



## YEAR 10 HANDBOOK 2009

The Senior School at GMAS enables us to treat students like young adults. We are committed to creating a dynamic and supportive learning environment where students can achieve to their full potential. Our curriculum program supports all students in having the ability to learn and progress via appropriate teaching and learning styles and through access to current learning technologies.

The Curriculum in the Senior School is designed to support the development of the whole person - a person with positive self-image who seeks the best from their ability and respects the rights of others.

Year 10 is a formation Senior School Year where we prepare students for the challenges of Senior Secondary Schooling. It is a time when students are counselled into making informed decisions regarding their Senior Secondary Courses of Study. Programs of work prepare students for Tertiary Entrance Examinations or Vocational Pathways.

Students and parents will be provided with a clear understanding of the student's progression via Outcomes Based Education, through appropriate assessment, reporting and monitoring procedures.

### **Curriculum Offerings**

When selecting subjects it is important that students consider the career pathway that they may follow during their Senior Secondary Schooling. The Year 10 program has been modified to meet the needs of our students and assist them in making a smooth transition into the following years of study.

Students need to be aware that subject selections made in Year 10, and the level of study completed in core subject learning areas {English, Mathematics, Science, and Society and the Environment} will impact on subjects available to study in both the Tertiary and Vocational pathways. It is important that when students are in Year 10, they are aware of the desired pre-requisites for entering Courses of Study, as it allows for:

- effective attainment of goal setting
- success in the chosen tertiary or vocational pathway

## **ACADEMIC MATTERS**

Each Learning Area administers curriculum in different ways.

Core Learning areas are streamed into courses to enable staff to effectively prepare students for their work in selected Courses of Study. Streaming will be based on the student's achievements in Middle school. Due to curriculum content varying, courses are quite different in the level of outcomes covered and assessment, therefore movement by students is restricted.

## **YEAR 10 SUBJECT OFFERINGS 2009**

All students shall complete outcomes from the following learning areas:

- Christian Religious Studies
- English
- Science
- Mathematics
- Physical Education / Health
- Society and the Environment

In addition, students select three of the following learning areas that are all year-length units of work. However, please note that to operate in a calendar year, minimum enrolments, as determined by the school, are required.

- Advanced Physical Education
- Aviation
- CRS (Christian Religious Studies)
- Dance
- Design and Technology
- Drama
- Food Technology
- Information & Communication Technology (ICT)
- LOTE (Italian)
- Materials Technology
- Media Studies
- Music – (Instrumental)
- Textile Technology
- Visual Arts (Art and Design)

## Year 10 Course of Study: 2009

The Course for students in Year 10 will consist of two major components:

- i) Compulsory subjects (Core) for the duration of the year:
- |                    |                                    |
|--------------------|------------------------------------|
| English            | 5 periods at ~ 47 minutes per week |
| Mathematics        | 5 periods at ~ 47 minutes per week |
| Science            | 5 periods at ~ 47 minutes per week |
| SOSE               | 5 periods at ~ 47 minutes per week |
| Physical Education | 2 periods at ~ 47 minutes per week |
| CRS                | 1 period at ~ 47 minutes per week  |
| Health Education   | 1 period at ~ 47 minutes per week  |
- ii) Elective subjects (non-core) for the duration of the year. Students will have the opportunity to request to undertake TWO of the following subjects for two periods of ~ 47 minutes per week each.

Advanced Physical Education  
Aviation  
Christian Religious Studies - Ethical Decision Making and  
Community Care  
Dance  
Design and Technology  
Drama  
Food Technology  
Information & Communication Technology [ICT]  
LOTE [Italian]  
Materials Technology -Metal  
Materials Technology –Wood  
Media Production  
Music – Instrumental  
Textile Technology  
Visual Arts (Art and Design)

## Year 10 Subject Descriptors

As an entry point to Senior Secondary Schooling, students in Year 9 studies within the Middle School select subjects that they have a passion and a genuine interest in.

It is the aim of the school to place students in the subjects that they request. It may be necessary however, as a consequence of timetable constraints, to place students into their non preferred option.

