

CABRA
DOMINICAN COLLEGE



YEAR 9 SUBJECTS 2021



VISION STATEMENT

Cabra Dominican College, as a Christian community in the Catholic tradition, strives to nurture and develop the unique gifts of individuals, to liberate them in the search for truth, and to empower them to create a better world.

The integration of Christian values and the search for truth, in an atmosphere of co-operative involvement are basic qualities of a Catholic education at Cabra.

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Compulsory Core Subjects

All students in Year 9 at Cabra College will study the following subjects:

- English/HAAS
- Mathematics
- Physical Education/Protective Practices
- Religious Education/Rite Journey/Language
- Science/Digital Technologies

Mathematics is compulsory in Year 9.

Students must select the appropriate Maths level when making subject selections. Please refer to the Mathematics Subject Pathways diagram that shows the progression from Year 9 through to Stage 2. Separate subject information about the various Mathematics options has also been included.

Core Elective Subject Choices

(Compulsory to choose **one ARTS** and **one LANGUAGE**)

Students have the opportunity to choose the equivalent of 2 semesters of electives.

At least one needs to be from the ARTS.

Arts

- Art/Design
- Art/Design (Digital Media)
- Art/Design (Ceramics/Pottery)
- Drama (Street Theatre)
- Music (Sound Factory)

Language

- Italian or Japanese
- Language Enrichment (Invitation Only)

Students will select at least one semester of Japanese or Italian.

Students who wish to continue with a language in Year 10 must choose Italian (Continuers) OR Japanese (Continuers) in Semester 2 (as well as the compulsory for Semester 1 ie a full year of language).

A small number will be invited to undertake Language Enrichment. Families of students recommended for Language Enrichment will receive an email from the College with further details.

Elective Subjects

Students have the option to choose another semester subject.

- Art/Design (General)
- Art/Design (Digital Media)
- Art/Design (Pottery/Ceramics)
- Coding and Robotics
- Computer Game Design
- Dance
- Drama (Performance)
- Design and Technologies (Metal/Wood)
- Design and Technologies (CAD/3D Printing)
- Food Technology
- Italian Continuers
- Japanese Continuers
- Media Arts
- Music (Masters)
- Musical Theatre
- Steam

Please refer to the Related Subject Connections table and Subject Pathways diagrams to explore possible pathways through Year 10, Stage 1 and Stage 2 at Cabra. The study of a subject at a higher level does not always require completion of that subject (or a similar one) at a lower year level.

For more information, please refer to the College website ([Learning at Cabra](#))

RELATED SUBJECT CONNECTIONS- YEAR 10, SACE STAGES 1 & 2

YEAR 10	STAGE 1	STAGE 2
Religion Studies	Religion Studies	Religion Life Religion Studies
	Community Studies	Community Studies
Drama	Drama	Drama
Economics and Business	Business Innovation	Business Innovation
English Essential English	Pre Literary Studies English Essential English	Pre Literary Studies English Essential English
Geography	Geography	Geography
Health	Physical Education Nutrition	Physical Education Nutrition Health
History	Modern History Ancient Studies	Modern History Ancient Studies
Food Technology	Food and Hospitality Integrated Food Studies (Hospitality and Catering) Child Studies	Child Studies Community Studies B Food and Hospitality Community Studies B Food Skills Integrated Learning B (Food Studies)
Italian (Continuers)	Italian (Continuers)	Italian (Continuers)
Japanese (Continuers)	Japanese (Continuers)	Japanese (Continuers)
Law and Society	Legal Studies	Legal Studies
Material Products (Metal Engineering, Furniture and Construction)	Material Products (Wood) Material Products (Metals)	Design and Technologies: Material Products
Mathematical Methods General Mathematics Essential Mathematics	Specialist Mathematics Mathematical Methods General Mathematics Essential Mathematics	Specialist Mathematics Mathematical Methods General Mathematics Essential Mathematics
Media Arts	Media Studies	Media Studies
Music	Music Advanced Music Experience	Music Explorations Music Performance - Ensemble Music Performance - Solo
	Personal Learning Plan	Research Project A or B
Health and Physical Education Health and Physical Education - Experiential Health and Fitness	Physical Education Integrated Learning (Sport Studies)	Physical Education Integrated Learning A (Sport Studies) Integrated Learning A (Basketball Studies) Nutrition Health
	Psychology	Psychology
General Science	Biology, Chemistry, Physics, Nutrition, Psychology, Scientific Studies	Biology, Chemistry, Physic, Nutrition, Psychology, Scientific Studies
Essential Science	Scientific Studies	Scientific Studies
	Tourism	Tourism
Visual Arts: Art General (2D, 3D, Art Ceramics) Visual Arts: Creative Arts (Interior Product Design) Visual Arts: Design (Design: Fashion, Digital Media) Material Solutions: Furniture Construction; Metals Engineering	Visual Arts: Art (2D or 3D) Visual Arts: Design (Architecture and Interior, Fashion, Design, Technology & Engineering: Industry and Entrepreneurial Solutions (Architectural Models); Digital Communication Solutions (Digital Photography); Material Solutions Metal; Material Solutions Wood	Visual Arts: Art Visual Arts: Design Design & Technology and Engineering – Material Solutions
	Workplace Practices	Workplace Practices

