

This publication provides information about the subjects being offered to students at Rossmoyne Senior High School in Year 10 in 2009.

Enquiries should be directed to the Deputy Principal.

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## Introduction

This handbook provides parents and students with the information they need to select courses for Year 10 in 2009.

Year 10 is a critical point in students' academic and social development. How students perform in Year 10 determines which Upper School courses will be available to them. The curriculum focus now moves from breadth (Years 8 & 9) to depth as students prepare for the rigours of Upper School.

Students will continue to study common courses in English and Society and Environment. Students will be offered a place in one of the four Mathematics courses according to their performance in Year 9 Mathematics. In Science there are three pathways and placement is dependent on performance in Year 9. All students are expected to participate in Physical Education. The study of a foreign language is no longer compulsory however students are strongly encouraged to continue their studies in this area.

Students are also able to study up to **four (4)** different electives from the Arts, Health and Physical Education and Technology and Enterprise Learning Areas.

## Choosing a Course

Before deciding on a course of study parents and students are encouraged to:

- Study carefully the course requirements as set out in detail on page 2
- Read thoroughly the subject details in this book to understand the requirements of subjects
- Consult with the Heads of Department and Teachers and
- Consult with the Year Coordinator, Year Deputy or the Senior School Coordinator.

Rossmoyne Senior High School offers students a broad range of electives. However due to limitations of the school's physical resources not all students may necessarily be able to access all subjects for which they have applied. Students are required to rank their choices from 1 – 8, preferences 5 - 8 being reserve selections. Every effort will be made to accommodate student preferences.

## Cadets

The school has a very active cadet group – the Bush Rangers. The focus of this group is on Environmental Education and the development of teamwork, leadership, self-confidence and responsibility. In Year 10, the Cadets course is taught after school for 2 hours each Thursday (3.30pm – 5.30pm). There is also an Environmental Education course which is separate to the Cadets course and is run within normal class time. Further details on this activity are to be found on page 24.

## Library

The purpose of the library is to provide students with:

- the skills and values needed to become independent learners, and
- access to a comprehensive range of information and recreational resources.

The library is continually updating resources so students can find information from a large variety of sources including books, videos, DVD's and on-line facilities such as the Internet.

Library staff work with subject teachers across a number of areas to teach and practise research skills. Students develop the ability to evaluate the validity of information sources and to select resources which best suit the task and their own learning style.

In conjunction with the English Department, the library staff have developed reading schemes to encourage students in a wide variety of quality fiction. School priorities, as well as community interests and issues, are addressed throughout the year with displays and special events.

## Course Requirements - Year 10

### Compulsory Studies

Learning Area	Study Requirements	Periods per week.
English	All students are required to complete studies in English Eligible students may choose to study English as a Second Language/Dialect.	6
Mathematics	Students are required to study one (1) of the four (4) courses set for Mathematics. The course recommended for each student will be determined by performance in Mathematics in Year 9.	6
Science	Students have a choice of three (3) pathways. The choice of course will be determined by the future ambitions of the student and his/her results in their science studies in Year 9.	6
Society and Environment	All students are required to complete studies in Society and Environment.	6
Health and Physical Education	Students are required to complete studies in General Physical Education studies or Volleyball ( <i>please note – Mrs Fittock’s permission is required to enrol in the volleyball program. These students are able to choose Physical Education as well as Volleyball and three (3) more electives from the list below.</i> )	3

### Elective Studies

Students are required to study four (4) courses from the learning areas below. Students may choose to do more than one course from a particular learning area.

The Arts	In the Arts Learning Area there are choices available from Art, Music, Dance, Drama, Photography and Media Studies. Piano keyboard is not suitable for students who have received private piano tuition. <u>Music</u> Students choosing to study Class and Instrumental Music should note: <ul style="list-style-type: none"> <li>Instrumental lessons are for 30 minutes per week from class time;</li> <li>The ensemble music is done out-of-school hours.</li> </ul>	3 per week for each elective chosen.  Total of 12 periods per week.
Health and Physical Education	Health Education Health Education is no longer compulsory but students may choose it as an elective.  Volleyball & Outdoor Education Students may choose to do further studies from this area. Students need the permission of Mrs Fittock to enrol in Volleyball. Permission from Mr Bell or Mr Desmond is required to study Outdoor Education.	
Languages	Students may choose from Chinese (Background), Chinese (Second Language), French, German and Japanese. <i>Students enrolled in the Gifted and Talented Education (GATE)* Languages program will continue with their language studies. In 2009 these students will choose 6 periods of one (1) language (either French or Japanese) as preparation for their Upper School studies.</i>	
Technology and Enterprise	Students can choose from a range of contexts in this learning area: Business Education, Computing, Design & Technology and Home Economics.	

\* This program was formerly known as the Special Secondary Placement Program (SSPP)

## THE ARTS LEARNING AREA

### Art and Design

Art and Design education provides a creative and interesting introduction to two areas increasingly recognised as necessary life skills:

- the ability to problem-solve and adapt ideas from research and a range of sources and
- the mastery of the design process to produce work of a professional quality.

There are three separate visual arts areas:

Art	a fine arts course based around painting, sculpture and printmaking techniques. This course is aimed primarily at students who wish to study art for their own personal satisfaction.
Craft/Design	a course based around design awareness and problem-solving for a variety of situations ranging from the everyday to the aesthetic. The technical areas include ceramics, (making functional pieces from clay), textiles (fabrics, fibres and fashions) and jewellery design, (casting or construction).
Practical Arts	a course that examines the role of the artist and designer in the community and in commercial situations. The techniques taught are variable but may include graphic design processes, illustration, computer graphics, production silk screening, as well as community work.