When choosing subject electives for Year 10 it should be noted that the electives are not gender biased.

## **ENGLISH**

English covers outcomes that have embedded skills from the areas of Writing, Reading, Speaking, Listening, and Viewing. All outcomes are interrelated, and therefore a student's progress in one outcome will no doubt impact on other outcomes.

English studies are essentially the study of language as cultural constructions. From this, we understand how language works within its various forms and contexts, and how we use language to make sense of our world. Students will learn that it is through understanding the purpose of language that they shape their knowledge and understanding of the world in which they live and themselves. Students will learn how to identify the underpinning values and attitudes in texts and in doing so, will become critical readers.

This course is designed to prepare students for the Courses of Study in Senior Secondary Schooling. Secondary Graduation requires the demonstration of literacy at a C Grade.

All Year 10 students will be given opportunities to actively participate in learning programmes that prepare students for their Senior Secondary Schooling. There will be an emphasis on the analysis of texts including a range of print texts from selected novels to feature articles. The non-print component will require students to study how language is used in both feature films and documentaries. Students will develop their formal essay writing skills, but will be expected to demonstrate a range of writing skills appropriate to various situations. Students will also develop their study skills and it is expected that they will demonstrate signs of becoming independent learners. Oral presentations will also give students opportunities to develop confidence in speaking before an audience.

## **MATHEMATICS**

The courses offered are designed to develop students' positive attitude and appreciation of Mathematics whilst preparing the students for Courses of Study in Senior Secondary Schooling. Students will have the opportunity to demonstrate

their understanding and application of Mathematics in a variety of assessments and activities including tests, exams, assignments, investigations and quizzes.

Students undertake studies in areas such as:

- Number
- Exponential Notation
- Measurement
- Space
- Geometry
- Chance and data
- Probability
- Algebra
- Trigonometry
- Statistics
- Factorising

### **Elaboration**

#### Working Mathematically

Students use mathematical thinking processes and skills in interpreting and dealing with mathematical and non-mathematical situations.

#### Number

Students use numbers and operations and the relationships between them efficiently and flexibly.

#### Measurement

Students use direct and indirect measurement and estimation skills to describe, compare, evaluate, plan and construct

#### Chance and Data

Students use their knowledge of chance and data handling processes in dealing with data and with situations in which uncertainty is involved.

#### Space

Students describe and analyse mathematically the spatial features of objects, environments and movements.

#### Pre-Algebra and Algebra

Students use algebraic symbols, diagrams and graphs to understand and reason.

Studies in this learning area can lead to Mathematics general and specialist courses and Mathematics in the VET pathway.

## **SCIENCE**

Living in a modern world, which depends so much on science and technology, requires a student to have an increasing level of scientific literacy. Our science curriculum is designed to provide experiences in which our students can develop their understandings of the world. We aim to ensure that students finish their Middle School science with a balanced science education and the necessary prerequisites for further science in Senior Secondary Schooling. Assessments include tests, exams, investigations, research projects, class presentations, homework assignments and journal entries.

Based upon their overall achievement in Year 9 science, students will be placed into classes which will cover appropriate aspects of the courses listed below:

- Life and Living –Genetics and Evolution / Ecosystems
- Energy and Change
- Earth and Beyond – Our Precious Resources
- Introductory Chemistry
- Introductory Physics
- Biotechnology
- Working Scientifically
- Natural and Processed Materials

### **Elaboration**

#### Life and Living

Students understand their own biology and that of other living things, and recognise the interdependence of life. Students will study reproduction, modes of inheritance and evolutionary processes.

#### Natural and Processed Materials

Students understand that the structure of materials determines their properties and that the processing of raw materials results in new materials with different properties and uses. Students will study aspects of the atomic theory and the nature of compounds, chemical reactions, and the extraction of metals.

#### Energy and Change

Students understand the scientific concept of energy and explain that energy is vital to our existence and to our quality of life. Students will study the application of physics to motion and road collisions, and will investigate energy sources and uses.

#### Earth and Beyond

Students understand models, concepts and principles that explain earth systems, and that resource use is related to the geological and environmental history of the earth and can cause environmental change. Students will study how

resources are located, mined and utilised and examine some of the potential impacts on the environment.