This table is only to illustrate related subject connections. These connections are not prescriptive. Subjects not offered at Cabra may be available to be studied externally (e.g. Open Access College, School of Languages).

MATHEMATICS PATHWAYS AT CABRA DOMINICAN COLLEGE

YEAR 9	YEAR 10	STAGE 1	STAGE 2
		<p>SPECIALIST MATHEMATICS UNIT 3 (Must be studied with Mathematical Methods)</p>	<p>SPECIALIST MATHEMATICS (Must be studied with Mathematical Methods)</p>
<p>MATHEMATICAL METHODS</p>	<p>MATHEMATICAL METHODS + ELECTIVE MATHEMATICS 10A (Mathematics 10A is Optional)</p>	<p>MATHEMATICAL METHODS UNITS 1 + 2</p>	<p>MATHEMATICAL METHODS</p>
<p>GENERAL MATHEMATICS</p>	<p>GENERAL MATHEMATICS</p>	<p>GENERAL MATHEMATICS Units 1 + 2</p>	<p>GENERAL MATHEMATICS</p>
<p>ESSENTIAL MATHEMATICS INVITATION ONLY</p>	<p>ESSENTIAL MATHEMATICS INVITATION ONLY</p>	<p>ESSENTIAL MATHEMATICS Unit 1 + Unit 2 (Teacher recommendation required)</p>	<p>ESSENTIAL MATHEMATICS</p>
		<p>ESSENTIAL MATHEMATICS Unit 1 (only)</p>	<p>NO MATHEMATICS</p>

NB. Possible pathway based on teacher recommendation.

If uncertain, students are advised to discuss their pathways with the Mathematics Coordinator/Subject Teacher.

A “C” grade or better in one semester of Maths is necessary to fulfil the Numeracy requirement for SACE.

One 10 SACE Credits unit is compulsory.

MATHEMATICS - ESSENTIAL MATHEMATICS

(INVITATION ONLY)

Full Year/Semester

Full Year

School Prerequisites/Assumed Knowledge:

Basic Achievement in Year 8 Mathematics

Subject Outline

The Australian Curriculum: Year 9 Mathematics course provides students with an appropriately paced sequence of learning experiences to develop greater understanding and automaticity. Tasks undertaken in this course will engage students in open ended tasks requiring active participation in challenging and engaging experiences. Digital technologies are used to facilitate the expansion of ideas and provide access to new tools for continuing mathematical exploration and invention. The curriculum focuses on refining mathematical understanding, fluency, logical reasoning, analytical thought and problem solving skills. These capabilities enable students to respond to familiar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. The proficiency strands **Understanding, Fluency, Problem Solving and Reasoning** are an integral part of mathematics content across the three content strands listed below.

- **Number and Algebra**
Real Numbers, Money and Financial Mathematics, Patterns and Algebra
Linear and non-Linear Relationships.
- **Measurement and Geometry**
Using units of Measurement, Geometric Reasoning, Pythagoras and Trigonometry.
- **Statistics and Probability**
Chance, Data Representation and Interpretation.

How will I be assessed?

- | | |
|-------------------------------|-----|
| • Topic tests | 60% |
| • Mathematical investigations | 40% |

Students are encouraged to choose their Mathematics option carefully as changes to a different Mathematics pathway will only occur at the end of the semester.

