



2021

Year 10

SUBJECT
HANDBOOK

Lake Joondalup Baptist College

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Welcome to the 2021 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 prerequisite 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 (Languages). The Australian Curriculum is a national initiative implemented across all states and territories in Australia. In Western Australia the incoming Australian Curriculum is now referred to as the Western Australian Curriculum and Assessment Outline. At Lake Joondalup Baptist College, Phase 1, 2 and 3 have been implemented. The exception to this is Languages. Languages will remain on the Curriculum Framework for the time being with implementation beginning across the lower years.

In 2021, Year 10 students will study the compulsory subjects of English, Mathematics, Science, Humanities and Social Sciences, Career Education and Christian Education. Health and Physical Education (non-elective component) is also a compulsory subject in 2021. Subjects that provide students with electives from which to choose, come from the Learning Areas of The Arts, Technologies, Health and 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.

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.

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 and 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.

Compulsory Online Literacy and Numeracy Test (OLNA)

To achieve a Western Australian Certificate of Education (WACE) 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 45 multiple-choice questions; the writing component is an extended response of up to 600 words. Students are allowed 60 minutes for Writing and 50 minutes for Reading and Numeracy.

Opportunity to sit OLNA: Years 10, 11 and 12

All 2021 Year 10 students at Lake Joondalup Baptist College who have not pre-qualified will sit the OLNA for the first time in March 2021. Please note: Due to NAPLAN cancelled because of COVID-19 in 2020, all Year 9 students in 2020 will be given the opportunity to sit an extra round of OLNA. 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: Students who may have not passed in a particular area will be offered to participate in an after school program and/or an online resource to assist them with skills identified needed to qualify as a pass for the OLNA. All students who sit the OLNA will be prepared for the testing within their normal English and Mathematics classes as part of these essential skills embedded within these subjects.

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 elective class will run and the number of classes that will run. If an elective class does not run, or is full, the next available elective 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.

Please note that the iStem – Technologies elective has a strong technologies focus.

In Year 10, students choose three electives and two reserves.
There will be fees associated with these electives.

Year 10 Electives Selection 2021

You will be asked to enrol for these subjects via the web using *Edval Choice*. 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. 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 during lunch time. If you have problems with your access code, please see Mr Downsborough in the Curriculum Office, 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:

Tuesday 11 August 2020

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 endeavour 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: '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 Wellbeing Days

The Wellbeing Program is run through Connect classes and in the form of a Wellbeing Day. This is a compulsory aspect for all Senior Secondary students and aims to provide the knowledge and skills to live a healthy lifestyle and enhance the wellbeing of those around them. Students will analyse decision making processes, learn how to promote positive mental health and explore aspects of healthy relationships.

Associated fees/subject levy

\$25.

Curriculum Awards

The College recognises students who achieve at high standards through Certificates of Excellence, Letters of Merit, Endeavour Awards and Subject Awards.

Certificates of Excellence are awarded twice in each academic year for Semester 1 and Semester 2. Students who achieve at high standards across a range of Academic Subjects will receive a Certificate of Excellence by attaining 80% or nearest that of A grades in their subjects that are assessed by the School Curriculum and Standards Authority (SCSA) criteria. Typically, for a Year 10, a student must receive at least 6 A grades in SCSA assessed subjects. Please note this can be changed by the Curriculum Team if there are any adjustments in the number of classes taken by these cohorts. Certificates of Excellence are presented at a Secondary Assembly.

Endeavour Awards are presented at a Secondary Assembly to students who have worked extremely well throughout the year with industrious effort to achieve high standards. We believe it is important to recognise their diligence and work ethic to their studies on their learning journey.

Letters of Merit are awarded twice a year to all students in Years 7-10 who achieve 5 or more A grades across a range of subjects assessed by SCSA criteria. Please note that Semester 2 Certificates of Excellence and Letters of Merit are not awarded until Term 1 of the following year to assist in carefully considering all final grades.

