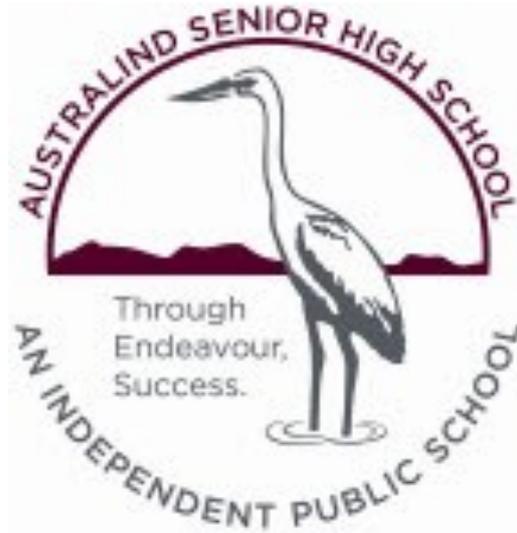


# Australind Senior High School



## Year 10 Elective options 2018

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## YEAR 10 THE ARTS

### INTRODUCTION

The Arts Learning Area comprises of five subjects: Dance, Drama, Media Arts, Music and Visual Arts. Together they provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences, as they discover and interpret the world.

The two Arts strands of Making and Responding provide students with knowledge and skills as practitioners, performers and audience members and develop their skills in critical and creative thinking.

### THE ARTS STRANDS

#### Making

Students generate arts works using skills and techniques to plan, produce, present, design and perform independently and collaboratively.

#### Responding

Students respond to, reflect on, interpret and evaluate their own and others' arts works. Through contextual study, they appreciate and investigate the Arts.

In the Arts learning area, students develop creative skills, creative appreciation and knowledge of artistic techniques and technologies in a range of areas. The Arts develop students' sense of personal and cultural identity and equip them for lifelong involvement in and the appreciation of the arts.

## YEAR 10 VISUAL ART (1101)

### 2 periods per week all year

#### What will I do in this course?

The VISUAL ARTS course in Year 10 provides students with the opportunity to express creative ideas and imaginative thinking through the exploration, experimentation and hands on experience of many art forms such as DRAWING, DESIGNING, PAINTING, CLAYWORK, SCULPTING and MIXED MEDIA. Students will develop skill and confidence in the application of creative arts processes into original, highly imaginative works of art.



#### What should I be able to do at the end of this course ?

The VISUAL ARTS Year 10 course is divided into TWO assessment strands:

ART MAKING and ART RESPONDING.

ART MAKING tasks incorporate the development of ideas with the practical aspects of transforming ideas into artworks.

ART RESPONDING tasks incorporate art language through the analysis and interpretation of artists and artworks. Students also learn to reflect, both verbally and in written format, their own ideas and processes associated with works of art they have produced.

#### How will this course help me in the future ?

The VISUAL ARTS Year 10 course is not just for students who possess an innate creative ability, this course is also for those who wish to develop artistic skill and confidence in producing awesome works of art!

#### Pathways

Year 10 Visual Arts    Year 11 ATAR/General Visual Art    Year 12 ATAR/General Visual Art

## YEAR 10 VISUAL ART AND MEDIA (1109B)

2 periods per week all year

### What will I do in this course?

The VISUAL ARTS MEDIA course in Year 10 provides students with the opportunity to express imaginative ideas through the exploration and experimentation of combining VISUAL ARTS processes such as DRAWING, DESIGNING, PAINTING, CLAYWORK, SCULPTING and MIXED MEDIA with the awesome power of TECHNOLOGY. Students will develop skill and confidence in the application of combining these unique creative arts processes into original, highly imaginative works of art. Art forms such as 2D and 3D ANIMATION, PHOTOGRAPHY, SCANOGRAPHY, DIGITAL IMAGE MANIPULATION and HD VIDEO are all explored through this course.



### What should I be able to do at the end of this course ?

The VISUAL ARTS MEDIA Year 10 course is divided into TWO assessment strands:

ART MAKING and ART RESPONDING.

ART MAKING tasks incorporate the development of ideas with the practical aspects of transforming these ideas into works of art.

ART RESPONDING tasks incorporate the language associated with discussing and writing about art through the analysis and interpretation of artists and artworks. Students also learn to reflect, both verbally and in written format, their own ideas and processes associated with works of art they have produced.

The VISUAL ARTS MEDIA Year 10 course is not just for students who possess an innate creative ability or a keen interest in technology as an artform, this course is also for those students who wish to develop confidence and artistic skill or learn more about the awesome arty power of technology in art!

### Pathways

Year 10 Visual Arts Media Year 11 ATAR/General Visual Art or Media Production and Analysis  
Year 12 ATAR/General Visual Art or Media Production and Analysis

## YEAR 10 DANCE (1103)

2 periods per week all year

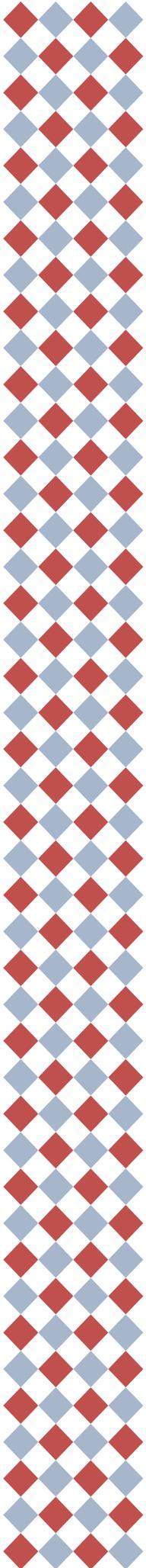
### What will I do in this course?

Students will be given opportunities to create, perform and appreciate dance. Throughout the course, students will be exposed to the genres of jazz (social dancing through time) and contemporary dance.

Year 10 Dance is designed to build on the skills and understandings previously developed in the Years 7 - 9 Dance programme.

Students will:

- experiment with and manipulate the elements of dance, use choreographic devices, and respond to stimuli to improvise and create movement
- experiment with design concepts and technologies to enhance dance works and to explore alternative roles in dance and the arts
- communicate through movement and use verbal, aural and written components of language to understand and produce dance and to respond to, reflect on and evaluate it
- work to develop dance technique and physical competencies and to retain and reproduce movement sequences through rehearsal



- study the changes in social dance throughout history
- study anatomy and apply physical skills in both experiential and theoretical contexts
- study and apply safe and healthy dance practices
- study and apply rehearsal techniques, pre-performance preparation, theatre etiquette and performance skills
- explore the functions of dance and investigate how historical contexts have shaped dance presentation and participation and how dance contributes to the community

This subject has a strong emphasis on practical sessions and learning through active participation in dance and performance. There is also a strong emphasis on theoretical components in the course and students will be required to complete written assessments each semester. Regular homework is required in this subject, as students will be expected to undertake some assessment and written work preparation in their own time.

Assessment tasks will include demonstration of practical dance skills, planning and choreography of small group dance works, study of dance theory, reviews of their own and others' dance works, and dance research. Students will have the opportunity to perform in concerts and at special events throughout the year.

### **What should I be able to do at the end of this course?**

After studying this course students should be able to:

- perform a range of dance skills across a variety of dance genres
- plan and choreograph a dance work and record the process involved
- communicate ideas through movement and design
- understand the socio-historical context in which dance exists
- think and write critically about dance
- work cooperatively in groups
- demonstrate safe dance practices

### **How will this course help me in the future?**

Through participation in dance, students develop transferable skills essential to their future and that would be beneficial to them in any career. These include:

- communication skills
- collaborative teamwork skills
- negotiation and conflict resolution skills
- problem solving skills
- as well as the ability to organise, analyse and evaluate

Participation in this course may lead to opportunities for future study in dance or related arts fields eg dance teaching (in the community and in a primary or high school), dance production, arts administration and dance writing and criticism.

