

# LOWER SCHOOL SUBJECT HANDBOOK 2018



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**Subject Costings:** These costings are approximate at this stage and may change once reviewed by the school board. Final pricings will be contained in the end of year statement posted early December 2017

# Principal's Message

Congratulations on your choice of Southern River College for your secondary education. Southern River College is a vibrant school community that is meeting the needs of its students through dynamic programs, pathways and partnerships. We hope that your association with the school is a pleasant and rewarding one. This booklet outlines the academic courses available to students entering Year 7 to Year 10. The aim in selecting your program is to provide a 'taste' of subjects that fit your needs and/or interests and in subsequent years are in which you will ultimately specialize. Southern River College seeks to create opportunities for all students as they progress through our educational pathways. Along with a general education program our Educational Pathways programs include Academic Enrichment, Vocational Education Programs and STEM Education Programs. We support our student's cultural and sporting pursuits through our Inspire programs in Music, Soccer and Netball. We recognise that not all students learn at the same levels and provide support programs via our Teaching and Learning Centre (TLC), Literacy and Numeracy Development Classes and Autism Extension Program (AEP). The college prides itself in the delivery of quality teaching and learning programs. Our students in particular have the opportunity to varying pathways that are tailored to meet the needs of the individual. The college targets the studies of Minerals and Energy through its Academic, Technology and Trades Pathways. In conjunction students can undertake studies in our Inspire Programs of Netball, Soccer and Music.

At Southern River College we want to invest in our student's future by being open to their diversity and aspirations. We achieve this by creating enduring partnerships connecting industry and education together using exemplary practice. We recognise we are part of a global world and apply real world modelling in our classrooms and teaching practice. We want our students to excel and promote academic excellence and vocational aspirations for our students. We are committed to being a Positive Behaviour School. This involves: understanding social responsibility, and applying our values. We provide students, parents and staff with a sense of belonging to a school community with clear goals and expectations. We want our students to be confident and active citizens. Southern River College's RIVER Relationships, Identity, Virtues, Excellence and Respect core values are the foundations which are promoted across the College.

As part of our planning for successful students we create opportunities for our students by: recognising and developing potential through academic, cultural and sporting excellence and developing pathways for learning that meet the needs of the individual. We invest in our student's diversity and aspirations by: fostering understanding, empathy, cooperation and harmony within a culturally diverse school and by creating learning environments that are supportive and caring. We aim for enduring partnerships connecting industry and education together using exemplary practice. We achieve this through collaboration with our greater community inviting them to be part of classrooms and school community. We connect to the global world, applying real world modelling by: developing students and staff capacity to confidently meet the challenges of changing technologies and global societies and building student's ability to adapt to change and embrace innovation. Our college promotes academic excellence and vocational aspirations for our students by: challenging every student to achieve their full potential and capabilities. We want our students to be confident and active citizens. We achieve this by: encouraging participation, contribution and collaboration throughout the college activities and our classrooms. We are committed to inspiring our students. We achieve this by: promoting creativity, innovation, teamwork and leadership in our students and staff and providing inspiring learning environments and quality teaching building aptitude.

This booklet will assist you to make good decisions about the courses at our school. Our vision is about making a difference while supporting our students in a positive learning environment. We want our students develop the knowledge, skills, values and confidence to achieve their potential as individuals and as participants in a changing society. We encourage our students to be the best they can be and pride ourselves on delivering first class curriculum and pastoral care. Our focus is on making real opportunities for students to excel as they find their way from primary to secondary to their career aspirations and the global world.

I hope you and your child enjoy being part of our school community. We pride ourselves on inspiring young people to be the best they can be. If you would like more information please ring the college directly or go to our website [www.southernrivercollege.wa.edu.au](http://www.southernrivercollege.wa.edu.au)  
Everal Miocevich (Principal)

# What's on Offer?

## **Mathematics, English, Science and Humanities:**

Students will study 5 x 50 minute session per week per subject in Years 7- 10

## **Minerals and Energy Academy & Technology Pathways**

### **(Science Technology Engineering Mathematics Enrichment):**

Students who select the Minerals and Energy Academy and Technology Pathways in Year 7 have the opportunity to participate in STEM enrichment and extension programs both during and after school hours. Enrichment programs are tailored to develop critical thinking, innovation, creativity, analysis and collaboration skills of students by exploring processes and concepts in real world contexts of science, technology, engineering and mathematics. These skills are aimed at preparing students for future study at University, TAFE or employment in the STEM field.

## **Year 7 Academic Mathematics, English, Science and Humanities:**

Students will study 5 x 50 minute sessions per week

### **STEM Extension:**

Students will study 2 x 50 minute STEM option subjects + Subs in Schools Program Stepping Stones

## **Year 8 Academic Mathematics, English, Science and Humanities:**

Students will study 5 x 50 minute sessions per week

### **STEM Extension:**

Students will study 2 x 50 minute STEM option subjects + Subs in Schools Program- Build a Mini ROV

### **After -school Program:**

Robotics and Engineering

## **Year 9 Academic Mathematics, English, Science and Humanities:**

Students will study 5 x 50 minute sessions per week

### **STEM Extension:**

Students will study 3 x 50 minute sessions per week in various electives in the Arts and Technology areas including CAD, Digital Technologies, Engineering, Robotics, Media and Application Software + Subs in Schools Program-Design, Engineering, Robotics and Electronics

## **Year 10 Academic Mathematics, English, Science and Humanities:**

Students will study 5 x 50 minute sessions per week, as well as Chevron Powering into Careers Program through Science and Humanities.

### **STEM Extension:**

Students will study 3 x 50 minute sessions per week in various electives in the Arts and Technology areas including CAD, Digital Technologies, Engineering, Robotics, Media and Application Software + Subs in Schools Program-Design, Engineering, Robotics and Electronics

For more detailed information on the Academic and Technology Inspire Programs [click here](#)

# AUTISM EXTENSION PROGRAM (AEP)

The Autism Extension Program (AEP) is one of four programs in WA set up and supported by the Department of Education's Centre for Inclusive Schooling. The other 3 programs are based at Ashdale Secondary College, Ocean Reef High School and South Fremantle Senior High School. The program caters for students in Years 7, 8, 9 and 10, who have a diagnosis of High- Functioning Autism or Asperger Syndrome.

The program focuses on the achievement of positive academic, social and emotional outcomes for each student to maximise access to further education and employment success. Due to their disability, many students with Autism Spectrum Disorder find the secondary school environment confusing and difficult to navigate. Research has demonstrated that without sufficient support, these students often drop out of school.

At Southern River College a team of autism specialist teachers and education assistants provide support for the students in the program. The students also have access to a Home Room, where students are able to organise themselves for the school day, unwind to reduce anxiety when/if needed, complete schoolwork during agreed study periods, and to use as a safe place at unstructured times such as recess and lunch.

The students are all set up with an Individual Education Plan, which is established in collaboration with the parents, school staff and other relevant stakeholders. This plan is reviewed on a regular basis to ensure that the student's needs are met and academic, social and other individual outcomes are achieved.

There are two integral programs offered within the Autism Extension Program. The first one is our Very Important Life Skills Program (VILS), which includes one-on-one or small group sessions in which the students gain knowledge, skills and understanding of topics such as "social thinking," "friendships," "expected- and unexpected behaviours," recognising their own anxiety levels and other individually identified needs. The second program is our Community Access Program (CAP), which includes a weekly outing to the local shops, as well as two excursions per term. The aim of this program is to increase independence and put all learned skills into practice.

AEP staff are able to offer support for students through:

- in and out of class organisation
- structured time for homework assistance
- scaffolding for subject learning area tasks
- adapting tasks or assessment items
- advocating autism specific needs

Another role of the Autism Extension Program is to raise awareness about Autism Spectrum Disorders within the school community. The program and its students have positively contributed to Southern River College's inclusive education beliefs, where students' differences are accepted and individual talents are appreciated and developed.

## Enrolment Process

Selection of students to enter the Autism Extension Program (AEP) is monitored and determined by the Centre of Inclusive Schooling for the Department of Education.

The process of selection is completed in four stages:

1. Parents/Guardians of the student are required to complete an expression of interest form that is available at the College.
2. Parents/Guardians of the students are required to complete a specific questionnaire about their child and a subsequent interview with the College.
3. The College Student Services Manager visits the student's primary school to undertake an observational visit plus obtain written feedback about the student.
4. The information collated by the College is then presented to an independent panel that determines whether the applicant has met the criteria and is suited to the program and if so, is then offered a place in the program.

The College supports all applications and is present when the panel convenes however it is the panel's determination that decides whether a student enters the program or not. Although parents may wish to enrol their student in Southern River College's program this decision is determined by the panel that have a holistic overview of the needs of each student in each of the four units spread throughout the metropolitan area.

# The Teaching Learning Centre (TLC)

Southern River College's Learning Centre (TLC) offers a range of individual learning and personal development strategies for students who require additional assistance with their studies in Maths, English, Science and Humanities. The Centre is available for students in Years 7 to 9 by interview and testing only. Our TLC Program is a selected group of students who need greater support in Literacy and Numeracy through their middle years. The classes are aligned to the Australian Curriculum and provide students with individual learning programs based upon their particular levels of learning and engagement.

Students are supported in English, Maths, Humanities and the Sciences. Within a nurturing environment, our dedicated and experienced TLC teachers provide small group and/or one-to-one teaching. Collaboration with teachers, adjustments to assessment and support with behaviour management are just some of the methodologies in providing an education plan that aspires to encouraging the student to reach their personal best.

The TLC provides students with literacy and numeracy support. The literacy program focuses on the decoding process of reading by enhancing the students' phonic awareness, oral reading skills in small groups and self-generated writing to suit individual needs. For those students identified as needing support for mathematics, the TLC provides an opportunity for small group sessions that concentrate on the fundamentals of numeracy.

During secondary school, students identified with learning support needs work with teacher aides who help to clarify concepts, provide organisational support and assist with research skills and assignment work.

Southern River College aims to offer all students the opportunity to achieve full participation in their education. There are those who do require a higher level of support whether this is for learning assistance or higher learning. TLC staff work closely with the student and their parents to identify strengths, specific needs and areas of concern and develop a program that encourages learning and maximises ability.

The TLC program promotes a learning culture where students are enthused and equipped to achieve success. The program focuses on developing students' skills to make safe and sensible decisions for themselves at school, at home and in the community. Below is an outline of the current TLC program Years 7 to 10. As a Positive Behaviour Support school, the philosophies of Tribes and the Virtues Programs are practiced in these classes enabling students to develop themselves in supported learning environment.

Southern River College is proud and passionate about TLC and its students. Staff collaborate together respectfully and know they are making a difference. TLC staff enjoy the challenge of striving for excellence.

## **English, Maths, Science, and Humanities**

Students will study 5 × 60 minute sessions per week.

### **Enrolment Conditions:**

TLC provides an integrated educational program for students from the local intake area. Entrance into the unit is case by case as determined by a panel chaired by the School Psychologist and includes the TLC Teacher-in-Charge and the Deputy Principal Teaching and Learning (representing the Principal). Each student and their individual placement within the TLC is reviewed on a yearly basis as well as at any identified point of need.

### **PLEASE NOTE:**

Local intake: unfortunately due to current student numbers The Learning Centre has the ability to only offer places to in-boundary students. If you are unsure if you are within the boundary for Southern River College go directly to Schools Online through the Department of Education.

## **TLC PROGRAM**

### **TLC – (Years 7, 8, 9 and 10)**

Our Year 7, 8, 9 and 10 programs have a strong academic focus where students work in small groups to study the core curriculum areas of English, Mathematics, Science and Society and Environment. If an individual student has strength in a particular core learning area there is the option of studying this subject in a mainstream class. Student timetables are tailored to each individual student.

All TLC students attend mainstream elective classes and study these subjects with their peers. Please refer to the wide range of subjects on offer within this handbook, for available mainstream subjects.

To ensure students have the opportunity to develop skills to achieve an independent and prosperous life after school, students access a range of services and activities out in the community.

Being situated in a mainstream high school, students are able to take part in all school events offered to students. TLC staff support students' involvement in whole school and year group activities such as: Year 7 & 8 Camp, Sport Carnivals, Assemblies, Incursions, and Excursions.

TLC offers courses geared to industry needs and work choices which prepares students for Post School Options including: entry into further study, entry to the workforce and transitioning to an independent and prosperous life after school.

Otherwise for further information about The Learning Centre please call: Mrs Leah Thomas (08) 94953200 or email on [leah.thomas@education.wa.edu.au](mailto:leah.thomas@education.wa.edu.au)

# Inspire Programs

## Music:

The Inspire Music program offers students from years 7 to 10 a range of opportunities to develop their musical skills and focus. Southern River College in conjunction with the School of Instrumental Music (SIM) focuses on a contemporary approach to music both instrumentally and through a voice program. This course aims to provide talented students with a stimulating music program designed to enrich their skills as musicians.

With a focus on contemporary musical styles, Southern River College's classroom music program provides a balanced approach to learning music through listening analysis, aural skills attainment, music reading/theory, composition (and especially) performance. Students selected for the School of Instrumental Music (SIM) Program will gain small group tuition with one of our instrumental music teachers whilst participating in a challenging, graduated classroom music program from years 7 to 10.

Geared towards a hands-on, experiential style of learning, the program in year 7 to 10 provides students with the opportunity to gain practical skills on guitar, keyboard and in music technologies. To this end, all music students are encouraged to purchase their own MacBook laptop. This increasing emphasis on music technologies includes working with cloud based music software as well recording and mixing programs such as 'Garage Band' and Logic Audio.

Instrumental & Vocal Program: Further Information.

Instrumental music lessons are provided free of charge by the School of Instrumental Music (SIM) at Southern River College to students selected for the program or who are continuing lessons from Year 6\*. These lessons are available in:

- Vocal
- Guitar (Electric and acoustic)
- Electric Bass
- Drums/Percussion
- Woodwind
- Brass

In addition to these lessons, students are required to join an appropriate Ensemble or Choir (usually a 45 minute – 1 hour rehearsal outside of school time per week) to fulfil the ensemble requirement of the course.

