

YEAR 10 CURRICULUM HANDBOOK 2018



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XAVIER SENIOR SCHOOLING GUIDELINES & EXPECTATIONS

(Years 10-12) 2018-2020

Xavier Catholic College has high expectations of success for all students and is committed to justice for all members of its Community.

At Xavier it is our belief that educational success results from a partnership between teachers, parents and students. For this partnership to be productive it is important that the requirements for success and justice in these areas are clear to all. A focused commitment to learning and improving is the key to success. Our Ignatian charism refers to the *Magis* – ‘the more’. In a learning context, we challenge our students and staff to strive to do more and to be more – an aspiration and inspiration. This document clearly outlines the roles and responsibilities of the College, our students and families. We need all parties to be working together to achieve the best possible outcome for all our graduates.

We are committed to providing a breadth of quality learning and working opportunities for students in the senior phase of schooling. It is our expectation that graduates from Xavier will:

- hold valued and recognised qualifications;
- have achieved the highest result they possibly can (striving for the *Magis*); and
- engage productively in the world of study and work

1. Our school will:

a. Work with students and families to develop a learning plan

- During Year 10, we will provide a rigorous Student Education and Training Plan (SETP) process
- This plan will be monitored and reviewed at key junctures
- All students must remain eligible for a QCE regardless of the chosen course of study. It is expected that all students will receive a QCE at the completion of their senior studies.

b. Provide structures and systems to execute this plan

- Prepare quality subject selection guidelines and processes
- Provide a range of high quality academic and vocational studies options
- Establish and communicate pre-requisites for senior subjects. These are published in the Subject Selection handbook and applied in such a way to take account of the needs, abilities (based on evidence) and circumstances of each student and does not unreasonably limit future options and
- Publish assessment calendar

c. Provide support and monitoring

- Implement individual tracking and management processes for students who are at risk of not meeting QCE requirements and/or not meeting their SET plan goals and targets. If the student does not achieve the agreed outcomes of this process, the school may require him/her to amend or change subjects or courses.
- Schedule student feedback and target setting interviews early in Year 12 to ensure that students are able to reflect on their senior schooling progress and set goals for the remainder of the year.

2. Our students will:

a. be ready to learn and work

- attend school each day as required and be punctual – to school and class
- be prepared for lessons, actively involved in classes and classwork and contribute to class activities in a productive way
- wear the school uniform with pride and comply with our dress standards for a professional learning environment

b. engage productively in the learning process

- students are expected to make the best use of the learning experiences provided in the pursuit of academic success
- listen in class and complete all set tasks and assessment
- develop quality study and assessment habits
- VET students will demonstrate high levels of engagement in work and TAFE placements (where appropriate)

c. be responsible for acting on feedback to improve and balance schoolwork with other commitments

- Senior students are expected to take responsibility for their own learning
- set goals for achievement at key junctures
- complete homework, revise classwork and study
- complete drafts and present assessment when it is due
- balance their primary occupation as students with part time work, sport and other commitments

3. Parents/carers will:

- a. Participate in Senior Education and Training (SET) Plan process
- b. Communicate with staff if they feel support is needed for their son/daughter
- c. Attend parent teacher interviews as requested
- d. Support student learning by working collaboratively with the school

Compliance with this Policy is expected of all senior students at Xavier College

Non-compliance with this Policy may result in a review of enrolment with the student, his/her family and the Principal (or his/her delegate).

The Xavier Catholic College **Assessment Guidelines** are accessible on the Parent Portal.

YEAR 10 CORE SUBJECTS

RELIGIOUS EDUCATION



Religious Education focuses on the teaching and learning of religion in a Roman Catholic tradition, but acknowledges the fact that Australia is a pluralistic society, in which a great variety of religious traditions exist side by side. Over the four terms students will experience four study units:

- (i) The Mystery of God
- (ii) Responding to the signs of the times
- (iii) Making amends, moving forward
- (iv) Religious voice in the world

The intention of Religious Education is educational. It is designed to be available to all students irrespective of the existence or level of an individual religious belief. An educational approach to the study of religion enables students to learn about religion, to look at religion as a part of a complex social, political and cultural dialogue, to examine 'voices' in the conversation, and to examine religion from a critical standpoint.