#### Working Scientifically

Students demonstrate skills in investigating and communicating scientifically. They also apply science in everyday situations, acting responsibly and gain an understanding of the nature of science as a human activity.

Studies in this learning area can lead to TEE Chemistry, Physics, Environmental Science, Biological sciences or a more general Integrated Science course.

### **STUDY OF SOCIETY AND ENVIRONMENT [ S&E ]**

Society and the Environment is based on the view that all students are entitled to study History, Geography, Economics and Politics and Law as understanding the past, current economic issues and the environment is an important part of life as a whole. This learning area is about the empowerment of our students! Society and the Environment investigates people as social beings as they have existed and interacted with each other and the environment in time and place.

Society and the Environment encourages the development of:

- Practical skills such as timelines and chronological registers, graph analysis and interpretation, table and graph presentation, report writing, journal entries, cartoon and document analysis
- Information technology as learning strategies to enhance learning opportunities
- An awareness of issues that have shaped our lives, the world and the environment in the 20<sup>th</sup> Century
- A social consciousness and competence that will promote informed decision-making
- Independent and collaborative learning strategies in the learning environment to better facilitate incorporation into the workplace and
- Social and personal values clarification

Society and the Environment is divided into four learning areas:

#### History:

- Investigating and communicating findings on the causes and resolutions of major conflict
- Developing an awareness of contemporary current events issues that influence the world today

- Analysing the contributions that Australia has made to the international community during the 20<sup>th</sup> Century and
- Researching the role of cooperative organisations in the international community and their successes and failings

#### Geography:

- Ecosystems, their components and subsequent human modification
- Investigating and reporting on major world environmental issues
- Studying the interaction of the physical and cultural environment that produces land use patterns in Australia
- Practical implications of weather and climate and population patterns in Australia and
- Topographic mapping skills will be developed and upgraded

#### Economics:

- The study of resources, factors of production, scarcity and the economic problem are undertaken
- Opportunity cost and production possibility curves
- Supply and demand
- Australia's market economic system, firms and the role of government and
- Current economic issues

#### Politics and Law

- Political and legal inquiry. Students use inquiry skills to communicate an understanding of the principles, structures, institutions, processes and practices of political and legal systems.
- Political and legal systems. Students understand the operation of, and the relationship between political and legal systems.
- Stability and change in political and legal systems. Students understand the nature of stability and change in political and legal systems.
- Citizenship in political and legal systems. Students understand the skills and practices of citizenship and the factors that influence participation in political and legal systems.

Studies in this learning area can lead to TEE Geography, History, Economics, Politics and Law and the Business and Administration VET Pathways.



## **ELECTIVE SUBJECTS 2009**

STUDENTS WILL UNDERTAKE 2 OF THE FOLLOWING ELECTIVES FOR THE DURATION OF THE SCHOOL YEAR. EACH WILL BE FOR 3 SESSIONS PER WEEK.

### **Advanced Physical Education**

Advanced Physical Education is a course designed to meet the needs of students who exhibit an obvious interest in health and fitness, physical activity and sport. The focus of the course is primarily on practical sporting activities, with a minor theoretical component.

Advanced Physical Education in Year 10 offers an introductory course to those students interested in selecting a Health and Physical Education course of study in Years 11 and 12.

The learning program covers aspects such as:-

- Skills for physical activity
- Knowledge and understandings
- Self-management skills
- Interpersonal skills
- Attitudes and values

The course aims to provide students with interesting and meaningful learning experiences and a diverse range of physical activities to motivate students in their sporting pursuits. Three practical sport units (lasting one term each) are to be completed during the Year and could be selected from the following list: volleyball, squash, tennis, cricket, soccer, badminton, baseball, football.

The remaining term will be spent completing a peer coaching unit, which will be mostly practical with a minor theoretical component. Coaching styles, attributes of an effective coach and components of a training session will be studied.

### **Aviation**

2009 is an exciting year for students here at GMAS. It is the introduction of Aviation as a course of study in Years 11 / 12. There are very few schools offering this program and even fewer with teacher/pilots instructing the students!