A variety of performance extension opportunities are provided every year through workshops, music tours, school concerts and music festivals.

\* Please note that very few students are selected to BEGIN School of Instrumental Music lessons in year 9 as the usual entry points are year 6 in primary school and years 7 and 8 in high school. Special circumstances will however be considered and student transferring from similar high school programs will be given automatic inclusion.

## Netball:

The Inspire Netball program is an excellent program for aspiring netballers looking to improve their skills and knowledge of the game. The program has been developed in conjunction with Southern Districts Netball Association and offers those in the program the opportunity to play both school and club based netball. The program is run by teachers who have an expertise in netball and as a result students learn a variety of skills essential to the game (playing multiple positions, managerial roles, as well as coaching and umpiring). The program provides players with the opportunity to expand their skills and knowledge of the game in a practical environment within school, as well as skill sessions afterschool. The course enables players to chart their improvement and progress, as well as develop the necessary sporting skills for Year 11 and 12 courses of study (ATAR Physical Education Studies, General Physical Education Studies and Certificate II in Sports Coaching). The program also makes links with state and national netball bodies. Any player wishing to improve their netball game would benefit from this course.

### **Pathways to the Future**

Year 8 Level 1 Coaching and Umpiring

Year 9 Rules and Regulations (Year 9)

Year 10 Foundations of Coaching Course

General Physical Education Studies Year 11

General Physical Education Studies Year 12

ATAR Physical Education Studies Year 11

ATAR Physical Education Studies Year 12

Certificate II Sports Coaching Year 11/12

Senior School Ability to coach and manage teams (Year 10, 11 and 12)

## Soccer:

The Soccer Inspire Program aims to develop each student's practical skills and technique, improve their fitness (particularly components such as speed, strength and agility), increase their knowledge of and passion for The World Game, raise their personal confidence and support their capacity to work effectively in a team. We encourage students to have high aspirations and demand that they meet great expectations in all areas, within the Soccer Program and in their academic and behavioural achievement around the College.

In our highly disciplined coaching sessions all students' physical capabilities will improve, as will their self-esteem and their capacity for reaching their full potential. Emphasis is placed on leadership, civic responsibility and personifying good sportsmanship at all times.

Each week students participate in two coaching sessions in lieu of standard Physical Education classes, as well as having the option to participate in one optional after-school indoor soccer session each week. From years 7 to 10 students will learn to play, coach and referee soccer, and will be expected to put their experience and knowledge into practice on a regular basis. Involvement in the Soccer Program in lower school streams into many pathways in senior school, including ATAR and General Physical Education and Health Studies courses, and a Certificate II in Sport Coaching for those wishing to continue their sporting endeavours at TAFE or University.

### **Value Adding**

- Opportunity to play and coach soccer at an advanced level through engagement with the National Football (Soccer) Curriculum as prescribed by Football Federation Australia (FFA)
- Learn the rules and regulations of soccer through an approved FFA refereeing course
- Link with local, State and National industry bodies
- Engagement with the Western Australian Curriculum in Health and Physical Education
- Compete in local and regional competitions and tournaments
- Serve as a role model within the school and in the wider school community

- Year 11/12 Certificate II Sports Coaching
- Year 11/12 ATAR Physical Education and/or Health Studies courses
- Year 11/12 GENERAL Physical Education and/or Health Studies courses

## Overview of Option Subjects

Click on the subject for more information

Year 7					
<a href="#">Maths</a>	<a href="#">English</a>	<a href="#">Science</a>	<a href="#">HASS</a>	<a href="#">Health</a>	<a href="#">PE</a>
<a href="#">Digital Technology</a>	<a href="#">Inspire Academic Program</a>	<a href="#">Inspire Technology Program</a>	<a href="#">Inspire Music Program</a>	<a href="#">Inspire Netball Program</a>	<a href="#">Inspire Soccer Program</a>
<a href="#">Beginning Textiles</a>	<a href="#">General Music and Audio</a>	<a href="#">Dance</a>	<a href="#">Debating</a>	<a href="#">Drama</a>	<a href="#">Food Technology</a>
<a href="#">Graphic Design</a>	<a href="#">Media</a>	<a href="#">Metalwork</a>	<a href="#">Robotics</a>	<a href="#">Visual Arts</a>	
<a href="#">Woodwork</a>					
Year 8					
<a href="#">Maths</a>	<a href="#">English</a>	<a href="#">Science</a>	<a href="#">HASS</a>	<a href="#">Health</a>	<a href="#">PE</a>
<a href="#">Digital Technology</a>	<a href="#">Inspire Academic Program</a>	<a href="#">Inspire Technology Program</a>	<a href="#">Inspire Music Program</a>	<a href="#">Inspire Netball Program</a>	<a href="#">Inspire Soccer Program</a>
<a href="#">General Music and Audio</a>	<a href="#">Dance</a>	<a href="#">Debating</a>	<a href="#">Drama</a>	<a href="#">Drama Stage Production</a>	<a href="#">Discovering Textiles</a>
<a href="#">Electronics</a>	<a href="#">Food Technology</a>	<a href="#">Graphic Design</a>	<a href="#">Media</a>	<a href="#">Metalwork</a>	
<a href="#">Visual Arts</a>	<a href="#">Woodwork</a>				
Year 9					
<a href="#">Maths</a>	<a href="#">English</a>	<a href="#">Science</a>	<a href="#">HASS</a>	<a href="#">Health</a>	<a href="#">PE</a>
<a href="#">Inspire Academic Program</a>	<a href="#">Inspire Technology Program</a>	<a href="#">Inspire Music Program</a>	<a href="#">Inspire Netball Program</a>	<a href="#">Inspire Soccer Program</a>	<a href="#">CAD</a>
<a href="#">Childcare</a>	<a href="#">Dance</a>	<a href="#">Debating</a>	<a href="#">Digital Technologies</a>	<a href="#">Drama</a>	<a href="#">Drama Stage Production</a>
<a href="#">Fashion</a>	<a href="#">Food Technology</a>	<a href="#">Graphic Design</a>	<a href="#">Mechatronics</a>	<a href="#">Media</a>	<a href="#">Metalwork</a>
<a href="#">Visual Arts</a>	<a href="#">Woodwork</a>				
Year 10					
<a href="#">Maths</a>	<a href="#">English</a>	<a href="#">Science</a>	<a href="#">HASS</a>	<a href="#">Health</a>	<a href="#">PE</a>
<a href="#">Inspire Academic Program</a>	<a href="#">Inspire Technology Program</a>	<a href="#">Inspire Music</a>	<a href="#">Inspire Netball Program</a>	<a href="#">Inspire Soccer Program</a>	<a href="#">CAD</a>
<a href="#">Chevron</a>	<a href="#">Childcare</a>	<a href="#">Dance</a>	<a href="#">Justice League &amp; Debating</a>	<a href="#">Digital Technologies</a>	<a href="#">Discovering Engineering</a>
<a href="#">Drama</a>	<a href="#">Fashion</a>	<a href="#">Food Technology</a>	<a href="#">Graphic Design</a>	<a href="#">Introduction to Community</a>	<a href="#">Media</a>
<a href="#">Metalwork</a>	<a href="#">Visual Arts</a>	<a href="#">Woodwork</a>			

# Inspire Academic & Technology Programs

## Embedded STEM: Science, Technology, Engineering and Maths

Southern River College is a recognised Resources School through the Chamber of Minerals and Energy. We offer an array of pathways to suit the aspirations and focus of every student. If you are academic, enjoy problem solving and thinking creatively try out for **Pathway One** or are you more hands on enjoy working in around technology and computers then **Pathway Two** may be for you.

At Southern River College we are aiming to provide students with a comprehensive program that will engage and challenge students while linking to industry with a careers focus.

YEAR	ACADEMIC (STEM 1)	TECHNOLOGY (STEM 2)
7	Mathematics, Science, Humanities, Digital Technology and Robotics	Digital Technology and Robotics
8	Mathematics, Science, Humanities, Digital Technology and Electronics	Digital Technology and Electronics
9	Mathematics, Science, Humanities Selection of Arts/Technology courses	Selection of Arts/Technology courses
10	Chevron Selection of Arts/Technology courses	Chevron Selection of Arts/Technology courses

### ALL YEARS - SUBJECTS

<b>SUBJECT</b>	Academic Pathway
<b>PREREQUISITES</b>	Selection Criteria/Interview Process
<b>CONTENT</b>	<p>Students in this pathway focus on Academic Studies an integration of rich tasks linking concepts of Maths, Science Humanities with Applied Technologies. They are exposed to the Curtin University School of Mines and Engineering Faculty for extension programs, camps and mentoring.</p> <p>Our Academic Program is suited to those students who wish to explore a professional pathway after school. This means you are interested in a University pathway and will become tertiary qualified, usually with the minimum award of a bachelor's degree in a specific field of study.</p> <p>The program aims to encourage students to excel in their area of talent, stimulate students' inquiry, analytical, critical and creative thinking skills and develop independent learning strategies. Classroom teachers aim to provide a motivating environment, to give students the skills and the time to explore an issue, text or problem in more depth and communicate their conclusions more effectively. Competitions, workshops, excursions and rich tasks based on a thematic approach are also undertaken throughout the year.</p> <p>A strong level of commitment to the program is required in terms of participation, attitude and achievement. There will be an expectation for programs to involve time after school. Students selected into this pathway in Years 7-9 will be required to participate in option classes that are strongly connected to STEM (Robotics, Electronics, and Digital Technology). Year 10 students enrolled in this pathway will automatically be enrolled into the Chevron program.</p>
<b>APPROX. COST</b>	\$100 charge

<b>SUBJECT</b>	Technology Pathway
<b>PREREQUISITES</b>	Selection Criteria/Interview Process
<b>CONTENT</b>	<p>Our Technology Pathway is suited to those students who are looking for para-professional careers. Students explore practical technology through design, information and creative technology skills through authentic projects that explore real world problems and incorporating the energy and resource sector.</p> <p>Students in this pathway focus on extension in technology through industry and practical application that explore the energy and resource sector. This pathway is for the 21st Century Learners who are ready to embrace technology and explore its application to the contemporary world.</p> <p>Southern River College provides an array of enrichment and extension opportunities in the Technologies area. The teachers working with students in this program are of a high calibre and have undergone professional learning programs that will assist in developing each child's potential. The wealth and experience of our staff will help to support students and give them the best opportunities in their learning programs while supporting their emotional and developmental needs.</p> <p>The program aims to encourage students to excel in their area of talent and to stimulate students' inquiry, analytical, critical and creative thinking skills. Classroom teachers aim to provide a motivating environment, to give students the skills and the time to explore an issue, text or problem in more depth and communicate their conclusions more effectively. Students are encouraged to gradually take responsibility for their own learning.</p> <p>The course provides students with a differentiated curriculum where students' needs are catered for by acknowledging various learning styles and rates of learning. Students are involved in developing higher order thinking strategies, problem solving skills, creative and divergent thinking along with taking responsibility for their own learning. Competitions, workshops, excursions and rich tasks based on a thematic approach are also undertaken throughout the year.</p> <p>It is expected that students have a strong level of commitment to the program in terms of participation, attitude and achievement. There will be an expectation for programs to involve time after school.</p> <p>Students selected into this course in years 7 &amp; 8 will be required to participate in option classes that strongly reflect this pathway and are connected to STEM (Robotics, Electronics, Digital Technology, Media, Graphic Design, Design Wood and Home Workshop) and this will continue into Years 9-10.</p>
<b>APPROX. COST</b>	\$100

<b>SUBJECT</b>	Mathematics Enrichment
<b>APPROX. COST</b>	\$26 voluntary contribution + \$10 charge

<b>SUBJECT</b>	Science Enrichment
<b>APPROX. COST</b>	\$26 voluntary contribution + \$10 charge

<b>SUBJECT</b>	Humanities Enrichment
<b>APPROX. COST</b>	\$26 voluntary contribution + \$10 charge

## YEAR 7 - SUBJECTS

<b>SUBJECT</b>	Year 7 Robotics
<b>CONTENT</b>	Technology is deeply engrained into our daily lives but we do not always see it. Robotic systems are being used everywhere from manufacturing to security and health care. The Robotics course is designed to teach students a broad understanding of these systems and development of their Maths, Science and programming skills. Students will be able to be creative in planning and constructing their own robotic systems with LEGO MINDSTORM Kits and relate these creations to real life problems. If you want a challenge using your problem solving skills, creativity and your knowledge of theory in a subject that is drive by the future, you should consider this course
<b>APPROX. COST</b>	\$50 charge

## YEAR 8 - SUBJECTS

<b>SUBJECT</b>	Year 8 Electronics
<b>RECOMMENDED</b>	Year 7 Robotics
<b>CONTENT</b>	Electronics is an expanding field used in a wide range of real life fields from the automation of production processes to control and drive systems on board remote rovers. The course involves the use of industry standard tools, software and production processes. These include Computer Aided Design, circuit design and construct, soldering, programming microcontrollers and robotic design and manufacture.
<b>APPROX. COST</b>	\$50 charge

## YEAR 9 - SUBJECTS

<b>SUBJECT</b>	Year 9 Mechatronics
<b>RECOMMENDED</b>	Year 8 Electronics
<b>CONTENT</b>	<p>Mechatronics is an expanding field used in a wide range of real life fields from the automation of production processes to control and drive systems on board remote rovers on Mars.</p> <p>This course involves the use of a wide variety of practical skills and theoretical knowledge. Some of the skills include but are not limited to: soldering, technical drawing, introductory computer aided drawing, microcontroller programing and electric circuit construction. Systems engineering is the central thread of the subject, students will understand the concept of input, process, output, which is the key to automation and robotics. Safe use of tools and equipment with a focus on workplace health and safety is always embedded. Mechatronics brings together the practical aspects of the Design and Technology field and the theoretical /virtual ideas of information processing, this subject allows students to gain understanding of how their world works and the skills that can lead into careers in a field that is evolving. This course will lead well into Year 10 Mechanical- Automotive and into Engineering Studies- Systems and Control in Year 11 and Year 12.</p>
<b>APPROX. COST</b>	\$50 charge

