



Lake Joondalup Baptist College

2017

Year 10

**Subject
Handbook**

Contents

Contents	2
Welcome to the 2017 Year 10 Subject Handbook	4
The Curriculum Framework	5
Outcomes of Learning	5
Ten Learning Areas at LJBC	5
Christian Values and Community Focus	6
Overarching Learning Outcomes Curriculum Framework	6
The Australian Curriculum	7
Compulsory Online Literacy and Numeracy Test (OLNA)	8
Electives Selection	9
Year 10 Electives Selection 2017	9
Additional Compulsory Subjects	10
Christian Education	10
Year 10 Careers Program.....	10
Curriculum Team	11
The Arts	12
Year 10 Dance	12
Year 10 Drama	13
Year 10 Media	14
Year 10 Music	15
Year 10 Visual Arts.....	16
Careers	17
Year 10 Careers	17
English	18
Year 10 English	18
Extension Program	19
Year 10 Future Problem Solving.....	19
Health & Physical Education	21
Year 10 Health and Physical Education	21
Year 10 Physical Education Studies	22
Year 10 Outdoor Education	23
Year 10 Health Studies.....	24
Languages	25
Year 10 French.....	25
Year 10 Japanese	26
Mathematics	27
Year 10 Mathematics.....	27
Science	29
Year 10 Science – Australian Curriculum v8.1	29

Humanities	31
Australian Curriculum – Humanities and Social Sciences	31
Technologies	32
Year 10 Computing.....	32
Year 10 Design & Engineering.....	33
Year 10 Design & Technology	34
Year 10 Foods.....	35
Year 10 Textiles and Children, Family, Community	36

Welcome to the 2017 Year 10 Subject Handbook

Year 10 is the start of Senior Secondary school and the time for students to invest wisely in their future. The expectations of staff are that students studying the Year 10 academic program will understand the consequences of efforts in Year 10 in determining course choices in Years 11 and 12. We advise Year 10 students to maximise their options by ensuring that, from the start of Year 10, they are achieving to the best of their ability in order to attain the pre-requisite grades needed to enter specific courses for Years 11 and 12 and, thereby, preparing for the requirements of the WACE.

The purpose of this handbook is to provide students with information about the academic subjects that are provided in the curriculum suite for Year 10 at Lake Joondalup Baptist College. All Learning Areas have contributed to this handbook as has the Curriculum Administrative Team.

Students in Year 10 are currently studying a combination of subjects that are aligned with either the Australian Curriculum (Western Australian Curriculum) or the outgoing Curriculum Framework. Students at the College are gradually transitioning from the Curriculum Framework to the Australian Curriculum and this process will largely be complete by the end of 2018. The Australian Curriculum is a national initiative and will gradually be implemented across all states and territories in Australia. In Western Australia the incoming Australian Curriculum is now referred to as the Western Australian Curriculum. At Lake Joondalup Baptist College, Phase 1 of the three Phase process has been implemented. Phase 2 and 3 are due to be implemented by 2018 with the exception of Languages. Teachers at the College continue to trial Phase 2 and 3 subjects particularly where that content aligns seamlessly with the current Curriculum Framework.

In 2017, Year 10 students will study the compulsory subjects of English, Mathematics, Science, the combined subject of Humanities & Social Sciences, Career Education and Christian Education. Health and Physical Education (non-elective component) is also a compulsory subject in 2017. Subjects that provide students with electives from which to choose, come from the Learning Areas of The Arts, Technologies, Health & Physical Education and Languages (Languages other than English).

We encourage our students to choose wisely from the electives available and to commit to the compulsory subjects, in order to best prepare their academic foundations for the rigour of Years 11 and 12. Year 10 is the gateway to higher studies and the last stop for the choices that will determine future pathways. It is also important for students to accept their position as senior students and, therefore, as role models to younger students in the College.

We wish our students well as they pursue their academic goals.

The Curriculum Framework

(Finishes in 2018 with the exception of Languages other than English)

The Curriculum Framework is implemented in all schools in Western Australia. It is a structure which allows students to:

- experiment with new skills
- discover new processes
- explore new technologies
- test new materials
- develop new ideas
- understand new information
- work on tasks alone, in groups or with the whole class

These experiences are called 'learning opportunities'.

Outcomes of Learning

The learning opportunities are used to help students improve their success in the 'outcomes' of each course they are studying. Outcomes are the end result of study and show what students 'can do'.

Some outcomes are **compulsory** and will be present in every subject taken in Year 10. The 13 compulsory outcomes are called **the 'Overarching Learning Outcomes'** and are listed on the next page.

Outcomes, which relate to specific subjects only, are called '**Learning Area Outcomes**' and are shared by all the subjects that belong to the same Learning Area.

Ten Learning Areas at LJBC

- The Arts
- English
- Christian Education
- Health & Physical Education (incorporating protective behaviours)
- Languages other than English (Japanese and French)
- Mathematics
- Science
- Humanities
- Technologies
- Career Education

Learning Enhancement (Additional Support and Gifted and Talented)

Christian Values and Community Focus

All Learning Areas at Lake Joondalup Baptist College have the following aims embedded within teaching and learning programs:

- To provide a community founded on Christian values within which a student's full potential (intellectual, emotional, physical, spiritual, cultural, social) can be developed
- To encourage, enhance and develop numeracy and communication skills necessary for continued learning and personal growth throughout life
- To encourage a valuing of the local, global and universal environment, in order to adopt responsible attitudes towards our stewardship of it
- To provide opportunities for developing respect for others and their points of view, the ability to work cooperatively and collaboratively, and for service to others as an expression of responsible citizenship
- To equip students with an appreciation of their own worth and the value of others
- To develop in students the confidence and ability to make decisions about all aspects of life, including vocational pursuits
- To help students deal creatively with economic and social realities.