### Art, Craft & the Individual

#### 10AAR

There are two parts to this course:

- (i) Art and the Individual: The work of a true artist or designer exhibits unique forms of personal expression. This course helps students to follow lines of inquiry that will enable them to make discoveries about themselves by exploring high levels of skills, techniques and media through a chosen studio area. This course would provide a sound basis for Upper School studies.
- (ii) Craft and the Individual (ceramics/pottery, textiles or jewellery): Although handcrafted objects are generally intended to be useful, they are also a means of expressing imaginative and personal ideas. In this course the student will explore and develop these ideas in a variety of ceramic/textile or jewellery techniques and projects. This course would provide a sound basis for Upper School studies.

### Art and Craft Processes

#### 10ACR

There are two parts to this course:

- (i) Understanding the Craft Process (textiles, ceramics or jewellery): The artistry of the craft object lies not only in the care and skill with which it is made but also in its meaning. This course explores the involvement of the crafts-worker's personality with the product from the initial idea to the final creation. The student will explore this process through studio experiences in textiles, jewellery or ceramics.
- (ii) Applying Practical Arts Processes (Commercial Art): In which the student will identify practical art problems that are of concern to the individual, to the school or to the community. The student will be involved in exploring the commercial and community aspects of art such as advertising, graphic design, the media and the design of various aspects of the environment.

### Art & Theatrical Design

#### 10ATD

This course uses art principles to develop products for the dramatic arts. Wherever possible, students will be involved in designing and making items to be used in actual performances taking place in the school. Students will be given opportunities to develop sophisticated projects from drawings to functional products using a range of mediums, skills and processes.

Examples from the world of performances or the world of fantasy will be the sources for such projects as promotional designs, masks, puppetry, costume design, props or backdrops. Responding and reflecting on the product and evaluating the suitability to the brief is an integral part of this course.

## **Class and Instrumental Music**

### **10AMU**

Pre-requisite: AMU09

Students learning an instrument, including voice, privately may enrol in Class and Instrumental Music. They may continue private tuition.

This course continues the development of musicianship skills in conjunction with Instrumental and Ensemble Music in Year 9.

In this course students will engage in:

- music perception and music theory at a higher level
- the study of major works of music literature
- creative tasks such as performance, improvisation and composition

The instrumental section of the course continues the development of the student's musical skills through both instrumental tuition and practical music-making.

Students will continue to study:

- technical exercises, studies and a wide range of repertoire for their instrument appropriate and varied repertoire in one or more ensembles

Students will participate in a range of performances, festivals and concerts.

Note: Having successfully completed Year 10 students are eligible for the Tertiary Entrance Subject Music 2A and 2A or Music 1C and 1D.

## **Dance**

### **10ADA**

Prerequisite: Students will normally have participated in Dance in Years 8 and 9.

This course provides students with the opportunity to develop skills in contemporary, hip-hop and jazz whilst building self confidence, expressive skills, coordination, strength and flexibility.

As a class, students will learn two pieces from two different genres which will be performed for the mid year "South of the Swan Dance Festival" at the Octagon Theatre, UWA.

In the later part of the course, students develop skills in creating original movement and will work in groups to choreograph and perform their dance pieces in our Performing Arts Centre.

Students will learn anatomy and physiology, safe dance practices and will be able to respond and reflect on dance performed by themselves and others.

Students have the opportunity to extend their dance experiences through theatre excursions, classes with guest choreographers/teachers and auditioning for special projects (eg Steps Youth Dance Company and various school based projects).

## **Drama**

### **10ADR**

This year long course will further enhance students' skills in performance by studying a range of acting styles and forms. Students will be given the experience of devising and scripting an original play. A collaborative approach enables students to be involved in all aspects of researching, scripting, acting and designing a play for production. The play will be performed as a school production. This exciting course will give students plenty of stage experience. Opportunities to view and evaluate professional theatre performances are included as part of this course.

## **Media Studies**

### **10AME**

In 2009 Media Studies in Year 10 will provide students with a more intensive introduction to the subject. Students will undertake a broad yet detailed program including Hollywood genre and television fictions. Students create, produce and promote their film and/or television series to a targeted audience. Students will be required to work both individually and as a part of a team to produce fiction and non-fiction projects, working with up-to-date digital technology including digital video cameras and industry standard digital editing systems. Students will be required to keep an up-to-date visual diary and production journal as a part of this course.

## **Piano Keyboarding**

### **10AKY**

Piano Keyboard skills: Students should have a keen interest in music and a strong desire to learn and consolidate some basic piano skills. While it is recommended that experienced players do not apply, this course would be suitable for students that have previously completed keyboarding units in Year 8 or 9.

This course emphasises the development of musicianship skills, an understanding of basic music components and piano playing skills, through piano keyboard laboratory activities. At the conclusion of this course, students will have a good understanding of music and be able to play a wide and varied selection of simple piano repertoire.

## **Photography (Photographic System Technology)**

### **10APH**

The photography course is outcomes-based and is designed to provide students with the knowledge and skills required to produce photographic images of a high standard. Photographic Systems Technology provides a very useful (though not compulsory) background for those who wish to further their studies in Upper School, where they will be able to develop abilities commensurate with a highly effective amateur or beginning professional photographer. Students will be provided with opportunities in the digital imaging technologies as well as the conventional film-based area.