<b>SUBJECT</b>	Year 10 Chevron
<b>RECOMMENDED</b>	Year 9 Mathematics, Science and Humanities Academic Pathway
<b>CONTENT</b>	<p>Chevron is a yearlong course supported by Chevron Australia that introduces students to many aspects of the Mineral and Energy Industry. The program consists of four modules:</p> <p><b>1. AN INTRODUCTION TO ENERGY</b> The introductory module provides students with the opportunity to explore and understand the broad range of career options available within the Oil and Gas industry in WA. Students can study five programs in all covering a wide variety of aspects of the energy industry. An Introduction to Energy will help introduce students to the role of energy in our community with a focus on aspects of the Liquefied Natural Gas (LNG) value chain.</p> <p><b>2. The SCIENCE IN ENERGY</b> The Science concepts involved in the Energy sector is broad and complex. Students will explore forms and sources of energy including renewable energies. Physics, chemistry, and engineering disciplines will be explored in the context of LNG with the knowledge learnt applied through a range of experiments. The program also includes a focus on environmental science, the importance of biodiversity and how organisations can work in harmony with the environment.</p> <p><b>3. SAFETY AND THE ENVIRONMENT</b> Safety and the Environment for Chevron Australia means Operating Safely to Protect Resources, the Environment and You (OSPREY). Students will be introduced to the concept of behaviour based safety and understand the importance of adopting an injury and incident free approach across all facets of their life. A look back at global disasters to examine what went wrong and what can be learned provides an insight into the relevance and importance of safety at work.</p> <p><b>4. EXPLORING CAREERS IN ENERGY</b> Exploring Careers in Energy will focus on the key skills required for success in the workplace including an introduction to teamwork, trust and conflict. The program will also introduce students to the types of jobs, career opportunities and further training available in the energy industry. Speakers from across a broad range of Chevron staff, including recent university graduates and current apprentices and trainees, will be available to provide first-hand information about job options.</p> <p><b>5. EXPLORATION CAMP</b> LNG Exploration Camp is a weeklong camp which draws together aspects of programs one to four to provide practical application of the skills and knowledge learnt. It is a pre-requisite that students have successfully completed the preceding four programs prior to enrolment and attendance in program five.</p> <p>At the camp students will be immersed in the occupational health and safety culture within Chevron Australia; undertake science and engineering experiments associated with LNG production; have the opportunity to experience the Chevron workplace first-hand and work alongside Chevron staff to complete projects and activities. In addition there is an opportunity to look more closely at preparatory study units suitable for entry level work. All camp costs are met by Chevron Australia.</p>
<b>APPROX. COST</b>	\$60 charge

<b>SUBJECT</b>	Year 10 Discovering Engineering
<b>RECOMMENDED</b>	Year 9 Mechatronics
<b>CONTENT</b>	Discovering Engineering is the culmination of three years studies and requires students to have a developed a career pathway with a focus on their areas of interest in Technology, Engineering and the Sciences. Students refine their portfolios outlining their proposals and using examples of their project management from this stream of study. Students will develop their leadership and mentoring utilizing a variety of school based programs. A strong emphasis will be in demonstrating student work in the wider community. Students will focus on applied projects looking at how engineering advancements have enhanced industry and commercial practices.
<b>APPROX. COST</b>	\$100 charge



YEAR	ATAR PATHWAY& GENERAL PATHWAY
7-10	ATAR and General Maths

## ALL YEARS - SUBJECTS

<b>SUBJECT</b>	Year 7 Mathematics
<b>PREREQUISITES</b>	Compulsory
<b>CONTENT</b>	<p>Mathematics plays an integral part in everyday life. As such the year 7 program prepares students to be able handle mathematical problems they will encounter on a daily basis.</p> <p>The course covers a variety of skills and by the end of the year students should be able to:</p> <ul style="list-style-type: none"> <li>• Solve problems involving the comparison, addition and subtraction of integers</li> <li>• Make connections between whole numbers and index notations and the relationship between perfect squares and square roots.</li> <li>• Solve problems involving percentages and four operations with fractions and decimals</li> <li>• Compare cost of items and make financial decisions</li> <li>• Connect the laws and properties of numbers to algebra</li> <li>• Interpret simple linear equations</li> <li>• Represent transformations in the Cartesian plane</li> <li>• Solve problems involving angles, transversal crossings and parallel lines</li> <li>• Describe the relationship between mean, median and mode</li> <li>• Use fractions, decimals and percentages and their equivalences</li> <li>• Express a quantity as a fraction or percentage of another quantity</li> <li>• Classify triangles and quadrilaterals</li> <li>• Construct stem and leaf plots and dot plots</li> </ul>
<b>APPROX. COST</b>	\$26 voluntary contribution

<b>SUBJECT</b>	Year 8 Mathematics
<b>PREREQUISITES</b>	Compulsory
<b>CONTENT</b>	<p>Mathematics plays an integral part in everyday life. As such the year 8 program prepares students to be able handle mathematical problems they will encounter on a daily basis.</p> <p>The course covers a variety of skills and by the end of the year students should be able to:</p> <ul style="list-style-type: none"> <li>• Solve problems involving rates, ratios and percentages</li> <li>• Recognise index laws and apply them to whole numbers</li> <li>• Describe rational and irrational numbers</li> <li>• Solve problems involving profit and loss</li> <li>• Make connections between expanding and factorising algebraic expressions</li> <li>• Solve problems relating to the volume of prisms</li> <li>• Make sense of time duration in real applications</li> <li>• Model authentic situations with two-way tables and Venn diagrams</li> <li>• Use data to clarify questions and discuss the effects of outliers on mean and medians in a data set</li> <li>• Solve linear equations and graph relationships on the Cartesian plane</li> <li>• Convert units of measurement for area and volume</li> <li>• Calculate perimeter and area of parallelograms, rhombuses and kites</li> <li>• Develop an understanding of probability</li> </ul>
<b>APPROX. COST</b>	\$26 voluntary contribution

<b>SUBJECT</b>	Year 9 Mathematics
<b>PREREQUISITES</b>	Compulsory
<b>CONTENT</b>	<p>Mathematics plays an integral part in everyday life. As such the year 9 program prepares students to be able handle mathematical problems they will encounter on a daily basis.</p> <p>The course covers a variety of skills and by the end of the year students should be able to:</p> <ul style="list-style-type: none"> <li>• Calculate simple interest</li> <li>• Interpret ratio and scale factors</li> <li>• Recognise the connections between similarity and trigonometric ratios</li> <li>• Compare techniques for collecting primary and secondary data</li> <li>• Understand the position of a mean, median when skewed, symmetric and bi-modal displays and interpret this data</li> <li>• Apply the laws of index and express numbers in scientific notation</li> <li>• Expand binomial expression</li> <li>• Calculate the distances between two points on the Cartesian plane and the gradient and midpoint of a line segment</li> <li>• Calculate volume and surface area of right prisms and cylinders</li> <li>• Use Pythagoras Theorem and trigonometry in calculating unknown sides of right angle triangles</li> <li>• Estimate probabilities, list outcomes for two-step experiments and assign probabilities to those outcomes</li> <li>• Construct histograms and back to back stem and leaf plots.</li> </ul>
<b>APPROX. COST</b>	\$26 voluntary contribution

<b>SUBJECT</b>	Year 10 Mathematics
<b>PREREQUISITES</b>	Compulsory
<b>CONTENT</b>	<p>Mathematics plays an integral part in everyday life. As such the year 8 program prepares students to be able handle mathematical problems they will encounter on a daily basis.</p> <p>The course covers a variety of skills and by the end of the year students should be able to:</p> <ul style="list-style-type: none"> <li>• Understand and use simple and compound interest</li> <li>• Solve linear equations and inequalities</li> <li>• Make connections between algebraic and graphical representations</li> <li>• Solve surface area and volume problems relating to composite solids</li> <li>• Recognise the relationship between parallel and perpendicular lines</li> <li>• Apply deductive reasoning and proofs and numerical exercises to plane shapes</li> <li>• Compare data sets and describe bivariate data where the independent variable is time</li> <li>• Describe statistical relationships between two continuous variables</li> <li>• Expand binomial expressions and factorise mono quadratic equations</li> <li>• Find unknown values using substitution formulas</li> <li>• Use of triangle and angle properties to prove congruence and similarity</li> <li>• Use trigonometry to calculate unknown angles in a right angle triangle</li> <li>• Utilise probability to predict outcomes of multi-step experiments</li> <li>• Calculate quartiles and inter-quartile ranges</li> </ul>
<b>APPROX. COST</b>	\$26 voluntary contribution



YEAR	ATAR PATHWAY & GENERAL PATHWAY
YEAR 7-10	ATAR and General English

## ALL YEARS - SUBJECTS

<b>SUBJECT</b>	Year 7 English
<b>PREREQUISITES</b>	Compulsory
<b>CONTENT</b>	<p>Students follow the Western Australian Curriculum in English and will interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They will experience learning in both familiar and unfamiliar contexts that relate to the College curriculum, local community, regional and global contexts.</p> <p>Students will engage with a variety of texts for enjoyment. They will listen to, read, view, interpret, evaluate and perform a range of spoken, written and multi-modal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade.</p> <p>Students will study language, literature and literacy in four term units. Possible organising principles will include units based around novels, persuasive writing, public speaking, poetry, visual literacy and a drama script.</p>
<b>APPROX. COST</b>	\$26 voluntary contribution

<b>SUBJECT</b>	Year 8 English
<b>PREREQUISITES</b>	Compulsory
<b>CONTENT</b>	<p>Students follow the Western Australian Curriculum in English and will interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They will experience learning in both familiar and unfamiliar contexts that relate to the College curriculum, local community, regional and global contexts.</p> <p>Students will engage with a variety of texts for enjoyment. They will listen to, read, view, interpret, evaluate and perform a range of spoken, written and multi-modal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade.</p> <p>Students will study language, literature and literacy in four term units. Possible organising principles will include units based around novels, persuasive writing, public speaking, poetry, visual literacy and a drama script.</p>
<b>APPROX. COST</b>	\$26 voluntary contribution

<b>SUBJECT</b>	Year 9 English
<b>PREREQUISITES</b>	Compulsory
<b>CONTENT</b>	<p>Students will engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts whose primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media, and the differences between media texts.</p> <p>The range of literary texts for Year 9 comprises of Australian literature, as well as classic and contemporary world literature, including texts from and about Asia. Students will study language, literature and literacy in Year 9 in four term units. Possible organising principles will include examining the impact of film and human nature and society's values and beliefs within written texts.</p>
<b>APPROX. COST</b>	\$26 voluntary contribution

<b>SUBJECT</b>	Year 10 English
<b>PREREQUISITES</b>	Compulsory
<b>CONTENT</b>	<p>Students will interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They will experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.</p> <p>Students will engage with a variety of texts for enjoyment. They will interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These will include various types of media texts, including film and digital texts, fiction, non-fiction, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students will develop critical understanding of the contemporary media, and the differences between media texts. Students will create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, feature articles, literary analyses and transformations of texts.</p> <p>Students will study language, literature and literacy in Year 10 in four term units. Possible organising principles will include the study of a novel and/or a play and exploring advertising techniques.</p> <p>Within these units, students' literacy skills should improve as grammar, spelling and punctuation are integrated in all units. Accuracy in these areas will help students to convey ideas clearly and meaningfully. In addition, students will be encouraged to think decisively, imaginatively and critically during lessons.</p>
<b>APPROX. COST</b>	\$26 voluntary contribution



YEAR	ATAR PATHWAY & GENERAL PATHWAY
YEAR 7-10	ATAR & General Science

## ALL YEARS - SUBJECTS

<b>SUBJECT</b>	Year 7 Science
<b>PREREQUISITES</b>	Compulsory
<b>CONTENT</b>	<p><b>Transition and Biological Sciences</b> Students will learn safety rules in a science classroom, be able to name and use different pieces of science equipment in an experimental context. They will be able to classify organisms based on similarities and differences and know that interactions between organisms can be described in terms of food chains and food webs.</p> <p><b>Chemical Sciences</b> Students will learn about mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques like filtration, chromatography and distillation.</p> <p><b>Earth and Space Sciences</b> Students will learn about predictable phenomena on Earth, including seasons and eclipses that are caused by the relative positions of the sun, Earth and the moon</p> <p><b>Physical Sciences</b> Student will learn that a change to an object's motion is caused by unbalanced forces acting on the object. Investigating common situations where forces are balanced, such as stationary objects, and unbalanced, such as falling objects. Student will learn about simple machines found in and around the home. In Semester 1 and 2 students will also cover the strand of science enquiry skills which will be incorporated into each of the above concept strands. Students investigate to answer questions about the natural and technological world, using reflection and analysis to prepare a plan; to collect process and interpret data; to communicate conclusions; and to evaluate their plan, procedures and findings.</p>
<b>APPROX. COST</b>	\$26 voluntary contribution

<b>SUBJECT</b>	Year 8 Science
<b>PREREQUISITES</b>	Compulsory
<b>CONTENT</b>	<p><b>Biological Science</b> Cells are the basic units of living things and have specialised structures and functions. Multi-cellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce.</p> <p><b>Chemical Sciences</b> The properties of the different states of matter can be explained in terms of the motion and arrangement of particles. Differences between elements, compounds and mixtures can be described at a particle level. Chemical change involves substances reacting to form new substances.</p> <p><b>Earth and Space Science</b> Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales.</p> <p><b>Physical Sciences</b> Energy appears in different forms including movement (kinetic energy), heat and potential energy, and causes change within systems.</p>
<b>APPROX. COST</b>	\$26 voluntary contribution