The study of dance would be particularly useful for those who may be considering a health-related career such as fitness instructor, dance therapy or physiotherapy.

Year 10 Dance is designed to prepare students for studies in Years 11 and 12 Dance. Students who wish to study Dance in Years 11 and 12 should complete Dance in Year 10 as a prerequisite.

### **Special requirements for this course**

For health, safety and ease of movement, students are expected to wear clothing suitable for dance during practical dance sessions. It is recommended that students wear footwear appropriate for dance eg bare feet or black jazz shoes. A water bottle, journal and document wallet are also required for the course.

### **Pathways**

Year 10 Dance    Year 11 ATAR Dance    Year 12 ATAR Dance  
OR  
Year 10 Dance    Year 11 General Dance    Year 12 General Dance

## YEAR 10 DANCE FITNESS (1103A)

**2 periods per week all year**

### What will I do in this course?

This course allows students to meet the mandated two hours of physical activity requirement each week.

Students will be given opportunities to experience aerobic dance, Pilates, yoga and other dance based exercise activities. They will study the components of fitness and principles of training. Throughout the course, students will use exercise equipment such as steps, skipping ropes, resistance bands, balls, rings, rollers and ballet bars.

Since Dance Fitness is a course in The Arts, students will be assessed in the learning area strands of Making and Responding. Assessment tasks may include choreography of own group dance fitness routines, techniques and performance activities, analysis and evaluation of and research about aerobic dance.

### What should I be able to do at the end of this course?

After participating in this course, students should:

- show an improved level of fitness
- be able to design and lead a dance related exercise session
- appreciate exercise regimes suitable for dancers

### How will this course help me in the future?

This course promotes the benefits of an active lifestyle. It will provide students with the knowledge, understanding and confidence to access dance based exercise programmes in the community. It also provides the skills needed for a student to design their own dance related exercise programme.

### Special requirements for this course

Students are required to be changed into clothing suitable for an exercise session. Most sessions will require students to wear sport shoes and in some sessions non-slip socks and/or bare feet.

### Pathways

Nil

## YEAR 10 DRAMA (1106)

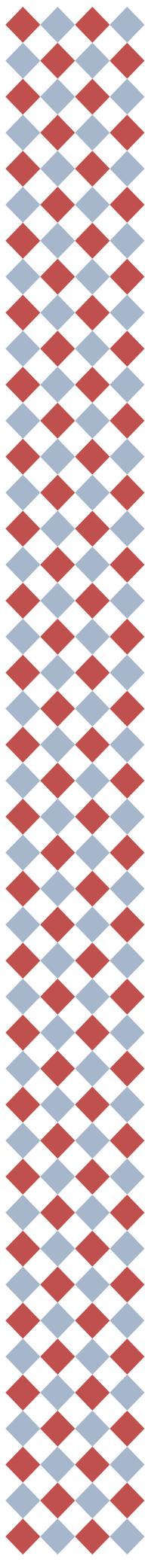
**2 periods per week all year**

### What will I do in this course?

Year 10 Drama provides opportunity for students to explore and experiment with a variety of major acting styles and techniques that have developed through time. Students will engage in a range of styles from the early Greek, Elizabethan and Commedia Dell' Arte to the biting satirical comedy of twentieth century Absurdism. Students will gain an appreciation for arts and culture in society whilst devising scripted dramatic works for a variety of audiences. Cooperative group learning has a strong focus within devising ensemble drama through the playbuilding process. Students will be able to experience a number of production roles and apply the use of ICT within their dramatic works.

This subject has a strong emphasis on practical sessions and learning through active participation in drama and performance. There is also a strong emphasis on theoretical components in the course and students will be required to complete written assessments each semester. Regular homework is required in this subject, as students will be expected to undertake some assessment and written work preparation in their own time.

Year 10 Drama is designed to build on the skills and understandings previously developed in the



Years 7 - 9 Drama programme.

Year 10 Drama aims to:

- ◆ Build skills in acting (movement, characterization and voice), stage and production management, lighting, sound, costume design, publicity, set design and construction. These skills are tested in front of an audience in one or more theatrical productions.
- ◆ Allow students to learn in creative and practical ways
- ◆ Develop literacy skills (functional, critical and cultural) through drama
- ◆ Encourage students to be critically and actively aware of themselves and the world they live in
- ◆ Develop students' ability to communicate to and with others through a variety of performance forms
- ◆ Give students access to a range of different cultural ideas and heritages
- ◆ Build self-discipline, confidence and teamwork skills and, in so doing, assist students to achieve their unique potential
- ◆ Develop skills and understandings that are transferable to a variety of artistic, social and work-related contexts

#### **What should I be able to do at the end of this course?**

- ◆ Exhibit theoretical and practical knowledge of Drama including knowledge, skills, discipline and ethics as they relate to a practising performing artist.
- ◆ Demonstrate capacities for artistic imagination, creativity, transformation and interpretation.
- ◆ Demonstrate practical skills in respect of critical analysis, problem solving, report writing, team work and oral and written communication.
- ◆ Work at various levels, both as an individual and as a team member, in a wide variety of performing artistic environments.
- ◆ Contribute to a range of performing arts environments as artistic collaborators and leaders.
- ◆ Demonstrate an open, independent and inquiring attitude towards contemporary cultural developments and new ideas.
- ◆ Understand and appreciate how the performing arts connect with the broader society and contribute to its social and economic development.
- ◆ Create and shape dramatic action; transforming ideas into dramatic/artistic forms.
- ◆ Use acting techniques in a variety of dramatic contexts.
- ◆ Demonstrate an understanding of the elements of drama and dramatic forms.

#### **How will this course help me in the future?**

Drama assists students to learn about themselves and others. The personal journey taken by students through Drama promotes an inner knowledge and confidence important for human development. The course program promotes self-discovery and self-change, inspiring students to be pro-active both at school and in their future lives. Drama is a subject that fosters positive life skills.

Through participation in Drama, students develop transferable skills essential to their future and that would be beneficial to them in any career. These include:

- ◆ Creative thinking
- ◆ Critical evaluation
- ◆ Literacy
- ◆ Negotiating
- ◆ Organising
- ◆ Planning
- ◆ Presentation
- ◆ Research
- ◆ Teamwork
- ◆ Working to deadlines

Year 10 Drama is designed to prepare students for studies in Years 11 and 12 Drama. Students who wish to study Drama in Years 11 and 12 should complete Drama in Year 10 as a pre-requisite.