This course encompasses the following skills:

- use of the SLR camera with more specialised equipment
- indoor studio portraiture
- utilisation of previously learned dark room techniques
- additional dark room techniques
- ability to produce panoramic photographs for greater viewing enjoyment
- enhancement of a photograph by chemical means
- advanced composition techniques.
- advanced electronic flash photography
- macro photography
- digital compact SLR and digital craft
- computer digital imaging
- combined digital camera and computer techniques
- available light photography

## **ENGLISH LEARNING AREA**

### Overview

There are four major outcomes in the English Learning Area.

- ❖ Listening and Speaking
- ❖ Viewing
- ❖ Reading
- ❖ Writing

In the English Learning Area, students develop functional and critical literacy skills. They learn to control and understand the conventions of Standard Australian English that are valued and rewarded by society. They learn to reflect on and critically analyse their own use of language and the language of others.

Students read widely, to reflect on different genres, representations and the different meanings that might be made from texts. Increasingly, they will be introduced to the specific ways in which meaning is made and how they can analyse all text more critically. They will reflect on how texts relate to their own experiences and continue to develop their writing skills to provide them with the opportunities to control modes of writing for specific purposes, audiences and contexts.

## **English 10EN**

The Year 10 course will introduce students to the rigour of the upper school English Courses of Study.

Preparation for upper secondary and tertiary studies at university and/or TAFE will be a priority. At this level, teachers will plan learning programs that give students the opportunity to work on more than one outcome at a time. An understanding of what students study in the other Learning Areas will become the focus of many aspects of their study, particularly in research and assignment activities. Students will begin to examine in detail the ways in which different reading practices produce different meanings from texts and consider the ways in which context and values influence an audience's reading of a text. Students will engage in formal and extended oral presentations; listen, read and view complex texts; focus on text construction and deal in detail with the influence of social factors such as age, historical context and ethnicity on the production of texts. As writers, students are expected to be independent and creative authors who apply processes and strategies to shape their oral and written responses.

In Year 10 students will be expected to develop a personal study program which will assist them to become effective independent learners. To this end they will work closely with their teachers and peers to assist self-reflection and promote self-motivation skills.

## **English as an Additional Language/Dialect (ESL)**

### **10ESL**

Overview:

The ESL courses within lower school are designed to address the general outcomes of the English learning area using the principles of a second language acquisition methodology. ESL learning at school involves learning a new language and understanding a new culture; learning to socialise in a new culture; learning to access the linguistic resources of the new culture and to operate at increasing levels of cognitive and linguistic sophistication using the new language.

ESL students' success in learning English varies from individual to individual but research confirms that students often need 5-7 Years to develop a level of academic language proficiency equivalent to their age grade peers.

To facilitate this process, ESL students will be provided with an environment where language requirements and features are modelled and made explicit with frequent opportunities for students to practise and take risks with language in both written and oral communication. There are also opportunities for students to explore and develop grammatical and linguistic understandings of English as a language system. They will have opportunities to learn about using English appropriately for different purposes as well as how to plan, organise and edit within the communicative context. Students in this course will be expected to take personal responsibility for their own language learning. Students' language development within the language modes of oral interaction, reading and responding and writing will be monitored and growth points in English language appropriate to ESL learning will be acknowledged. The English learning area progress maps will also be used as appropriate.

ESL students will be given opportunities to develop increasing control and understanding of the system and uses of English in a range of contexts.

### Oral interaction

Students will have opportunities to adapt their language use according to the perceived needs and expectations of the audience as well as interpreting and using idiomatic Standard Australian English (S.A.E.). Students will develop the use of culturally-specific vocabulary and references as well as increasing control over key organisational and language features of spoken S.A.E. They will do this in the context of formal oral presentations, discussions and debates.

### Reading and viewing

Students will be expected to read and view extensively and intensively across a range of print and non-print texts. They will analyse and discuss the narrative conventions of a text and they will be expected to identify main ideas, select key information and make comparisons between texts. They will develop skills of interpretation of point of view by examining the writer's choice of language. They will be required to interpret more complex language and to use a variety of reading strategies appropriate to the nature of the text and task.

## Writing

Students will have opportunities to practise writing on a range of topics using a variety of text types. This will include expository and persuasive essays, reports and narrative texts. Students will practise and refine writing coherent texts for different audiences, characterised by cohesive and flexible use of language with a range of sophisticated linking devices, control over tenses, subject-verb agreement, complex sentence structures, passive constructions and specialised vocabulary. Essay writing techniques will be further developed. Homework will include regular writing practices for a variety of purposes.

## HEALTH AND PHYSICAL EDUCATION LEARNING AREA

Health and Physical Education provides students with an understanding of health issues and the skills needed for confident participation in sport and recreational activities. This enables students to make responsible decisions about health and physical activity and to promote their own and others' health and well-being.

Learning and teaching programs developed by our teachers allow students to learn and achieve the essential knowledge, attitudes and values and skills through the following contexts:

### **The Physical Activity Context (Physical Education)**

#### **10PEF/10PEM**

Through the *Skills for Physical Activity* and *Interpersonal Skills* strands, students get to explore various kinds of movement with physical activity. Our Year 10 students will move through fundamental movement skills, to striking skills and kicking skills to improve their brain and body function. In game contexts, our students are hopefully better informed to make lifestyle choices outside of school and perhaps be more likely to pursue an activity of their liking in their own time. Learning from the *Self-Management Skills* strand also occurs in these physical activity contexts especially in peer coaching and leading. This course prepares students for the new course units in Physical Education Studies in Year 11.

### **Extension Context (Volleyball Elective)**

#### **10PVO**

Students selected for this program develop advanced skills and strategies for playing the game at a high level. Entrance to the program must be negotiated with the Volleyball teacher.