<b>SUBJECT</b>	Year 9 Science
<b>PREREQUISITES</b>	Compulsory
<b>CONTENT</b>	
<p><b>Biological Sciences</b> Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment. Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems.</p> <p><b>Chemical Sciences</b> All matter is made of atoms which are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms. Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed, combustion and the reactions of acids are important in both non-living and living systems and involve energy transfer. In Semester 1 and 2 students will also cover science and enquiry skills which will be incorporated into each of the above concept strands. Students investigate to answer questions about the natural and technological world, using reflection and analysis to prepare a plan; to collect process and interpret data; to communicate conclusions; and to evaluate their plan, procedures and findings.</p> <p><b>Earth and Space Sciences</b> The theory of plate tectonics explains global patterns of geological activity and continental movement. Recognising the major plates on a world map, modelling sea-floor spreading relating the occurrence of earthquakes and volcanic activity to constructive and destructive plate boundaries.</p> <p><b>Physical Sciences</b> Investigate how energy transfer through different mediums can be explained using wave and particle models. Explore the properties of waves, and situations where energy is transferred in the form of waves, such as sound and light. Investigating the transfer of heat in terms of convection, conduction and radiation, and identifying situations in which each occurs and the factors that affect the transfer of energy through an electric circuit.</p>	
<b>APPROX. COST</b>	\$26 voluntary contribution

<b>SUBJECT</b>	Year 10 Science
<b>PREREQUISITES</b>	Compulsory
<b>CONTENT</b>	
<p><b>Biological Sciences</b> Students will learn about the transmission of heritable characteristics from one generation to the next involves DNA and genes. Investigate the theory of evolution by natural selection and how it explains the diversity of living things and is supported by a range of scientific evidence</p> <p><b>Chemical Sciences</b> Students will learn about the atomic structure and properties of elements are used to organise them in the Periodic Table. Investigate different types of chemical reactions and how they are used to produce a range of products and can occur at different rates.</p> <p><b>Earth and Space Sciences</b> Students will learn about the universe and that it contains features including galaxies, stars and solar systems and the Big Bang theory can be used to explain the origin of the universe. Investigate global systems, including the carbon cycle, that rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere. In Semester 1 and 2 students will also cover the strand of science enquiry skills which will be incorporated into each of the above concept strands. Students investigate to answer questions about the natural and technological world, using reflection and analysis to prepare a plan; to collect process and interpret data; to communicate conclusions; and to evaluate their plan, procedures and findings.</p> <p><b>Physical Sciences</b> Students will learn about how energy conservation in a system can be explained by describing energy transfers and transformations. Investigate the motion of objects and how they be described and predicted using the laws of physics.</p>	
<b>APPROX. COST</b>	\$26 voluntary contribution

# Humanities (HASS)



YEAR	ATAR PATHWAY & GENERAL PATHWAY
YEAR 7-10	Extension & General HASS
YEAR 7	Debating Society
YEAR 8	Debating Society
YEAR 9	Debating Society
YEAR 10	Justice League- Mock Trials & Debating

## ALL YEARS - SUBJECTS

<b>SUBJECT</b>	Year 7 HASS
<b>PREREQUISITES</b>	Compulsory
<b>CONTENT</b>	<p>In Year 7, Humanities and Social Sciences consist of Civics and Citizenship, Economics and Business, Geography and History. Students continue to build on their understanding of the concepts of justice, rights and responsibilities through a focus on Australia's legal system.</p> <p>An understanding of the concepts of work, making choices and allocation is developed through a focus on the interdependence of consumers and producers in the market, the characteristics of successful businesses, including how entrepreneurial behaviour contributes to business success.</p> <p>The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking and provide students with the opportunity to apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.</p> <p>Students develop their historical understanding through key concepts which are investigated within the historical context of how we know about the ancient past, and why and where the earliest societies developed.</p>
<b>APPROX. COST</b>	\$26 voluntary contribution

<b>SUBJECT</b>	Year 8 HASS
<b>PREREQUISITES</b>	Compulsory
<b>CONTENT</b>	
<p>In Year 8, Humanities and Social Sciences consist of Civics and Citizenship, Economics and Business, Geography and History.</p> <p>Students investigate the types of law in Australia and how they are made. They consider the responsibilities and freedoms of citizens, and how Australians can actively participate in their democracy. Students explore the different perspectives of Australian identity.</p> <p>The concept of markets is introduced and, work and work futures are explored as students consider the influences on the way people work now and consider how people will work in the future. Students focus on national and regional issues, with opportunities for the concepts to also be considered in relation to local community, or global, issues where appropriate.</p> <p>The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking and provide students with the opportunity to inquire into the significance of landscapes to people and the spatial change in the distribution of populations.</p> <p>Concepts of historical understanding are investigated within the historical context of the end of the ancient period to the beginning of the modern period, c. 650 AD (CE) – 1750. They consider how societies changed, what key beliefs and values emerged, and the causes and effects of contact between societies in this period.</p>	
<b>APPROX. COST</b>	\$26 voluntary contribution

<b>SUBJECT</b>	Year 9 HASS
<b>PREREQUISITES</b>	Compulsory
<b>CONTENT</b>	
<p>In Year 9, Humanities and Social Sciences consist of Civics and Citizenship, Economics and Business, Geography and History.</p> <p>Students examine the role of key players in the political system, the way citizens' decisions are shaped during an election campaign and how a government is formed. Students investigate how Australia's court system works in support of a democratic and just society.</p> <p>Students are introduced to the concepts of specialisation and trade while continuing to further their understanding of the key concepts of scarcity, making choices, interdependence, and allocation and markets. The roles and responsibilities of the participants in the changing Australian and global workplace are explored.</p> <p>The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, which provides students with an opportunity to inquire into the production of food and fibre, the role of the biotic environment and to explore how people, through their choices and actions, are connected to places in a variety of ways.</p> <p>Students develop their historical understanding through investigating the historical context of the making of the modern world from 1750 to 1918. They consider how new ideas and technological developments contributed to change in this period, and the significance of World War I.</p>	
<b>APPROX. COST</b>	\$26 voluntary contribution

<b>SUBJECT</b>	Year 10 HASS
<b>PREREQUISITES</b>	Compulsory
<b>CONTENT</b>	<p>In Year 10 Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History.</p> <p>Students explore Australia's roles and responsibilities at a global level and its international legal obligations. They inquire in to the values and practices that enable a resilient democracy to be sustained.</p> <p>Students are introduced to the concept of economic performance and living standards while continuing to further their understanding of the concepts of making choices, interdependence, specialisation, and allocation and markets. They inquire into the ways businesses can manage their workforces to improve productivity.</p> <p>The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, through an applied focus on the management of environmental resources and the geography of human wellbeing at the full range of scales, from local to global and in a range of locations.</p> <p>Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.</p>
<b>APPROX. COST</b>	\$26 voluntary contribution

### YEAR 7 - SUBJECTS

<b>SUBJECT</b>	Year 7 Debating Society
<b>PREREQUISITES</b>	Interest in inter-school debating
<b>CONTENT</b>	<p>The Year 7 Debate Society is an opportunity for students to develop their critical thinking, public speaking and analytical skills in a dynamic and fun environment. Students will be taught the fundamentals of debating in a setting that provides opportunity for debate within the school and beyond.</p> <p>Students will also be competing in school teams and test their skills in the Western Australian Debating League's Schools Debating Competition. This is the largest, and most prestigious, debating competition in Western Australia.</p>
<b>APPROX. COST</b>	\$25 charge

### YEAR 8 - SUBJECTS

<b>SUBJECT</b>	Year 8 Debating Society
<b>PREREQUISITES</b>	Interest in inter-school debating
<b>CONTENT</b>	<p>The Year 8 Debate Society is an opportunity for students to develop their critical thinking, public speaking and analytical skills in a dynamic and fun environment. Students will be taught the fundamentals of debating in a setting that provides opportunity for debate within the school and beyond.</p> <p>Students will also be competing in school teams and test their skills in the Western Australian Debating League's Schools Debating Competition. This is the largest, and most prestigious, debating competition in Western Australia.</p>
<b>APPROX. COST</b>	\$25 charge

## YEAR 9 - SUBJECTS

<b>SUBJECT</b>	Year 9 Debating Society
<b>PREREQUISITES</b>	Interest in inter-school debating
<b>CONTENT</b>	<p>The Year 9 Debate Society is an opportunity for students to develop their critical thinking, public speaking and analytical skills in a dynamic and fun environment. Students will be taught the fundamentals of debating in a setting that provides opportunity for debate within the school and beyond.</p> <p>Students will also be competing in school teams and test their skills in the Western Australian Debating League's Schools Debating Competition. This is the largest, and most prestigious, debating competition in Western Australia.</p>
<b>APPROX. COST</b>	\$25 charge

## YEAR 10 - SUBJECTS

<b>SUBJECT</b>	Year 10 Justice League – Mock Trials and Debating
<b>PREREQUISITES</b>	Interest in inter-school debating
<b>CONTENT</b>	<p>The Year 10 Mock Trial program is aimed at demystifying the practice of law whilst educating students on the trial process, court room procedure and court room etiquette. It is an interactive role-play program, which facilitates the development of advocacy skills used at the scripted mock trials for the identification of evidence and the examination and cross-examination of witnesses.</p> <p>Students will also be competing in school teams and will partake in the roles of barristers, solicitors, court orderly, judge's associate and witnesses. Students will be competing against teams from other schools outside of school hours.</p> <p>This endorsed program allows students to accumulate 2 WACE points towards graduation.</p> <p>Year 10 debating is an opportunity for students to develop their critical thinking, public speaking and analytical skills in a dynamic and fun environment. Students will be taught the fundamentals of debating in a setting that provides opportunity for debate within the school and beyond.</p> <p>Students will also be competing in school teams and test their skills in the Western Australian Debating League's Schools Debating Competition. This is the largest, and most prestigious, debating competition in Western Australia.</p> <p>This endorsed program allows students to accumulate 2 WACE points towards graduation.</p>
<b>APPROX. COST</b>	\$50 charge

<b>SUBJECT</b>	Year 10 Chevron- Powering Careers
<b>PREREQUISITES</b>	Only students in Academic Classes
<b>CONTENT</b>	Click on the link for further information. <a href="#">Chevron-Powering Careers</a>
<b>APPROX. COST</b>	\$60 charge

# Health & Physical Education



YEAR	ATAR & GENERAL PATHWAY	INSPIRE PROGRAM
YEAR 7	General Physical & Health Education	Inspire Netball, Soccer and General Health Education
YEAR 8	General Physical & Health Education	Inspire Netball, Soccer and General Health Education
YEAR 9	General Physical & Health Education	Inspire Netball, Soccer and General Health Education
YEAR 10	General Physical & Health Education	Inspire Netball, Soccer and General Health Education

## YEAR 7 - SUBJECTS

<b>SUBJECT</b>	Year 7 Physical Education
<b>PREREQUISITES</b>	Compulsory (unless student is enrolled in Inspire Netball or Soccer)
<b>CONTENT</b>	This program provides students with an opportunity to develop their fundamental movement and social skills. It teaches students how to use their movement skills in a variety of sports settings and how to work in a team environment.
<b>APPROX. COST</b>	\$13 voluntary contribution

<b>SUBJECT</b>	Year 7 Health Education
<b>PREREQUISITES</b>	Compulsory
<b>CONTENT</b>	The knowledge, understanding and skills taught through Health Education provide a foundation for students to enhance their own and others' health and wellbeing in varied and changing contexts.
<b>APPROX. COST</b>	\$13 voluntary contribution

<b>SUBJECT</b>	Year 7 Inspire Netball
<b>PREREQUISITES</b>	Inspire Netball Program Trial
<b>CONTENT</b>	The Inspire Netball program is an excellent program for aspiring netballers looking to improve their skills and knowledge of the game. The program also extends into afterschool and local weekend competitions.
<b>APPROX. COST</b>	\$120 charge

<b>SUBJECT</b>	Year 7 Inspire Soccer
<b>PREREQUISITES</b>	Inspire Soccer Program Trial
<b>CONTENT</b>	The Inspire soccer program was one of the first inspire programs established at Southern River College. It is quite popular and highly competitive as it offers students the opportunity to develop and improve their love for soccer as well as their skills.
<b>APPROX. COST</b>	\$120 charge

## YEAR 8 - SUBJECTS

<b>SUBJECT</b>	Year 8 Physical Education
<b>PREREQUISITES</b>	Compulsory (unless student is enrolled in Inspire Netball or Soccer)
<b>CONTENT</b>	Physical Education offers experiential learning, with a curriculum that is relevant, engaging, contemporary, physically active, enjoyable and developmentally appropriate.
<b>APPROX. COST</b>	\$13 voluntary contribution

<b>SUBJECT</b>	Year 8 Health Education
<b>PREREQUISITES</b>	Compulsory
<b>CONTENT</b>	In Health Education students develop the knowledge, understanding and skills, including health literacy competencies, to support them to be resilient, to strengthen their sense of self, to build and maintain satisfying relationships and to make decisions to enhance their health and physical activity participation.
<b>APPROX. COST</b>	\$13 voluntary contribution

<b>SUBJECT</b>	Year 8 Inspire Netball
<b>PREREQUISITES</b>	Inspire Netball Program Trial or a part of the program in previous years
<b>CONTENT</b>	The program has been developed in conjunction with Southern Districts Netball Association and offers those in the program the opportunity to play both school and club based netball. The program is run by teachers who have an expertise in netball and as a result students learn a variety of skills essential to the game (playing multiple positions, managerial roles, as well as coaching and umpiring).
<b>APPROX. COST</b>	\$120 charge

<b>SUBJECT</b>	Year 8 Inspire Soccer
<b>PREREQUISITES</b>	Inspire Soccer Program Trial or a part of the program in previous years
<b>CONTENT</b>	The course develops each student's practical skills, physical fitness, abilities, aspirations and values to the highest level. It is quite popular and highly competitive as it offers students the opportunity to develop and improve their love for soccer as well as their skills.
<b>APPROX. COST</b>	\$120 charge