The introductory program is diverse and is geared as a preamble for the Year 11 and 12 Aviation course. It must be understood that Aviation is a subject that is multidiscipline. It involves high level thinking across many academic subject areas. For example, Physics (Aerodynamics) Mathematics, English, Science, and Computing to name just a few! However, success in this course will open a multitude of job opportunities, from a career in the military to an exciting and ever changing profession in the commercial flight industry.

**Part 1**  
**Airfield Operations**

**Part 2**  
**History of Flight**  
**(Research Project)**

**Part 3**  
**Aerodynamics**  
**Controls**

**Part 4**  
**Meteorology Hazards**  
**Basic Navigation**  
**Human Performance and**  
**Limitation**



### **Christian and Religious Studies -** **Ethical Decision Making and Community Care**

In the CRS Ethical decision making and Community Care Course of Study students, explore community groups that seek to connect people and add meaning and purpose to their life. Students explore Christian values and ethical decision making in relation to relevant personal and social concerns and develop a growing capacity to love tenderly and act justly.

Students investigate models of human development and apply their understandings in a range of contexts including interactions with children, parents, families, and other community settings. They gain an understanding of policy and service provision and develop advocacy skills through active involvement in community and volunteer services.

The learning program covers aspects such as:-

- Determining how decisions and judgements related to ethical issues and social concerns can impact on the wellbeing of a community or nation
- Explaining the relationship between values, community service and a sense of altruism in the community and
- Exploring community groups that seek to connect people and add meaning and purpose to a person's life

## **Dance**

The emphasis of the unit is on developing dance skills and repertoire through creating and manipulation of the choreographic process and applying this in performances through different dance styles including contemporary, jazz and tap. Students will be encouraged to participate in performances during the Year.

The learning program covers aspects such as:-

- Preparing the body to dance, whereby students will be improving their fitness and work on their flexibility
- Exploring different forms of dance styles
- Participating and being involved with choreographing small group and class dances incorporating the elements of dance and choreographic devises of dance
- Working on how to perform on stage as a performer
- Opportunities to view and critique dance performances when available

## **Design and Technology**

This course is intended to give students an insight into the tools used by designers in the modern industrial world.

Students are given design briefs which allow them to construct mock-ups, models and prototypes that satisfy predetermined criteria. An emphasis will be placed on problem solving as skills are acquired. This will encourage students to apply skills and knowledge to achieve a practical outcome.

The learning programme covers aspects such as:

- Ability to confidently and successfully use a wide range of information technology hardware and software through the integration of CAD/CAM principles.

- Use of innovative strategies appropriate to achieve solutions to technology challenges through exploring the use of solar energy and robotic principles.

At the completion of this course students will have gained a sound background to enable them to equip themselves with courses of study material. (Materials Design and Technology, Engineering Studies and Visual Communication Design.)

The assessment in this course is of a practical nature which is based on the student's ability to achieve set prescribed outcomes from the Western Australian Curriculum Framework.

## **Drama**

Drama is not only for the natural drama queens! If you are interested in improving your confidence, public speaking, creative thinking skills, group work, or you are just looking for a subject that is different – look at Drama. Over the Year, this unit of study will cover the skills for voice, body movement, facial expressions, characterisation, improvisation and scripted performances. Students will be given the opportunity to explore, plan, develop and communicate a range of ideas both theoretically and in active performance. Students will examine and reflect upon dramatic arts in society through available performances. Students will also begin the transition towards a more distinct, individual style of dramatic art.

The learning program covers aspects such as:-

- Performance using body language, physical movement, vocal and improvisation
- Script writing, rehearsing, and stage craft and
- Responding and Reflecting to The Arts

The program will include term long tasks such as monologues, mime, scripted performance and forms of theatre.

## **Food Technology**

Do you enjoy food? Are you interested in learning to cook? Are you considering a career in the Hospitality and Tourism Industry?

The Year 10 Food Technology course includes two main topics, International Cuisine and Entertaining with Foods. This course caters for students who either have an interest in food and enjoy preparing a range of different foods or are looking to pursue a career in the Hospitality Industry. The course focuses on the practical aspects of food preparation and presentation in relation to the topics.