This subject leads to

Refer to the [Mathematics Pathway](#)

MATHEMATICS - GENERAL MATHEMATICS

Full Year/Semester

Full Year

School Prerequisites/Assumed Knowledge:

Satisfactory Achievement in Year 8 Mathematics

Subject Outline

The Australian Curriculum: Year 9 Mathematics course provides students with carefully paced, in-depth inquiry and active participation in challenging and engaging experiences. The curriculum anticipates that all students benefit from access to the power of mathematical reasoning and learn to apply their mathematical understanding creatively and efficiently. Digital technologies are used to facilitate the expansion of ideas and provide access to new tools for continuing mathematical exploration and invention. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem solving skills. These capabilities enable students to respond to mostly familiar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

The proficiency strands **Understanding, Fluency, Problem Solving and Reasoning** are an integral part of mathematics content across the three content strands listed below.

- **Number and Algebra**
Real Numbers, Money and Financial Mathematics, Patterns and Algebra
Linear and non-Linear Relationships.
- **Measurement and Geometry**
Using units of Measurement, Geometric Reasoning, Pythagoras and Trigonometry.
- **Statistics and Probability**
Chance, Data Representation and Interpretation.

How will I be assessed?

- | | |
|-------------------------------|-----|
| • Topic tests | 60% |
| • Mathematical investigations | 40% |

Students are encouraged to choose their Mathematics option carefully as changes to a different Mathematics pathway will only occur at the end of the semester.

This subject leads to

Refer to the [Mathematics Pathway](#)

MATHEMATICS - MATHEMATICS METHODS

Full Year/Semester

Full Year (Compulsory Full Year Subject)

School Prerequisites/Assumed Knowledge:

High Achievement in Year 8 Mathematics

Subject Outline

The Australian Curriculum: Year 9 Mathematics course provides students with carefully paced, in-depth inquiry and active participation in challenging and engaging experiences. The curriculum anticipates that all students benefit from access to the power of mathematical reasoning and learn to apply their mathematical understanding creatively and efficiently. Digital technologies are used to facilitate the expansion of ideas and provide access to new tools for continuing mathematical exploration and invention. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

The proficiency strands **Understanding, Fluency, Problem Solving and Reasoning** are an integral part of mathematics content across the three content strands listed below.

- **Number and Algebra**
Real Numbers, Money and Financial Mathematics, Patterns and Algebra
Linear and non-Linear Relationships.
- **Measurement and Geometry**
Using units of Measurement, Geometric Reasoning, Pythagoras and Trigonometry.
- **Statistics and Probability**
Chance, Data Representation and Interpretation.

How will I be assessed?

- | | |
|-------------------------------|-----|
| • Topic tests | 75% |
| • Mathematical investigations | 25% |

Students are encouraged to choose their Mathematics option carefully as changes to a different Mathematics pathway will only occur at the end of the semester.

This subject leads to

Refer to the [Mathematics Pathway](#)

RELIGIOUS EDUCATION & THE RITE JOURNEY

Full Year/Semester	Full Year (compulsory)
Preferred Background:	None required

Subject Outline

The Religious Education curriculum at Cabra complements the college's commitment to message of the Gospel and to more directly focus student religious learning. Inspired by the Dominican search for truth, it is a welcoming curriculum that offers students the opportunity to freely respond to the Gospel. It aims to provide students with opportunities to make sense of their lives in relation to others and to God. Topics in 2020 included:

- Creation
- Good and Evil
- Rituals and Symbols
- Science and Religion
- MITIOG (Made in the Image of God – Being Sexual Strand).

Sitting alongside the Religious Education curriculum in Year 9 is the Rite Journey program. This program is a 'rite of passage' experience that guides adolescents towards healthy adulthood. It celebrates this transition, helping to develop the whole people and creating cultural change. It aims to fulfil personal growth through unlocking learning and insights.

These programs work in partnership to allow students to experience rich learning, make meaningful connections in their understanding of themselves and the world, and apply their skills and knowledge to real world concepts.

How will I be assessed?

Through a selection of varied assessment tasks, including:

- folio of works
- reflective responses
- multi-media presentation
- oral presentation

This subject leads to

- Yr 10 Religion Studies

ART DESIGN (CORE ELECTIVE CHOICE)

Full Year/Semester

Semester (Elective)

Preferred Background:

Students who are eager to extend their skills in the Visual Arts

Subject Outline

- Develop and refine techniques in a variety of media
- Conceptualise and develop themes and applying your own ideas to artworks
- Researching and analysing artists' work and applying the knowledge gained, to your work
- 2D drawing, printmaking and painting through practical application and the study of Historical and Contemporary works
- 3D ceramics and sculpture. Studying and evaluating past and present visual arts culture
- Develop displays of the finished artwork
- Evaluate displays and artworks

Capabilities

- Literacy
- Critical and Creative Thinking
- Personal and Social Capability
- Intercultural Understanding

How will I be assessed?