## YEAR 9- SUBJECTS

<b>SUBJECT</b>	Year 9 Physical Education
<b>PREREQUISITES</b>	Compulsory (unless student is enrolled in Inspire Netball or Soccer)
<b>CONTENT</b>	Integral to Physical Education is the acquisition of movement skills, concepts and strategies that enable students to confidently and competently participate in a range of physical activities
<b>APPROX. COST</b>	\$13 voluntary contribution

<b>SUBJECT</b>	Year 9 Health Education
<b>PREREQUISITES</b>	Compulsory
<b>CONTENT</b>	As students mature, they learn about key issues affecting the health and wellbeing of young people and the communities to which they belong, and learn how to apply problem-solving techniques to these issues. This is critical to maintaining and promoting healthy, active living.
<b>APPROX. COST</b>	\$13 voluntary contribution

<b>SUBJECT</b>	Year 9 Inspire Netball
<b>PREREQUISITES</b>	Inspire Netball Program Trial or a part of the program in previous years
<b>CONTENT</b>	The program provides players with the opportunity to expand their skills and knowledge of the game in a practical environment within school, as well as skill sessions afterschool and weekend competitions
<b>APPROX. COST</b>	\$120 charge

<b>SUBJECT</b>	Year 9 Inspire Soccer
<b>PREREQUISITES</b>	Inspire Soccer Program Trial or a part of the program in previous years
<b>CONTENT</b>	The program has been developed in conjunction with Sutherland Park Soccer Club and is run by teachers who have an expertise in coaching soccer, as well as playing at an elite level. Students who engage in the program will not only be able to chart their improvement and progress in the course, but also engage in during school and afterschool soccer programs.
<b>APPROX. COST</b>	\$120 charge

## YEAR 10- SUBJECTS

<b>SUBJECT</b>	Year 10 Physical Education
<b>PREREQUISITES</b>	Compulsory (unless student is enrolled in Inspire Netball or Soccer)
<b>CONTENT</b>	Physical Education is uniquely positioned to provide opportunities for the education of students to adopt lifelong healthy, active living. Students sample a variety of sport to engage in a healthy lifestyle
<b>APPROX. COST</b>	\$13 voluntary contribution

<b>SUBJECT</b>	Year 10 Health Education
<b>PREREQUISITES</b>	Compulsory
<b>CONTENT</b>	Health Education also addresses how factors such as human biology, gender, sexuality, culture, ethnicity, socioeconomic status, physical and psycho-social environments and geographical location influence the health, wellbeing and physical activity patterns of individuals, groups and communities.
<b>APPROX. COST</b>	\$13 voluntary contribution

<b>SUBJECT</b>	Year 10 Inspire Netball
<b>PREREQUISITES</b>	Inspire Netball Program Trial or a part of the program in previous years
<b>CONTENT</b>	The course enables players to chart their improvement and progress, as well as develop the necessary sporting skills for Year 11/12 courses of study (ATAR Physical Education Studies, General Physical Education Studies and Cert II in Sports Coaching). The program also makes links with state and national netball bodies.
<b>APPROX. COST</b>	\$120 charge

<b>SUBJECT</b>	Year 10 Inspire Soccer
<b>PREREQUISITES</b>	Inspire Soccer Program Trial or a part of the program in previous years
<b>CONTENT</b>	The program is run by teachers who have an expertise in coaching soccer, as well as playing at an elite level. Students who engage in the program will not only be able to chart their improvement and progress in the course, but also engage in during school and afterschool soccer programs. This program also helps to build player qualities such as sportsmanship, leadership, personal responsibility and self-discipline.
<b>APPROX. COST</b>	\$120 charge

YEAR	FASHION DESIGN PATHWAY	GRAPHIC DESIGN PATHWAY	MEDIA PATHWAY
YEAR 7	Textiles/Fashion Design	Graphic Design Illustration	Media
YEAR 8	Textiles/Fashion Design	Graphic Design Illustration	Media
YEAR 9	Textiles/Fashion Design	Graphic Design Illustration	Media
YEAR 10	Textiles/Fashion Design	Graphic Design Illustration	Media

## YEAR 7 - SUBJECTS

<b>SUBJECT</b>	Year 7 Textiles/Fashion Design
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	<p>Students will develop management skills, follow simple instructions and use correct construction techniques to produce a personalised textile items. Leading up to constructing this item, students will learn and develop the necessary skills and techniques needed to successfully complete the task. They will be involved in the designing process, where they will be encouraged to plan, consider and organise ideas, in order to customise their final design. The emphasis will be hand sewn with a needle and thread and then decorated according to their design. On completion of this task, students will be challenged with more difficult projects where they are given the opportunity to further develop their skills and learn new techniques. Extension activity will introduce them to machine sewing.</p>
<b>APPROX. COST</b>	\$26 voluntary contribution

<b>SUBJECT</b>	Year 7 Graphic Design Illustration
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	<p>In choosing this course students will have an opportunity to participate and experiment in a range of drawing techniques, using different equipment and materials including photographs.</p> <p>This course focuses on the following areas:</p> <ul style="list-style-type: none"> <li>• Portfolio and Archiving</li> <li>• Cartoon Character Illustrations using hand drawing and Adobe Photoshop skills</li> <li>• Investigation and analysis of graphic designers</li> <li>• Product Packaging for foods</li> <li>• Bumper sticker designs using a range of Adobe software and hand held design process.</li> </ul> <p>This is a taster course that will support the development of strong foundation illustration skills that will provide students with an opportunity to explore both hand held drawing materials and computer based graphics software.</p>
<b>APPROX. COST</b>	\$26 voluntary contribution

<b>SUBJECT</b>	Year 7 Media
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	
<p>Explore how innovations in technology have shaped modern communication. In this course you will develop basic film and photographic skills using Adobe Photoshop and Premiere Pro.</p> <p>This courses focuses on the following areas:</p> <ul style="list-style-type: none"> <li>• Learning how codes and conventions create inspiring and entertaining media products.</li> <li>• Develop a practical knowledge of how to correctly use cameras and sound and video editing software,</li> <li>• Learn about photographic composition and produce a film poster</li> <li>• Use the production process to turn your original film ideas into an actual film trailer</li> <li>• Investigate media themes and analyse films.</li> </ul> <p>Year 7 Media focuses on practical skills and developing creativity through enjoyable and engaging projects. Successful completion of this course will provide you with simple camera skills and editing experience using Adobe software.</p>	
<b>APPROX. COST</b>	\$26 voluntary contribution

## YEAR 8 - SUBJECTS

<b>SUBJECT</b>	Year 8 Fashion Design
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	
<p>This is an extension course that follows through from the previous year. It will be an introductory course that will provide students with the necessary skills to operate a sewing machine and explore basic construction techniques using sewing machine.</p> <p>Students will be actively involved in exploring and applying techniques used within the textiles and fashion industry to create and individualise their own projects, both machine and hand sewn. Through these practical activities students will develop management skills, read and follow pattern instructions and use correct construction techniques to produce a variety of simple practical items and a stuffed item/object. Students will also develop an understanding of the properties and nature of fibres for textile production.</p>	
<b>APPROX. COST</b>	\$30 charge + students may have to purchase additional fabric

<b>SUBJECT</b>	Year 8 Graphic Design Illustration
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	
<p>This diverse course introduces concepts associated with mass communication and sloganeering. Students will extend their cartooning skills to produce creative graphic artworks for products.</p> <p>This course focuses on the following areas:</p> <ul style="list-style-type: none"> <li>• Develop slogans in Illustrator to produce badges</li> <li>• Designing a portfolio digitally to showcase design work</li> <li>• Explore caricature (exaggerating facial features using Adobe Photoshop and investigate the photographer V.Maier)</li> <li>• Produce CD covers with a focus on developing an understanding for typography, copyright and simple design layout ideas.</li> </ul> <p>This course will appeal to students who like being creative by hand, or through the use of Adobe software such as In Design, Illustrator and Photoshop.</p>	
<b>APPROX. COST</b>	\$26 voluntary contribution

<b>SUBJECT</b>	Year 8 Media
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	Year 8 Media extends on the knowledge from Year 7 by focusing specifically on how advertising affects audiences and more technical photographic techniques.  This course focuses on the following areas: <ul style="list-style-type: none"> <li>Analyse and deconstruct advertising production</li> <li>Produce a photographic series for an advertisement.</li> <li>Learn how you can manipulate codes and conventions to persuade audiences,</li> <li>Become skilled in advertising by learning scriptwriting, camera skills, sound and video editing and broadcasting,</li> <li>Develop projects based on TV and radio advertisements.</li> </ul> <p>In completion of this course, you will have shown that you can work as a part of team to execute small group media productions using basic camera and editing skills. A deeper understanding of visual codes will support the development of longer and more complex media productions.</p>
<b>APPROX. COST</b>	\$27 voluntary contribution

## YEAR 9 - SUBJECTS

<b>SUBJECT</b>	Year 9 Fashion Design
<b>PREREQUISITES</b>	Desirable to have completed Fashion/Textiles in Years 7-9
<b>CONTENT</b>	The Year 9 Fashion Design focuses on the theme of indie using retro and recycled clothes. Indie labels have sprouted up all over the world over the past few decades and they produce artists from many different genres and styles, but lately the term has come to embody a philosophy. Being indie is about a self-representation that highlights your uniqueness.  In working with this style, you will focus on the following areas: <ul style="list-style-type: none"> <li>Canvas shoe design development, analysis, marketing and final production.</li> <li>Recycled denim Jean Bag</li> <li>Fashion illustration</li> </ul> <p>Indie, means independent thinker; someone who makes decisions based on their own internal compass instead of going with outside voices. This course will support you in developing your own style by redesigning an outfit and producing creative fashion illustrations.</p>
<b>APPROX. COST</b>	\$36 charge

<b>SUBJECT</b>	Year 9 Graphic Design Illustration
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	
<p>In year 9 Graphic Design, students develop more complex processes and explore a wider range of Adobe software programs to develop their expertise. Hand held drawing is an important aspect of the course as students work through the design development stages. Students are encouraged to develop their own creativity by investigate and analyse the work of other designers and to see how good communication can be created by following the design process.</p> <p>This course focuses on the following areas:</p> <ul style="list-style-type: none"> <li>• Adobe Photoshop and photo manipulation</li> <li>• Illustration of cartoons incorporated into product packaging for an audience of teenagers and children.</li> <li>• Portfolio Page Layouts to showcase own design works</li> <li>• Promotional Designs including posters, invitations and performance tickets.</li> </ul> <p>Completing this course provides students with the basis for developing strong foundations in Design Graphics skills and knowledge, which will be invaluable for further studies of this subject.</p>	
<b>APPROX. COST</b>	\$26 voluntary contribution

<b>SUBJECT</b>	Year 9 Media
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	
<p>Year 9 Media provides an introduction to the art of visual storytelling. Learn how to communicate your own creative ideas through the lens of a video camera. You will discover how diverse and unique media products entertain audiences.</p> <p>This courses focuses on the following areas:</p> <ul style="list-style-type: none"> <li>• Learn to use the three manual functions on the (DSLR) camera to produce action photographs</li> <li>• Examine video games and film genre to gain an excellent understanding of how to create entertaining media products</li> <li>• Become familiar with video game principles, filmmaking and storytelling</li> <li>• Projects include a video game soundscape, scripted scene, suspense sequence (such as horror) and developing a deeper understanding of genre</li> </ul> <p>By focusing on entertainment media you will become a critical user of media products and use your knowledge to create unique and intriguing projects.</p>	
<b>APPROX. COST</b>	\$27 voluntary contribution

## YEAR 10 - SUBJECTS

<b>SUBJECT</b>	Year 10 Fashion Design
<b>PREREQUISITES</b>	Desirable to have completed Fashion/Textiles in Years 7-9
<b>CONTENT</b>	<p>The Year 10 Fashion Design Course focuses on outfits and costume. Having exploring many aspects of Fashion Design in previous courses you are now ready for more adventurous projects involving the design and construction of outfits and costumes.</p> <p>This courses focuses on the following areas:</p> <ul style="list-style-type: none"> <li>Fashion Illustration- colour, media, design and research</li> <li>Clothing revamp using recycled clothes.</li> <li>Analysing fashion (written responses)</li> <li>Costume design</li> <li>Wearable art using non-traditional fashion materials</li> </ul> <p>The skills you have learnt throughout the year will culminate in the final project where you will be designing a 3 piece collection and from this, construct an original outfit of your own (your own designer label outfit). Investigate fashion designers from the past and present to inspire your design and reflect on your progress throughout the course to improve your skills and prepare for Fashion Design in Senior School.</p>
<b>APPROX. COST</b>	\$80 charge

<b>SUBJECT</b>	Year 10 Graphic Design Illustration
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	<p>The year 10 course provides an opportunity for students to develop more complex skills in Adobe Illustrator, InDesign and Photoshop.</p> <p>This course focuses on the following areas:</p> <ul style="list-style-type: none"> <li>Signage for the school to develop basic skills using hand held drawing and Adobe Illustrator Pen and path tool functions.</li> <li>Advanced Illustrator skills to develop colourful contemporary digital portraits</li> <li>Magazine Illustrations to develop designs that incorporate a range of media and processes including the graphics tablet and Photoshop filters</li> <li>Analysis and Investigation of designers and processes to support the development of your practical design work</li> <li>Branding and advertisement for products in society including vehicles, billboards and bus shelters.</li> </ul> <p>These projects incorporate a range of processes such as drawings, trace tables, photographs and scans. This course will give students an insight into what to expect from life as a designer and extensive design vocabulary to provide to support ongoing development into Upper School design and the Graphic Design Industry.</p>
<b>APPROX. COST</b>	\$52 voluntary contribution