The International Cuisine topic will allow students to be introduced to foods from around the world through a range of practical activities. They will investigate the food habits and customs of other cultures. Students will gain skills and knowledge associated with different cultures in terms of technology, equipment and food preparation. Included in the course are practical lessons that concentrate on food from different countries, sessions run by the students and own choice of recipes.

The Entertaining with Foods topic aims to introduce and explore a range of foods from the menu. Students will develop their knowledge and understanding of how food is used as a socialising agent and prepare a range of foods from the various courses of the menu. Café culture, menu planning, food presentation and celebrating with food will be included in the course.

Students will develop life skills as well as a wide variety of transferable skills and knowledge, including and understanding of food safety, hygiene, budgeting and meal planning.

The learning program covers aspects such as:

- ◆ Recognise the relationship between the use of materials and their purpose
- ◆ Develop skills and techniques necessary to work and process materials.
- ◆ Demonstrate an appreciation and respect for other cultures.
- ◆ Apply safe and cooperative work practices.

### **Information & Communication Technology [ ICT ]**

Students will be exposed to technology and its uses in a variety of contexts. They will utilise digital manipulation to create an animated blockbuster from a series of still shots and Advanced Object Oriented Programming through the use of Gamemaker software. Students will also hone their general computing skills through extended classroom use. The course is sufficient preparation for students entering Year 11 /12 computing Courses of Study.



## **LOTE [ Italian ]**

It is presumed that students who choose Italian in Year 10 have successfully completed the Italian course in Year 9, or have completed studies in Italian to an equivalent level.

Students further develop their knowledge and understanding of Italian language and apply it more creatively. There is an emphasis on practical and useful language use, as well as important insights into modern and traditional Italian culture.

Language gained at this level will be extremely valuable as an adjunct to employment in, for example, the tourism and hospitality industries, or in mining and business. It can also lead to opportunities in interpreting / translating, teaching, the diplomatic or foreign services, journalism and the media.

The learning program covers aspects such as:-

- The World of Youth
- Relationships (family/friends)
- Spending and earning
- Lifestyle of Australian and Italian teenagers
- Communicating (mobile phones, messaging, email)
- Travel
- Tourism & terrorism
- Extreme travel and eco-tourism
- Promoting Australia and
- Italian culture in the local community

## **Materials Technology**

This course continues to foster the skills already developed in the middle school years and students are introduced to more complex tasks in the process of design, materials and the technology process.

Students are required to show skills in the presentation of working drawings and sketches and to plan and execute the production of projects to a “best I can do” standard.

The learning program covers aspects such as:

- The creation of a design folio including drawings and photographs
- The production of several projects

- The design and manufacture of a complex project using composite materials and the integration of CAD/CAM principles.
- Demonstration and application of appropriate health and safety procedures when working with computers and metal working machinery.

At the completion of this course students will have gained a solid background to enable them to access several of the new courses of study. (Materials Design and Technology, Engineering Studies and Visual Communication Design.)

The assessment in this course is of a practical nature which is based on the student's ability to achieve set prescribed outcomes from the Western Australian Curriculum Framework.

### **Media Production**

This course is designed to teach students how important the media is in daily life. Skills that will taught include

- Scripting techniques.
- Video camera operations.
- Downloading of footage
- Use of downloaded footage to edit into a final product.
- Voice over as a layer onto videos.
- Producing final products in different contexts – DVD, videocasts, insertion into websites.

As well as the above skills, students will learn how media shapes peoples thinking and how it influences their decisions. Students will at this in a variety of contexts such as:

- Blockbuster Films
- Television
- Newspapers
- Television Commercials
- Radio
- On-Line media
- Photography

This is an exciting course that will broaden the students understanding of media and its powerful influences in modern society.

## **Music – Instrumental**

The Music course is designed to extend the skills developed in Years 8 & 9 and prepare students for entry into the Music Course of Study in Years 11 & 12. It is essential that students who choose music in Year 10 have the ability to play an instrument and have successfully completed music in Year 9.