- **Marking:** Folio, Practical 70%
- **Responding:** Visual Study, Reflection 30%

Future Directions

- Year 10 Visual Arts (Art General 2D)
- Year 10 Visual Arts (Art General 3D)
- Year 10 Visual Arts (Ceramics)
- Year 10 Visual Arts (Digital media)
- Year 10 Visual Arts (Fashion)
- Year 10 Creative Arts (Interior products)

ART/DESIGN (DIGITAL MEDIA)

(CORE ELECTIVE OR ELECTIVE CHOICE)

Full Year/Semester

Semester (Elective)

Preferred Background:

Students who are eager to express their design concepts using digital media

Subject Outline

- Exploring a range of design technologies employing digital media, including use of digital SLR cameras and scanner to capture imagery. Using Graphics tablets, a colour photo printer and 3D printer
- Developing techniques in Adobe Illustrator and Photoshop, and Autodesk '3DS max'
- Plan and design using the design process to generate realistic graphics for packaging, illustration and architecture
- Analysing a range of designs to expand their viewpoint based on personal interests
- Modelling and animating virtual 3D objects
- Develop displays of the finished artwork
- Evaluate displays and artworks

Capabilities

- Literacy
- ICT capability
- Numeracy
- Critical and Creative Thinking
- Personal and Social Capability

How will I be assessed?

- **Marking:** Folio, Practical 70%
- **Responding:** Visual Study, Reflection 30%

Future Directions

- Year 10 Visual Arts (Digital media)

ART/DESIGN (POTTERY/CERAMICS)

(CORE ELECTIVE OR ELECTIVE CHOICE)

Full Year/Semester

Semester (Elective)

Preferred Background:

Students who are interested in continuing and expanding their skills in art and design works with clay

Subject Outline

- Conceptualise, develop and apply to representations in clay.
- Emphasis on hand building techniques and processes and their uses.
- An opportunity to use a range of different finishes, including glazes and under glazes.
- Plan and design artworks such as a candle, candle holder, wind chime, teapot, terracotta garden item and a number of other decorative pottery and ceramic pieces.
- Research and analysis of different ceramic artworks.
- Develop displays of the finished artwork.
- Evaluate displays and artworks.

Capabilities

- Literacy
- Critical and Creative Thinking
- Intercultural Understanding

How will I be assessed?

- **Marking:** Folio, Practical 70%
- **Responding:** Visual Study, Reflection 30%

Future Directions

- Year 10 Visual Arts (Art General 3D)
- Year 10 Visual Arts (Ceramics)
- Year 10 Creative Arts (Interior products)

DRAMA (STREET THEATRE)

(CORE ELECTIVE CHOICE)

Full Year/Semester Preferred Background:

Semester (Elective)

This course is for students who really enjoyed Year 8 Drama and would like to extend their skills and be committed to experimenting with different styles of theatre. It is for students who enjoy working with others and would like to do practical things in their learning. The emphasis of this course is the exciting nature of Fringe, Festivals, and Street Theatre performances through to marketing and event management.

Subject Outline

- Opening with a group performance unit on Rituals.
- A focus on theatre games to build confidence and skills
- A chance to review a performance and Street Theatre, as well as reflect on personal progress and goals.
- A variety of activities, especially improvisation and group work, where the emphasis is on building ensemble skills.
- A devised group performance based on various performance styles
- Research and building Street Theatre pieces and a Festival for Cabra.

Future Directions

- Year 10 Drama (Semester or Full Year)
- Year 10 Drama (Theatre Production)

ITALIAN (CORE ELECTIVE CHOICE)

Full Year/Semester

Semester 1 (Compulsory Semester or Full Year)

If continuing to Year 10 Italian, you must select Italian as an Elective for semester 2 in Year 9.