Subject Awards are presented at the end of each academic year at the Secondary Awards Evening. These Subject Awards are given to the top students of each cohort in each Learning Area based on academic achievement. Learning Areas may choose to award up to four students, in each subject, dependent upon criteria of achievement.

Curriculum Team

During the time students and their families are making decisions about 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	Mrs Kimberly Eyre
Secondary Curriculum Manager	Mrs Diana Kelly (Acting)
Head of Career Education	Mr Lynton Smith
Dean of Administration	Mr Mark Downsborough
Secondary Learning Technologies Manager	Mr Limpie van Aswegen

Learning Areas/Departments

The Arts
Career Education
Christian Education
English
Health & Physical Education
Humanities
Languages
Library
Mathematics
Science
Secondary Learning Enhancement
Technologies

Head of Learning Areas/Departments

Ms Tracy Pender
Mr Lynton Smith
Mr Matthew Harris (Acting)
Mrs Amanda Collier
Mr Casey Ellery
Mrs Telma Keen (Acting)
Mrs Meagan Maassen
Mr Stephen Sampson
Mrs Leigh-Anne Hopkins
Mrs Vanessa Budas
Mrs Sonja van Aswegen
Mr Daniel Theunissen

The Arts

Year 10 Drama

Subject description

Students will gain a solid foundation in drama elements and in production skills to prepare them for Year 11 ATAR Drama. 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 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 and rehearsing scripted performances
- Viewing and responding to theatre productions
- Researching traditional and contemporary styles of theatre, including Elizabethan theatre and Epic theatre
- Exploring production roles – lights, sound, costume and set design
- Extending improvisation skills
- Presenting a class production

Students will complete a unit of work on each of the following areas: Australian Drama and World 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

Making – practical assessments include production assessments, group scripted performances and class production as well as performing a production role (ie stage design, costume, lighting, and sound).

Responding – theory based assessments include short answer and extended answer written responses to Australian Drama text and World Drama texts.

Recommendation

Learning Area Grade minimum 'C' grade in Year 9 Drama.

Associated fees/subject levy

\$75 – includes some excursion, incursion and workshop costs.

Pathways

Leads to 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

Students will gain a solid foundation in media concepts and in production skills. This course is suitable for students who are interested in making films and TV programs, viewing and analysing media works and working in teams.

Class work includes:

- Creating an original sitcom
- Producing a podcast
- Introduction to game making
- DSLR Photography
- Making a short film
- Researching a film genre
- Producing print advertisements

Students will develop an understanding of media codes and conventions, audio-visual filming and editing skills, audio recording and editing, photography and Photoshop. The course will complement the study of English and help students gain confidence, whether working individually or in teams, and develop problem-solving skills. The course runs for the full academic year.

Assessment

Making – practical assessments include TV sitcom, documentary, short film and photography production.

Responding – theory based assessments include sitcom podcast, photography based response and documentary study.

Making – assessments	60%
Responding – assessments	40%

Prerequisite

None.

Associated fees/subject levy

\$75.

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, students will develop an understanding of theory, 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

Satisfactory skills on own instrument or vocal ability, weekly individual lessons on own instrument and Learning Area Grade minimum 'C' grade in Year 9 English.

Assessment

- Performance skills
- Aural skills
- Composition
- Theory and notation
- Music skills
- Score analysis

Making assessments 85%

Responding assessments 15%

Effort and application are essential for success in this course.

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.

Associated fees/subject levy

\$82.

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, while exposing students to many different art forms such as painting, ceramics, printmaking, drawing, graphics, sculpture, mixed media and theoretical concepts. They will participate in workshops with professional artists and visit the Sculptures by the Sea exhibition at Cottesloe Beach. Students will also have the opportunity to exhibit their work in the annual Visual Arts Exhibition. The course work is divided into two content areas: art making (production) and art responding (investigation and analysis).