Overarching Learning Outcomes Curriculum Framework

The thirteen compulsory overarching outcomes are listed below:

1. Students use language to understand, develop and communicate ideas and information and interact with others.
2. Students select, integrate and apply numerical and spatial concepts and techniques.
3. Students recognise when and what information is needed, locate and obtain it from a range of sources and evaluate, use and share it with others.
4. Students select, use and adapt technologies.
5. Students describe and reason about patterns, structures and relationships in order to understand, interpret, justify and make predictions.
6. Students visualise consequences, think laterally, recognise opportunity and potential and are prepared to test options.
7. Students understand and appreciate the physical, biological and technological world and have the knowledge, skills and values to make decisions in relation to it.
8. Students understand their cultural, geographic and historical contexts and have the knowledge, skills and values necessary for active participation in life in Australia.
9. Students interact with people and cultures other than their own and are equipped to contribute to the global community.
10. Students participate in creative activity of their own and understand and engage with the artistic, cultural and intellectual work of others.
11. Students value and implement practices that promote personal growth and wellbeing.
12. Students are self-motivated and confident in their approach to learning and are able to work individually and collaboratively.
13. Students recognise that everyone has the right to feel valued and be safe and, in this regard, understand their rights and obligations and behave responsibly.

The Australian Curriculum

The College continues to implement the different phases of the Australian Curriculum as the subjects become available. Here in Western Australia the Australian Curriculum is gradually being adjusted to suit the needs of Western Australian students. The term Western Australian Curriculum replaces the term Australian Curriculum as the various phases are implemented.

In 2017, the remaining subjects that are still using content from the curriculum Framework will prepare for full implementation of the Western Australian Curriculum in 2018.

The Phase 1 subjects of English, Mathematics, Science and Humanities & Social Sciences are currently operating under the Australian Curriculum (Western Australian Curriculum) up to and including Year 10. The remaining subjects in Phase 2 and 3 are expected to be fully implemented by 2018 with the exception of Languages other than English, which is expected to take a little longer.

In 2017, Humanities & Social Sciences (incorporation History) is expected to be fully implemented as is Health and Physical Education. Health and Physical Education will also incorporate a Protective Behaviours Syllabus.

In 2018, Technologies and The Arts syllabi will be fully implemented. Teachers at the College are currently embedding and trialling a substantial portion of the content for the Western Australian Curriculum. To ensure that our students are well prepared for the Year 11 and 12 Courses of Study on offer in senior Secondary.

Languages other than English will continue making use of the content from the Curriculum Framework and will adopt the new syllabi for the various year groups as they become available.

Please note that Languages are available for optional study in Years 9 and 10. Incentives from universities to add a bonus 10% to the score of students studying Languages for their WACE till the end of Year 12 currently exists.

Compulsory Online Literacy and Numeracy Test (OLNA)

To achieve a WACE from 2016, students will need to demonstrate a minimum standard of literacy and numeracy, either through prequalifying by achieving Band 8 or higher in reading, writing and numeracy in their Year 9 NAPLAN or through the Online Literacy and Numeracy Assessment (OLNA).

The minimum literacy and numeracy standard is the skills regarded as essential to meet the demands of everyday life and work. These are described in Level 3 of the Australian Core Skills Framework. There are three online assessment components in the OLNA – reading, writing and numeracy. The reading and numeracy components each comprise 60 multiple-choice questions; the writing component is an extended response of up to 600 words. Students are allowed 60 minutes for each assessment.

Opportunity to sit OLNA: When (Years 10, 11 and 12)

All 2017 Year 10 students at Lake Joondalup Baptist College will sit the OLNA for the first time in March 2017. Students who do not demonstrate the required standard in one or more of the three components will be given further opportunities to do so at stipulated times during the school year until the end of Year 12.

Note: If a student has performed poorly in a particular area in the Year 9 NAPLAN they may be selected to participate in a targeted withdrawal program designed to assist them to prepare for the OLNA in the weeks prior to the first round of testing in 2017. Students will be identified by the Learning Enhancement Team and invited to participate. Remaining students who sit the OLNA will be prepared for the testing within their normal English and Mathematics classes.

Electives Selection

Apart from the compulsory subjects in Years 7-10, students in Year 10 may choose electives within their curriculum. From the choices made by students, it will be determined whether an electives class will run and the number of classes that will run. If an electives class does not run, or is full, the next available electives class in order of a student's preference will be considered for that student. It is recommended that students consider their choices of electives in terms of choosing an overall education package with respect to providing substantial curriculum foundation for the senior years ahead. Students should also consider the courses they choose with regards to what they know they are most interested in.

In Year 10, students choose three electives and two reserves.

There may be fees associated with some of these electives.

Year 10 Electives Selection 2017

You will be asked to enrol for these subjects via the web using *Web Preferences*. All students will be issued with an information sheet explaining the process and the minimum requirements with regards to access to the site. This information is specific to each student and will give them their individual student access code and password. It is important that this information sheet be kept safely and students should choose their electives in conjunction with their parents or guardians.

If you do not have the required capacity to enrol at home, then students may do this at school in the Library at lunch time. If you have problems with your password, please see Mr Downsborough in Student Services, otherwise all other enquiries must be presented to the Curriculum Office. A copy of the printed form must be signed by the student and parent/guardian, and then returned to the electives box in the Curriculum Office. Students should not attempt to enrol in their electives during class time.

Cut-off date:

Wednesday 3 August 2016

You must select a total of **three (3)** electives plus **two (2)** reserve options by the above date. At least two of those electives must be selected from two different Learning Areas.

Reserve options

While every effort will be made to accommodate your subject options, it is more than likely that some students will miss out on some of their preferences because there are not sufficient numbers to run a class or the class clashes with a higher ordered preference option. Therefore, some thought should go towards reserve options so that a place can be reserved in that class in the case of a student missing out on their first preferences. The order of choosing the subject is important and you should give consideration to which subjects are highly desirable for you to study.

Additional Compulsory Subjects

Christian Education

At LJBC we meet all students where they are at with their faith and we endeavor to support their progress in their spiritual walk with God from there. We create an environment where students feel comfortable and encouraged to approach their teachers to ask questions, in a non-threatening atmosphere. During the weekly Christian Education lesson, students are informed and educated of the teachings of the Bible and Christianity. Students are given the opportunity to talk about a variety of contemporary and age relevant issues that help to establish their own moral and value systems. In Christian Education we share the vision motto of the College derived from Micah 6:8 is 'Seek Wisdom, act Justly and love Mercy'.