<b>SUBJECT</b>	Year 10 Media
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	<p>Year 10 Media develops critical media production and analysis skills. How do writers, directors and editors work together to create exciting and inspiring films, advertisements and TV shots?</p> <p>This courses focuses on the following areas:</p> <ul style="list-style-type: none"> <li>• Develop your skills in lighting and a range of studio equipment to produce professional photographs suitable for exhibition</li> <li>• Write, produce and edit your own films, advertisements and TV shows by analysing the great directing styles and genres.</li> <li>• Use advanced media technologies to create mesmerising and immersive media products that are worthy of screening both in and out of school.</li> <li>• You will aim to submit your films to various local and international competitions.</li> <li>• This course is suited to those who wish to study senior school media or work in the creative industries.</li> </ul> <p>The skills learnt in Year 10 Media will prepare you for senior school media studies. You will also develop knowledge of the creative industries sector and learn about employment possibilities in that area.</p>
<b>APPROX. COST</b>	\$52 voluntary contribution

# The Arts – Performance & Visual

YEAR	PERFORMANCE PATHWAY	VISUAL PATHWAY
YEAR 7	Dance Drama General Music/Audio Program Inspire Music Program	Visual Arts
YEAR 8	Dance Drama Drama Stage Production General Music/Audio Program Inspire Music Program	Visual Arts
YEAR 9	Dance Drama Drama Stage Production Inspire Music Program	Visual Arts
YEAR 10	Dance Drama Inspire Music Program	Visual Arts

## YEAR 7 - SUBJECTS

<b>SUBJECT</b>	Year 7 Dance
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	<p>Students studying Year 7 Dance are introduced to essential safe dance and warm up practices. With a focus on Hip-Hop dance style, you will participate and in a whole class routine which you will perform to an audience.</p> <p>This course focuses on the following areas:</p> <ul style="list-style-type: none"> <li>• Safe Dance and warm up practices</li> <li>• Elements of Dance (body and energy)</li> <li>• Introduction to Hip-Hop</li> <li>• Whole class learnt choreography</li> <li>• Small group choreography</li> </ul> <p>This program provides a fantastic opportunity for you to develop foundation skills in learning how to manipulate movement using the elements of dance and develop your own choreography influenced by Hip- Hop dance style.</p>
<b>APPROX. COST</b>	\$26 charge

<b>SUBJECT</b>	Year 7 Drama
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	<p>Students studying Year 7 Drama start the year by breaking down their inhibitions and building self-confidence through studying improvisation techniques. Working in small groups, you will be introduced to basic performance and audience etiquette.</p> <p>This course focuses on the following areas:</p> <ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Mime</li> <li>• Melodrama</li> <li>• Small group devised performance</li> <li>• Whole class performance</li> </ul> <p>Later in the semester students in this course will have the opportunity to showcase their skills by performing to an audience. Students who work well as a part of a team and are interested in developing their communication skills are encouraged to elect this subject.</p>
<b>APPROX. COST</b>	\$26 voluntary contribution

<b>SUBJECT</b>	Year 7 General Music/Audio Program
<b>PREREQUISITES</b>	N/A (although an ability to play an instrument is highly desirable)
<b>CONTENT</b>	<p>This course is designed to be an introduction to live sound production, and an opportunity to play and perform in a band.</p> <p>This course will focus on the following areas:</p> <ul style="list-style-type: none"> <li>• Form a band where they will rehearse for a performance</li> <li>• Learn how to perform basic operations on a 32-channel digital mixing console</li> <li>• Learn how to setup &amp; pack down a PA system for a band rehearsal</li> </ul> <p>This course will suit anyone who has a passion for music, enjoys performing and working as part of a team. Students will have an opportunity to learn basic skills in an instrument.</p>
<b>APPROX. COST</b>	\$26 charge

<b>SUBJECT</b>	Year 7 Inspire Music Program
<b>PREREQUISITES</b>	Audition only
<b>CONTENT</b>	
<p>Year 7 Music provides a strong foundation and introduction to music concepts and contemporary style. Students have the opportunity to learn basic skills on an instrument through weekly lessons and regular performances in bands and ensembles throughout the year. All students must participate in after school band and/or choir rehearsals and School of Instrumental Music lessons (SIM), which are offered during negotiated class time. Instrumental lessons and ensemble participation contributes to the formal assessment structure of the music course.</p> <p>This course focuses on the following areas:</p> <ul style="list-style-type: none"> <li>• Introduction to Note Flight (online music classroom)</li> <li>• Basic theory and keyboard skills</li> <li>• Introduction to Garage Band digital audio workstation</li> <li>• Solo class performance</li> <li>• Schools of Instrumental Music (weekly lessons)</li> <li>• Music ensemble/band one hour rehearsal before or after school</li> </ul> <p>In participating in these projects students will also learn basic skills on electronic keyboard and how to record using Digital Audio Workstations (DAW). Students will discover how to read and write music, arrange music using loops, understand rhythms, create beats and melodies.</p>	
<b>APPROX. COST</b>	\$100 charge

<b>SUBJECT</b>	Year 7 Visual Arts
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	
<p>In choosing the Visual Art course, students will have the opportunity to experiment with a range of art making methods using different equipment and materials.</p> <p>This course focuses on the following areas:</p> <ul style="list-style-type: none"> <li>• Learning to draw simple still life objects and shading techniques to make artworks look three-dimensional</li> <li>• Foam Printmaking artworks based on Australian Indigenous Art styles.</li> <li>• Investigation of artists and analysis of famous art works using art vocabulary</li> </ul> <p>In completing these projects students will have had a taste of what is involved in the Visual Arts program and will be in a strong position to further develop art skills and ideas in the course next year.</p>	
<b>APPROX. COST</b>	\$27 voluntary contribution

## YEAR 8 - SUBJECTS

<b>SUBJECT</b>	Year 8 Dance
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	<p>The Year 8 Dance course is designed to start challenging your fitness, strength and flexibility and further your understanding of basic dance technique. Students will start using dance terminology in the analysis of popular dance styles and performances.</p> <p>This course focuses on the following areas:</p> <ul style="list-style-type: none"><li>• Basic dance techniques</li><li>• Dance analysis</li><li>• Introduction to choreographic devices (unison, canon, repetition)</li><li>• Elements of dance (body, energy, space and time)</li><li>• Small group choreography</li><li>• Whole class learnt choreography</li></ul> <p>In addition, all students who elect this course will have performance opportunities based on their own choreography and a whole class routine set by the teacher.</p>
<b>APPROX. COST</b>	\$27 charge

<b>SUBJECT</b>	Year 8 Drama
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	<p>In Year 8 Drama, students will further their knowledge and understanding of improvisation and will take a more in depth look at body, language and movement. Students will be introduced to different styles of Drama such as naturalism and radio plays and will create their own performances in these styles.</p> <p>This course focuses on the following areas:</p> <ul style="list-style-type: none"><li>• Body language and movement</li><li>• Naturalism performance</li><li>• Radio play</li><li>• Stage make up (bullet holes and bruising)</li><li>• Whole class performance</li></ul> <p>In completing these projects, students will get their first taste of the production aspect of Drama by exploring stage make up to create bullet holes and bruises for the whole class zombie performance.</p>
<b>APPROX. COST</b>	\$26 voluntary contribution

<b>SUBJECT</b>	Year 8 Drama Stage Production
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	
<p>In Year 8 Stage Production, students will further their knowledge and understanding of behind the scenes to live performances.</p> <p>This course focuses on:</p> <ul style="list-style-type: none"> <li>• Theoretical understandings of stage position and directions</li> <li>• Prop building for Performances held at the college</li> <li>• Small group Drama skit</li> <li>• Mono production, mime technique</li> </ul> <p>In completing these projects, students will get their first taste of the production aspects of what goes on behind the curtain and explore how these aspects help a full scale performance.</p>	
<b>APPROX. COST</b>	\$30 charge

<b>SUBJECT</b>	Year 8 General Music/Audio Program
<b>PREREQUISITES</b>	N/A (although an ability to play an instrument is highly desirable)
<b>CONTENT</b>	
<p>This course is designed to be an introduction to live sound production and an opportunity to play and perform in a band.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Form a band where they will rehearse for a performance</li> <li>• Learn how to perform basic operations on a 32-channel digital mixing console</li> <li>• Learn how to setup &amp; pack down a PA system for a band rehearsal</li> <li>• Gain a basic understanding of how microphones work</li> </ul> <p>This course caters for a wide range of interests and provides an opportunity for you to experiment and develop your technical skills in a chosen instrument or vocals to a basic standard.</p>	
<b>APPROX. COST</b>	\$26 charge

<b>SUBJECT</b>	Year 8 Inspire Music Program
<b>PREREQUISITES</b>	Audition only
<b>CONTENT</b>	
<p>Year 8 Inspire Music sets a strong skills and performance foundation for students. With ongoing development in music skills and contemporary music style, the students will have an opportunity to begin to showcase some of their own melodies and compositions. Students will also explore the genre of film music. All students must participate in after school band and/or choir rehearsals and School of Instrumental Music lessons (SIM), which are offered during negotiated class time. Instrumental lessons and ensemble participation contributes to the formal assessment structure of the music course.</p> <p>This course focuses on the following areas:</p> <ul style="list-style-type: none"> <li>• Keyboard skills (scales)</li> <li>• Theory and aural; listening skills and analysing music elements</li> <li>• Exploring film music; composition and analysis of film soundtracks</li> <li>• An introduction to melody writing song writing basics and music genre</li> <li>• In class performance on an instrument</li> <li>• Schools of Instrumental Music (weekly lessons)</li> <li>• Music ensemble/band one hour rehearsal before or after school</li> <li>• Introduction to studio production and live sound</li> </ul> <p>In completing this course, students will have opportunities to extend their performance skills by playing to a larger crowd.</p>	
<b>APPROX. COST</b>	\$85 charge

<b>SUBJECT</b>	Year 8 Visual Arts
<b>PREREQUISITES</b>	
<b>CONTENT</b>	
<p>Develop a deeper understanding of the arts in the past and present and explore well- known artists internationally and from Australia.</p> <p>The Visual Art courses focuses on the following areas:</p> <ul style="list-style-type: none"> <li>• Draw from still life arrangements to produce a design suitable for a lino print</li> <li>• Carve and print a series of design</li> <li>• Add the finishing touches using water- colour paint and ink</li> <li>• Investigate famous printmaking artists from Asia</li> <li>• Learn more complex clay techniques to create vessels such as bowls or money banks</li> <li>• Extend your painting skills using water based paint (such as acrylic) to produce artworks influenced by contemporary or traditional illustration</li> </ul> <p>This course will provide you with an opportunity to explore a wider range of materials and art making processes in connection with a range of cultures from the past and present.</p>	
<b>APPROX. COST</b>	\$26 charge

## YEAR 9 - SUBJECTS

<b>SUBJECT</b>	Year 9 Dance
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	<p>Students studying Year 9 Dance will gain an in-depth understanding of the choreographic devices and how they can be manipulated to create movement. You will also be introduced to and research various dance genres, exploring the importance of dance in other cultures.</p> <p>This course focuses on the following areas:</p> <ul style="list-style-type: none"> <li>• Student designed and run warm up</li> <li>• Choreographic devices (design your own dance routine in small groups)</li> <li>• Dance genre research</li> <li>• Small group choreography</li> <li>• Whole class learnt choreography</li> </ul> <p>The emphasis of this program is building strong dance techniques by engaging in the whole class group routine and developing strong performance skills to prepare for Senior School Dance.</p>
<b>APPROX. COST</b>	\$30 charge

<b>SUBJECT</b>	Year 9 Drama
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	<p>The year 9 Drama course begins by exploring various forms of comedy from the physical 'slap stick' style to modern stand-up comedy.</p> <p>This course focuses on the following areas:</p> <ul style="list-style-type: none"> <li>• Comedy (physical, stand up)</li> <li>• Dramatic elements</li> <li>• Shakespearean insults</li> <li>• Combat for the stage</li> <li>• Whole class performance</li> </ul> <p>Students will also be introduced to Shakespeare by looking at some of the key fight scenes from Romeo and Juliet, Macbeth and Twelfth Night. Participation in a whole class play will support the development of your acting skills, which will be performed to an audience.</p>
<b>APPROX. COST</b>	\$26 voluntary contribution

<b>SUBJECT</b>	Year 9 Drama Stage Production
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	
<p>In Year 9 Stage Production, students will further their knowledge and understanding of what defines behind the scenes of live theatrical performances.</p> <p>This course focuses on:</p> <ul style="list-style-type: none"> <li>• Prop design and construction for school performances</li> <li>• Short skit, voice and movement techniques</li> <li>• Be inspired by the Perth Spare Parts Puppetry company and develop puppets for a small stage production.</li> <li>• Mono production, mime techniques</li> <li>• Reflect and analyse drama in society</li> </ul> <p>Students in year 9 learnt about musical performances and the mechanics that are needed to produce a full scale production. They will look at puppetry techniques such as Marionettes, Bunraku, hand, rod body puppets and many more to bring to life another form of live theatre.</p>	
<b>APPROX. COST</b>	\$30 charge

<b>SUBJECT</b>	Year 9 Inspire Music Program
<b>PREREQUISITES</b>	Audition only
<b>CONTENT</b>	
<p>In the Year 9 Inspire Music Program students will discover music making at a more in-depth level to create original melodies. All students must participate in after school band and/or choir rehearsals and School of Instrumental Music lessons (SIM), which are offered during negotiated class time. Instrumental lessons and ensemble participation contributes to the formal assessment structure of the music course.</p> <p>This course focuses on the following areas:</p> <ul style="list-style-type: none"> <li>• Song analysis (extended vocabulary and exploration of styles)</li> <li>• In class solo performances on your instrument</li> <li>• Recording and song writing using Noteflight and Garage Band</li> <li>• Keyboard performance</li> <li>• Schools of Instrumental Music (weekly lessons)</li> <li>• Music ensemble/band practice one hour rehearsal before or after school</li> <li>• Basic audio recording &amp; live mixing skills</li> </ul> <p>Successful completion of these focus areas supports student development in learning how riffs, melodies, chords, bass lines and beats combine to create different musical styles and genres. A more technical approach to electronic music that shows originality and careful editing choices is encouraged and will enhance student ability to perform original music as a part of a band.</p>	
<b>APPROX. COST</b>	\$100 charge