Please note: Students may choose to do Physical Education or Volleyball or both.

### **Health Education for Teens (Elective)**

#### **10PHE**

If you have an interest in adolescent health or a desire to pursue an occupation in the health and medical fields, then "Health Education for Teens" will give you an opportunity to extend your learning and understandings.

Students explore skills that will enable them to evaluate their own health and physical activity levels, investigate the influence of media and peer pressure on health decision making, learn skills to cope with life-changing events and explore ways to enhance their own and others' self-esteem. The aim is to build student resiliency skills so that they are better protected and prepared for their journey into adulthood. A number of issues will be explored at greater depth than in Year 8 or 9 including legal and illegal drug use, sexuality, resistance and resiliency skills, relationship skills, disease prevention, exercise and weight control, body image, self-esteem skills and sexually transmissible diseases.

This is directly linked to the Health Studies course in Year 11 for students who are pursuing careers in the medical field.

### **Optional Extension Context (Outdoor Education Elective)**

#### **10POE**

Students get to experience personal challenges and develop skills associated with outdoor activities. In semester one these include snorkelling, campcraft, backpacking and navigation. In semester two, these include canoeing, expedition planning and rope work.

## **LANGUAGES LEARNING AREA**

### **Overview**

During the year students will be monitored and assessed in accordance with the Curriculum Framework. The Curriculum Framework describes the outcomes students are expected to achieve and so it provides the basis for decision-making in Language classrooms.

There are three (3) outcomes strands for Languages which will be monitored and assessed:

- Listening, Responding and Speaking;
- Viewing, Reading and Responding;
- Writing

These outcomes are all interrelated and enable students to communicate effectively and appropriately in the target language.

### **Chinese**

#### **10LCH**

Greater emphasis is placed on reading and writing in Chinese. Students discuss, in Chinese, a variety of topics. They also gain a better insight into various aspects of Chinese geography and festivals. More practice in reading, writing and using Chinese characters is provided to consolidate the students' grasp of linguistic structures and vocabulary. Students also learn about Chinese food. This course prepares students for the study of Chinese in Upper School.

Topics include: holidays, seasons, celebrations, directions and shopping.

### **Chinese (Background)**

#### **10LCB**

This course aims to develop communication skills in Chinese and provides background speakers with the opportunity to extend and consolidate their knowledge of the language and culture. Increasing emphasis is placed on reading and writing skills in Chinese, enabling students to begin to express their own ideas. This course prepares background speakers for further study in Upper School, by providing them with a useful command of Chinese.

### **French**

#### **10LFR**

This course prepares students for further study in Upper School. The topics are designed to further develop the students' ability to read, write, listen and speak, using the French language. Further emphasis is placed on French and francophone culture and way of life. Topics include: leisure, pastimes, sport, travelling, holidays, eating and drinking.

### **German**

#### **10LGE**

This course is designed to prepare students for the study of German in Upper School. Students learn to appreciate the communication skills they have acquired, by using them to express themselves more freely. This course also provides more insight into German customs as well as geographical features.

Topics include: clothing, shopping, home-life, employment and self-description.

### **Japanese**

#### **10LJA**

This course is designed to further enhance the students' knowledge of the Japanese language and culture. Students improve their communication skills in a variety of topics, designed to prepare them also for the study of Japanese in Upper School.

Topics include: daily routine, shopping, holidays, jobs and future plans.

### **Year 10 Gifted and Talented Education (GATE) French or Japanese**

Students are able to continue with their studies of either French or Japanese more intensively. This course is specifically designed to give students a better understanding of the respective language and to prepare students more thoroughly for any Upper School studies, which they may wish to pursue. By having 6 periods per week, students will have the opportunity to learn more about the structure of the language as well as the cultural aspects of the respective country/countries, in which the language spoken. Students are expected to achieve a high level of oral and written proficiency in the target language.

## MATHEMATICS LEARNING AREA

The course will address six major outcomes, namely:

- Working Mathematically
- Space
- Measurement
- Chance and Data
- Number
- Algebra

### Mathematics

#### 10MA

All students will be placed in a Year 10 Mathematics class based on the levels and marks achieved in the six Mathematics outcomes in Year 9.

There will be four pathways operating for Mathematics in Year 10, (A, B, C and D) with previous achievement again being the prerequisite for placement in a pathway. In each pathway activities will allow students to demonstrate how well they achieved the various levels, and allow them to develop further skills.

Assessment in Mathematics:

Assessment will be based on activities such as tests, projects, assignments and investigations, as well as class and file work. At the end of semester one an exam based on all work covered is likely to be held for all Year 10 students in Mathematics.

## SCIENCE LEARNING AREA

All students will be placed in a Year 10 Science class based on the marks achieved in the Year 9 Science course.

There will be three pathways operating for Science in Year 10, (A, B, and C) with previous achievement, career aspirations and teacher recommendations being used for placement in a pathway. The Year 10 course is much more demanding than the Year 9 course, as it prepares students for the rigours of Year 11 and 12 courses.

B and C Pathway students will do a common course for semester 1 and take the same mid-year examination. Students will then be rearranged into new B and C Pathway classes with different content and complexity.