#### **Special requirements for this course**

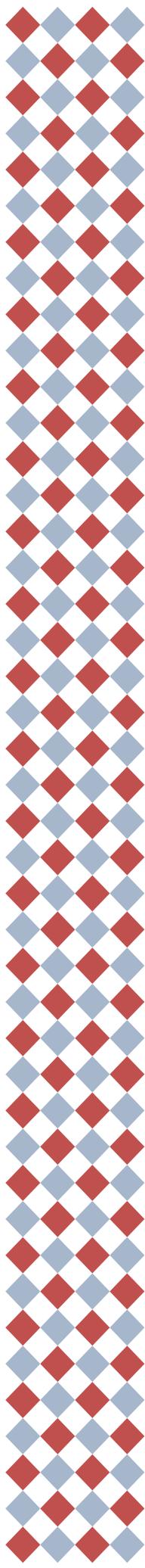
Nil

#### **Pathways**

Year 10 Drama    Year 11 ATAR Drama    Year 12 ATAR Drama

OR

Year 10 Drama    Year 11 General Drama    Year 12 General Drama



## YEAR 10 PRODUCTION AND ARTS MANAGEMENT (1106B)

**2 periods per week all year**

(with extra-curricular time allocated at key points as necessary)

### What will I do in this course?

Students undertaking this course can expect to learn a range of skills that are relevant to all aspects of the performing arts, both on and off stage. Topics covered will include basic set design and construction, props management, stage management, lighting, front-of-house management, sound, marketing and promotion, and costume design and production. For those who wish to focus more on their on-stage performance skills, the Arts Management & Production unit will address specific styles of theatre and introduce students to specific practitioners and their methods of creating. Unique to this programme, students will also be able to tailor their learning to their specific areas of interest, and differentiated assessment tasks will be offered to this end.

### What should I be able to do at the end of this course?

The course is targeted towards individual students and the area(s) they wish to specialise in. There will be three streams from which students can choose (a different choice can be made each semester or students can choose to stick with the same stream throughout the year) – administration, technical and performance. Students undertaking the administration stream will manage budgets, create and implement marketing and promotion strategies, and manage front-of-house operations. Those who choose the technical stream will learn the basics of design and operation/construction, which may include lighting, sound, costume, set and props, with students able to select various roles depending upon their own interests and pre-existing skill set. Performance stream students can expect to have developed their skills in both verbal and non-verbal styles, as well as to perform a variety of different types of drama including monologues, comedy, ensemble, and chorus work.

### How will this course help me in the future?

Due to the ability for students to focus on specific areas of interest (e.g. technical, performance, administrative) it is expected that this course will give students a much-needed grounding in the necessary theory whilst also allowing them to gain practical, hands-on experience. Students who successfully complete this course may go on to more specialised work in the performing arts (including the many back-stage components). Possible career paths include concert/artist promotion, stage management, designer, performer, writer, marketer, and many more. Additionally students will gain invaluable experience in teamwork, as the entire class will routinely work together to bring forth a single product.

### Special requirements for this course

Students will need to have a pair of soft, black soled canvas shoes, a long sleeved plain black t-shirt and plain black trousers. Long hair must be tied back from the face at all times for OH & S reasons.

### Pathways

Year 10 Production and Arts Management	Year 11 ATAR Drama	Year 12 ATAR Drama
	OR	
Year 10 Production and Arts Management	Year 11 General Drama	Year 12 General Drama

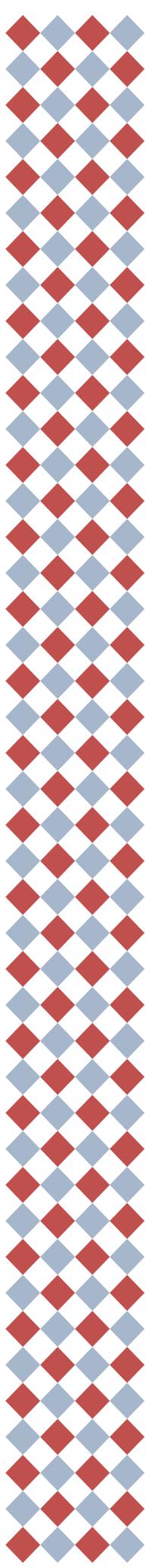
## YEAR 10 MEDIA (1109)

**2 periods per week all year**

### What will I do in this course?

The focus for this unit is **mass communication**. Students will investigate media experiences in their own culture, from representation of self to the examination of characters, stars and stereotypes within their own culture.

Students are introduced to the language of the media, learning how particular forms, codes and conventions are used to construct fictional characters within stories. They examine the media that



surrounds them. Students consider how different audiences interpret media representations of people.

**What should I be able to do at the end of this course?**

Students will be able to analyse common media texts from their everyday use. They also will be able to generate ideas and, with the assistance of their teachers, learn the basic production skills and processes as they apply their knowledge and creativity in their teacher directed productions.

**How will this course help me in the future?**

The skills, knowledge and development of problem solving and thinking skills will be beneficial to students in any career. It would be particularly useful for those who may consider a career in a media industry such as: journalist, photographer, videographer, teacher, etc.

This course will provide students with the understanding and ability to relate to and appreciate the media arts in the local and wider community.

Year 10 Media is designed to prepare students for studies in Years 11 and 12 Media, Production and Analysis.

**Special requirements for this course**

Nil

**Pathways**

Year 10 Media Year 11 ATAR Media, Production & Analysis Year 12 ATAR Media, Production & Analysis

OR

Year 10 Media Year 11 General Media, Production & Analysis Year 12 General Media, Production & Analysis

**YEAR 10 CLASS MUSIC (1104)**

**2 periods per week all year**

**What will I do in this course?**

Students will:

Perform, analyse and compose music using rock, world music, jazz and classical music as the bases of your study.

Using music technology, skills and artistic talents to perform, write your own songs and recreate others' works.

Work with others in class groups to compose, rehearse, perform and record music in styles you are studying.

Become more aware of how social, cultural and historical factors shape music, and how music is, and has always been, a key part of people's lives.

Using engaging musical examples, develop a clear understanding of the different genres of music, using music from all over the world, different times and places, and apply it in performance, composition and analysis.

**What should I be able to do at the end of this course?**

Perform a wide range of musical pieces in World, Jazz and Classical styles as a part of a band or solo.

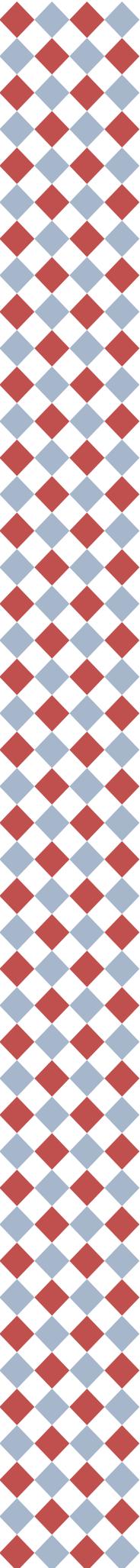
Develop the use of technology to compose, record, edit and produce music.

Understand the importance of history and influential people in World, Jazz and Classical music.

Analyse and identify specific characteristics in a wide range of music genres.

Develop your reading, listening and music literacy skills.

Demonstrate safe music practices in a working environment.



### **How will this course help me in the future?**

If you want a career in music, or just want to continue to study music, then this course is for you! The Year 10 Class Music course is structured to prepare you for a variety of careers or pastimes in music. Choosing this course will provide you with an opportunity to develop your musical knowledge in an exciting environment, while preparing for your future.

If you are an existing SIM student, you can study a different instrument ie a second instrument in this course. This course is practical, while providing the theoretical knowledge to help guide you to achieve your goals.

The course aims to empower students with the necessary musical skills and knowledge to develop musicianship, both on first instrument and second instrument. The Year 10 Class Music course offers to broaden your knowledge of music, the diverse ranges for which music is used and deepen your knowledge of music styles which are not often promoted on the mainstream media outlets. Students will also learn many 'life' skills throughout this course; eg using technology, thinking creatively and critically, marketing, team work and time management.

The course will also help to prepare students for study in Years 11 and 12 Music.