<b>SUBJECT</b>	Year 9 Visual Arts
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	
<p>In Year 9 Visual Art students will be able to discover the world of colour through an array of art forms to express their ideas. Create more complex art works using a range of new techniques.</p> <p>This course focuses on the following areas:</p> <ul style="list-style-type: none"> <li>• Dry- point etching processes influenced by contemporary art styles.</li> <li>• Oil or soft pastel landscape drawings influenced by the styles of famous Expressionist and Impressionist artists.</li> <li>• Drawing and water based painting projects influenced by expressionism and contemporary international art style.</li> </ul> <p>In working with a range of materials this course will provide students with a deeper understanding of foundation art making techniques with a focus on colour theory. Investigations of well- known artists and styles will support students in developing their own art style.</p>	
<b>APPROX. COST</b>	\$26 voluntary contribution

## YEAR 10 - SUBJECTS

<b>SUBJECT</b>	Year 10 Dance
<b>PREREQUISITES</b>	Year 9 Dance or an interest in Dance
<b>CONTENT</b>	
<p>Students studying Year 10 Dance will be challenged to extend their fitness, strength and flexibility whilst also furthering their knowledge of dance technique. In the theory component of the course you will form an understanding of dance as an art form specifically in Australian society and how cultural dance can influence dance works.</p> <p>This course focuses on the following areas:</p> <ul style="list-style-type: none"> <li>• Musical theatre performance analysis</li> <li>• Full day contemporary workshop</li> <li>• Contemporary dance style</li> <li>• Jazz dance style</li> <li>• Small group choreography</li> <li>• Dance genre research</li> </ul> <p>To support students in these projects, all students in this course have the opportunity to participate in the annual full day contemporary dance workshop and attend a contemporary musical theatre show. This is an excellent program designed to accelerate your dance skills and performance abilities. This course is strongly recommended as a prerequisite to the General Dance course in year 11-12.</p>	
<b>APPROX. COST</b>	\$80 charge

<b>SUBJECT</b>	Year 10 Drama
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	
<p>Students studying year 10 Drama will be challenged to extend knowledge and skills to present and reflect on drama for purpose and wider external audiences safely using processes, techniques and conventions of drama. Students will also develop drama based on devised drama processes and taken from appropriate, published script excerpts using selected drama forms and styles.</p> <p>This course focuses on the following:</p> <ul style="list-style-type: none"> <li>• Voice and movement</li> <li>• Drama Process and Elements</li> <li>• Drama Form, Style and Conventions</li> <li>• Contemporary Aboriginal Theatre</li> <li>• Theatre of the Absurd</li> <li>• Greek Theatre</li> </ul> <p>To support students in these projects, all students in this course have the opportunity to attend workshops and a contemporary musical theatre performance. This program is designed to advance students drama skills and performance abilities. This course is strongly recommended as a prerequisite for the General Drama year 11 course.</p>	
<b>APPROX. COST</b>	\$60 charge

<b>SUBJECT</b>	Year 10 Inspire Music Program
<b>PREREQUISITES</b>	Audition only
<b>CONTENT</b>	
<p>The Year 10 Music Program showcases experienced students who are now comfortable on stage. Students become more self-directed and set personal learning goals based on their strengths. Students explore classic compositional techniques, theory, music genres, music structure and analysis in connection with personal musical interests. All students must participate in after school band and/or choir rehearsals and School of Instrumental Music lessons (SIM), which are offered during negotiated class time. Instrumental lessons and ensemble participation contributes to the formal assessment structure of the music course.</p> <p>This course focuses on the following areas:</p> <ul style="list-style-type: none"> <li>• Song analysis</li> <li>• In class solo performance</li> <li>• Keyboard performance</li> <li>• Music theory and aural Skills and practical application of these skills to performance activities</li> <li>• Extended composition tasks, recording and editing using Digital Audio software</li> <li>• Small group band performance</li> <li>• Schools of Instrumental Music (weekly lessons)</li> <li>• Music ensemble/band practice one hour rehearsal before or after school</li> <li>• Recording and producing a full song</li> <li>• Running live sound at a performance</li> </ul> <p>These areas support students in applying theory components of the course to the development of performance skills in the context of ensembles and band. Audio and editing skills provide the necessary skills in working towards industry standards needed to enrol in the Certificate III in Music Technology in Year 11 and 12.</p>	
<b>APPROX. COST</b>	\$120 charge

<b>SUBJECT</b>	Year 10 Visual Arts
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	<p>This Year 10 Visual Art course is for students who know they are creative and want to fulfill their potential. Students explore new combinations of techniques and art materials to develop innovative experiments while producing exciting, challenging and individual artworks from a range of studio areas.</p> <p>This course focuses on the following areas:</p> <ul style="list-style-type: none"> <li>• Anatomy based projects that include but are not limited to drawing skulls and developing work based on the human form.</li> <li>• Wire or cardboard sculptures based on contemporary and modernist abstract styles.</li> <li>• Printmaking processes including screen-printing on paper, mono-printing (drawing into ink) and collagraphs (prints from textured materials).</li> <li>• Large scale painting's focusing on developing an individual expressive style and developing deeper understanding of figures in a landscape</li> </ul> <p>Students will become confident in their understanding of Art and appreciate a multitude of styles, meanings, purposes and forms. They will gain an awareness of the many styles of art through history and analyse artworks to expand their understanding and prepare for the Certificate 11 Visual Art in Year 11 and 12.</p>
<b>APPROX. COST</b>	\$52 voluntary contribution

# Technologies- D & T



YEAR	Metal	Technology	Wood
YEAR 7	Metalwork	Robotics	Woodwork
YEAR 8	Metalwork	Electronics	Woodwork
YEAR 9	Metalwork	Mechatronics	CAD/Technical Drawing Woodwork
YEAR 10	Metalwork	Discovering Engineering	CAD/Technical Drawing Woodwork

## YEAR 7 - SUBJECTS

<b>SUBJECT</b>	Year 7 Metalwork
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	In this course students will be given opportunities to safely construct projects with metal. Students are taught to use many tools and machines, students will also draw and interpret technical drawings. This course is designed to better prepare students to work in the industry and provide them with useful skills and knowledge. The course may also take on aspects of jewellery making and the skills associated with this. These skills include but are not limited to silver soldering, casting, forming, drilling, cutting, and polishing a range of materials used for ornamental purposes.
<b>APPROX. COST</b>	\$50 charge

<b>SUBJECT</b>	Year 7 Robotics
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	Click on the link for further information. <a href="#">Year 7 Robotics</a>
<b>APPROX. COST</b>	\$50 charge

<b>SUBJECT</b>	Year 7 Woodwork
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	This is a practical course where students work with wood in designing and manufacturing products. Students will be encouraged to develop ideas and demonstrate creativity. In order to do these well, students investigate and test materials. They use processes, tools and machines to produce high quality products like helicopters, serving trays and money boxes. Along with high quality products students will learn about different types of hard and soft woods, different types of joinery, and develop skills with hand tools that they will be able to apply later in their lives. Most importantly students will learn the safety requirements when working with tools and machines in a potentially hazardous area and be able to carry these skills through years 8-12.
<b>APPROX. COST</b>	\$33 charge

## YEAR 8 - SUBJECTS

<b>SUBJECT</b>	Year 8 Electronics
<b>PREREQUISITES</b>	Robotics recommended
<b>CONTENT</b>	
Click on the link for further information. <a href="#">Year 8 Electronics</a>	
<b>APPROX. COST</b>	\$50 charge

<b>SUBJECT</b>	Year 8 Metalwork
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	
In this course students will be given opportunities to safely construct projects with metal. Students are taught to use many tools and machines, students will also draw and interpret technical drawings. This course is designed to better prepare students to work in the industry and provide them with useful skills and knowledge. The course may also take on aspects of jewellery making and the skills associated with this. These skills include but are not limited to silver soldering, casting, forming, drilling, cutting, and polishing a range of materials used for ornamental purposes.	
<b>APPROX. COST</b>	\$50 charge

<b>SUBJECT</b>	Year 8 Woodwork
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	
This is a practical course where students work with wood in designing and manufacturing products. Students will be encouraged to develop ideas and demonstrate creativity. In order to do these well, students investigate and test materials. They use processes, tools and machines to produce high quality products like helicopters, serving trays and money boxes. Along with high quality products students will learn about different types of hard and soft woods, different types of joinery, and develop skills with hand tools that they will be able to apply later in their lives. Most importantly students will learn the safety requirements when working with tools and machines in a potentially hazardous area and be able to carry these skills through years 9-12.	
<b>APPROX. COST</b>	\$35 charge

## YEAR 9 - SUBJECTS

<b>SUBJECT</b>	Year 9 Computer Assisted Design (CAD)
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	
A semester based program (2 hours per week) to develop skills and knowledge in the Technical Drawing field of study. This course follows on from 3D Design. Teaching programs and student projects are based on the needs of the students and the availability of drawing software. In the past the students have covered the range of Technical Drawing industries including Design, Drafting and Architecture. The students learn basic drawing techniques through freehand sketching and develop their skills using both 2D and 3D drawing programs on the computers.	
<b>APPROX. COST</b>	\$26 voluntary contribution

<b>SUBJECT</b>	Year 9 Mechatronics
<b>PREREQUISITES</b>	Electronics recommended
<b>CONTENT</b>	
Click on the link for further information. <a href="#">Year 9 Mechatronics</a>	
<b>APPROX. COST</b>	\$50 charge

<b>SUBJECT</b>	Year 9 Metalwork
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	
<p>Year 9 Metal Technology draws on and expands transferable skills developed in Year 8 Design and Technology and introduces students to the manipulation of metals using a wide range of tools processes, materials and systems. Some new processes, forging, machining, fitting, drilling, grinding and polishing of a range of metals. Some of the work will require design and planning using the Technology Process with literacy and numeracy skills consolidated in practical applications such as quality and cost estimations. Health and safety aspects will be taught and reinforced at all times. Students will learn how to conduct a risk assessment and job safety analysis in a range of industrial settings. The course may also take on aspects of jewellery making and the skills associated with this. These skills include but are not limited to silver soldering, casting, forming, drilling, cutting, and polishing a range of materials used for ornamental purposes.</p>	
<b>APPROX. COST</b>	\$40 charge

<b>SUBJECT</b>	Year 9 Woodwork
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	
<p>Year 9 Wood Technology draws on and expands transferable skills developed in Year 8 Design and Technology and introduces students to the manipulation of wood products using a wide range of tools, processes, materials and systems. Some new processes to be developed will include but not limited to, biscuit joining of boards and frames using a range of adhesives, use of pneumatic and electric tools. Some of the work will require design and planning using the Technology Process with literacy and numeracy skills consolidated in practical applications such as quantity and cost estimations. Health and safety aspects will be taught and reinforced at all times. Students will learn how to conduct a risk assessment and job safety analysis in a range of industrial settings.</p>	
<b>APPROX. COST</b>	\$40 charge

## YEAR 10 - SUBJECTS

<b>SUBJECT</b>	Year 10 Computer Assisted Design (CAD)
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	Students will have the opportunity to work through a series of Graphics Design activities covering a wide range of architectural, graphic illustration and engineering drawing skills in this full year program. The methods used will reflect the current state of technology in industry involving not only conventional instruments but also Computer Aided Drawing (CAD). The outcomes for this subject include raising the basic skill levels of all students in the various techniques of pictorial, orthographic and various technical graphics. Projects in areas such as housing and solar design and engineering design problems involving multipart assemblies, can be fully covered with the full range of equipment available (including CAD) within our department. The subject provides an excellent basis for further study in Year 11 and 12 for those moving into the Certificate II Engineering Pathways or a professional career in any of the many areas of technical graphics.
<b>APPROX. COST</b>	\$52 voluntary contribution

<b>SUBJECT</b>	Year 10 Discovering Engineering
<b>PREREQUISITES</b>	Mechatronics recommended
<b>CONTENT</b>	Click on the link for further information. <a href="#">Year 10 Discovering Engineering</a>
<b>APPROX. COST</b>	\$100 charge

<b>SUBJECT</b>	Year 10 Metalwork
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	Year 10 Metal Technology draws on and expands transferable skills developed in Year 9 Design and Technology and introduces students to the manipulation of metals using a wide range of tools processes, materials and systems. Some new processes to be developed will include but not be limited to, fuel gas and electric welding processes, forging, machining, fitting, drilling, grinding and polishing of a range of metals. Some of the work will require design and planning using the Technology Process with literacy and numeracy skills consolidated in practical applications such as quality and cost estimations. Health and safety aspects will be taught and reinforced at all times. Students will learn how to conduct a risk assessment and job safety analysis in a range of industrial settings. The course may also take on aspects of jewellery making and the skills associated with this. These skills include but are not limited to silver soldering, casting, forming, drilling, cutting, and polishing a range of materials used for ornamental purposes.
<b>APPROX. COST</b>	\$130 charge

<b>SUBJECT</b>	Year 10 Wood Technology
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	Year 10 Wood Technology draws on and expands transferable skills developed in Year 9 Design and Technology and introduces students to the manipulation of wood products using a wide range of tools, processes, materials and systems. Some new processes to be developed will include but not limited to, biscuit joining of boards and frames using a range of adhesives, use of pneumatic and electric tools. Some of the work will require design and planning using the Technology Process with literacy and numeracy skills consolidated in practical applications such as quantity and cost estimations. Health and safety aspects will be taught and reinforced at all times. Students will learn how to conduct a risk assessment and job safety analysis in a range of industrial settings.
<b>APPROX. COST</b>	\$100 charge

# Technologies- Home Ec



YEAR	FOOD	SERVICES
YEAR 7	Food Technology	
YEAR 8	Food Technology	
YEAR 9	Food Technology	Childcare
YEAR 10	Food Technology	Childcare Introduction to Community Services