PATHWAY (SCIENCE COURSE)	UNITS	OUTCOMES
<p><b>Pathway C (10SCC)</b> is the most challenging pathway in Year 10. This pathway leads to any Science course in Year 11 provided the student achieves continued success. It provides the background for the more difficult and mathematical Year 11 physics and chemistry.</p> <p>Students who have achieved an A or high B grade in all outcomes in Year 9 would probably succeed in Pathway C in Year 10.</p>	<p>Advanced Chemistry Classical Physics Astronomy New Generations</p>	<p>Will extend students in the outcomes:</p> <ul style="list-style-type: none"><li>▪ Investigating</li><li>▪ Communicating Scientifically</li><li>▪ Science in Daily Life</li><li>▪ Acting Responsibly</li><li>▪ Science in Society</li><li>▪ Earth and Beyond</li><li>▪ Energy and Change</li><li>▪ Life and Living</li><li>▪ Natural and Processed Materials</li></ul>

<p><b>Pathway B (10SCB)</b> is of moderate difficulty. This pathway leads to any Science course in Year 11 except Chemistry and Physics.</p> <p>Students who have achieved at least B or C grades in most outcomes in Year 9 would probably succeed in Pathway B in Year 10.</p>	<p>Chemistry in Action Light New Generations World Around Us</p>	<p>Will address the outcomes:</p> <ul style="list-style-type: none"> <li>▪ Investigating</li> <li>▪ Communicating Scientifically</li> <li>▪ Science in Daily Life</li> <li>▪ Acting Responsibly</li> <li>▪ Science in Society</li> <li>▪ Earth and Beyond</li> <li>▪ Energy and Change</li> <li>▪ Life and Living</li> <li>▪ Natural and Processed Materials</li> </ul>
<p><b>Pathway A (10SCA)</b> is not as mathematical as the other pathways.</p> <p>Pathway A classes will cover a variety of activities suitable to the students in the group</p>	<p>Science Enrichment Light Just Genes World Around Us</p>	<p>Will address the outcomes :</p> <ul style="list-style-type: none"> <li>▪ Investigating</li> <li>▪ Communicating Scientifically</li> <li>▪ Science in Daily Life</li> <li>▪ Acting Responsibly</li> <li>▪ Science in Society</li> <li>▪ Earth and Beyond</li> <li>▪ Energy and Change</li> <li>▪ Life and Living</li> <li>▪ Natural and Processed Materials</li> </ul>

Within pathways, different classes will undertake different enrichment tasks. Within classes, students may be given the opportunity to do different science investigations depending on their interests and abilities.

In each pathway, activities are attempted that will give students the opportunity to demonstrate how well they attain the various outcomes, and that allow them to develop further skills.

When choosing pathways students should bear in mind the recommended prerequisites for Year 11 courses as shown below:

YEAR 11 COURSE FOR 2010	CHEMISTRY	PHYSICS	INTEGRATED SCIENCE 2A and 2B	INTEGRATED SCIENCE 1A and 1B	BIOLOGICAL SCIENCES	HUMAN BIOLOGICAL SCIENCE	PSYCHOLOGY
Year 10 Prerequisites Required For Upper School in 2010	Grade A in Advanced Chemistry plus 65% or more in the Mid-year exam	Grade A in Classical Physics plus doing D pathway in Mathematics plus 65% or more in the Mid-year exam	At least Grade B in Advanced Chemistry and Classical Physics plus 55% or more in the Mid-year exam	At least Grade B in Chemistry in Action and Light plus 50% or more in the Mid-year exam	At least Grade B in New Generations or Just Genes plus 55% or more in the Mid-year exam	At least Grade B in New Generations or Just Genes plus 55% or more in the Mid-year exam	At least Grade B in any Year 10 science unit plus 55% or more in the Mid-year exam

#### Advanced Chemistry

Students will investigate the chemistry and technology involved with the processing of minerals in WA. Environmental issues and social effects of this industry are also investigated. Experimental activities and quantitative calculations are emphasised in this advanced chemistry topic.

*This course is a prerequisite for Chemistry or Integrated Science 2A/2B in Upper School.*

#### Classical Physics

It is said that Isaac Newton “discovered” gravity when he was struck on the head by a falling apple as he sat under a tree. As Newton found, Physics is full of surprises and to be clearly understood must be experienced first hand. This demanding but fascinating course aims through experimentation and measurement to unravel some of the mysteries surrounding the flow of energy, the behaviour of moving objects and wave motion.

*This course is a prerequisite for Physics in Upper School.*

### Astronomy

This is a concentrated mini-course that covers the physics behind the motion and formation of astronomical bodies such as stars. Astronomical measurement and observation will extend students' understanding and appreciation of this wonderful universe of which we are part.

### New Generations

Why are members of the same family similar in appearance? This course explains how characteristics can be inherited and how changes in individuals can lead to changes in populations. This course covers:

- an explanation of inherited features
- a look at genetic disorders
- selective breeding of plants and animals
- genetic engineering
- how a population changes its characteristics over time
- human populations and ecology
- conservation of natural resources.

*This course is a prerequisite for Biological Sciences and Human Biological Science in Upper School.*

### Chemistry in Action

This course covers important chemical changes and related environmental and social issues with a focus on investigating scientifically. It involves a major investigation of students' own choice. Practical work covers many chemical reactions and the impact of chemistry on the environment. Students are introduced to chemical calculations.

*This course provides the minimum background for entry into Integrated Science 1A/1B in Upper School.*

### Light

How are rainbows formed? Why can we hear someone around a corner and yet we cannot see them? How does a camera work? These and many more questions will be answered in this course by a balance of theory and investigation, leading to an understanding of how light influences our daily lives.

### World Around Us

This course further develops environmental science commenced in Year 9. From water to the Earth, up to the skies and on to the stars – we begin to appreciate our fragile planet.

### Just Genes

This covers similar concepts to New Generations but is taught at an easier level.

### Science Enrichment

This course is a smorgasbord of interesting science activities and investigations. The content depends on the interests of the students and their teacher.