### **Special requirements for this course**

SIM students are required to do this course. Their abilities in Year 10 are entering into an advanced phase, and the study of Year 10 Class Music will add relevance to their instrumental studies, and provide them with background to understanding more developments and expertise in music.

At ASHS we are always keen to interest students in music. Students who are not SIM students are welcome to enrol, however they should be able to play an instrument to at least an intermediate level. They should be able to read some form of written music, be it TAB or 'normal' notation. Students who are not confident performers can concentrate on other aspects of the course, eg composition or production. A meeting with the music coordinator must be arranged to discuss a student's suitability to study this course.

### **Pathways**

Year 10 Class Music      Year 11 ATAR Music      Year 12 ATAR Music

## **YEAR 10 INSTRUMENTAL AND ENSEMBLE MUSIC (1100)**

(School of Instrumental Music - SIM)

Music students who are currently studying instrumental music with the SIM program are obligated to enrol in this course in addition to Year 10 Class Music. The students continue to develop their creative and instrumental skills in the specialist SIM program, and continue to participate in the school's excellent bands program. SIM students instrumental skills should by now be reaching a level which makes music challenging and enjoyable to play, and makes it possible to have a lifelong skill and pastime in music. It also prepares them for Y11 and 12 music, should they choose to go in that direction.

## **YEAR 10 JAZZ SPECIALIST (110J)**

**4 periods per week all year**

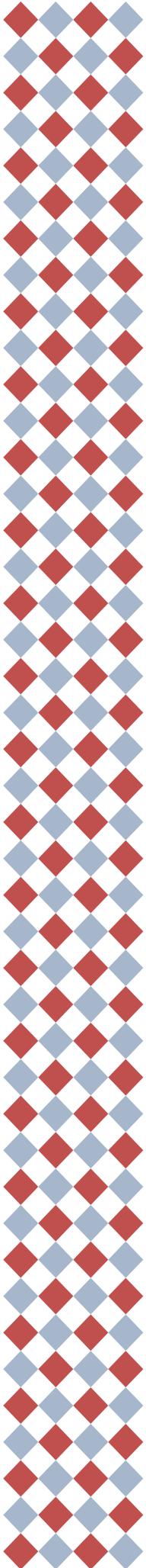
### **What will I do in this course?**

Students will:

In this unique course, develop their skills to be able to perform advanced pieces, developing their composing, performance and improvisation skills.

Perform, compose and analyse music using jazz, funk and world music as the bases of your study.

Using music technology, skills and artistic talents to perform, learn a second instrument, write



your own songs and recreate others' works.

Become more aware of how the 12 notes in music have so many relationships with each other and how they work to create different sounds and moods.

Using technology and developing their listening skills, develop their theoretical and aural skills to a high level and thoroughly prepare them for either lifelong interest in music or for ATAR music studies in Jazz.

Understand the importance of history and influential people in Jazz music.

### **What should I be able to do at the end of this course?**

Have developed your reading, listening, literacy and improvisation skills to a very high level, sufficient to confidently study ATAR music and certificate music courses.

Perform a wide range of musical pieces in World and Jazz styles as a part of a band or solo.

Analyse and identify specific characteristics in a wide range of jazz genres.

Develop the use of technology to compose, record, edit and produce music.

Understand the importance of history and influential people in Jazz music.

Demonstrate safe music practices in a working environment.

### **How will this course help me in the future?**

If you want a career in music, or just want to continue to play music, then this course is for you! The Year 10 Jazz Specialist course is structured to prepare you for a variety of careers or pastimes in music. Choosing this course will provide you with an opportunity to develop your musical knowledge in an exciting environment, while preparing for your future.

You have the opportunity to learn a second instrument in this course, which will complement your first instrument; eg, if you are a brass or woodwind player, you would learn a range of pieces on guitar, bass or piano. This course is mostly practical, while providing the theoretical knowledge to help guide you to achieve your goals.

The course aims to empower students with the necessary musical skills and knowledge to develop musicianship, both on first instrument and second instrument. The Year 10 Jazz Specialist course offers to broaden your knowledge of music; the diverse range is used and deepen your knowledge of music styles which are not often promoted on the mainstream media outlets. Students will also learn many 'life' skills throughout this course; eg using technology, thinking creatively and critically, team work and time management.

The course will also prepare students for study in Years 11 and 12 ATAR Jazz Music.

### **Special requirements for this course**

This course builds on the skills developed from Y7, 8 and 9 Jazz; if a new student wishes to join this class, they will have to audition with the music coordinator who will assess whether the student has the ability to learn quickly to get the best out of the course.

Students who are not SIM students are welcome to enrol, however they should be able to play an instrument to at least an intermediate level and be able to read notation and be willing to 'have a go' and work on improvisation skills.

Their abilities in Year 10 are entering into an advanced phase, and the study of Year 10 Jazz Music will add relevance to their instrumental studies, and provide them with background to understanding more developments and expertise in music.

### **Pathways**

Year 10 Jazz Specialist    Year 11 ATAR Music    Year 12 ATAR Music

# YEAR 10 TECHNOLOGY & ENTERPRISE

## INTRODUCTION

The Technology Process is fundamental to this learning area and integral to the achievement of all Technology and Enterprise outcomes. The statement of each outcome is accompanied by a more detailed description which includes selected examples showing how students may demonstrate achievement of the outcomes from kindergarten to year 12. Any activity in which students engage will give them the opportunity to work towards a range of Technology and Enterprise outcomes, as well as contributing to the achievement of various outcomes in other learning areas.

## TECHNOLOGY AND ENTERPRISE LEARNING OUTCOMES

### Technology Process

Students apply a technology process to create or modify products, processes, systems, services or environments to meet human needs and realise opportunities.

### Materials

Students select and use materials that are appropriate to achieving solutions to technology challenges.

### Information

Students design, adapt, use and present information that is appropriate to achieving solutions to technology challenges.

### Systems

Students design, adapt and use systems that are appropriate to achieving solutions to technology challenges.

## BUILDING AND CONSTRUCTION YEAR 10 (810B)

### Build 810B

The Year 10 Building & Construction course has been designed to develop students' foundation knowledge in the Building and Construction industry. It will prepare students for the Certificate 1 in Construction course in Year 11 and a Certificate II in Construction in Year 12

### What will I be doing in this course?

Year 10 Building focuses on the development of skills necessary in the Building and Construction Industry. These skills include:

- ◆ Bricklaying
- ◆ Concreting
- ◆ Tiling
- ◆ Painting
- ◆ Gyprocking
- ◆ Welding
- ◆ Wood Fabrication
- ◆ Metal Fabrication

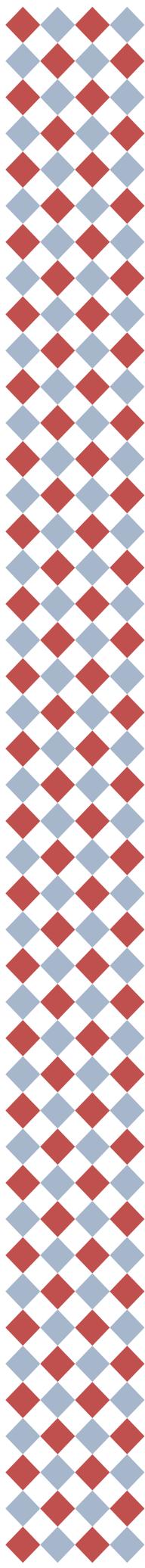
### What should I be able to do at the end of this course?

Students will be required to complete activities and projects relating to the above skills, as well as competing the required theoretical components.