## YEAR 7 - SUBJECTS

<b>SUBJECT</b>	Year 7 Food Technology
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	<p>This course is an introduction to the new Australian Curriculum requirements for Food Technology and comes under the Technology &amp; Enterprise learning area.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Learn about safety and hygiene in a food environment</li> <li>• Investigate nutritional value of food and how to make positive food choices</li> <li>• Discover why we eat what eat according to sensory and physical properties of food</li> <li>• Investigate food sustainability for the future</li> <li>• Learn to write recipes and develop basic cookery skills</li> <li>• Discover new technology applications in food</li> </ul> <p>Students work as a team as well as individually during theory and practical lessons. This course suits anyone who is interested in cooking and learning more about nutrition</p>
<b>APPROX. COST</b>	\$60 charge

## YEAR 8 - SUBJECTS

<b>SUBJECT</b>	Year 8 Food Technology
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	<p>This course is a continuation of the new skills and knowledge gained in the year 7 food technology course.</p> <p>Students will build on their skills and knowledge in:</p> <ul style="list-style-type: none"><li>• Safety and hygiene in a food environment</li><li>• Nutritional value of food and how to make positive food choices</li><li>• Sensory and physical properties of food</li><li>• Food sustainability for the future</li><li>• Recipe development and cookery skills</li><li>• New technology applications in food</li></ul> <p>Students work as a team as well as individually during theory and practical lessons. Students work as a team as well as individually during theory and practical lessons. This course presents a great opportunity to design new recipes as part of a small group.</p>
<b>APPROX. COST</b>	\$75 charge

## YEAR 9 - SUBJECTS

<b>SUBJECT</b>	Year 9 Childcare
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	<p>The Year 9 Child Care course provides a practical introduction to the roles and responsibilities in respect to caring for babies and children.</p> <p>Students will:</p> <ul style="list-style-type: none"><li>• Acquire the basic knowledge, skills and personal qualities needed to be an effective carer of babies and children.</li><li>• Appreciate the importance of healthy relationships and the many considerations when planning for a family.</li><li>• Learn about the stages of pregnancy and the antenatal and postnatal factors that affect a child's development.</li><li>• Participate in a parenting simulation project, which involves caring for an electronic simulated baby.</li><li>• Discover and design toys and activities that aid children's development and learning.</li><li>• Plan and manage an event for parents and their children.</li></ul> <p>This course runs for one semester and provides essential information for those who wish to build their knowledge on early education and care, pursue a career in childcare, teaching and nursing</p>
<b>APPROX. COST</b>	\$30 charge

<b>SUBJECT</b>	Year 9 Food Technology
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	
<p>This course continues to extend the student’s exploration of food science, technology and nutrition.</p> <p>Students’ progress further with their understanding of:</p> <ul style="list-style-type: none"> <li>• Safety and hygiene in the kitchen and food production environments</li> <li>• Nutrient properties found in food</li> <li>• Sensory and physical properties of food</li> <li>• Food sustainability and availability for future trends</li> <li>• Product development and marketing of food</li> <li>• New technology applications in food</li> </ul> <p>Students work as a team as well as individually during theory and practical lessons to develop a range of more challenging dishes influenced by cultures from around the world.</p>	
<b>APPROX. COST</b>	\$80 charge

## YEAR 10 - SUBJECTS

<b>SUBJECT</b>	Year 10 Childcare
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	
<p>The Year 10 Child Care course provides students with the practical skills and knowledge to assist in supporting the various developmental needs of infants and young children.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Investigate a range of jobs and careers in the child care and community sector</li> <li>• Learn about the importance of a healthy pregnancy and the various technologies that support pregnancy and child birth.</li> <li>• Understand the functions of families and community organisations in the provision of children’s needs.</li> <li>• Analyse and produce foods to support the healthy development of individuals during different life stages.</li> <li>• Use materials and technologies to create products that promote child development.</li> <li>• Gain practical experience by hosting a children’s play event, visiting child care centres and local community facilitates.</li> <li>• Organise a fundraiser to support a child health and wellbeing campaign or charity.</li> <li>• Build confidence and develop skills to improve their interactions with children and community members.</li> </ul> <p>This course runs for one year and provides essential information for those who wish to pursue a career in childcare, community services, teaching and nursing.</p>	
<b>APPROX. COST</b>	\$100 charge

<b>SUBJECT</b>	Year 10 Food Technology
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	
<p>This course continues to extend the student’s exploration of food science, technology and nutrition.</p> <p>Students progress further with their understanding of:</p> <ul style="list-style-type: none"> <li>• Safety and hygiene in the kitchen and food production environments</li> <li>• Nutrient properties found in food</li> <li>• Advertising and Marketing influences on food choices</li> <li>• Investigating why we eat what we eat according to the sensory and physical properties of food.</li> <li>• Food sustainability and availability for future trends</li> <li>• Product development and marketing of food</li> <li>• New technology applications in food</li> </ul> <p>Students work as a team as well as individually during theory and practical lessons. To develop a deeper understanding of specialist cooking skills to prepare for senior school food courses.</p>	
<b>APPROX. COST</b>	\$110 charge

<b>SUBJECT</b>	Year 10 Introduction to Community Service
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	
<p>Investigate the wide range of jobs in the community sector and the various needs of clients accessing different services. Create solutions to various issues faced by community services organisations. Design and develop a product and/or service that will benefit others. Gain practical experience from helping local organisations such as, day care centres, child health services, primary schools, aged care facilities, welfare organisations, leisure and environmental groups. Organise fundraising and whole school projects. Develop your skills in communication, public speaking, leadership, group work, analysis, creativity, initiative and problem solving.</p>	
<b>APPROX. COST</b>	\$100 charge

# Technologies- ICT



YEAR	ICT PATHWAY
YEAR 7	Year 7 Digital Technologies (Scratch) *
YEAR 8	Year 8 Digital Technologies (Scratch) *
YEAR 9	Year 9 Digital Technologies (GameMaker) *
YEAR 10	Year 10 Digital Technologies (Python) *

## YEAR 7 - SUBJECTS

<b>SUBJECT</b>	Year 7 Digital Technologies (Scratch) *
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	<p>In this subject students will develop an understanding of the knowledge and skills needed for computational thinking, which is a problem-solving method that involves various techniques and strategies in order to solve problems that can be implemented by digital technologies. Students have opportunities to use computational thinking to create a range of solutions using Scratch software.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Explore the properties of networked systems</li> <li>• Get data from a range of digital systems</li> <li>• Use data to model objects and event,</li> <li>• Develop their understanding of the vital role that data plays in their lives</li> <li>• Develop an understanding of different social contexts when communicating and collaborating online</li> <li>• Develop skills in computational thinking to create solutions</li> <li>• Learn about working individually and in teams</li> </ul>
<b>APPROX. COST</b>	\$26 voluntary contribution

## YEAR 8 - SUBJECTS

<b>SUBJECT</b>	Year 8 Digital Technologies (Scratch) *
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	<p>In this subject students will further develop an understanding of the knowledge and skills needed for computational thinking, which is a problem-solving method that involves various techniques and strategies in order to solve problems that can be implemented by digital technologies. Students have opportunities to use computational thinking to create a range of solutions using Scratch software.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• investigate networked systems</li> <li>• Learn about binary data</li> <li>• Develop their understanding of the vital role that data plays in their lives</li> <li>• Acquire, analyse, visualise and evaluate various types of data</li> <li>• Use structured data to model objects and events that shape the communities they actively engage with,</li> <li>• develop further skills in computational thinking to create solutions</li> <li>• Have opportunities to plan and manage individual and team projects, and design user interfaces with considerations to factors</li> </ul>
<b>APPROX. COST</b>	\$26 voluntary contribution

## YEAR 9 - SUBJECTS

<b>SUBJECT</b>	Year 9 Digital Technologies (Scratch) *
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	<p>In this subject students will further develop an understanding of the knowledge and skills needed for computational thinking, which is a problem-solving method that involves various techniques and strategies in order to solve problems that can be implemented by digital technologies. Students have opportunities to use computational thinking to create a range of solutions using GameMaker software.</p> <p>Students will:</p> <ul style="list-style-type: none"><li>• Have opportunities to analyse problems and design, implement and evaluate a range of solutions,</li><li>• Learn about the role of hardware and software in managing, controlling and securing the movement of data in a digital system,</li><li>• Investigate different methods of manipulation, storage and transmission of data,</li><li>• Analyse and visualise data to create information and address complex problems, and</li><li>• Create and use interactive solutions for sharing ideas and information online</li></ul>
<b>APPROX. COST</b>	\$26 voluntary contribution

## YEAR 10 - SUBJECTS

<b>SUBJECT</b>	Year 10 Digital Technologies (Python) *
<b>PREREQUISITES</b>	N/A
<b>CONTENT</b>	<p>In this subject students will further develop an understanding of the knowledge and skills needed for computational thinking, which is a problem-solving method that involves various techniques and strategies in order to solve problems that can be implemented by digital technologies. The subject focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years. Students have opportunities to use computational thinking to create a range of solutions using Python software.</p> <p>Students will:</p> <ul style="list-style-type: none"><li>• Investigate the role of hardware and software in managing, controlling and securing access to data, in networked digital system</li><li>• Understand simple compression of data and how content data is separated from presentation data,</li><li>• Analyse, visualise and model processes</li><li>• Apply techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources</li><li>• Create interactive solutions for sharing ideas and information online, taking into account social contexts and legal responsibilities, and</li><li>• Use appropriate interactive digital technology to plan and manage projects</li></ul>
<b>APPROX. COST</b>	\$26 voluntary contribution

## Year 7-10 Subject Charges 2018

The subject pricings are approximate. Final pricings may change and these will be contained in the end of year information package to be posted early December 2017.      \*= STEM subject C=Charge VC=Voluntary Contribution

<b>INSPIRE ACADEMIC &amp; TECHNOLOGY PATHWAY</b>	<b>Cost</b>		<b>THE ARTS</b>		
Academic & Technology Pathway*	\$100	C	Year 8 Drama	\$26	VC
<b>ENGLISH</b>			Year 8 Drama Stage Production*	\$30	C
Year 7 English	\$26	VC	Year 8 Fashion Design	\$30	C
Year 8 English	\$26	VC	Year 8 Graphic Design	\$26	VC
Year 9 English	\$26	VC	Year 8 General Music & Audio*	\$26	C
Year 10 English	\$26	VC	Year 8 Inspire Music Program	\$85	C
<b>HUMANITIES &amp; SOCIAL SCIENCE</b>			Year 8 Media*	\$27	VC
Year 7 Humanities & Social Science	\$26	VC	Year 8 Visual Arts	\$26	VC
Year 8 Humanities & Social Science	\$26	VC	Year 9 Dance	\$30	C
Year 9 Humanities & Social Science	\$26	VC	Year 9 Drama	\$26	VC
Year 10 Humanities & Social Science	\$26	VC	Year 9 Drama Stage Production*	\$30	C
Year 10 Chevron (Powering Careers in Energy)*	\$60	C	Year 9 Fashion Design	\$36	C
Year 7 Debating Society	\$25	C	Year 9 Graphic Design	\$26	VC
Year 8 Debating Society	\$25	C	Year 9 Media*	\$27	VC
Year 9 Debating Society	\$25	C	Year 9 Inspire Music Program*	\$100	C
Year 10 Justice League and Mock Trials*	\$50	C	Year 9 Visual Arts	\$26	VC
<b>MATHEMATICS</b>			Year 10 Dance	\$80	C
Year 7 Mathematics*	\$26	VC	Year 10 Drama	\$60	C
Year 8 Mathematics*	\$26	VC	Year 10 Fashion Design	\$80	C
Year 9 Mathematics*	\$26	VC	Year 10 Graphic Design	\$52	VC
Year 10 Mathematics*	\$26	VC	Year 10 Media*	\$52	VC
<b>SCIENCE</b>			Year 10 Inspire Music Program	\$120	C
Year 7 Science*	\$26	VC	Year 10 Visual Arts	\$52	VC
Year 8 Science*	\$26	VC	<b>DESIGN</b>		
Year 9 Science*	\$26	VC	Year 7 Digital Technology*	\$26	VC
Year 10 Science*	\$26	VC	Year 7 Food Technology	\$60	C
<b>PHYSICAL EDUCATION</b>			Year 7 Metalwork*	\$50	C
Year 7 Health Education	\$13	VC	Year 7 Robotics*	\$50	C
Year 7 Physical Education	\$13	VC	Year 7 Woodwork*	\$33	C
Year 7 Inspire Netball/Soccer	\$120	C	Year 8 Digital Technology*	\$26	VC
Year 8 Health Education	\$13	VC	Year 8 Electronics*	\$50	C
Year 8 Physical Education	\$13	VC	Year 8 Food Technology	\$75	C
Year 8 Inspire Netball/Soccer	\$120	C	Year 8 Metalwork*	\$50	C
Year 9 Health Education	\$13	VC	Year 8 Woodwork*	\$35	C
Year 9 Physical Education	\$13	VC	Year 9 CAD*	\$26	VC
Year 9 Inspire Netball/Soccer	\$120	C	Year 9 Childcare	\$30	C
Year 10 Health Education	\$13	VC	Year 9 Digital Technology	\$26	VC
Year 10 Physical Education	\$13	VC	Year 9 Food Technology	\$80	C
Year 10 Inspire Netball/Soccer	\$120	C	Year 9 Mechatronics*	\$50	C
<b>THE ARTS</b>			Year 9 Metalwork*	\$40	C
Year 7 Dance	\$26	C	Year 9 Woodwork*	\$40	C
Year 7 Drama	\$26	VC	Year 10 CAD*	\$52	VC
Year 7 Fashion Design	\$26	VC	Year 10 Childcare	\$100	C
Year 7 Graphic Design	\$26	VC	Year 10 Digital Technologies*	\$52	VC
Year 7 General Music and Audio	\$26	C	Year 10 Discovering Engineering *	\$100	C
Year 7 Inspire Music Program	\$100	C	Year 10 Food Technology	\$110	C
Year 7 Media*	\$26	VC	Year 10 Introduction to Community Service	\$100	C
Year 7 Visual Arts	\$27	VC	Year 10 Metalwork	\$130	C
Year 8 Dance	\$27	VC	Year 10 Woodwork	\$100	C