TYPICAL ASSESSMENT TYPES

- Develop a multi-modal presentation.
- Class creates a multi-faith expo
- Examinations
- Assignments

SENIOR LINKS

Study of Religion
Religion & Ethics

ENGLISH



English focuses on communication, text and understanding. It helps to make sense of our community and the wider world through learning about and constructing different texts.

The main strands of English are: writing; speaking and listening; reading and viewing. Students need to be able to show proficiency in all of these to achieve well. This course of study will focus on the necessary skills required to be successful in Senior English.

Year 10 English at Xavier will consist of three units of work over two semesters.

Unit One: During this unit, students will create a response to a text that has been adapted or transformed. For example, directors frequently make choices when adapting a novel for the movie adaptation. Part of this unit asks students to compare the original to the adaptation and explain possible reasons why this is so. Based on the study of those two texts (a novel and a film), they will then construct and perform a persuasive speech that explores specific themes questioning the relevance and depiction of those themes.

Unit Two: Students will examine elements of literature through a range of texts with a major focus on analysing a specific study text.

Unit Three: Students will be exposed to a variety of short stories that focus on humanity and life experiences from a uniquely Australian perspective. Creative writing and characterisation are a major focus of this unit.

At the beginning of Semester Two there will be an opportunity for students intending to study Essential English in Years 11 and 12 to move to a slightly altered course of study. In this course, students will be engaged in similar content but will receive additional assistance to structure and understand concepts and assessment tasks. The focus will be on improving your communication skills through scaffolded activities and modified tasks.

TYPICAL ASSESSMENT TYPES

- Blog/Feature Article
- Persuasive Speech
- Analytical Essay
- Imaginative Narrative

SENIOR LINKS

English
Essential English

MATHEMATICS



In Semester One all students will study preparatory units to allow them to make an informed choice for their Senior Mathematics options. Semester One units can include: Measurement (Area & Volume), Trigonometry and Pythagoras, Algebra and Analytical Geometry.

The choices in Semester Two:

MATHEMATICS – AUSTRALIAN CURRICULUM 10

This course is designed around units that students will use in real life and applied situations. Topics studied may include: Managing Money; Measurement (extended Area & Volume); Chance; Data Representation and Interpretation to prepare the students for Year 11 General Mathematics. Students that choose General Mathematics will need to achieve at least a 'C' standard.

MATHEMATICS – AUSTRALIAN CURRICULUM 10A

This course is designed around units which are heavily weighted towards algebra. Topics studied may include: Linear and Quadratic Functions, Function Notation, Surds and Indices to prepare students for Year 11 Methods and Specialist Mathematics. Students that choose this need to achieve at least a 'B' standard in Semester One.

CORE 10 MATHEMATICS

Students who have not achieved at a 'C' standard in Semester One will study Core 10 Mathematics for the remainder of the year. This course will be based on the core elements of the Australian Curriculum. This will prepare the students for Year 11 Essential Mathematics.

TYPICAL ASSESSMENT TYPES

At the conclusion of each term, students will undertake written tests consisting of Knowledge and Procedures, Modelling and Problem Solving and Communication and Justification. Students will also undertake extended assignment work. The exam at the end of the year will be based on all topics covered in the year.

SENIOR LINKS

Essential Mathematics
General Mathematics
Mathematical Methods
Specialist Mathematics

If students wish to study Mathematical Methods or Specialist Mathematics, they must choose Mathematics 10A in Semester 2 of Year 10.

SCIENCE



Scientific knowledge and methods enable students to explore and explain their experiences and reach a deeper understanding of the world. The study of science can also generate a passion for learning and seeking new insights.

In Year 10 Semester One, students will study core Science incorporating Biology, Chemistry and Physics strands as defined by the Australian Curriculum.