Preferred Background:

The study of the language across a full Year 8

Subject Outline

Topics covered throughout the year may include:

- Italian Festivals/Feast days including San Valentino, and a range of Italian public and cultural holidays
- Past times/leisure activities
- Weather, Seasons, Clothing
- Italian Food Culture
- Film study

Skills gained:

- You will learn to use a range of everyday language both orally and in writing to exchange information about yourself and other issues of personal significance.
- You will be able to give presentations (including the use of digital media), and formulate and respond to a range of questions.
- You will extend your knowledge in creating written texts such as descriptions/stories that convey experiences, ideas and emotions.
- You will learn how the Italian culture/lifestyle is reflected in the language and discuss cultural practice.
- You will extend your knowledge of simple subject-verb-object constructions.
- You will be able to identify particular issues relating to translating between Italian and English, such as words with similar meanings and 'false friends', and identify certain concepts that cannot be translated readily from Italian to English and from English into Italian.
- You will learn to communicate your thoughts and opinions on given topics/issues
Authentic texts/materials used may include: Film, contemporary songs, television segments, blogs/websites, Education Perfect, Google Maps etc...

General Capabilities

- Literacy
- Numeracy
- Information and Communication Technology
- Critical and Creative Thinking
- Personal and social
- Ethical Understanding
- Intercultural Understanding

How will I be assessed?

Students complete assessments that develop and enhance Reading, Writing, Listening and Speaking Italian skills. All assessment tasks address the communicating and understanding content descriptors as outlined in the Australian Curriculum Italian curriculum overview.

<https://www.australiancurriculum.edu.au/f-10-curriculum/languages/>

Future Directions

- Year 10 FULL YEAR Italian Continuers*
* **Eligibility / requirement to attend the Biannual Italian Study tour**

JAPANESE

(CORE ELECTIVE CHOICE)

Full Year/Semester

Semester 1 (Compulsor)

If continuing to Year 10 Japanese, you must select Japanese as an Elective for semester 2 in Year 9.

Preferred Background:

The study of the language across a full Year 8

Subject Outline

Topics covered throughout the year may include:

- Japanese Festivals/Cultural holidays, Japanese Food Culture
- Past times/leisure activities
- School

Skills gained:

- You will learn to use a range of everyday language both orally and in writing to exchange information about yourself and other issues of personal significance.
- You will be able to give presentations (including the use of digital media), and formulate and respond to a range of questions.
- You will extend your knowledge in creating written texts such as descriptions/stories that convey experiences, ideas and emotions.
- You will learn how the Japanese culture/lifestyle is reflected in the language and discuss cultural practice.
- You will extend your knowledge of simple subject–verb–object constructions.
- You will learn to communicate your thoughts and opinions on given topics/issues

Authentic texts/materials used may include: Contemporary songs, television advertisements/segments, magazine articles, blogs/websites, YouTube, film etc...

General Capabilities

- Literacy
- Numeracy
- Information and Communication Technology
- Critical and Creative Thinking
- Personal and social
- Ethical Understanding
- Intercultural Understanding

How will I be assessed?

Students complete assessments that develop and enhance Reading, Writing, Listening and Speaking Japanese skills. All assessment tasks address the communicating and understanding content descriptors as outlined in the Australian Curriculum Japanese curriculum overview.

<https://www.australiancurriculum.edu.au/f-10-curriculum/languages/>

Future Directions

- Year 10 FULL YEAR Japanese Continuers*
 - * **Eligibility to attend the Biannual Japanese Study tour**

LANGUAGE ENRICHMENT

(INVITATION ONLY)

Full Year/Semester Semester 1
Preferred Background: Invitation Only

Subject Outline

Cabra Dominican College offers a Language Enrichment. This course provides extra time for students to work on their English language skills and is specifically for students who would benefit from this extra help.

The class runs at the same time as Languages, so in choosing this subject, it would preclude the choice of further studies in Italian or Japanese.

Students will be invited you to consider this option.

The subject Language Enrichment provides students with the opportunity to have access to explicit learning and teaching of literacy skills including:

- Accessing and using College online learning tools
- Small reading groups with the focus of increasing strategies to gain a deeper comprehension of text
- Reading fluency skills and practise
- Tailored spelling programs using Words Their Way assessment and Magic Spelling Rules Program, online learning and contracts
- Individual literacy focus e.g. language conventions, grammar, writing
- Accessing and using the library for resource based learning
- Support of homework and subject tasks

How will I be assessed?

Assessment is ongoing and data will be collected to provide evidence of consolidated skills and guide individual student learning goals.

Future Directions

- No Italian
- No Japanese

MUSIC (SOUND FACTORY)

(CORE ELECTIVE CHOICE)

Full Year/Semester

Semester or full year (Elective)

Preferred Background:

Music in Year 8, and/or instrumental tuition and music language skills

Subject Outline

People of all ages and abilities attest that the art of making music is an incredibly enjoyable and rewarding life experience.

