principles of art with some drawing skills would be an advantage. This course is highly recommended to prepare you to work in Year 11 and 12 Visual arts ATAR courses.

FINE ART **AFN10S2**

This course is focused on furthering your skills as an artist. You will be making high quality resolved artworks that express your beliefs and cultural perspective. There will be a large focus on developing meaning within your artwork and for an audience. You will be analysing the work of established artists regarding the ideas and messages within their work. You might make a high-quality drawing or painting, or you might create an artwork that combines a variety of art mediums. You might create a lino print, dry point etching or a screen print or explore some opportunities to create a 3D artwork. You will negotiate what you are going to make within each task with your teacher. This course strengthens and extends the skills you have developed in previous courses. You do not need to have completed any art courses before, however, it would be an advantage if you have. This course is highly recommended to prepare you to work in Year 11 and Year 12 Visual Arts ATAR courses.

SCULPTURE **ASC10S1**

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

SCULPTURE **ASC10S2**

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

THE ARTS - MUSIC

ARTS – MUSIC

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

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

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

COURSE STRUCTURE

SPECIAL MUSIC COURSE

MUSICIANSHIP MGT9 S1/MGT9 S2 and MGT10S1/MGT10S2 or
MUSIC LITERATURE AND CONCERT PRACTICE MLT9 S1/MLT9 S2 and MLT10S1/MLT10S2
 or **MUSICIANSHIP** MJA9 S1/MJA9 S2 and MJA10S1/MJA10S2

- 2 Musicianship classes per week
- 1 Music Literature OR Jazz Styles and History class per week
- 1 Concert Practice OR Jazz Improvisation class per week
- 2 Ensembles: Choir + 1 Specialist Ensemble
- 1 individual instrumental OR Vocal Lesson per week for Gifted and Talented students.
- 1 small group instrumental lesson per week for General students.

GENERAL MUSIC COURSE

GENERAL MUSIC MGN9 S1/MGN9 S2 and MGN10S1/MGN10S2

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

COURSE CONTENT

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

OR

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

Performance and Ensemble

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

Evidence of private lessons will be required each semester.

ASSESSMENT PROCEDURE

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

CAREER POSSIBILITIES

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

ASSOCIATED COSTS

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

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

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

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

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