Christian Education during upper secondary years focus on the teachings of Jesus and what we can learn from his dealings with people and his reactions to a variety of circumstances. Students have the opportunity to discuss complex ethical and life issues and are introduced to different world religions and how they compare to Christianity. Social justice carries into the upper secondary years where students explore issues like and ethical trading and injustice in the world.

Associated fees/subject levy

\$20

Year 10 Careers Program

All students in Year 10 participate in the compulsory subject of Career Education. Students in Year 10 are exposed to information pertaining to possible career choices and pathways, particularly with a view to assisting them with targeted Course selection for Year 11 and the Western Australian Certificate of Education. Year 10 students also participate in a compulsory Work Experience Week in Term 2.

Associated fees/subject levy

\$25

Curriculum Team

During the time that students and their families are making decisions about their choice of elective subjects, it is important to talk about suitable choices with subject teachers and the relevant Heads of Learning Area.

The following people will be able to help with enquiries regarding curriculum decisions:

Dean of Studies	Penny Houghton
Secondary Curriculum Manager	Kimberly Eyre
Head of Career Education	Mr Lynton Smith
Dean of Administration	Mark Downsborough

Learning Areas/Departments	Heads of Learning Area/Department and Coordinators
The Arts	Tracy Pender
Careers Department	Lynton Smith
Christian Education	Talita van Tonder
English	Jane Ward
Health & Physical Education	Casey Ellery
Humanities	Ryan Verge
Languages	Catherine Campbell
Library	Stephen Sampson
Learning Enhancement	Sonja van Aswegen
Mathematics	Leigh-Anne Hopkins
Science	Peter Wong
Technologies	Daniel Theunissen

The Arts

Year 10 Dance

Subject description

Designed for students who are aiming for either TAFE or university entrance. Students will gain a solid foundation in dance elements and in production skills to prepare them for either Year 11 General or ATAR courses. This course offers a balance of practical and theory and is suitable for students who are keen performers and communicators and who are interested in dance, choreography and dance production. Students will be able to explore their creativity through different roles in costume design, stage management, lighting, sound and set design.

Class work includes:

- Performing choreographed dance works
- Creating dance choreography
- Viewing and responding to dance performances
- Researching genres of dance
- Working with lights, sound, costume and make up
- Extended improvisation skills
- Staging a class dance performance

The course will enhance the student's study of English and help improve critical and creative thinking and confidence, whether working individually or as a team. Students will gain experience of different roles and responsibilities, which will teach them creative problem solving and group work skills. They will undertake research projects and sit an examination as part of their preparation for Year 11 and Year 12 Dance. Students will engage in workshops with accomplished dancers, as well as incursions in a variety of dance styles.

The course runs for the full academic year.

Assessment types

Theory based assessments include research investigations and written responses to professional dance.

Practical assessments include choreography and dance performance across a variety of dance styles.

Prerequisite

None.

Associated fees/subject levy

\$75

Additional costs may include excursions to professional dance performances

Pathways

Leads to General or ATAR Dance in Year 11.

Career pathways include dancing, choreography, teaching, arts management/administration, media, production/stage management, production design, marketing and advertising.

Enquiries

Ms Tracy Pender – Head of Learning Area – The Arts

Year 10 Drama

Subject description

Designed for students who are aiming for either TAFE or university entrance. Students will gain a solid foundation in drama elements and in production skills to prepare them for either Year 11 General or ATAR courses. This course offers a balance of practical and theory and is suitable for students who are keen performers and communicators and who are interested in theatre, acting and theatre production. Students will be able to unleash creativity through different roles in costume design, stage management, lighting, sound and set design.

Class work includes:

- Performing a script
- Creating a script
- Creating and rehearsing scripted performances
- Viewing and responding to theatre productions
- Researching styles of theatre, including Elizabethan theatre and Epic theatre
- Working with lights, sound, costume and front of house
- Extended improvisation skills
- Putting on a class production

Students will complete a unit of work on each of the following areas: Australian Drama and Shakespearean Drama. The course will enhance the student's study of English and help improve critical and creative thinking and confidence, whether working individually or as a team. Students will gain experience through different roles and responsibilities, which will teach them creative problem solving and group work skills. Students will engage in workshops with professional actors as well as incursions and excursions in a variety of drama styles.

The course runs for the full academic year.

Assessment types

Theory based assessments include research investigations and written responses to professional drama productions.

Practical assessments include production assessments, including original and scripted performances and performing a production role (i.e. director, stage manager, publicity).

Recommendation

Minimum 'C' grade in Year 9 Drama.

Associated fees/subject levy

\$75 – includes some excursion/incursion/workshop costs

Pathways

Leads to General or ATAR Drama in Year 11.

Career pathways include: acting, directing, arts and events management, arts administration, production/stage management, writing, marketing and advertising, arts education, law, management and personnel services, production design (sound, lighting, costume, and set), stage management, front of house management, radio presenting, drama therapy, public relations, occupational therapy, writing, journalism, teaching drama, lecturing at university, theatre critique and arts education.

Enquiries

Ms Tracy Pender – Head of Learning Area – The Arts

Year 10 Media

Subject description

Designed for students who are aiming for either TAFE or university entrance. Students will gain a solid foundation in media concepts and in production skills to prepare them for either Year 11 or Year 12 General or ATAR Media Production and Analysis courses. This course offers a balance of practical and theory and is suitable for students who are interested in photography, making films and TV programs, analysing and writing about the media and working in teams.

Class work includes:

- DSLR photography techniques
- Portrait photography
- Remaking scenes from famous films
- Devising and filming an original scene for a movie
- Creating a sitcom opening sequence

Students will complete a unit of work on each of the following areas: photography, film and TV and will develop an understanding of codes and conventions, filming and editing skills and how to deconstruct professional media products to interpret meaning. The course will complement the study of English and help students gain confidence and problem-solving skills. The course runs for the full academic year.

Assessment types

Theory based assessments include research investigations and written responses to professional media productions.

Practical assessments include production assessments, including portrait photography, film scenes and TV production.

Written assessments (includes exam)	50%
Practical assessments	50%

Recommendation

Minimum 'C' grade in Year 9 English.

Associated fees/subject levy

\$75 – includes some incursion costs

Pathways

Leads to General or ATAR Media Production and Analysis in Year 11. Career pathways include marketing and promotions, multimedia design, photography, music video directing, game design, documentary filmmaking, TV camera operation, sound recording/editing, television production, television presenting, radio production, journalism, public relations, advertising or acting.