The Sound Factory course is for music lovers who wish to grow their skills in:

- Rehearsing and performing in your their group/band
- Understanding the development of music through various ages
- Computer based music creation
- Reading, writing and comprehending the language of music through notation and playing the keyboard
- Ensemble work and/or solo performance on an instrument/voice (depending on the experience level of the student).

This semester course leads into the Music Masters course in Semester Two.

Future Directions

- Year 10 Music or Year 10 Music Experience (Semester or Full Year)
- VET Music

ART/DESIGN (GENERAL) (ELECTIVE CHOICE)

Full Year/Semester

Semester (Elective)

Preferred Background:

Students who are eager to extend their skills in the Visual Arts

Subject Outline

- Develop and refine techniques in a variety of media
- Conceptualise and develop themes and applying your own ideas to artworks
- 2D drawing, printmaking and painting through practical application and the study of Historical and Contemporary works
- 3D ceramics and sculpture. Studying and evaluating past and present visual arts culture
- Develop displays of the finished artwork
- Evaluate displays and artworks

Capabilities

- Literacy
- Critical and Creative Thinking
- Personal and Social Capability
- Intercultural Understanding

How will I be assessed?

- **Marking:** Folio, Practical 70%
- **Responding:** Visual Study, Reflection 30%

Future Directions

- Year 10 Visual Arts (Art General 2D)
- Year 10 Visual Arts (Art General 3D)
- Year 10 Visual Arts (Ceramics)
- Year 10 Visual Arts (Digital media)
- Year 10 Visual Arts (Fashion)
- Year 10 Creative Arts (Interior products)

CODING AND ROBOTICS

(ELECTIVE CHOICE)

Full Year/Semester

Semester (Elective)

Preferred Background:

Students who have an interest in computer programming and robot design

Subject Outline

- Building and coding autonomous (robotic) vehicles and other devices.
- Principles of good programming.
- Exploring and experimenting with a variety of programmable devices (including robots) to gather and analyse data, form conclusions and make recommendations.
- Programming (coding) in a general-purpose programming language.
- Investigating the impacts of robotics and automation on society.

How will I be assessed?

Students complete assessments that develop their coding and design skills, collaborative skills and problem solving skills. Students will be assessed at particular mastery milestones, and on their team-based product and presentation.

Future Directions

- Year 10 Digital Technologies

COMPUTER GAME DESIGN

(ELECTIVE CHOICE)

Full Year/Semester Preferred Background:

Semester (Elective)

Students who are keen gamers and wish to learn about aspects of the gaming industry

(The course is NOT about developing and playing games every lesson but designed for those students who are interested in all aspects of the gaming industry)

Subject Outline

- Principles of game design and game production.
- Gaming technology.
- Exploring what makes a 'good game' and the game design process.
- Using the popular Game Maker software to construct your own 2D game.
- Programming code, different gaming platforms and graphic design.
- Investigating the multi-billion dollar gaming industry and the positive and negative. impact of games in the lives of gamers.

Future Directions

- Year 10 Digital Technologies

DANCE (PERFORMING ARTS)

(ELECTIVE CHOICE)

Full Year/Semester

Semester (Elective)

Preferred Background:

Previous Dance or performance experience would be beneficial. A passion for dance and movement is desired.

Subject Outline

Dance is a special part of the history of human movement, culture, communication and an important factor of human social development.

In Year 9 Dance, students will explore more deeply the elements of dance and choreographic intent, having opportunities to review and apply them to the development of a dance work.

Students will:

- explore the concept of Narrative in Dance,
- learn how to generate their own Dance vocabulary to sequence and manipulate movement for effect,
- and cast a critical eye over professional dance performances, engaging in discussion that drives development of their own dance practice.

Future Directions

- Year 10 Dance

DESIGN AND TECHNOLOGIES (CAD/3D PRINTING) (ELECTIVE CHOICE)

Full Year/Semester

Semester (Elective)

Preferred Background:

Students who are interested in working with CAD software and 3D printing

Subject Outline

- Learning about safety factors and sustainable practices.
- Learning to use the variety of solid modelling methods and printing software required to produce 3D printed products.
- Designed solutions requiring selection and advanced skills.
- Designing, including planning using digital technologies, making and evaluating an individual project.
- Exploring and testing a broader range of skills, processes, materials, emerging technology and the use of 3D printers.
- Learning to cost their project, developing skills in the variety of finishing processes.
- Building on evaluation skills by learning to write and report on the processes they have experienced.