### How will this course help me in the future?

The skills learnt in Year 10 Building are valuable to everyone, whether they wish to pursue a career or further training in the Building and Construction industry, or to use as general 'home handyman' knowledge.

Students wishing to enrol in the Certificate 1 General Construction' course in Year 11 may need to undertake a selection process. A good result in the Year 10 Building course would help in the selection process.



## METALWORK (8106)

### What will I be doing in this course?

Students will design and make projects and learn about relevant materials including their origins, classification and properties. Students will be given an introduction to the associated skills and practices used in the manufacture and fabrication of articles and equipment made from metal and associated materials.

### What should I be able to do at the end of this course?

After successful completion of this course students will have developed a broad knowledge of metalworking and a wide variety of metal working skills. These will include:

Safe operation of workshop equipment including the:

- ◆ Centre Lathe
- ◆ Horizontal and Vertical Bandsaws
- ◆ Drill press
- ◆ Pedestal Grinder
- ◆ Introduction to design process
- ◆ Power Tools

Perform basic welding activities including:

- ◆ Manual Metal Arc Welding (MMAW)
- ◆ Gas Metal Arc Welding (GMAW)
- ◆ Oxy-Acetylene Fusion welding
- ◆ Brazing and Hard Soldering

Carry out basic sheet metal fabrication including the use of:

- ◆ Basic hand and power tools
- ◆ Metal Guillotines
- ◆ Bender and Folders

### How will this course help me in the future?

Engineering and metal fabrication is a vital industry in today's technological world. Skilled workers are always in demand and this course offers students an opportunity to start the development of their own skills and knowledge in this field.

Students will develop skills useful for employment and recreation enabling them to manufacture and maintain equipment. This may include welding repairs on a motor bike or trailer, manufacturing a tool box or machining a part for your bike. Successful completion of this course will enable students to gain entry into Certificate II in Engineering Pathways in Year 12.

In year 11 and 12 students can undertake a Materials Design and Technology General in the context of Metals. Whilst doing this course, students will look at design concepts to further expand their knowledge of how design is used to solve and produce manufacturing solutions.

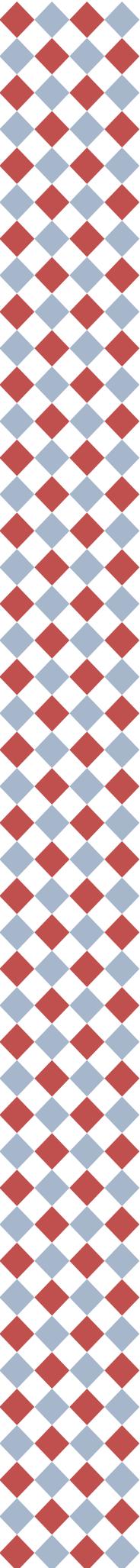
## WOODWORK (8105)

### What will I be doing in this course?

Students will design and make wood based projects and learn about relevant materials including their origins, classification and properties. Students will be given an introduction to the associated skills and practices used in the manufacture, fabrication of articles and equipment made from wood. Preceding the production of projects, students will design and plan projects.

### What should I be able to do at the end of this course?

After successful completion of this course students will have developed a broad, general knowledge of woodworking and a wide variety of associated skills. These will include:



Safe operation of workshop equipment including the:

- ◆ Portable power tools e.g. drill, router, biscuit cutter
- ◆ Bandsaw
- ◆ Drill press
- ◆ Drop saw
- ◆ Combination disk and belt sander
- ◆ Morticing machine
- ◆ Hand tools

Carrying out basic woodworking processes:

- ◆ Select materials relevant for project
- ◆ Mark out accurately and with minimal waste
- ◆ Waste materials accurately and efficiently, using hand and power tools
- ◆ Produce complex wood joints accurately and as per standards
- ◆ Finish a project to furnishing quality and correctly apply appropriate coatings.

Designing a project:

- ◆ Follow an approved design process
- ◆ Set goals and expectations
- ◆ Research materials and existing products using a variety of techniques
- ◆ Design and plan a final project concept
- ◆ Prepare a dimensioned plan
- ◆ Set out a plan of production and cutting / costing sheet
- ◆ Evaluate completed project against a set of criteria

### **How will this course help me in the future?**

In year 11 and 12 students can undertake a Materials Design and Technology General in the context of Wood.

Being skilled in working with wood and related materials and equipment is fundamentals to several trade areas. Skilled workers are always in demand and this course offers students an opportunity to start the development of their own woodworking skills and knowledge. Trades which have a strong basis in wood are: Carpentry, Cabinet making and other construction related trades. The skills developed in the design process and the manufacture of timber products can also underpin a career in design.

Students will develop skills useful for employment and recreation enabling them to manufacture and maintain equipment. This may include making your own furniture or constructing outdoor timber projects. The successful completion of this course could assist in gaining entry to pre-apprenticeship courses at TAFE or work based traineeships.

## **TECHNICAL GRAPHICS (8107)**

### **What will I do in this course?**

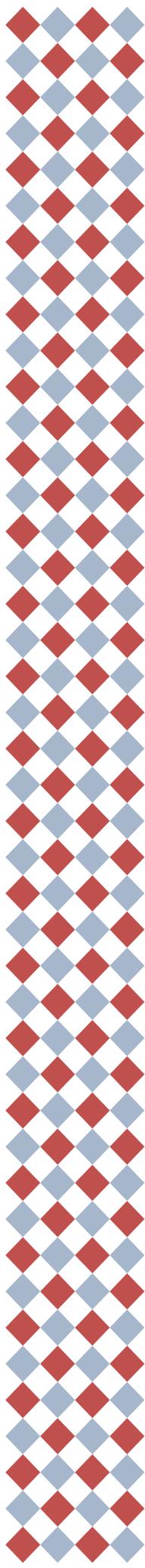
Students will:

- Learn to use a wide selection of Computer Aided Design and Drafting programs
- Develop knowledge and skills associated with engineering drawing to Australian Standards.
- Develop an understanding of basic plane geometry construction techniques and develop skills in the use of desk drawing equipment
- Produce architectural Drawings after learning construction processes for the construction industry

### **What should I be able to do at the end of this course?**

Students will be able to:

- Use computer software competently to complete set drawing tasks. Including AutoCad Mechanical, AutoCad Inventor and ArchiCad
- Draw using a wide variety of 2D and 3D techniques. Including Orthogonal drawing, Axonometric drawing, Oblique drawing, Perspective drawing and Geometric construction.
- Model objects in 3 Dimensions
- Use the design process to provide a suitable solution to a given situation.

- 
- Evaluate their work and where necessary make the appropriate corrections to Australian Design Standards.

#### **How will this course help in the future?**

- This course will provide an excellent background for entry into the year 11 and 12 Materials Design and Technology General in the context of Design.
- This subject will greatly assist students selecting 'Trade Based Careers' as reading and Interpreting plans and drawings is a necessary skill required of all Tradespeople. They will also have developed the necessary skills to produce relevant drawings to accurately communicate their ideas with others.
- Students successfully completing the course will open up career pathways including: Engineering, Architecture, Residential Design and Drafting, Interior Design.

### **PROGRAMMING/ROBOTICS (8103)**

#### **What will I do in this course?**

This is a ONE year course that will enable the student to learn specific computer codes to help solve a variety of problems.

Students will learn the following topics:

1. Understand the importance of hardware and software
2. Design and create video games
3. Design and create animations
4. Understand html codes to design and create websites
5. Understand the importance of databases in any workplace
6. Program codes to Lego objects to help solve a variety of problems
7. Understand object orientated languages such as Java or Visual Basic to design and create useful programs.