Enquiries

Ms Tracy Pender – Head of Learning Area – The Arts

Year 10 Music

Subject description

In the Music course, there will be a range of music styles and genres studied, covering classical, contemporary and jazz contexts. Students will expand their practical music skills through rehearsal and performance, explore the various musical styles, develop a higher understanding of harmony and analysis and extend their aural listening skills.

This course will provide students with essential knowledge and skills to further their music education in Years 11 and 12, ultimately providing students with skills for a tertiary/university pathway. The course runs for the full academic year.

Minimum standards for success

A 'C' grade in Year 9 Music or a clearance from the Director of Music if Year 9 Music was not undertaken; satisfactory skills on own instrument or vocal ability and 'C' grade in Year 9 English.

Weekly individual lessons on own instrument.

Assessment types

- Performance skills
- Aural skills
- Creativity
- Theory and notation – An AMEB examination may be completed
- Literature
- Music skills

Written assessments 50%

Practical assessments 50%

Effort and application are essential to the success of this course.

Recommendation

Minimum 'C' grade in Year 9 English.

Associated fees/subject levy

Subject levy – \$82

AMEB exam fee – \$67

Homework and study expectation

A self-motivated study program, including listening to set repertoire, daily practise on voice or instrument and keeping up-to-date with set tasks and homework is expected.

Pathways

Students showing particular aptitude in Music studies in Year 10 can choose the VET or ATAR Music course in Year 11 and Year 12 if they meet the prerequisites.

Professions include professional musician (jazz, rock, alternative, classical), music teacher, specialist instrument tutor, TAFE or university lecturer, specialist recording artist, session musician, composer, jingle writing/company movie sound track composer, music event coordinator, sound engineer, booking agent, artist/band manager.

The study of this course promotes creative thinking and improves mathematical reasoning skills.

Time off campus

One full day, plus various opportunities will arise for students to attend concerts/performances and workshops around the metropolitan area.

Enquiries

Ms Tracy Pender – Head of Learning Area – The Arts

Mrs Tammy van der Nest – Director of Music

Year 10 Visual Arts

Subject description

Within contemporary society there is an increasing value placed on visual imagery and critical and creative thinking skills. Students will develop these valuable skills through both practical and theory work. The Year 10 course builds on the basic skills taught in Year 9 Visual Arts, as well as exposing students to many different art forms including painting, ceramics, printmaking, drawing, graphics, sculpture, mixed media and theoretical concepts.

Students will also have the opportunity to exhibit their work in the annual art exhibition. The course is divided into two content areas: art making (production) and art interpretation (investigation and analysis).

This course would be suited to students wishing to pursue practical art projects, as well as those who have an interest in developing their understanding of the arts as a whole. Written assignments and the exam will be based on the theory content covered during the year.

Class work can include:

- Drawing according to a certain theme
- Constructing a clay sculpture
- Painting onto a canvas
- Printmaking using various techniques
- Developing a mixed media piece
- Viewing and responding to artworks
- Researching a famous artist

Assessment types

Production	70%
Investigation	10%
Analysis (includes exam)	20%

Recommendation

Minimum 'C' grade in Year 9 English and Year 9 Visual Art.

Associated fees/subject levy

\$105 – includes some incursion/excursion costs

Pathways

Students showing particular aptitude in Visual Arts in Year 10 can choose from either the General or ATAR Visual Arts courses in Years 11 or 12 if they meet the prerequisites. Career pathways include architecture, advertising, animation, illustrating, graphic/web design, interior design, fashion and textile design, curating, arts event coordination, theatrical costume making and design, photography, make-up art and other professions requiring drawing or creative thinking skills.

Time off campus

Students may attend one or two full-day excursions and partake in workshops with professional artists.

Enquiries

Ms Tracy Pender – Head of Learning Area – The Arts

Careers

Year 10 Careers

Subject description

This course is compulsory for all Year 10 students.

The focus is 'exploring my world and its connections' and entry-level work readiness. Students recognise themselves as part of a network of people and organisations and identify who can help with school-to-work transitions. Students will complete the Career Voyage, JIGG-CAL program.

Outcomes	Content
Career and Enterprise concepts	Students understand factors that underpin career development and learning opportunities. Students understand how workplace practices and procedures influence career development.
Career and Enterprise investigations	Students collect and organise information to investigate career development opportunities.
Career development in a changing world	Students understand how aspects of the changing world, including technologies, society, beliefs, values and attitudes, impact and influence career development opportunities.
Being enterprising	Students use self-management, planning and organisational skills. Students will further develop communication, technology and team work skills.

Assessment types

Investigation
Response

Prerequisite

None.

Associated fees/subject levy

\$25

Pathways

Year 11 Career and Enterprise ATAR Course

Year 12 Career and Enterprise ATAR Course

Students entering the CareerLink program in Year 11 will study the Career and Enterprise General Course.

Time off campus

Students attend a compulsory week of Work Experience in Term 2, 2017

Enquiries

Mr Lynton Smith – Head of Learning Area – Career Education

English

Year 10 English

Subject description

English is compulsory for all Year 10 students. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. The outcomes are based on three strands of language, literature, and literacy to focus on developing students' knowledge in reading, viewing, writing, speaking and listening as they develop functional and critical literacy skills. Typical texts include poetry, prose, popular culture texts and film. English provides the opportunity for students to read, view, speak, write, create and reflect upon a variety of texts.

Students are placed in General classes with an Extension class being offered to students with higher ability levels in this subject. Students who have been identified as having difficulties in English may be placed in a Foundation class.

Outcomes	Content
Language	Students learn about language variation and change, language for interaction, text structure and organisation, expressing and developing ideas and developing an understanding of grammatical and word knowledge.
Literature	Students will learn about literature and context, how to respond to literature both in writing and speaking and how to examine literature and create literature.
Literacy	Students will comprehend texts through reading and viewing a variety of texts. Students will create texts through speaking and writing.

Assessment types

Students will demonstrate their achievement across the range of language modes in response to texts read and viewed. They will create imaginative and analytical texts along with oral presentations and formal examinations.

Prerequisite

None.