Capabilities

- Numeracy
- Literacy
- Critical and Creative Thinking
- ICT Capability

Future Directions

- Year 10 Material Solutions (Metals Engineering)
- Year 10 Material Solutions (Furniture Construction)

DESIGN AND TECHNOLOGIES (METAL/WOOD) (ELECTIVE CHOICE)

Full Year/Semester

Semester (Elective)

Preferred Background:

Students who are interested in working with wood/metal materials.

Subject Outline

- Learning about safety factors and sustainable practices.
- Learning to use the variety of tools and machinery required to work with metal/wood.
- Designed solutions requiring selection and advanced skills.
- Designing, including planning using digital technologies, making and evaluating an individual project.
- Exploring and testing a broader range of skills, processes, materials, emerging technology and the use of machinery.
- Learning to cost their project, developing skills in the variety of finishing processes.
- Building on evaluation skills by learning to write and report on the processes they have experienced.

Capabilities

- Numeracy
- Literacy
- Critical and Creative Thinking
- ICT Capability

Future Directions

- Year 10 Material Solutions (Metals Engineering)
- Year 10 Material Solutions (Furniture Construction)

DRAMA (PERFORMANCE) (ELECTIVE CHOICE)

Full Year/Semester Preferred Background:

Semester (Elective)

This course is for students who really enjoyed the experience of Drama in Semester One and would like to further extend their skills. The emphasis of the course is learning just what it takes to collaboratively produce a successful show.

Subject Outline

- Whole class production, based on a script and presented to various audiences. Students might elect to be in a technical role or an acting role. Students will work collaboratively with their teacher, contributing ideas and possibilities, to create a successful show.
- Becoming familiar with drama technology as well as technical and practical elements such as lighting, make-up, sound and costume and set design.
- Creating collage pieces of drama to allow students to make statements about their beliefs and ideas. This might be a filmed piece.
- Study of a play script for experimentation around a group scene and design and individual work.
- Possibly undertaking a film study relevant to the course.
- A practical study of Theatre in Education is also possible depending on time and the availability of a Westbourne Park Junior Primary class.
- Improving personal confidence and competence, and overall team work, are at the forefront of this course as students are always encouraged to pursue their passion for Drama.

Future Directions

- Year 10 Drama (Semester or Full Year)
- Year 10 Drama (Theatre Production)

FOOD TECHNOLOGY

(ELECTIVE CHOICE)

Contact Teacher(s)

Ros Patterson/ Ellie Rossi

Full Year/Semester

Semester Only

Preferred Background:

A commitment to responsible behaviour to ensure a safe working environment and an interest in food, nutrition and sustainability

Subject Outline

Students will develop their capacity to make decisions and respond critically and creatively to practical concerns of individuals, families and communities.

Drawing elements of learning from Health and Physical Education and Technologies, Food Technology provides skills and knowledge to make informed nutritional choices and gain an understanding of food origins. Students will learn about Food Safety and Hygiene while preparing a variety of meals.

Topics

- Managing food hygiene and safety
- Understanding recipes and sensory properties of food
- Nutritious eating
- Farm to fork (food miles)
- Introduction to Food Science

Literacy Focus

Students develop literacy skills to understand and use terminology related to food and nutrition and completing tasks to investigate, communicate design ideas and evaluate processes and solutions against comprehensive criteria.

Numeracy Focus

Numeracy skills are developed when students interpret numerical information in recipes, measure and weigh food portions, costing dishes/menus and analyse data and statistics.

How will I be assessed?

- | | |
|-----------------------------------|-----|
| • Knowledge and understanding | 40% |
| • Processes and production skills | 60% |

Future Directions

- Year 10 Food Technology

LANGUAGE (CONTINUERS) (ELECTIVE CHOICE)

Students who wish to continue with a language in Year 10 must choose Italian (Continuers) OR Japanese (Continuers) in **Semester 2** (as well as the compulsory for Semester 1 ie a full year of language).

This information below gives you a brief description of Year 10 Languages.

Full Year/Semester

Full Year

Subject Outline

Students develop language and communication skills, socio-cultural awareness and understanding through a variety of audio, visual and written texts. Students also develop confidence in their English language skills through the study of Italian or Japanese.

Literacy Focus:

Students develop skills to communicate effectively in a variety of contexts for a range of purposes and audiences.