Biology

- The transmission of heritable characteristics from one generation to the next involves DNA and genes
- The theory of evolution by natural selection explains, with scientific evidence, the diversity of living things

Chemistry

- The atomic structure and properties of elements are used to organise them in the Periodic Table
- Different types of chemical reactions are used to produce a range of products and can occur at different rates

Physics

- Energy conservation in a system can be explained by describing energy transfers and transformations
- The motion of objects can be described and predicted using the laws of physics

Preparation for Senior Science - Semester Two Electives (Biology, Chemistry, Physics)

- Use of senior equipment such as data-loggers, senior microscopes, field equipment, etc.
- Scientific literacy and scientific notation
- How to plan and carry out an extended experimental investigation (EEI)
- Senior Report-writing
- Manipulating raw data and presenting results
- Interpretation of results
- Theory pertaining to first Unit of Senior Chemistry (Atomic Structure, & Chemical Reactions), or Physics (Motion, and Uncertainty in Data Collection & Analysis), or Biology (Cells, Structure & Function)

TYPICAL ASSESSMENT TYPES

- Written tests consisting of multiple-choice questions, short written response, and extended written response to stimuli material
- Extended Practical Investigation
- Research reports and written assignments.

SENIOR LINKS

Chemistry
Physics
Biology

HISTORY



History is the imaginative reconstruction of the past from the remaining evidence. This evidence exists in the form of primary and secondary sources. In this course, students will learn from the lessons of the past so that they can make informed judgments in the future. History is not a single version of the past. There are many different perspectives about what happened and why it happened. Students will learn to understand these differences and speculate on why people see things differently. In Year 10 students have the opportunity to delve into the history of World War II, including the causes and major events of World War II and the impact of the war on the countries involved. Students will also explore the ancient past with a unit which investigates the afterlife and beliefs in ancient Egypt.

History is studied as a core subject as prescribed by the Australian Curriculum for 1 semester during the year.

Studying History will help students develop skills such as problem solving, analysing evidence, interpreting primary and secondary sources, evaluating, decision making and communication.

TYPICAL ASSESSMENT TYPES

- Objective/Short Answer Test
- Response to Stimulus Test
- Written Research Task
- Extended Response to Historical Evidence

SENIOR LINKS

Ancient History

PHYSICAL EDUCATION



This unit of Physical Education provides students with the opportunity to develop understanding of the four strands of the syllabus using the such sports as: Volleyball, AFL, Soccer and Water Polo.

- acquiring skills in each of the physical activities; knowledge and understanding of Biomechanics
- applying these skills and understandings to physical activity
- evaluating: modify physical responses based on reflective decision making; demonstrating solutions in team and group physical performance; predicting; justifying possible outcomes of decisions.
- appreciating: the enjoyment of involvement in physical activity; value technical and aesthetic qualities of the physical activity

In Year 10, all students will study Physical Education as a core subject, as prescribed by the Australian Curriculum for one semester.

TYPICAL ASSESSMENT TYPES

- Games and sports: demonstration of skills, application of strategies, knowledge of rules
- Creation of movement sequences
- Reports connecting practical and theoretical elements
- Assignments
- Short answers and structured questions

SENIOR LINKS

Physical Education
Health

ELECTIVE SUBJECTS

BUSINESS



Business has been developed to engage learners in preparation for their senior phase of learning in a range of contemporary real-life contexts. Business learning involves a range of experiences that provide knowledge and processes and skills, contributing to the students' roles as active, informed citizens.

During their studies, students will collect, analyse and organise information, individually and in teams, particularly in the performance of practical tasks. They will plan and organise activities, and will have opportunities to propose and implement solutions to business-related situations.

Students will acquire skills such as:

- Successfully working in teams;
- Effective communication;
- Organisational and interpersonal skills;

TYPICAL ASSESSMENT TYPES

- Examinations
- Multimedia presentations
- Folio presentations
- Project work
- Oral presentations

SENIOR LINKS

Business Management

CHILDCARE



Childcare aims to provide students with a knowledge and understanding of the concepts of childhood. The development of wellbeing, needs and rights of children, the value of play, concepts of childhood, industry practice and expectations. Students will be involved in interacting with children, planning and organising activities. This course provides students with the foundation for further studies in Early Childhood.

- Childcare focus
- Influences on Growth and Development
- Developmental Milestones
- Play – ages/stages/types
- Books and Storytelling
- Junior School visits
- Nutrition and Health for Children
- Cooking for/with Children
- Behaviour Guidance
- Immunisation

TYPICAL ASSESSMENT TYPES

- Storytelling and book review
- Exam
- Practical tasks

SENIOR LINKS

Early Childhood Studies



DRAMA

Drama focuses on students expressing and communicating their understandings of human issues and experiences, through the enactment of real and imagined events. It develops confidence, as well as self and world-awareness, as students work within a range of roles, relationships, situations and contexts. Drama is assessed across two broad areas of focus: Making Drama (Devising and Performing) and Responding to Drama

- When MAKING DRAMA, students perform devised and scripted drama making deliberate artistic choices and shaping dramatic elements including Design, to unify dramatic meaning for an audience.
- When RESPONDING to Drama, students analyse and evaluate how the elements of drama, forms and performance styles in devised and scripted drama convey meaning and aesthetic effect

Drama requires its participants to be focused, actively involved and ready to explore ideas, emotions and experiences. Students need to be able to work well both as an independent individual and in groups.