Associated fees/subject levy

\$50

Pathways

It is necessary that a student wishing to study Literature ATAR in Year 11, achieve a minimum of 65% in Year 10 English Extension. It is necessary that a student wishing to study English ATAR in Year 11, achieve a minimum of 65% in Year 10 English General. Career pathways for English are numerous and some guidelines are: law, education/teaching, business, medicine and journalism. Students who have achieved less than 65% would be expected to enrol in the General English course for Upper School. B grade students who do not wish to follow a University pathway may opt to study the General course. The General English course does not allow a student to generate an ATAR score for University entrance.

Enquiries

Mrs Jane Ward – Head of Learning Area – English

Extension Program

Year 10 Future Problem Solving

This course is offered by invitation from the Learning Enhancement Centre.

Subject Description

Future Problem Solving is an international educational program that focuses on the development of critical, creative and innovative thinking skills to prepare students for increasingly complex life and work environments in the 21st century. It challenges students to apply their imagination and thinking skills to some of the significant global issues facing both the world of today and the future, equipping them with the skills and vision needed to solve problems associated with these issues and helping them to have a positive impact on the society of the future.

In Semester 1, students will be introduced to advanced research and thinking skills which can be applied in other learning areas. They will then use critical and creative thinking skills to address complex scientific, economic and social problems of the future through the use of a comprehensive problem solving process. The topics that will be covered will provide students with a greater awareness of important current issues, as well as the opportunity to develop innovative solutions for creating positive change. Students will also develop their interpersonal intelligence through developing their debating and presentation skills.

In Semester 2 students are engaged in a wide range of thinking strategies that cut across traditional curriculum boundaries and extend the way their brain thinks such as Inquiry Based Learning, De Bono's Thinking Hats and Productive Thinking. They will engage in an "Unlock Your Subconscious" project where they will get the opportunity to refine their creative writing skills through a variety of interesting activities. Students will further develop their Design Thinking skills as a strategy for innovation and get the opportunity to create a final product through a hands-on approach. Finally, students will also study "Big Philosophical Ideas" and learn how to argue well using Socratic Dialogues and debating skills.

Outcomes

Students involved in Future Problem Solving are challenged and motivated to:

- Think more creatively by becoming involved in activities to increase flexibility, fluency, originality and elaboration of their thinking
- Develop research skills needed for the collection of data from past and contemporary sources
- Relate effectively with others as members of a small, cohesive team
- Improve oral and written communication skills for the better understanding of their ideas by others
- Become interested in the future since this is where they will spend the rest of their lives
- Solve problems by learning and effectively using a six-step, creative problem solving process
- Think critically and analytically
- Develop thinking strategies

Assessment

In Semester 1, students work in teams to explore three global issues and then engage in a six-step problem solving process to solve a futuristic scenario. The team projects are evaluated by accredited, external evaluators. The third topic is competitive and the top scoring teams receive invitations to participate in the Australian National Finals.

Students will also be assessed on research tasks, individual written and verbal responses.

In Semester 2, assessment will be based on the completion of a Design Thinking project, Creative Writing project and debating and Socratic Seminar responses to philosophical and ethical issues.

Pathways

This is a skills-based subject that takes students beyond memorisation and teaches them 21st century skills that are becoming increasingly important in an era of rapid change, especially in the workplace.

Prerequisite

By invitation.

Associated fees/subject levy

\$60

Enquiries

Mrs Sonja van Aswegen – Head of Secondary Learning Enhancement

Health & Physical Education

Year 10 Health and Physical Education

Subject description

Health and Physical Education is compulsory for all Year 10 students and provides the opportunity to participate in recreational activities that will lead to life-long healthy habits. By understanding the dimensions of health and how they are affected by health determinants, students will be able to make ongoing healthy decisions. Practical activities and sports will be used as a medium for developing interpersonal and self-management skills. Class work will seek to develop the students' analysis of health messages, understanding of the influences on health and communication skills.

Assessment types

Health	
Being Healthy, Safe and Active	40%
Communicating and Interacting for Health and Well Being	30%
Contributing to Healthy and Active Communities	30%
Physical Education	
Moving Our Body	40%
Understanding Movement	30%
Learning Through Movement	30%

Prerequisite

None.

Associated fees/subject levy

\$115

Pathways

Physical Education enables students to apply the knowledge and skills learnt to their present lifestyle. The subject also provides prerequisite knowledge for students wanting to work or pursue further study in sporting, fitness, health and medical related fields.

Enquiries

Mr Casey Ellery – Head of Learning Area – Health & Physical Education
Mr Joel Smith – Health & Physical Education Teacher

Year 10 Physical Education Studies

Subject description

Physical Education Studies aims to provide students with the opportunity to compete and develop in sporting activities. Students will be introduced to the body's anatomical and physiological systems, which enable them to extend their knowledge of the effectiveness and efficiency of their performance as team members/individuals. Practical activities and sports will also be used as a medium for developing interpersonal and self-management skills.

Assessment types

Investigation	30%
Practical	50%
Response	20%

Recommendation

Preference for a 'B' grade in Year 9 Specialised Physical Education.

Associated fees/subject levy

\$150

Pathways

Physical Education enables students to apply the knowledge and skills learnt to their present lifestyle. The subject also provides prerequisite knowledge for students wanting to work or pursue further study in sporting, fitness and medical related fields. The course leads to Physical Education Studies, ATAR in Year 11.

Enquiries

Mr Casey Ellery – Head of Learning Area – Health & Physical Education

Mr Kyle Barker – Director of Sport/H&PE

Year 10 Outdoor Education

Subject description

The focus for Outdoor Education is experiencing the outdoors. Students are introduced to outdoor activities where they can develop and improve their technical skills and apply appropriate practices to ensure safe participation in surfing and abseiling related activities. Students will have the opportunity to demonstrate these skills on a day trip and an overnight expedition. Practical activities will also be used as a medium for developing interpersonal and self-management skills.

Assessment types

Investigation	15%
Performance 1	30%
Performance 2	25%
Response	30%

Recommendation

Preference for a 'B' grade in Year 9 Outdoor Education.

Associated fees/subject levy

\$315

Pathways

Outdoor Education enables students to apply the knowledge and skills they have learnt to their present lifestyle. The subject also provides prerequisite knowledge for students wanting to work or pursue further study in outdoor recreation related fields. The course leads to Outdoor Education, ATAR in Year 11.