## **SOCIETY AND ENVIRONMENT LEARNING AREA**

The Society and Environment learning area develops students' understanding of how individuals and groups live together and interact with their environment. Students develop a respect for cultural heritage and a commitment to social justice, the democratic process and ecological sustainability.

In Year 10 students will continue to be given the opportunity to address all of the outcomes in the Society and Environment Learning Area:

- Place and Space: The features of places; the connection of people and places and the relationship between people and the environment. (Geography emphasis)
- Time, Continuity and Change: over time societies change; our understanding of the past results from social, political, cultural, environmental and economic forces and there are many versions of history. (History emphasis)
- Culture: people's beliefs shape their cultural practices; that all cultural groups are characterised by cohesion and diversity and cultural identity shape our personal relationships.  
Resources: people have choices to make between unlimited wants and limited resources; the principles of efficient development of limited resources and workplace organisation and practices. (Economic emphasis)

- Natural and Social Systems: natural, political, legal and economic systems; particularly how they relate to the Western Australian and Australian context.
- Investigation, Communication and Participation: planning and conducting investigations; processing and interpreting information and evaluating and applying findings. (Research Skills)
- Active Citizenship: where students are given the opportunity to consider the question “So what does this mean to me, society and the environment?”

## **Society and Environment 10SE**

In Year 10 students will specifically learn about:

- Contemporary international issues and their impact on Australia.
- Australia’s economy, its present issues and some comparison with other economic systems
- Some of the important environmental issues of our time and consideration of student responses to these issues.
- Australian History since World War II.
- ‘Keys For Life’ – A pre-driver education program.

## **TECHNOLOGY AND ENTERPRISE LEARNING AREA**

The Technology and Enterprise learning area (commonly referred to as T&E) comprises four main subject areas:

<b>Business Education</b>	Desktop Publishing, Legal Studies on the Net, Computerised Business Accounts, and Law & Commerce.
<b>Computing</b>	Information Processing/Programming Principles; Multi-Media; and Electronics Technology
<b>Design &amp; Technology</b>	Home Improvements, Jewellery Design, Wood Technology, Metal Technology; Robotics Mechatronics, Drawing & Design, and Design Studies
<b>Home Economics</b>	Hospitality, Food and the Community, Creative and Advanced Clothing, and Child Care

Within each of these subjects students apply a technology process of investigating, devising, producing and evaluating. Students use a wide variety of materials to create or modify products, processes, systems, services or environments to meet needs and realise opportunities.

The courses offered in Year 10 do not require students to have done the Year 8 & 9 programs, but a keen interest is desirable.

All of the T&E courses offered in Year 10 are year-long programs.

## **BUSINESS EDUCATION**

### **Computerised Business Accounts**

#### **10TCA**

Students learn how to use computerised accounting software to run a small business. In semester one *EactWin* is used to help them understand basic double entry (a valuable prerequisite for students studying Accounting) In semester two students learn to use the more commonly known accounting software *Quicken*. Students will:

- Set up books for a new business
- Create financial reports
- Learn how to create customised business documents
- Enter both cash and credit transactions

At the same time students will discover the important issues that **small business** owners face such as:

- Causes of success or failure
- Personality traits and skills required to be a successful business owner
- Different types of business ownership
- Tax issues
- Where to locate your business
- The impact of government regulations on your business

Students are encouraged to access important internet websites e.g. Small Business Development Corporation, Australian Tax Office; they will interview existing business owners; explore a small business idea, and do market research on where to locate their own business.

## **Desktop Publishing**

### **10TDP**

In this course students are given the opportunity to learn desk top publishing skills that are valuable for school, home and employment. Students learn to emulate professionally designed advertisements, brochures and magazines. Students are encouraged to make use of available technology e.g. digital camera/video and scanners to import photos/graphics that enhance presentation.

The emphasis of the course is on *creative design and layout skills*. At the same time, students will also be encouraged to develop speed and accuracy so that time spent on the computer is time well spent! Hopefully, such skills will provide students with an avenue to future employment.

In semester two the students will be involved in a major group project where they design a teen magazine.

## **Law and Commerce**

### **10TLC**

Students who are considering studying Commerce and Law at tertiary level will benefit from this course.

The *Law* component of the course focuses on aspects of Law which are of particular interest to young people. Students will:

- Investigate topics like: Law and Crime, Law and Family, Law and Young People
- Learn how the law and our legal institutions regulate behaviour
- Discover how people's rights are protected
- Make use of the internet, using legal and parliamentary websites in their research of Parliamentary Acts, Media, Courts and Young People's Rights
- Access media to research legal issues
- Access politicians and legal experts during investigative research
- Make use of available technology in preparing information packages for young people.
- Simulate courtroom procedure (mock trials) where possible

The *Commerce* component of this course will help students develop an understanding of the record keeping procedures needed to run a small business. Students will:

- Learn to work collaboratively in preparing a simple business plan for their own fictitious business
- Create business documents modelled on real business documents
- Learn the importance of journals and ledgers and their link to business documents
- Prepare simple Profit Reports and Balance Sheets
- Prepare a media package to present to owners/shareholders of their fictitious business at the end of a financial year.
- Where possible, have the opportunity to access accounting software.

## **Legal Studies on the Net**

### **10TLS**

Students will investigate legal issues applicable to youth, making use of the Internet and other communications media. Students will also use a wide variety of software and available technology when preparing reports/assignments.

Some of the topics students will investigate include:

- Youth Gangs and Police Corruption
- Computers and Crime
- The Law and Racism
- International Law and its impact on Australia

Students will also script and participate in oral activities such as Parliamentary Debate and Court Room Drama!