Assessments are mostly performance based and each student will be required to demonstrate outcomes on an individual basis, when completing both individual and group based activities.

The learning program covers aspects such as:-

- Students creating musical compositions that communicate their own ideas, using the forms, skills and techniques that have been analysed and used in class
- Students further developing their musical skill on their instrument(s) and will have opportunities in rehearsing and performing a variety of music both individually and as part of an ensemble
- Students using appropriate technologies to aid the creation and interpretation of music
- Students discussing, analysing and evaluating a wide range of musical styles and reflect on the creative and thinking processes of their music experiences and
- Students valuing the role of music in society and gaining an understanding of the diversified styles and uses of music

Students will be awarded a level at the completion of each semester. Assessment tasks will include performances, creating and arranging music and written assignments.

Students in Years 11 and 12 can choose to study the Music Course of Study. This course is outcomes based and students will need to demonstrate these outcomes to the best of their ability.

## **Textile Technology - Fashion Frenzy**

Are you interested in fashion? Would you like to create your own fashion garments? Contemplating a career in design? If so this course could well be for you.

Textiles are all around us. We wear textiles, we sleep in textiles, and we need them to keep us warm and safe. They keep us in fashion and, most importantly, they help make our lives comfortable.

This is a practical course intended for those students seeking to improve their skills when creating textile articles and fashion garments. Students will investigate the principles of design and apply these to the production of fashion design projects.

Students will also investigate what a fibre is, how fabrics are made, commercial patterns, advanced construction techniques and more. Students will also see how technology influences the textiles world, learn how to design, produce and evaluate textile items and enjoy hands on experience. They will carry out design projects that allow students to broaden their knowledge of textiles and put into practice the things learnt.

The learning program covers aspects such as:

- ◆ Apply knowledge, skills, experience and resources to the development of technological solutions
- ◆ Investigating a range of different types of fabric, their uses and their properties
- ◆ Recognise the relationship between the use of materials and their purpose
- ◆ Develop skills and techniques necessary to work and process materials
- ◆ Devise ways of creating or modifying existing products and materials

Textiles Technology is a subject that is fun, interesting and ever-changing! Textiles are a necessary part of society and fascinating to study, so don't sit back, become involved and enjoy.

### **Visual Arts (Art and Design)**

The *Visual Arts* course encompasses the practice and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination and develop personal imagery, develop skills, and engage in the making and presentation of artworks.

The *Visual Arts* course places value on uniqueness and individuality. It will assist students to value and develop confidence in their own creative abilities and to develop a greater understanding of their environment, community and culture.

The *Visual Arts* course encourages students to develop problem-solving skills together with creative and analytical ways of thinking. Innovation is encouraged through a process of inquiry, exploration and experimentation; students transform and shape ideas to develop resolved artworks. Students engage in art making processes in traditional and new media areas, which involves exploring, selecting and manipulating materials, techniques, processes, emerging technologies and responses to life.

Students gain knowledge, understanding and appreciation of art and culture, in both Australian and International contexts. Students analyse and evaluate their own works and the works of others and develop an appreciation of the role of art in the community and their daily lives.

The learning program covers aspects such as:-

- Developing creative skills, critical appreciation and knowledge of artistic techniques and technologies
- Focusing on student's art skills, ideas, responses and understanding of art in society as well as an emphasis on organization and safety
- Developing independence and confidence in choices about practical and design work and
- Beginning to further improve their drawing skills with a wider range of mediums and techniques and subject matter

Students work with a folio approach that documents all design and written work completed in the course. Each project addresses the Arts outcomes and assessment areas, namely those of Arts Ideas / Arts Skills and Processes / Arts Responses and Arts in Society.

***Students need to demonstrate grades in Year 10 that substantiate the learning required for some Year 11/12 Courses of Study. Students wishing to access Year 11 Courses of Study at a stage 2 or 3 will need to be demonstrating a B grade or higher in their Year 10 Courses.***

*This information is correct at printing but is subject to change as a consequence of student selections.*

*Further information on Curriculum matters in the Senior School is available by contacting the Deputy Principal Mr T J. Kosicki*