This subject is 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. The course runs for the full academic year.

Class work includes:

- Drawing
- 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

Making	70%
Responding (includes exam)	30%

Recommendation

Learning Area Grade minimum 'C' grade in Year 9 English and Learning Area Grade minimum 'C' grade in Year 9 Visual Arts.

Associated fees/subject levy

\$105 – includes some incursion and 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 will attend one full-day excursion and participate in workshops with professional artists.

Enquiries

Ms Tracy Pender – Head of Learning Area – The Arts

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

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

English is a compulsory subject in Years 11 and 12. A student wishing to study Literature ATAR in Year 11 should achieve a minimum of 65% in Year 10 English Extension. For those students who would like to study the English ATAR course in Year 11 it is preferred that a Learning Area Grade minimum of 60% is achieved in Year 10 English. Students who wish to pursue alternate entry into university via TAFE may enrol in the English General course for Year 11. The English General course does not allow a student to generate an ATAR score for University entrance.

Enquiries

Mrs Amanda Collier – Head of Learning Area – English

Extension Program

Year 10 Future Problem Solving

This course is offered by invitation only 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 Term 1, students will engage in metacognitive learning by determining their brain dominance, learning styles, multiple intelligences and mindsets. They will then learn about brain plasticity and how they can develop their brains even further. Students will also develop advanced creative and critical thinking skills through interesting and hands-on activities in a team-based classroom.

In Term 2, students will connect to the world by using the Future Problem Solving model to get to the core of environmental, social and scientific problems of the future. The topics that will be covered will provide students with a greater awareness of important global issues, as well as the opportunity to develop innovative solutions in order to create positive change. They will also use this knowledge to participate in the International Future Problem Solving competition.

In Term 3, they will further develop their Design Thinking skills by building programmable robots and apply problem solving strategies to solve a complex task with the robots they have built and programmed. 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.

Finally, in Term 4, students will 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 two 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 second 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 only.

Associated fees/subject levy

\$60 – includes individual registration for the National Future Problem Solving program and the purchase and maintenance of robotic equipment.

Enquiries

Mrs Sonja van Aswegen – Head of Secondary Learning Enhancement

Health and 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. Practical activities and sports will be used as a medium for developing interpersonal and self-management skills. Sports will include flag football, netball, athletics, fitness and volleyball.

By understanding the dimensions of health and how they are affected by health determinants, students will be able to make ongoing healthy decisions, assess risk and have respectful relationships. Class work will seek to develop the students' analysis of health messages, understanding of the influences on health and communication skills.

Assessment

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 – includes the purchase and maintenance of specialised equipment.

Pathways

Health and Physical Education enable students to apply the knowledge and skills learnt to their present lifestyle. These subjects also provide 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 and Physical Education
Mr Jonathan Grullis – Health and Physical Education Teacher

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

Production	35%
Inquiry	30%
Response	35%

Prerequisite

None.

Associated fees/subject levy

\$120 – includes the purchase of course equipment, resources and texts.

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 Health Studies ATAR in Year 11.

Enquiries

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

Mr Joel Smith – Health and Physical Education Teacher

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

Investigation	15%
Skills Performance	30%
Camp Performance	25%
Response	30%

Recommendation

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

Associated fees/subject levy

\$315 – includes the purchase and maintenance of specialised equipment, excursion and camp costs.

Pathways

Outdoor Education enables students to apply the knowledge and skills they have learnt to their present lifestyle. The subject empowers students in the areas of risk management, logistical preparation and interpersonal relationships as well as providing 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 and Physical Education

Mr Kim Clift – Director of Sport/Health and 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

Investigation	30%
Practical	50%
Response	20%

Recommendation

Preference for a Learning Area Grade 'B' grade in Year 9 Physical Education Studies.

Associated fees/subject levy

\$150 – includes the purchase and maintenance of specialised equipment.