#### **What will I be able to do at the end this course?**

Students should be able to work in groups and on an individual basis. They should be able to apply their computing knowledge to design and create codes using any number of applications. This may include Game Maker, Adobe Flash, Microsoft FrontPage, Microsoft Database, RoboLab (for Lego building), Java Applications or Visual Basic 6.

#### **How will this course help me in the future?**

Students who achieve a B grade or higher will be able to enrol in any ATAR computer course in Year 11. This may include Applied Information Technology and/or Computer Science. Students will need to have an interest in computers and use their knowledge to enter university.

Students who achieve a C grade and have an interest in computers can apply for a Certificate II in Information Technology. This is a TWO year course that will enable them to perform tasks and activities at an intermediate level.

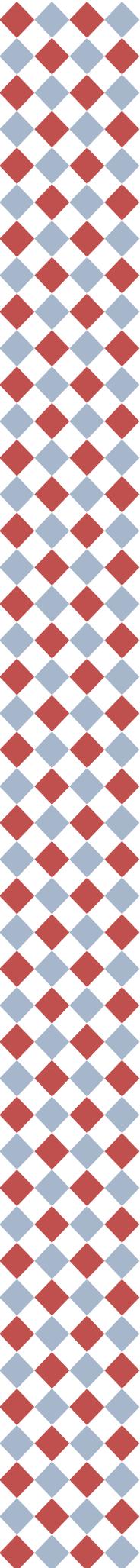
### **INFORMATION TECHNOLOGY (8104)**

#### **What will I do in this course?**

Thinking of becoming the next Mark Zuckerberg? Stop thinking about it and enrol in 10 Information Technology! This is a one year course that provides students with a blend of knowledge, creative and practical skills useful to those wishing to pursue a career in Information Technology.

**Students will learn the following topics:**

1. Computer Hardware
2. Learn to code in HTML & CSS
3. Google SketchUp
4. Flash Animation
5. Learn how to create spreadsheets and simple data systems.



### **What will I be able to do at the end this course?**

Students will be able to:

1. Understand about computer hardware and how computers work
2. Design and create professional looking websites
3. Create realistic designs using 3D modelling software
4. Create simple animations
5. Create booking systems and forms

### **How will this course help me in the future?**

Students who achieve a B grade or higher will be able to enrol in any ATAR computer course in Year 11. This may include Applied in Information Technology and/or Computer Science. Students will need to have an interest in computers and use their knowledge to enter university.

Students who achieve a C grade and have an interest in computers can apply for a Certificate II in Information, Digital Media and Technology. This is a TWO year course that will enable them to operate computer systems at an intermediate level.

## **BUSINESS TECHNOLOGY & MANAGEMENT (8102)**

This course introduces students to the nature of Small Business and the opportunities it provides for employment, including self-employment. The major emphasis will be on the mechanics of running a small business, keeping accurate records and marketing strategies and promotion. Students will also gain the opportunity to develop fundamental computer skills to apply the principles and elements of design to produce various forms of publications.

Students will develop skills in the following:

- Manage and run a Small Business
- Nature of work and the various work alternatives including self-employment
- The place of small business in the economy
- Types of business and the importance of advertising, marketing and location
- Read, interpret and word-process a variety of edited material in the form of correspondence mail merge, e-mail, displays, tables and forms
- Recognise the need for businesses to establish and maintain effective financial records
- Human Resources required to run the business
- Legal issues which apply to Small Business
- Integration of drawing tools, Internet, scanner and digital camera
- Design and create business identity and promotional materials (e.g. Business cards, Logo, letterheads, Web page, fliers, brochures and newsletters)
- Complete and process commonly used documents involved in business transactions.

## **FOOD & TECHNOLOGY (810FO)**

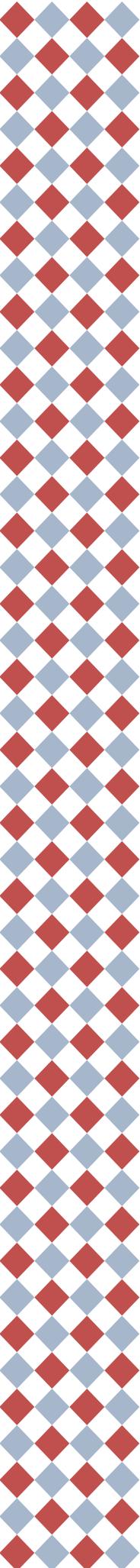
### **What will I be able to achieve by the end of the course?**

Students will:

- Develop practical cooking skills and an understanding of a wide variety of foods from all over the world e.g. international cuisines, café foods.
- Have learnt about food production and presentation in a practical and creative way.
- Plan meals and be more creative in the kitchen.
- Develop skills to work in hospitality related environments.
- Have built on kitchen work habits and hygiene and safety to a high standard.

### **How will this course help me in the future?**

Food and Hospitality sectors represent a robust and expanding Australian and global employment market. This course connects with further Vocational Education and Training, University and employment pathways. Working in this course enhances employability and life skills which lead to further training in areas such as hospitality and food processing. This course will be a good basis for continuing on with the Hospitality Certificate course offered in Year 11 and Year 12.



## FASHION (810FA)

### What will I be doing in this course?

This is a highly practical and creative course in which students use

- **design**
- **textiles**
- **sewing machines**
- **Construction**
- **embellishing techniques** for the construction of garments and textile items.

Students are introduced to the principals of design, related the Textile and Fashion Industry. Students will develop greater skills with Portfolio presentation and fashion sketching.

### What should I be able to do at the end of this course?

Students will:

- apply a technology process to create or modify products, processes, systems, services or environments to meet human needs and realise opportunities. i.e. **use a commercial sewing pattern to construct an article or garment.**
- understand how the nature of materials influences design, development and use.
- Using technology skills students create material products safely and efficiently to specified standards, i.e. **safely operate a sewing machine and over locker to produce an article or garment.**
- understand interrelationships between people, the environment and the use of materials. I.e. impact of fashion industry.

### How will this course help me in the future?

The skills and knowledge acquired are useful for a career in the fashion industry, theatrical design, textile industry, craft work in textiles, interior design, advertising, marketing and general life skills.

## PERSONAL DEVELOPMENT & CHILDCARE (810P)

### What will I be able to achieve by the end of the course?

The focus for this course is 'me, my family and my community', where students explore opportunities for individuals to lead successful independent lives, through **practical and creative projects**. Also if you are interested in working with children, or simply enjoy spending time with children, then this course is for you.

Personal grooming and presentation skills e.g. skin and hair care

Employability skills

Creativity and fun e. g scrapbooking, card making, gifts

Healthy positive relationships and personal development e.g guest speakers

Child development eg. Toys, 'Virtual Baby' program

Students will:

Learn about caring for themselves in all areas of life e.g physical, social and emotional

Have fun being creative and learning new crafts.

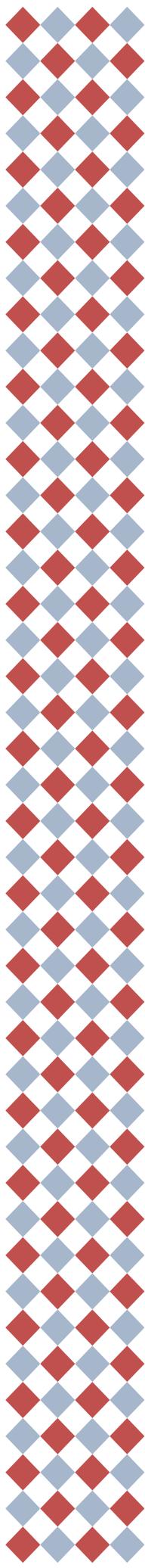
Have an understanding of Child Development topics such as positive play environments, parenting, growth and development

Develop the skills and confidence for successful family, social and vocational relationships.