Enquiries

Mr Casey Ellery – Head of Learning Area – Health & Physical Education

Year 10 Health Studies

Subject description

The focus for Health Studies is personal health. Basic concepts, models and frameworks will be introduced to determine health and characteristics necessary for good health. Influences on personal health, factors that enable and reinforce healthy behaviours and approaches to improving health are explored. Health Studies is a highly theoretical course that provides a good foundation for students pursuing ATAR Health Studies in Years 11 and 12.

Assessment types

Production	35%
Inquiry	30%
Response	35%

Prerequisite

None.

Associated fees/subject levy

\$120

Pathways

Year 10 Health Studies provides prerequisite knowledge for students wanting to work or pursue further study in health and medical related fields. The course leads to Year 11 ATAR Health Studies.

Enquiries

Mr Casey Ellery – Head of Learning Area – Health & Physical Education
Mrs Andrea Orłowsky – Health & Physical Education Teacher

Languages

Year 10 French

Subject description

Students will develop a deeper understanding of Francophone people and their culture and will continue to build their skills in speaking, listening, reading and writing in French. Students will learn to communicate through a variety of different activities, such as bookwork, web-based learning using the Language Perfect and Quizlet websites and games. Students will watch French films and participate in excursions and incursions. In addition, there is the opportunity to participate in a tour to France in 2017.

The topics studied are:

- The World of Youth (comprising, talking about yourself, socialising with a French family, youth culture in Francophone countries, communicating in a modern world)
- The Francophone World (comprising, planning a trip to a French-speaking country, regions of France, daily life in a French-speaking family, our French connections)

Outcomes and Assessment types

As part of the Western Australian Curriculum Framework, the Languages learning area has a focus on the following outcomes:

- Cultural understanding
- Language learning strategies
- The system of target language

These outcomes are demonstrated through assessing the following skills:

- Oral interaction
- Listening and responding
- Viewing, reading and responding
- Writing

Texts

Allez! 2 Grammar and Skills Workbook (ISBN 9780 198395034)

Collins French Dictionary and Grammar (ISBN 9780 007484355)

Additional materials will be supplied

Prerequisite

Minimum 'C' grade in Year 9 French, or by permission of the Head of Learning Area.

Associated fees/subject levy

\$100

Pathways

The course leads to French ATAR in Year 11.

Career pathways from studying French include business and commerce, tourism and hospitality, engineering, teaching or linguistic studies.

Enquiries

Mrs Catherine Campbell – Head of Learning Area – Languages

Miss Sylvie Bloudeau – French Teacher

This is subject to change as advised by SCSA.

Year 10 Japanese

Subject description

Students will develop a better understanding of Japanese people and their culture and feel encouraged in their attempts to speak, listen to, read and write in Japanese. Students learn to communicate through a variety of different activities, such as bookwork, web-based learning using Language Perfect, games and interaction with Japanese assistant teachers. Students will watch Japanese films and have lunch at a Japanese restaurant mid-year. In addition, there is an opportunity to participate in a tour to Japan in Years 10, 11 and 12.

The topics studied are:

- Teenagers (Around me, School life, daily life and family relationships)
- Neighbourhoods (out and about, exploring Japan and Japanese homes)

The course runs for the full academic year.

Outcomes and Assessment types

As part of the Western Australian Curriculum Framework, the Languages learning area has a focus on the following outcomes:

- Cultural understanding
- Language learning strategies
- The system of target language

These outcomes are demonstrated through assessing the following outcomes:

- Oral interaction
- Listening and responding
- Viewing, reading and responding
- Writing

Texts

Students are given booklets produced by Japanese teachers in Perth. There are no other text books required, however, students will need to purchase a dictionary, which will be used into Year 12.

Prerequisite

Minimum 'C' grade in Year 9 Japanese, or by permission of the Head of Learning Area.

Associated fees/subject levy

\$100

Pathways

The course leads to Japanese ATAR in Year 11.

Career pathways from studying Japanese include business and commerce, tourism and hospitality, engineering, teaching or linguistic studies.

Enquiries

Mrs Catherine Campbell – Head of Learning Area – Languages
Mrs Meagan Maassen and Mrs Aimee Webber – Japanese Teachers

This is subject to change as advised by SCSA

Mathematics

Year 10 Mathematics

Subject description

Mathematics is compulsory for all Year 10 students. There are three levels to suit the ability and needs of students: Extension, General and Foundations. The course we follow is based on the Australian Curriculum, with some adjustments to take into consideration the prior knowledge required for the WACE Courses of Study in Year 11 and 12.

Students are provided with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry and Statistics and Probability.

The numeracy capabilities that all students need in their personal, work and civic life are developed and students are provided with the fundamentals on which mathematical specialties and professional applications of Mathematics are built.

Students in the Mathematics Learning Area are encouraged to:

- be confident and creative users and communicators of Mathematics, who are able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in *Number and Algebra*, *Measurement and Geometry* and *Statistics and Probability*
- recognise connections between the areas of Mathematics and other disciplines and appreciate Mathematics as an accessible and enjoyable discipline to study

Students will be placed into levels according to their performance and movement between levels is possible. It is desirable that students work at a level that is both challenging and at which they can succeed and gain confidence in their ability to achieve. If there are any questions relating to the placement of your child, please contact your child's Mathematics teacher or Mrs Leigh-Anne Hopkins, the Head of Learning Area – Mathematics.

Required equipment

Students in the Extension and General levels will require a CAS TINspire calculator, which they will use to develop their CAS calculator skills in preparation for the Year 11 and 12 courses.

Assessment types

Students will be assessed through investigative tasks, tests and examinations at the end of each semester.

Prerequisite

None.