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 and Physical Education
Mr Joel Smith – Health and Physical Education Teacher

Year 10 High Performance Sport (Football Academy)

Subject description

High Performance Sport is the elite pathway for students in the Football Academy, access to this course is by invitation only. Three sessions a week will be provided by our highly qualified football coaching staff. These football sessions will contribute towards meeting the Western Australian Curriculum Physical Education outcomes.

One period a week will be the classroom based 'leadership' lesson focusing on Academy values, coaching and umpiring. One flexible 'Strength and Conditioning' session is held outside school time during the week. Students are taught the body management skills necessary for elite athletes to ensure longevity and success in a demanding competitive environment.

Assessment

Physical Education (Football):

Moving Our Body	40%
Understanding Movement	30%
Learning through Movement	30%

Associated fees/subject levy

\$250 – includes the purchase and maintenance of specialised equipment.

Pathways

The High Performance Sport Pathway seeks to develop high performing student athletes with the skills and resilience to be successful on the field as well as in the classroom.

Enquiries

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

Humanities and Social Sciences

Year 10 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 in to 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

Students will take part in fieldwork activities, complete tests, 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 in semester one and semester two.

Prerequisite

None.

Associated fees/subject levy

\$75.

Enquiries

Mrs Telma Keen – Acting Head of Learning Area – Humanities

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 predominantly using the Education Perfect website and games. Students will watch French films and participate in excursions and incursions. The Year 10 course prepares students for Year 11 ATAR French, exposing them to more complex sentence structures and grammar such as the Future, Conditional, Imperfect and Perfect Tenses.

The topics studied are:

- Revision of Personal Information
- Music, Television, Films and Reading Preferences
- Past holidays
- Careers, Pocket Money and Part-Time Jobs
- France: as a Tourist Destination.

Assessment

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
- Viewing, reading and responding
- Writing

Texts

Allez! 2 Grammar and Skills Workbook

Additional materials will be supplied.

Prerequisite

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

Associated fees/subject levy

\$100 – includes photocopying of booklets and resources and contributes to the cost of incursions, excursions and prizes.

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. Many university courses are designed so that a language can be studied in tandem with the course.

Enquiries

Mrs Meagan Maassen – Languages Coordinator

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 the Education Perfect website, games and interaction with Japanese assistant teachers. Students will study 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.

Assessment

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

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 until Year 12.

Prerequisite

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

Associated fees/subject levy

\$100 – includes photocopying of booklets and resources and contributes to the cost of incursions, excursions and prizes.

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. Many university courses are designed so that a language can be studied in tandem with the course.

Enquiries

Mrs Meagan Maassen – Languages Coordinator

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 four levels to suit the ability and needs of students: Pre-Methods, Pre-Applications, Pre-Vocational and Essential Mathematics. The course we follow is based on the Western Australian Curriculum, with some minor 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 at the end of Year 9. Movement between levels is possible to a certain degree and at the discretion of the HOLA. 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.

Required equipment

Students in the Pre-Methods and Pre-Applications levels will require a CASIO Classpad II graphics calculator, which they will use to develop their CAS calculator skills in preparation for the Year 11 and 12 ATAR Mathematics courses. This calculator will be used through to the end of Year 12 for both ATAR Mathematics courses.

Assessment

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

Prerequisite

None.

Associated fees/subject levy

\$85 – includes photocopying and a subscription to the on-line Mathematics 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
Pre-Methods1 Cohort 'A+' grade in Year 9	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.
Pre-Methods2 Cohort 'A' or 'B' grade in Year 9	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.
Pre-Applications Cohort 'A', 'B' or 'C+' grade in Year 9	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, nursing, primary education, sports science.
Pre-Vocational Learning Area Achievement 'C' or 'D' in Year 9	Mathematics Essential Units 1 and 2	Mathematics Essential Units 3 and 4 (non ATAR examinable)	TAFE entry to most courses including electrical trades. University entry where there is no Mathematics prerequisite.
Essentials Learning Area Achievement 'D' in Year 9	Mathematics Essential Units 1 and 2 Or Mathematics Foundations Units 1 and 2	Mathematics Essential Units 3 and 4 Or Mathematics Foundations Units 3 and 4	TAFE entry to some courses.