### How will this course help me in the future?

This course caters for all students, from those seeking career pathways in related areas e.g education, childcare, child protection, health and community services and also to enhance employability, personal development and growth, parenting and life skills.

This course will be a good background to the Community Services Certificate course offered in Year 11 and year 12.



## TECHNOVATION

**2 Periods per week all year**

### **What will I do in this course?**

If you are a creative thinker who likes working competitively in teams then the STEM elective may be the right course for you. Students studying this course will work in small groups to produce projects that can be entered into international competitions such as F1 in Schools and Subs in Schools. This means there will be excursions to compete against other schools. The process of working in teams models the way industry and engineering companies tackle some of the world's biggest engineering problems. Successful students from this course will develop a portfolio of their work that could be a huge benefit when seeking employment or applying for further education.

## LANGUAGES

### **YEAR 10 JAPANESE LANGUAGE (4103)**

**4 periods per week all year**

### **What will I do in this course?**

Over the year this course covers the overarching themes of Health, Fashion and Festivals.

In 'Health' students will:

look at symptoms of illness and giving advice for good health.

In "Fashion' students will:

look at clothing and shopping in Japan.

In "Festivals' students will:

explore and compare special occasions in Japan and Australia.

### **What should I be able to do at the end of this course?**

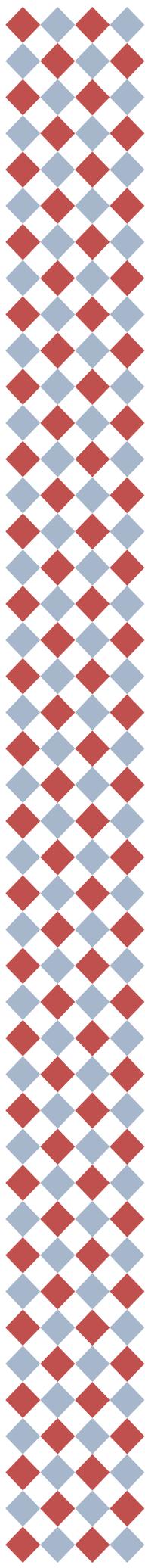
After studying this course, students should be able to:

- Interact with others to exchange information, ideas, opinions and/or experiences on the two themes in spoken Japanese. This can involve participating in a role-play, an interview or a conversation.
- comprehend, interpret and respond in English to, a range of Japanese spoken texts, such as messages, announcements, conversations and interviews.
- Comprehend, interpret and respond in English to, a range of Japanese print and audiovisual texts, such as emails, blog postings, films/television programs (excerpts), advertisements, reviews and articles.
- produce written texts to express information, ideas, opinions and/or experiences in Japanese. This can involve responding to a stimulus, such as a blog posting, an email, an advertisement or an image, or writing a text, such as a journal/diary entry, a message, an account, a review or an email.
- demonstrate understanding of the grammar structures and vocabulary included in the unit
- read and write all productive kanji and read all receptive kanji

### **How will this course help me in the future?**

This course will provide students with the necessary skills for further study of Japanese in Years 11 and 12.

Study of Languages at school also:



enables students to communicate with speakers of the language and experience their culture  
provides students with the skills to learn other languages  
provides a better understanding of one's own language  
enhances general verbal communication and literacy skills  
broadens and enriches students' world view

### **MOKA STUDENT EXCHANGE**

ASHS has a strong sister-school relationship with Moka Junior High School, which is located in Tochigi Prefecture about 2 hours north-west of Tokyo. A student exchange programme is an integral part of this relationship and students and teachers from ASHS travel to Moka every two years with a reciprocal visit from Moka students and staff on alternate years. During this visit students participate in a homestay with families of students from Moka JHS, attend school and go on an excursion with their student hosts. A tour of the major cities of Tokyo, Kyoto, Hiroshima and Osaka to experience firsthand the modern technology and ancient history that makes up

Japan concludes the tour for ASHS students. In alternate years when Moka JHS students and staff visit Australia our students have a chance to host the visiting students, reconnecting with friends they have made when visiting Japan and making new friends. It is the reciprocal nature of this exchange, based on the goodwill and friendship forged between Moka JHS and ASHS over the past 13 years that makes the Moka Student Exchange such a unique and integral part of not only the Japanese programme but Australind Senior High School itself.

### **Special requirements for this course**

Nil, however, completion of Year 7, 8 and 9 Japanese is preferred.

### **Pathways**

Year 10 Japanese      Year 11 ATAR Japanese      Year 12 ATAR Japanese

OR

Year 10 Japanese      Year 11 General Japanese      Year 12 General Japanese

## **YEAR 10 HEALTH & PHYSICAL EDUCATION**

### **INTRODUCTION**

The Health and Physical Education learning area aims to develop the knowledge, understanding and skills to enable students to:

Access, evaluate and apply appropriate information and resources to take positive action to protect, enhance and advocate for their own and others' health and wellbeing across their lifespan.

Develop and use skills and strategies to promote a sense of personal identity and wellbeing, and to build and manage respectful relationships.

Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings.

Engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes.

Analyze how varied and changing personal and contextual factors shape their understanding of, and opportunities for, health and physical activity locally, regionally and globally.

### **HEALTH AND PHYSICAL EDUCATION LEARNING OUTCOMES**

The Health and Physical Education curriculum comprises two strands with the content in each strand organised under three interrelated sub-strands.

#### **Personal, Social and Community Health.**

**Being healthy, safe and active:** This sub strand's content focuses on empowering students to make positive decisions about their own health, safety and wellbeing. It develops the knowledge, understanding and skills to support students to be resilient and enables them to access and understand health information.



### **Communicating and interacting for health and wellbeing:**

The content develops knowledge, understanding and skills to enable students to critically engage with a range of health focus areas and issues. It also helps them apply new information to changing circumstances and environments that influence their own and others' health, safety and wellbeing.

### **Contributing to healthy and active communities:**

The content develops knowledge, understanding and skills to enable students to critically analyse contextual factors that influence the health and wellbeing of communities. The content supports students to selectively access information, products, services and environments to take action to promote the health and wellbeing of their communities.

### **Movement and Physical Activity.**

#### **Moving our body**

The sub strand focuses on the acquisition and refinement of a broad range of movement skills. Students apply movement concepts and strategies to enhance performance and develop skills necessary for lifelong participation in physical activity, outdoor recreation and sport.

#### **Understanding movement:**

The content focuses on developing knowledge and understanding about how our body moves and what happens to our body when it moves. During physical education classes, students develop knowledge and techniques that can be used to understand and enhance their quality of movement and physical activity performance. They are then able to explore the place and meaning of physical activity in their own and others' lives, and across time and **Learning through movement**

The content focuses on personal and social skills that can be developed through participation in movement and physical activities. These skills include communication, decision-making, problem-solving, critical and creative thinking, and cooperation. The skills can be developed as students work individually and in small groups or teams to perform movement tasks or solve movement challenges.

