

Mission Statement

In a supportive Christian environment, reflecting the philosophy of the Sisters of the Society of the Sacred Advent, provide

excellence in teaching and learning
within a broad, balanced and flexible curriculum
complemented by other school activities;
preparing confident, compassionate and capable young
women able to contribute in a global community.

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In Term 3 the Year 9 students will be addressed by each Head of Faculty during the Year Level Assembly time. The curriculum details and requirements of each elective subject will be outlined. Students will have the opportunity to ask questions about the subjects they may be interested in pursuing next year.

In addition to these information sessions, the School will conduct a Parent Information Evening on

Students will learn the basic business and accounting theory associated with operating a business, developing a product and buying and selling their product. They will learn about the world of work, and have the opportunity to develop employability and enterprise skills. This subject also explores the ways individuals, families, the community, businesses and governments make decisions in relation to the allocation of resources. It aims to enable students to understand the process of economic and business decision making and its effects on themselves and others, now and in the future.

Entrepreneurship

The roles and functions of business marketing, operations, finance, human resource management;

Enterprising skills (communication, negotiating, planning, problem solving);

The accounting process;

Exploring ways businesses respond to changes in the global economy;

Basic Principles of Economics: Needs and Wants, Resource Allocation, Circular Flow Model, Supply and Demand, the P

A year long course, students will extend on their prior knowledge of the Elements of Drama within forming and presenting dimensions. Additionally, improvisation and acting techniques will be explored to create engaging theatrical experiences. Particular reference will be given to acting techniques, concluding with a large scale production delivered to a live audience. This course is structured so that students who do not study Drama in Year 9 are not disadvantaged.

Improvisation
Course Production (Full length Play performed to audience)
Acting Studies
Gothic/Magical Realism

Exploring the Elements of Drama in the shaping of performances for an audience
Developing literacy through workshopping text into action; including student devised scripts
Researching and linking existing text with self-devised work
Viewing live performances as fundamental learning in the arts

Forming: Focused Script or movement work
Presenting: Play text or Student Devised performance
Responding: Analysis of live or recorded live performance.

The Year 10 Literature course, to their	Victoriana, is a specialis	sed study in English that stu	dents may choose to do ir	addition

Students who enjoy using their practical skills in the areas of food and textiles are encouraged to choose these units. This course develops further their existing skill set in the areas of food selection and presentation, and interior design and fashion. The international food scene, hospitality industry and textile and fashion design industry are the focus of the learning experiences and assessment pieces called design challenges.

International foods, food selection and presentation Interior design, textile design, and the design elements Hospitality industry, events planning, high tea Fashion design, pattern drafting and alteration, promotion and marketing

Learn a variety of international food preparation and presentation principles Plan and produce menus

Use a range of kitchen appliances and tools in the production of complex dishes

Develop basic to advanced sewing and construction skills in the making of textile items such as soft furnishings Employ decorative textile techniques such as tie dying, screen printing and stencilling, appliqué, beading, sequins, hand painting and quilting

Learn a variety of food preparation and presentation techniques, as used in the hospitality industry Apply pattern styling and construction techniques to produce clothing items, employing sewing machines, overlocking and fastenings

Practical food and textile items, that are examined in terms of their quality and the skills required.

Geography focuses on the investigation of specific environmental management and human development and well-being issues. Each semester students will have the opportunity to complete studies in these two areas.

Students will commence their course with an overview of the major challenges facing key biomes and regions around the world.

Languages are the medium thr	ough which we learn at	pout the world and develo	op curiosity about nev	v ideas, values,

Legal Studies endeavours to provide students with the knowledge of how the judicial system operates. Within this framework students will investigate the consequences and impact of these systems on various members and groups within society. This course provides students with an introduction to the parliamentary and criminal justice systems.

Students should be able to:

Understand that the law is necessary to regulate the behaviour and actions of consumers and members of society Examine the nature and features of different types of law and legal procedures in Australia Identify and solve criminal legal problems through the application of relevant legal principles Identify and appreciate the changing nature of the law, and its effects on different stakeholders who are involved in legal issues

Develop communication, negotiation, planning and problem solving skills

An introduction to Law DNA versus civil rights Juvenile crime A comprehensive education in Multi Media provides opportunities for students to progress from creative and directed learning through to the consolidation of knowledge, understanding and skills. This learning area provides students with opportunities to develop practical skills and processes when using technologies and resources to create innovative solutions that meet current and future needs.