Science

Year 10 Science

Rationale

Year 10 Science 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.

Curriculum

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.

Science Understanding

The Science Understanding strand comprises four sub-strands.

Biological sciences: this sub-strand is concerned with understanding living things.

- Transmission of heritable characteristics from one generation to the next involves DNA and genes
- The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence

Chemical sciences: this sub-strand is concerned with the behaviour and composition of substances.

- The atomic structure and properties of elements are used to organise them in the Periodic Table
- Different types of chemical reactions are used to produce a range of products and can occur at different rates

Earth and space sciences: this sub-strand is concerned with the Earth's dynamic structure and its place in the cosmos.

- The universe contains features including galaxies, stars and solar systems, and the Big Bang theory can be used to explain the origin of the universe
- Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere

Physical sciences: this sub-strand is concerned with understanding the nature of forces and motion, and matter and energy.

- Energy conservation in a system can be explained by describing energy transfers and transformations
- The motion of objects can be described and predicted using the laws of physics

Science as a Human Endeavour

There are two sub-strands of Science as a Human Endeavour. These are:

Nature and development of science: This sub-strand develops an appreciation of the unique nature of science and scientific knowledge, including how current knowledge has developed over time through the actions of many people.

Use and influence of science: This sub-strand explores how science knowledge and applications affect peoples' lives, including their work, and how science is influenced by society and can be used to inform decisions and actions.

Science Inquiry Skills

There are five sub-strands of Science Inquiry Skills. These are:

Questioning and predicting: Identifying and constructing questions, proposing hypotheses and suggesting possible outcomes.

Planning and conducting: Making decisions regarding how to investigate or solve a problem and carrying out an investigation, including the collection of data.

Processing and analysing data and information: Representing data in meaningful and useful ways; identifying trends, patterns and relationships in data, and using this evidence to justify conclusions.

Evaluating: Considering the quality of available evidence and the merit or significance of a claim, proposition or conclusion with reference to that evidence.

Communicating: Conveying information or ideas to others through appropriate representations, text types and modes.

In the practice of Science, the three strands will be taught in an integrated way.

Streaming

All students will study the three interrelated strands described above. In Year 10 the majority of students will study this in a general course. A selected number of students will be invited to participate in an extension science course based on their demonstrated high level of ability where they will be further challenged in their understanding of scientific concepts.

Assessments

Assessments typically comprise topic tests, scientific investigations and research tasks.

Associated fees/subject levy

\$80.

Enquiries

Mrs Vanessa Budas – Head of Learning Area – Science

Technologies

Year 10 Computing

Subject description

The Year 10 Computing course focus on learning in digital technologies and further developing an understanding and skills in computational thinking, such as precisely and accurately describing problems; and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years. Students have opportunities to analyse problems and design, implement and evaluate a range of solutions, such as database-driven websites, artificial intelligence engines and simulations. Students furthermore consider how human interaction with networked systems introduces complexities surrounding access to, and the security and privacy of, data of various types.

The course runs for the full academic year.

Australian Curriculum

Strands	Content
Knowledge and understanding	Students use knowledge and understanding to learn about the role of hardware and software in managing, controlling and securing access to data, in networked digital systems explain how text, audio, image and video data are stored in binary with compression in computer systems.
Processes and production skills	Apply techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, considering privacy and security requirements. Analyse, visualise and model processes and entities, and their relationships, using structured data. Design algorithms represented diagrammatically and in structured English, including iteration. Apply design thinking, creativity, enterprise skills and innovation to develop, modify and communicate design ideas of increasing sophistication.