## **COMPUTING**

### **Computing Extension Program**

#### **10TCX**

This course is a continuation of the Year 9 Computing Extension Program. It offers an opportunity for students to further develop their computing skills at a higher level than can be normally offered in the standard computing class. Students will be exposed to advanced features in application software, computer architecture, information systems as well as programming and networking concepts.

Entry to this program involves a selection process. Students are selected in Year 9 (for commencement in Year 10) and continue in the course, subject to the approval of the Principal.

This course leads to both AIT or Computer Science course of study in upper school providing students meet the course requirements.

### **Information Processing/Programming Principles**

#### **10TIP**

##### **Information Processing**

This initial part of the course provides students with a sound understanding of the fundamentals of Information Technology. The course focus is on the principles and methods of data collection and analyses. Students are given some real-life examples of how information is used and are required to devise models for the collection of different types of data. Students gather and input various data into a variety of software applications. Issues in the workplace such as equity and security are studied as are the implications of computing in general and related ergonomic/health issues.

##### **Programming Principles**

The second part of the course focuses on the important general principle of programming as a scientific discipline. An overview of applications and systems software is presented along with discussion of the opportunities that exist in information technology industries. In addition to the development of general principles of programming, students will also investigate a variety of algorithmic approaches to problem solving and have practice in expressing solutions to problems in a variety of forms. Programming Principles is a prerequisite for Computer Science in Upper School.

### **Multimedia**

#### **10TIM**

This course immerses students in the realm of multimedia. Through the use of industrial standard software and the digital capture devices such as the digital cameras, video cameras, web cam and scanners, students will become familiar with the various aspects of multimedia design. Students will learn to present information in digital format by using interactive technologies.

Studies will focus on the principles of interactive design and software used which will include but are not limited to:

- Macromedia Flash MX
- Macromedia Dreamweaver MX
- Macromedia Firework MX
- Adobe Premiere Pro 1.5
- Sound Forge Studio
- Adobe Photoshop

This subject will assist those students seeking work in the Multimedia Industry. It is also relevant to the Multimedia courses on offer at university.

Multimedia leads to Applied Information Technology in Upper School.

## **DESIGN AND TECHNOLOGY**

Design and Technology offers students, both girls and boys, a wide range of useful and informative subjects. The skills and associated practical knowledge that students learn can be successfully used in their tertiary education, a future career, for general interest or a worthwhile hobby.

Design and Technology subjects give students the opportunity to be creative beyond the basic course structure. In these circumstances students may have to purchase extra materials during the year to cover the cost of individual projects.

## Guidelines for selecting Design and Technology subjects

In making decisions about subject selection, students and parents should consider the following points:

- The subjects are mainly practical in emphasis and provide a balance in the educational program.
- The subjects provide for the development of hand skills, hand-eye coordination and for social and mental development.
- Many of the subjects provide an opportunity for creative expression which is an essential facet of the education process.
- All subjects provide a background of experience and skills for careers in professional and semi-professional fields, for apprenticeships, home making and hobbies.
- Many subjects introduce students to *design, make and appraise* methods of learning.

## Drawing and Design

### 10TDD

This course is concerned with increasing the students' understanding of concepts relating to exact shape, description and measurement. Self-confidence and skills are developed through the use of symbols, conventions and standards to demonstrate various drawing techniques particularly in relation to the drawing of components. Apart from some geometrical constructions students will draw an electronics circuit and primarily use isometric, perspective and orthogonal techniques in this course. Students will be encouraged to use computers to produce drawings.

Design: In the first part of the course students are introduced to the principles of the Technology Process. This process is defined as: Generating Ideas, Researching, Producing, Documenting, Modelling and Evaluating students' work through a series of tasks designed to develop lateral thinking skills.

The content focus will be on the use of the computer as a tool to produce drawings and graphics. ProDESKTOP8 will be one medium of instruction to develop Computer Assisted Drawing (CAD) skills.

## Home Improvements

### 10THI

Home Improvements: Later in the course students will be introduced to advanced procedures in bricklaying, arc welding, M.I.G. (Metal inert gas) welding and advanced welding gas techniques. Students will be given the opportunity to undertake their own projects and activities to develop their ability to handle problems in a systematic and logical manner. The safe use of electric hand tools will be introduced and encouraged at all times.

Multi-cylinder Engines: The course touches on the use and application of testing equipment used in the repair and maintenance of multi-cylinder engines. Fault finding skills will be enhanced through the use of the voltmeter, cam dwell meter, tachometer and timing light.

Further experiences in fabrication and welding will be made available.

## Jewellery Design

### 10TJD

This course provides students with the opportunity to develop practical skills associated with professional jewellery manufacturing techniques.

Selected projects will incorporate clasps, linkages, joints and casting processes. This will necessitate the use of specialised jewellery-making equipment.

In the second part of the course students are exposed to the advanced use of specialised jewellery making equipment. This will enhance and further develop the students' expertise in using machinery and power and hand tools with added precision.

Selecting a variety of materials associated with jewellery manufacturing, students will enhance their knowledge and appreciate the complexities of metal composition in jewellery making. It will also provide a better knowledge of jewellery as a commodity in our society.

## Robotics Mechatronics Electronics

### 10TRM

This course is designed to provide opportunities and enable students to demonstrate Technology and Enterprise learning area outcomes. There is a strong focus on the Technology Process, Systems and Material outcomes.

Students studying Robotics Mechatronics Electronics systems in Year 10 will investigate, design, construct as well as evaluate a wide range of electrically controlled machines using microprocessors, PIC's, while utilising computers, digital equipment, information processing and CAD software, to develop a folio of their work.