Associated fees/subject levy

\$75 – includes subscriptions to the Mathspace on-line program

Pathways

Please see table on next page

Enquiries

Mrs Leigh-Anne Hopkins – Head of Learning Area – Mathematics

Pathways

Year 10	Year 11	Year 12	Career opportunities
Extension Learning Area Achievement 'A'	Mathematics Specialist Units 1 and 2 and Mathematics Methods Units 1 and 2	Mathematics Specialist Units 3 and 4 and Mathematics Methods Units 3 and 4	Commerce/business, computing, engineering (may be expected to have also studied Mathematics: Specialist), metallurgy, informatics, biophysical science, physics, nanotechnology, geophysics, dentistry, podiatry, medicine and surgery, animal science.
Extension Learning Area Achievement 'A' or 'B' grade	Mathematics Methods Units 1 and 2	Mathematics Methods Units 3 and 4	Commerce/business, computing, mine technology, geology, agriculture, biomedical science, health science, economics, chiropractic science, psychology.
Extension Learning Area Achievement 'C' grade	Mathematics Applications Units 1 and 2	Mathematics Applications Units 3 and 4	Biotechnology, biological science, agricultural science, psychology, computer science, forensic biology, commerce, earth science, business, climate science.
General Learning Area Achievement 'C' with a Semester mark greater than 60%	Mathematics Applications Units 1 and 2	Mathematics Applications Units 3 and 4	Biotechnology, biological science, agricultural science, psychology, computer science, forensic biology, commerce, business, climate science, nursing, primary education, sports science.
General Learning Area Achievement 'C' or 'D'	Mathematics Essential Units 1 and 2	Mathematics Essential Units 3 and 4 (non WACE examinable)	TAFE entry to most courses including electrical trades.
Foundation Learning Area Achievement 'D'	Mathematics Essential Units 1 and 2	Mathematics Essential Units 3 and 4 (non WACE examinable)	TAFE entry to most courses, University entry where there is no Mathematics prerequisite.

Science

Year 10 Science – Australian Curriculum v8.1

Year 10 Achievement Standard

By the end of Year 10, students analyse how the periodic table organises elements and use it to make predictions about the properties of elements. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions. They explain the concept of energy conservation and represent energy transfer and transformation within systems. They apply relationships between force, mass and acceleration to predict changes in the motion of objects. Students describe and analyse interactions and cycles within and between Earth's spheres. They evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth. They explain the processes that underpin heredity and evolution. Students analyse how the models and theories they use have developed over time and discuss the factors that prompted their review.

Students develop questions and hypotheses and independently design and improve appropriate methods of investigation, including field work and laboratory experimentation. They explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data. When analysing data, selecting evidence and developing and justifying conclusions, they identify alternative explanations for findings and explain any sources of uncertainty. Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited. They construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.

Subject description

Science has three inter-related strands: Science understanding, Science as a human endeavour and Science inquiry skills. Together these three strands provide students with understanding, knowledge and skills through which they can develop a scientific world view. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

The Year 10 curriculum provides opportunities for students to explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories. Atomic theory is developed to understand relationships within the periodic table. Understanding forces and motion are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

Assessment types

Science understanding	65%
Science as a human endeavour	10%
Science inquiry skills	25%

Homework/study

Homework is set regularly and students are expected to complete this set task. Study involves revision, research and assignment work. A balanced study program includes both homework and study. Recommended time for homework/study is 4 hours per week.

Prerequisite

None.

Associated fees/subject levy

\$80

Pathways

Success in Year 10 Science provides students with pathways to pursue a more in-depth study in Biological Sciences, Chemistry, Human Biological Science and Physics in Senior Secondary School. These courses may lead to career opportunities in engineering, metallurgy, pharmacy, agriculture, veterinarian science, environmental science and marine science.

Enquiries

Mr Peter Wong – Head of Learning Area – Science

Humanities

Australian Curriculum – Humanities and Social Sciences

Subject description

In Year 10, Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History. Each topic will run for one term, and are compulsory for all students.

Civics and Citizenship – Students continue to build on their understanding of the concepts of democracy, democratic values, justice, and rights and responsibilities by exploring Australia's roles and responsibilities at a global level and its international legal obligations. They inquire into the values and practices that enable a resilient democracy to be sustained.

Economics and Business – Students are introduced to the concept of economic performance and living standards while continuing to further their understanding of the concepts of making choices, interdependence, specialisation, and allocation and markets through examining contemporary issues, events and/or case studies delving into the reasons for variations in the performance of economies. They explore the nature of externalities and investigate the role of governments in managing economic performance to improve living standards. They inquire into the ways businesses can manage their workforces to improve productivity.

Geography – The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, through an applied focus on the management of environmental resources and the geography of human wellbeing at the full range of scales, from local to global and in a range of locations.

History – Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.

Assessment types

Students will take part in fieldwork activities, complete test, conduct research and enquiry project, conduct interviews and discuss ideas, concepts, and understanding.

Assessments will be on content knowledge and skills.

Students will complete two exams for this course.

Associated fees/subject levy

\$75

Enquiries

Mr Ryan Verge – Head of Learning Area – Humanities

Technologies

Year 10 Computing

Subject description

The aim of this course is to provide students with an understanding of the fundamental principles of the nature of working with Digital Technologies. Students will develop skills required to identify possibilities and create opportunities in the business world, by using Digital Technologies and a variety of software as a tool for designs, reports, advertisements and database applications. Students will learn the different parts of a computer, how internal components work, networking and the ergonomics involved.

The course runs for the full academic year.

Australian Curriculum

Strands	Content
Knowledge and understanding	Students use knowledge and understanding to explain how text, audio, image and video data are stored in binary with compression in computer systems. Student explain the role of software and hardware components for managing and controlling access, data and communication in networked digital systems.
Processes and production skills	Use appropriate software to analyse and visualise data (including numerical, categorical, text, audio-visual and relational data) to create information and address complex problems. Develop systematic techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources considering privacy and security requirements. Use appropriate software to analyse and visualise data (including numerical, categorical, text, audio-visual and relational data) to create information and address complex problems.

Assessment Types

Research/Investigation	30 – 40%
Application	40 – 50%
Response/Production	20 – 30%

Possible career opportunities

Skills acquired will be very useful for running a small business using Microsoft Word for document creation, Microsoft Access for database administration and HTML for creating a business website. Students can choose Computing as a stepping stone to further study at TAFE or university.

Recommendation

'C' grade in Year 9 Computing or by permission of the Head of Learning Area.