Assessment

Knowledge and Understanding	40 – 50%
Response/Production	40 – 50%

Recommendation

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

Associated fees/subject levy

\$70 – includes all study material and relevant software requirements.

Pathways

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 base to further study at TAFE or university.

Enquiries

Mr Daniel Theunissen – Head of Learning Area – Technologies
Mr Lukas de Klerk – Technologies teacher

Year 10 Design and Technology

Subject description

This course leads into Year 11 and 12 General Material and Technology, Engineering Studies and 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 woodworking and metalwork machines to help them complete their projects.

The course runs for the full academic year.

Australian Curriculum

Strands	Content
Knowledge and understanding	<p>Students apply a technology process to create or modify products, processes, systems, services or environments to meet human needs and realise opportunities.</p> <p>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.</p>
Process and production	<p>Students understand how the nature of materials influences design, development and use.</p> <p>Students apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas.</p>

Assessment

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

\$170 – includes all study material, materials for projects and equipment maintenance.

Pathways

This course will lead to Year 11 and 12 courses in: General Material Design and Technology

Enquiries

Mr Daniel Theunissen – Head of Learning Area – Technologies

Mr Peter Herman – Technologies Teacher

Year 10 Foods

Subject description

Food technology is primarily a practical course incorporating preparation and cooking skills needed to design and prepare meals. In Semester 1, students learn about multicultural foods, the nutritional qualities of ingredients, preservation and presentation of food. From this, they will design, create and evaluate a healthy multicultural meal. In Semester 2, students investigate Sustainability in the Food Industry. They complete a Novelty Cake Task, designing, creating and evaluating their cake as part of this task. They also create a hamper of food, using the skills they have learnt in preparing, preserving and presenting food.

The course runs for the full academic year.

Australian Curriculum

Strands	Content
Knowledge and understanding	Students prepare and present multicultural recipes and explore how to use a variety of ingredients from other countries. They research how sustainability and ethical food production affects the food industry. They learn about food preservation methods and how food packaging choices can affect the environment.
Process and production	Students develop practical skills in their cooking lessons. They also use materials to make novelty cupcakes. Students use the technology process to develop a two-course menu and design a recipe to reduce food waste at home.

Assessment

Progress will be monitored using Technologies specific strands:

Knowledge and understanding – Practical skills and Written Tests

Process and production – Multicultural Meal Task and Novelty Cake Task

Homework and study expectation

Students are required to complete tasks and undertake research primarily in school time.

Prerequisite

None.

Associated fees/subject levy

\$200 – includes all ingredients and consumables, booklets, area specific equipment maintenance, incursion and excursion costs.

Pathways

Certificate II in Hospitality is studied over Years 11 and 12. Career pathways include: Dietitian, Nutritionist, Technology Teacher, Chef, Baker, Pastry Chef.

Time off campus

May require a half-day off campus.

Enquiries

Mr Daniel Theunissen – Head of Learning Area – Technologies

Mrs Michelle McLean – Technologies Teacher

Year 10 iSTEM – Technologies

Subject description

iStem – Technologies is the learning and application of Science, Technology, Engineering and Mathematics principles in an integrated approach within the design and Technologies and Digital Technologies Scope and Sequence.

Students gain and apply knowledge, broaden their understanding and develop creative and critical thinking skills while doing project-based learning. Incorporating design, engineering, electronics and 3D CAD/CAM, iSTEM – Technologies presents engineering, mathematics, science and technology principles to students in ways that challenge their understanding of these key subjects and also their ability to manage projects and work collaboratively.

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

The course runs for the full academic year.

Australian Curriculum

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 and computer-based programs.
	Students use project-based learning process to design and create using mechanisms and engineering principles.
	Students use project-based learning process to complete a portfolio of work that uses a variety of computer programs.
	Students develop their knowledge and understanding of the Laser Cutter and 3D printer.
	Students work independently and collaboratively to manage their time and resources using digital technology. Considers time, cost, risk and safety.