Learning in Multi Media involves the creative processes through which products, services and environments are designed and developed. Students learn how the design, development and use of technologies are influenced by the significant role they play enriching and transforming societies through our natural, managed, constructed and digital environments.

In doing so, students consider social, economic, environmental, ethical, legal, aesthetic and functional factors. In Multi Media Studies students manage projects independently and collaboratively from conception to realisation. They develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative design solutions.

The topics studied in the Multi Media elective take into account the growing need for students to design and create digital media elements:

Product Design Graphics Interactive Web Design Advanced Computer games Robotics

Students will undertake tasks to enable them to:

Design 2D Graphics using industry standard software

Design, create and maintain web sites

Music contributes to the holistic development of the individual through aspects such as memory, co-ordination, concentration and creativity. Students studying music are empowered by the medium of music to gain insight into their ever-changing world, to develop self-discipline and to deepen their aesthetic awareness. Central to the Year 10 Music Course are the three interacting dimensions of listening, composing and performing. The Year 10 course is presented so that students who did not study Music in Year 9 will not be disadvantaged. Extension projects may be offered to students who choose to study the Music

Science Extension is a one year course which seeks to extend passionate Year 10 Science students who anticipate taking up a senior science (especially Chemistry or Physics) in Year 11. Entry into this subject is dependent upon achieving well in the core science course during Year 9 and at the discretion of the Head of Faculty. This program will run independently of the core science subject. Work covered will prepare students for the rigour of self-managed experimental investigations as well as extending the knowledge base of students to further aid their transition into Senior Chemistry or Senior Physics. Science Extension is not a pre-requisite subject for Chemistry or Physics, but will facilitate each

Within the Science Extension course, time will be equally devoted to both Chemistry and Physics, extending upon the knowledge gained through compulsory science study and polishing skills required for careful scientific experimentation, problem solving, and report writing.

Topics studied will include, but are not limited to:

The concept of molarity Concentration, dilutions, and solutions Organic chemistry, Hydrocarbons Physics of music Physics of car crashes

A variety of quality learning experiences will be undertaken with the emphasis on gaining a high level of proficiency in investigative procedures and deve4 428a5td (h)4()-14(I)15()-34(vr)-3(28)d(imen)-6(15solu)-6()15(n)-5(s,)-9sis s 85.55 T[T47(I)3(imen)-6(15solu)-6()15(n)-5(s,)-9sis s 85.55 T[T47(I)3(imen)-6(15solu)-6()15(n)-5(s,)-9sis s 85.55 T[T47(I)3(imen)-6()15(n)-5(s,)-9sis s 85.55 T[T47(I)3(imen)-6()15(n)-5(s,)-9sis s 85.55 T[T47(I)3(imen)-6()15(imen)-6(imen

The Year 10 Health and Physical course offers two distinct modules of work per semester that either promote the health of individuals or develop the concepts and skills for physical activity. These modules provide students with a natural progression into Physical Education as an Authority subject in Years 11 and 12.

Each module in Health Education will focus on different health concerns and allows students to explore issues (of interest to them) which directly impact on themselves, their families, their friends and the larger community. In Physical Education, students will analyse the energy system requirements of Water Polo players, as well as understand the contributing factors to acquiring skills in Futsal. They will participate in practical activities related to both of these sports twice a week.

Social Justice Principles and the Ottawa Charter Adolescent Health Issues	Response to stimulus under exam conditions Design of a health promotion stimulus with written justification
Water Polo	Ongoing practical assessment

In Year 10, History students will gain an appreciation of the interactions between individuals, groups and institutions.

xt. The past century has

seen numerous changes socially, culturally, economically and politically and this time of transformation has led to profound changes in Australian Society. This course provides students with opportunities to analyse and interpret evidence, investigate the concepts of change and continuities, develop understandings regarding causes and effects as well as providing students with opportunities to contest and debate reliability, significance and impact of events, people, places and things. As a discipline, History has its own methods and processes and much of the work under taken by students requires them to interpret and analyse evidence, question values and interpretations and encourage debate

required for numeracy and to provide the skills necessary for future Mathematics study. Year 10 students are required to study either Mathematics 1 or Mathematics 2. Guidance will be provided by teachers regarding the most appropriate choice for each individual.

The curriculum at both levels is underpinned by the following general capabilities:
Literacy
Numeracy

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