*Health and Physical Education is studied by all students at Australind Senior High School in Years 7, 8, 9 & 10 and offers the necessary background to lead into ATAR Physical Education Studies and Vocational Education and Training (via our Certificate Two in Outdoor recreation and Certificate Two in Sports Coaching) pathways in Years 11 and 12.*

*The Modules of study offered over the next year will provide opportunities for students to develop skills, knowledge and a sound attitude that will enable them to have healthy and productive lives. In a complex, modern lifestyle there are many health concerns facing the young adolescent and many of these concerns will be addressed as time permits.*

### **COURSE DESCRIPTION**

#### **Health Education Year 10**

Students explain the impact of social and cultural influences on personal identity and health, safety and wellbeing, including stereotypes and gender, diversity and cultural differences. They analyse media messages about health, and propose and evaluate interventions to improve individual and community health and wellbeing. Students evaluate the impact of emotional responses on relationships and apply skills and strategies to promote respectful relationships, such as taking action to address disrespect or other inappropriate behaviour.

#### **Outcomes assessed in Health Education:**

Within the learning area strand of **Personal, Social and Community Health**, students are assessed within the 3 interrelated sub strands:

#### **Being healthy, safe and active**

#### **Communicating and interacting for health and wellbeing**

#### **Contributing to healthy and active communities**

Assessments may include:

**Group and cooperative activities** that provide opportunities for individual and peer-learning.

**Written work** in the form of short and long responses, worksheets with sentence or paragraph answers. Students may also conduct inquiry tasks in which they develop questions, gather, analyse and evaluate information, communicate findings and reflect upon conclusions.

**Performances or oral presentations** in the form of role-play, speeches, simulations, debates and structured discussions.

**Tests or quizzes:** These may include verbal questioning, multiple choice, short-answer responses or open-ended questions that require longer, structured written responses.

**Visual representations** which involve learning through maps, tables, graphs, diagrams, posters, brochures, photographs and other digital media (i.e. slides, animations, blogs).



## PHYSICAL EDUCATION

General Physical Education is a compulsory course for all Year 10 students, except those who participate in two periods of Dance fitness per week. Students will have the opportunity to develop skills, knowledge and attitudes that will enable them to lead a healthy and productive life. A choice of three individual pathways within the general physical education context will be offered to students to provide them with the best opportunity to achieve these outcomes.

### COMPETITIVE SPORTS (310A)

This pathway is for those students who wish to participate in competitive team sports of high intensity, focussing on developing advanced skills and strategies. Students will be expected to work collaboratively to improve team performance. They will participate in a variety of team sports that will be chosen by staff and based on the strengths of the teacher and class cohort. The Sport Education model may be used in this class to encourage leadership amongst students and promote a well structured sporting competition.

### RECREATIONAL SPORT (310D)

This pathway caters for those students who wish to develop their knowledge, skills and attitudes in a non-competitive, collaborative environment. Students will participate in a range of sports, games and activities that will promote both the development of movement skills and the ability to cooperate with others to achieve group goals. There is potential within this pathway to participate in some non-traditional activities (such as basic free running/ parkour, obstacle courses) and outdoor recreation activities such as orienteering, short hikes (in local areas) and geocaching, providing a unique element to this pathway.

### FITNESS LEISURE (310C)

This pathway is for those students who wish to participate in lessons based around fitness, as opposed to team sports or recreational activities. Students have the opportunity to use a variety of unique and dynamic fitness equipment to motivate them and promote both participation and fun. Exposure to a range of fitness activities is a focus of this pathway. From basic fitness circuits to music, dance, cheer-leading, boxercise, cross training and pump classes, to yoga, pilates, Tai-Chi and Zumba. Students will have the opportunity to discover what appeals to them and develop positive fitness habits. Class locations will depend on available space but may include the gym, dance studios, the lecture theatre and grassed areas on the school grounds.

#### Outcomes assessed in Physical Education:

Within the learning area strand of **Movement and Physical Activity** students are assessed within the 3 interrelated sub strands:

#### Moving our body

#### Understanding movement

#### Learning through movement

#### Assessments may include:

The use of **checklists, rubrics, anecdotal records, self-assessments and peer assessments.**

Assessment is incorporated into: static drills that increase in complexity as determined by student ability, dynamic and competitive game-like drills, modified sports and competitive situations.

## OTHER INFORMATION

### Venues

In some classes, where there is a clash of facilities with upper school classes students may need to travel to use community recreational facilities. Students may be charged an additional cost for excursions.

### Changing for PE Lessons

Students are required to change immediately before and after PE lessons.

### Physical Education Wear

All Physical Education activities require students to have an appropriate change of clothes, including enclosed footwear. PE wear consists of:

- ◆ Maroon polo shirt with school crest.
- ◆ PE Grey shorts
- ◆ All required items are available through the uniform shop on site.

### Showering

The school has hot showers available for students throughout the year, in large, clean change-room facilities. These shower cubicles have solid doors to provide adequate privacy for students. Students are welcome to negotiate shower use after physical activity with their class teacher. They will need their



own towel and change of items such as underwear, socks etc. All clothing and towels should be labelled with each student's name written in a recognisable place.

## **YEAR 10 PHYSICAL RECREATION (3103)**

### **What will I do in this course?**

Physical Recreation gives students the opportunity to participate in a variety of recreational activities. The emphasis is on students 'attitudes and values' towards regular participation as well as improved skill proficiency in the various pursuits that are offered. Physical Recreation engages students in practical and active learning experiences in both natural environments and established facilities within the local community. In these environments, students have the opportunity to not only experience a variety of unique, engaging activities, but also foster an attitude of enthusiasm and appreciation for the recreational activities that exist in our region.

This module will involve the use of outside providers and students will leave school grounds on occasion, with many obvious costs. Due to timetable structure students will have to be flexible in terms of time commitments that may impact on Lunch 1 and Lunch 2 breaks.

### **What should I be able to do at the end of the course?**

Students will develop essential personal and social capabilities such as communication, resilience, self-confidence, leadership, teamwork, goal setting, personal autonomy and initiative. This will be achieved through active participation in a variety of recreational pursuits that may include depending on facility availability, classroom teacher skills, number of students per class and financial constraints.

Floor Hockey	Self Defence (Tae Kwon Do)	Ten Pin Bowling
Indoor Beach Volleyball	Canoeing	Archery
Lawn Bowls	Ultimate Frisbee	Orienteering (locally and in Bunbury)
Rollerskating	Snorkelling	Gravity indoor trampoline centre.
Other sports as in Physical Education lessons		

### **How will this course help me in the future?**

The course content and skills learned provide an excellent grounding for the Vocational Education and Training (VET) Certificate Two in Outdoor Recreation offered in Year 11.

## **YEAR 10 SPORTING LEADERSHIP (3107)**

### **What will I do in this course?**

Sports Leadership is for students who are highly involved in sporting teams or physical activity within and outside of school. Students will extend their movement skills across a number of sports including, but not limited to, soccer, netball, basketball and volleyball. They are also provided with opportunities to assume direct control of physical activities in coaching, coordinating and officiating roles both in classes and in sporting carnivals off site within the local community.

### **What should I be able to do at the end of the course?**

Umpire a variety of sports. Display strong coaching techniques across a variety of situations. Develop and extend to a high level of movement skills across a variety of sports. Students self-assess their own and others' leadership styles and apply problem-solving approaches to motivate participation and contribute to effective team relationships.

### **How will this course help me in the future?**

Sporting Leadership provides a strong basis for progressing into Year 11 ATAR Physical Education Studies and the Vocational Education and Training Certificate Two in Sports Coaching offered in Year 11. It also provides students with the knowledge, skills and attitudes to pursue coaching and umpiring, either as a volunteer or paid employee within the community.