Assessment

Progress will be monitored using Design and Technologies specific strands

Design Unit	50%
Engineering Unit	50%

Recommendation

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

Associated fees/subject levy

\$150 – includes all study material, materials for projects and equipment maintenance.

Pathways

This course will give students a grounding for a career in a range of Design and Engineering related fields such as Mechanical Engineering and Electronics. This course leads to General Engineering Studies (Mechatronics) and ATAR Engineering Studies.

Enquiries

Mr Daniel Theunissen – Head of Learning Area – Technologies
Mrs Tina Harper-Rigby – Technologies Teacher
Mr Limpie van Aswegen – Secondary Learning Technologies Manager

Year 10 Children, Family and Community

Subject description

Students will undertake a variety of practical projects including the construction of toys and craft activities which enhance the developmental domains of infants and pre-schoolers.

In the study of this course, students will examine concepts related to pregnancy, birth and young children. Students will research community services available to support families with pre-schoolers and various family types. They will investigate the physical, cognitive, social and emotional development of children and explore ways to promote this from birth to 5 years. The course runs for the full academic year. The course will include visits to the LJBC primary school to interact and work with the Early Learning Centre children and visits from parents and their infants.

The course runs for the full academic year.

Australian Curriculum

Strand	Content
Knowledge and understanding	Students examine concepts related to pregnancy, birth and young children. They explore the development of children from birth to 5 years in all domains and various family types. They will research community services available to support families with pre-schoolers.
Processes and production skills	Students design and construct practical projects using a variety of materials and techniques.

Assessment

Investigating and defining - development of children, family types and community services, written examinations

Designing – toy and craft activity for infants and pre-schoolers

Producing and implementing - toy and craft activity for infants and pre-schoolers

Evaluating - toy and craft activity for infants and pre-schoolers, written examinations

Collaborating and managing – working with others and independently

Prerequisite

None.

Associated fees/subject levy

\$100 – includes cost of most materials, thread and haberdashery, booklets, area specific machine and equipment maintenance.

Pathways

Year 11 and 12 ATAR and General Children, Family and Community, child care industry, teaching, nursing, therapies (speech, occupational etc.).

Enquiries

Mr Daniel Theunissen – Head of Learning Area – Technologies

Mrs Michelle McLean – Technologies Teacher

Year 10 Textiles

Subject description

This course allows students the opportunity to gain additional skills and understanding in textiles which would be of benefit for students considering the ATAR MDT Textiles course in Year 11 and 12.

Students will undertake a variety of practical projects beginning with a kimono to develop more advanced construction techniques and use of materials. They will then design and create a unique garment which may be entered into the APEX Australian Teenage Fashion Awards.

In semester two students will research sustainability issues within the Textiles industry and investigate creative ways to upcycle materials and use embellishment techniques before producing another original textile item.

The course runs for the full academic year.

Australian Curriculum

Strand	Content
Knowledge and understanding	Students investigate social, ethical and sustainability considerations and research emerging technologies to design products which address a range of characteristics.
Processes and production skills	Students select and apply textile construction techniques to create projects which satisfy criteria and consider the fundamentals of design.

Assessment

Investigating and defining – Researching sustainability issues and emerging technologies

Designing - Semester 1 AATFA outfit and Semester 2 upcycled textiles project

Producing and implementing - Semester 1 AATFA outfit and Semester 2 upcycled textiles project

Evaluating - written examinations

Collaborating and managing – working with others and independently during construction

Prerequisite

None.

Associated fees/subject levy

\$100 – includes cost of some fabric, thread and haberdashery, booklets, area specific machine and equipment maintenance.

Pathways

ATAR MDT Textiles, fashion designer, retail sales, teaching.

Enquiries

Mr Daniel Theunissen – Head of Learning Area – Technologies

Mrs Shondra Driesen – Technologies Teacher