Students:

- Interact with others to exchange information, ideas, opinions and experiences.
- Create spoken, written, visual, and multimedia texts for a range of purposes and audiences.
- Present informed views, supporting their opinions with evidence gathered.

Such examples include: informal letters, diary entries, conversation/interview/speech scripts, post cards, emails, SMS messages, reviews, reports, and narratives

Technology Focus:

Students research and report using various means of technology such as:

Internet use (including online activities) Digital Photo Story, Word, Publisher

Numeracy Focus:

Students become familiar with numbers, dates and terms for mathematical operations in Italian. They apply numeracy skills when they use tables and graphs.

How will I be assessed?

- | | |
|------------------|-----|
| • Listening | 20% |
| • Speaking | 20% |
| • Reading | 20% |
| • Writing | 20% |
| • Research Tasks | 20% |

This subject leads to

- Stage 1 Italian (Continuers)
- Stage 1 Japanese (Continuers)

MEDIA ARTS (ELECTIVE CHOICE)

Full Year/Semester

Semester (Elective)

Preferred Background:

An interest in all aspects of media.

Subject Outline

- Plan and design media artworks
- Exploring areas of film making such as story boarding, acting, taping and editing
- Use of Pinnacle Studio Software
- Stop motion animation using DragonFrame software
- Developing techniques in stop motion animation
- Analysing media artworks from contemporary and past times
- Analysing a range of the three important forms of communication at the forefront of students' lives – the camera, computer and television
- Produce and distribute media artworks
- Evaluate media artworks

Capabilities

- Literacy
- Numeracy
- ICT Capability
- Critical and Creative Thinking
- Personal and Social Capability

Future Directions

- Year 10 Media Arts

MUSIC (MASTERS)

(ELECTIVE CHOICE)

Full Year/Semester

Preferred Background:

Semester (Elective)

Successful completion of the Semester One “Music: Sound Factory” course and/or an ability to read, write and understand music notation. Ability to play an instrument/voice. (It is a requirement that instrumental/vocal lessons are to be taken concurrently with this course)

Subject Outline

Music mastery is an ongoing journey of passion and commitment. This course is designed especially for students who wish to further extend and refine their musical abilities, and for those who may wish to study Music in the Senior School or at a Tertiary level.

The Music Masters course will give students the opportunity to:

- Deepen their understanding of how to apply musical conventions when writing and/or performing music
- Develop excellent aural skills when responding to a piece of music
- Broaden rehearsal and performance experiences (as a soloist or ensemble member)
- Create computer based music in a more purposeful manner
- Learn about the famous musicians and performers who have come before us

Future Directions

- Year 10 Music or Year 10 Music Experience (Semester of Full Year)
- VET Music
- SACE Music subjects

MUSICAL THEATRE

(ELECTIVE CHOICE)

Full Year/Semester

Semester (Elective)

Preferred Background:

A passion for singing, dancing or acting or an interest in stagecraft.

Subject Outline

This course is for students who have an interest in Musical Theatre and who may wish to take part in the 2021 College Musical *Wicked* in an on-stage role or as part of the production team.

Students will explore:

- The origins of Musical Theatre and its evolution throughout history
- Voice, gesture and body language in order to convey character
- Singing in an ensemble and/ or as a soloist
- Dancing in an ensemble and/ or as a soloist
- Collaborating with other cast and team members to bring a favourite scene to life
- Researching a role and preparing for an audition.

As this course is delivered during Semester 2, students will have the opportunity to take part in the planning and preparation of the 2021 College Musical.

Future Directions

- Stage 1 Creative Arts (Musical Theatre)
- Year 10 Drama (Semester or Full Year)

STEAM (ELECTIVE CHOICE)

Full Year/Semester	Semester (Elective)
Preferred Background:	C grade or higher in Year 8 Mathematics and Science

Subject Outline

Students will explore aspects of science, technology, engineering and mathematics in an integrated approach. Students gain and apply knowledge, deepen their understanding and develop creative and critical thinking skills within an authentic context.

The subject is approached from an inquiry or project-based learning framework

Capabilities

- Literacy
- Numeracy
- Information and Communication Technology
- Critical and Creative Thinking
- Personal and social
- Ethical Understanding

How will I be assessed?

Students complete assessments that develop their engineering and design skills, collaborative skills and problem solving skills. Students will be assessed at particular mastery milestones, and on their final team-based product and presentation.

Future Directions

- Leads to Science, Mathematics and Design & Technology at Year 10 and SACE