Students learn about different materials/resources to build machines, to demonstrate mechanical principles and systems such as gears, pulleys, levers and inclined planes, in order to complete individual or group tasks. Students also investigate and use electronics, hydraulics and pneumatics to control these machines, while exploring how they are used in today's society.

### **Metal Technology**

#### **10TMW**

Projects in this course will combine the three core areas of metalwork. Students will be expected to develop independent work habits and show the initiative and persistence required to develop their own ideas into practical projects.

In the second part of this course students will be expected to be proficient in a variety of skills and have the ability, initiative and persistence necessary to develop ideas into practical projects. Students will be expected to develop their own design briefs. Analysis of problems and rational decision making will be emphasised at this level.

### **Wood Technology**

#### **10TWW**

In this course students will be led through a design process during which they will be designing a project of their own choosing for construction. In conjunction students will be given the opportunity to increase their practical skills through the construction of a set project where they will be taught the use of new machines and processes.

The second part of the course will primarily be devoted to the construction of students' individual designs. Students will receive instruction in processes and machine use appropriate to their individual projects.

## **HOME ECONOMICS**

Home Economics is a fun, hands on subject area, encompassing many life skills. Using a technology and health focus students are encouraged to use their own initiative to solve problems while working co-operatively with others; using appropriate equipment and managing time effectively. This is done in the contexts of foods, textiles and child care.

The cost of the foods courses includes all the food and equipment requirements. The textile and childcare costs includes the use of sewing equipment but fabrics and some sewing aids will need to be provided by the students.

### **Child Care**

#### **10TCH**

Students will explore the implications of becoming a parent and consider how parenthood will affect their lives in the future. Students will have the opportunity to investigate the needs of a baby and create a baby memory book. As part of the course they will produce a kit which includes child safety fact sheets and play activities that can be used when they are babysitting.

### **Creative & Advanced Clothing**

#### **10TCC**

Students will have the opportunity to use their creative skills to make individual fashionable clothing and accessories. Skills in wardrobe planning and garment construction using advanced technology will be further developed. Students will learn how to provide for the clothing needs of the family and make wise decisions about clothing choices.

### **Food & the Community**

#### **10TFC**

In semester one the focus of the course is on cooking around the world. The ability to appreciate and respect other cultures through the preparation, cooking and serving of food from other nations will be developed.

Semester two will look at Café Culture which has become the fastest growing food service in Australia in recent years. The student will develop skills in food preparation and cooking creating a range of dishes from the café menu.

## **BUSH RANGERS WESTERN AUSTRALIA**

The Bush Ranger course offered at Rossmoyne is designed to encourage an active interest in understanding and taking action on environmental issues. The Unit meets weekly on Thursdays from 3.30pm to 5.30pm. Bush Rangers Levels 1, 2 and 3 are now Curriculum Council Endorsed Units and so achievement of these levels can be added to the student's WACE.

The program has four main components:

1. Practical Conservation: encourages teamwork, leadership, self-confidence and responsibility
2. Theory: develops knowledge of conservation techniques
3. Community Service: creates a sense of value in contributing to society
4. Vocational Training: teaches skills useful in many workplaces

Bush Rangers is part of the Cadets WA program.

## **INFORMATION ABOUT CONTRIBUTIONS & CHARGES and SECONDARY ALLOWANCE SCHEME**

### **School Contributions and Charges**

Every endeavour is made to keep the Contributions and Charges at the lowest possible level. However the cost of resources such as class sets of reference materials and visual resources which allow the school to maintain excellent standards is high. Where possible, the costs are similar to 2008.

### **Printing Resource Charge**

The cost of printing student work on the computer printers is beyond the resources of the school. The school has determined that these resources be made available as Contributions and Charges are paid. Each student has an account for the printers attached to the school computers. At the commencement of the Year this account will be credited with \$5.00. When this credit is consumed students may purchase further credit on the account. Any student who has not paid this charge will be required to clear this debt and take it into credit before access will be re-activated. Those students who are enrolled in one of the computing subjects can expect to use more resources and hence the initial amount will be consumed quicker. This will be subject to the same conditions as above.

### **Notice of Contributions and Charges and Booklists**

Each student will receive a Contributions and Charges list and a booklist at the end of 2008 detailing the individual's costs for 2009.

### **Refunds**

Students leaving school during the Year will receive a pro-rata refund on the Contributions and Charges paid on a term by term basis. Students changing subjects will receive an amended account and where appropriate receive a refund on any Contributions and Charges paid.

### **Scholarships**

Some private organisations make scholarships available to secondary school students to assist in continuing their education. Further information can be obtained from:

Mr Gary Dewhurst  
Student Services - Education Department  
151 Royal Street  
EAST PERTH WA 6000

Telephone 08 9264 4828

### **Secondary Assistance Scheme**

Currently financial assistance is available to children in secondary school, whose parents are holders of a current Centrelink Pensioner Concession Card or Family Health Care Card or a current Veterans Affairs Pensioner Concession Card (blue card only).

An allowance of \$135 is available for Years 8 – 12 by a reduction in contributions and charges payable.

Eligibility is for students whose birth date is on or after January 1 1991, and include students who turn 18 during the school year.

Parent/Guardians need to read School Information letters and School Newsletters to be advised of the closing date for the Secondary Assistance Scheme applications which is usually prior to the end of first term .

For more information contact,  
Schools Resourcing Branch,  
Department of Education and Training,  
151 Royal Street, East Perth, WA 6004.  
Telephone: 08 9264 4516. Fax: 08 9264 5162.