Associated fees/subject levy

\$80

Enquiries

Mr Daniel Theunissen – Head of Learning Area – Technologies

Year 10 Design & Engineering

Subject description

The goals of the Design and Engineering course are to facilitate a deeper understanding of how design, systems and mechanisms work by effectively communicating to specific audiences via visual media and three dimensional forms. This course aims to achieve these goals by exposing students to a variety of communication models and through exploration of design and engineering projects.

Students will use the design process producing a portfolio of Design and Make activities.

The projects will allow students to demonstrate their skills and an understanding of design principles and processes, to analyse problems and possibilities and to devise innovative strategies within a specific design and engineering context.

In this course, students develop a competitive edge for current and future industry and employment markets. Students will build a strong knowledge base of both Design and Engineering in one course.

The foundation of Year 10 will assist the student in whichever course they wish to select in Year 11.

The course will be highly beneficial for students who wish to study in a Design (Interior, Graphic Design) or Engineering field.

The course runs for the full academic year.

Australian Curriculum

Design and Technologies

Strands	Content
Knowledge and understanding	Investigate and make judgements, within a range of technologies specialisations, on how technologies can be combined to create design solutions.
Process and production	Students develop their drawing knowledge using the drawing boards, Auto CAD and Sketch Up programmes.
	Students use the design process to create a Mechanical Toy.
	Students use the design process to complete a portfolio of work that uses Power Point, Photoshop, Sketch Up, and Auto CAD.

Note: The courses of Dimensional Design and Engineering are combined for Year 10 only.

Assessment Types

Progress will be monitored using Design and Technologies specific strands

Design Unit (includes drawing skills) 60%

Engineering Unit (includes portfolio work) 40%

Recommendation

Minimum 'B' grade in Year 9 Mathematics General and Year 9 English General.

Associated fees/subject levy

\$140

Pathways

This course will give students a grounding for a career in a range of Design and Engineering related fields such as graphic design, architecture, product design, interior design and engineering.

A portfolio of work will be prepared, which will be developed using computer programmes. This can be used in the interview process for a student's chosen career pathway.

Enquiries

Mr Daniel Theunissen – Head of Learning Area – Technologies

Mrs Tina Harper-Rigby – Design and Technology Teacher

Year 10 Design & Technology

Subject description

This course leads into Year 11 and 12 Woodwork, Metalwork, Engineering Studies and Design – Dimensional/Graphic Design. Students will develop skills working with various types of materials, such as metals, plastic and wood. Students will also engage in Systems and Control as well as Technical Graphics. Design work will be manual and computer based to give students a developed understanding of design fundamentals. Students will develop skills to design and plan their practical tasks and will have the opportunity to use different production methods to construct their designs. They will also learn how to use woodwork and metalwork machines to help them complete their projects. The course runs for the full academic year.

Australian Curriculum

Design and Technologies

Strands	Content
Knowledge and understanding	<ul style="list-style-type: none">• Students apply a technology process to create or modify products, processes, systems, services or environments to meet human needs and realise opportunities• Students investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions
Process and production	<ul style="list-style-type: none">• Students understand how the nature of materials influences design, development and use• Students apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas

Assessment Types

Progress will be monitored using Design and Technologies specific strands

Component of theory based assessment 20 – 40%

Component of practical assessment 50 – 70%

Prerequisite

None.

Associated fees/subject levy

\$220

Pathways

This course will lead to Year 11 and 12 courses in: Metalwork, Woodwork, Design – Dimensional/Graphic Design and Engineering Studies.

Enquiries

Mr Daniel Theunissen – Head of Learning Area – Technologies

Mr Richard Hall – Design and Technology Teacher

Year 10 Foods

Subject description

Food technology is largely a practical course covering preparation and cooking skills needed to design and prepare meals. In Semester 1, students will learn about food commodities and their nutritional value. From this, they will create a healthy two course meal. In Semester 2, students will investigate careers in the hospitality industry; they will be taken on an excursion to learn more detail about these possible careers. Their final task will be to research different techniques in decorating cakes and create a novelty cake to demonstrate their skills.

The course runs for the full academic year.

Australian Curriculum

Design Technologies

Strands	Content
Knowledge and understanding	Students will examine a variety of food commodities and understand how to use them in recipes.
Process and production	Students will develop practical skills in their cooking lessons. They will also use materials to make a novelty cake. Students use the technology process to develop a two course menu and design a novelty cake for a birthday.

Assessment Types

Progress will be monitored using Home Economics Outcome Standards:

Component of theory based assessment	40%
Component of practical assessment	60%

Prerequisite

None.

Associated fees/subject levy

\$250

Pathways

Students showing particular aptitude can choose from Food Science and Technology or Hospitality Certificates in Years 11 and 12 if they meet the prerequisites. Career pathways from studying Food Science and Technology or Hospitality include; dietetics, nutritionist, Home Economics teaching, chef or kitchen hand.

Homework and study expectations

Students are required to complete tasks and undertake research both at school and at home on a weekly basis.

Time off campus

May require a half-day off campus

Enquiries

Mr Daniel Theunissen – Head of Learning Area – Technologies
Mrs Kirstin Hamera – Home Economics Teacher

Year 10 Textiles and Children, Family, Community

Subject description

This course incorporates both Textiles and Children, Family and Community content.

Students will undertake a variety of practical projects including the design and construction of a bag, apron, onesie, play cube and child's book.

Students will also study the development of children from birth to 5 years and family structures. They will research community services available to support families with pre-schoolers.

The course runs for the full academic year.

Australian Curriculum

Design and Technologies

Strand	Content
Knowledge and understanding	Students explore the development of children from birth to 5 years and different family structures. They will research community services available to support families with pre-schoolers.
Processes and production skills	Students design and make practical textile projects using a variety of textile items and construction techniques. These are child care items for different purposes.

Assessment Types

Investigation

Design skills, materials knowledge and sewing techniques. The development of infants and toddlers, family types and community services.

Production

Construct a bag, apron, onesie, play cube and child's book

Response

Written evaluations and examinations

Prerequisite

None.

Associated fees/subject levy

\$100

Pathways

Career pathways from studying Textiles and Children, Family and Community include; fashion designer, retail sales, child care industry, teaching, nursing etc.

Enquiries

Mr Daniel Theunissen – Head of Learning Area – Technologies

Mrs Shondra Driesen – Textiles and Children, Family, Community Teacher