TYPICAL ASSESSMENT TYPES

- Improvised group Collage Drama – response to stimulus.
- Individual Analytical writing – response to performance.
- Scripted – Group performance.
- Group devised drama based on a chosen theatre style

SENIOR LINKS

Drama

FILM, TELEVISION AND NEW MEDIA



Film, Television and New Media aims to promote critical awareness and practical participation in electronic media communications. The subject seeks to promote an understanding and development of skills and knowledge that assist in interpreting the media, and the variety of technologies that are used to develop media communications. Students will be assessed in five key learning areas of representations, audiences, institutions, languages and technology. Students will develop knowledge, understanding, technical and group skills, critical thinking and an aesthetic appreciation of media texts through a range of processes. This study is assessed via three assessment items: Production Design, Production Practice and Critique.

Production Design is the planning or design process through which students explore the key areas of generating ideas, researching information, investigating issues, devising proposals and solving problems in the planning and organization of production texts.

Production Practice is the construction of an electronic media text using skills and techniques in the production and post production phases. Students combine technical skills of production with the knowledge and understanding of the five key areas, either individually or in groups.

Critique is the involvement of students individually researching, analysing and evaluating media texts, written, audio or visual, of their own and/or the work of others and communicate this through reading, writing and oral presentation.

TOPICS

- Music Videos
- New Media Technologies
- Online Media Channels
- Visual Effects

TYPICAL ASSESSMENT TYPES

- Production Design
- Production Practice
- Critique

SENIOR LINKS

Film, Television and New Media

FRENCH



Students will build on and consolidate the knowledge and skills learned in Year 8 and 9 French. They will further develop their ability to communicate in the areas of **listening, speaking, reading and writing**. They will be involved in using language for real purposes in realistic contexts. Through exposure to authentic materials and realistic situations and ideally through personal contact with French-speaking people, students will deepen their appreciation of how French people view life and the world around them, and how they behave in various contexts.

Through the development of skills in French, students should enhance their capacity to communicate effectively with others using a range of spoken, written, graphic and other non-verbal means of communication. The study of French should contribute to and enrich the educational, intellectual, personal, social and cultural development of the student and has the potential to improve the quality of their participation in a rapidly changing world.

TYPICAL ASSESSMENT TYPES

- **Listening** -Re-tell a story; relate the main points of a message, an announcement or a news bulletin.
- **Speaking** – Present information with PowerPoint support, create an authentic advertisement, publicity item.
- **Reading** -Students will read a variety of texts e.g. magazine articles, travel brochures, email and demonstrate their understanding via a range of written responses.
- **Writing** - Students will write texts differing in length, purpose and style e.g. personal letter, email, school magazine article and personal journal entry and an itinerary.

SENIOR LINKS

French

GEOGRAPHY



Geographers seek the answers to questions such as – What can I see? Where is it? How does it change? Why is it so? in relation to the environment, in its natural state and as it has been built by humanity. It involves the skills of knowing, analysing, decision making, research and communication.

Students will study a unit of work considering human wellbeing. They will investigate people and where they live, as well as the interaction between people and the environments in which they live. Some of the areas which might be considered are:

- Different ways of measuring and mapping human wellbeing and development
- The reasons for spatial variations between countries in selected development indicators and
- How can we represent them using spatial skills like mapping?
- Regional connections of Australia with the rest of the world
- What factors cause people to become refugees – what does it mean for us and for others?

Students will negotiate the areas to be studied as they develop skills in using Geographic Information Systems, Global Positioning Systems, Maps and photographs.

TYPICAL ASSESSMENT TYPES

- Fieldwork when possible
- Geographic report or
- Stimulus response essay or
- Short response test

SENIOR LINKS

Geography



HOSPITALITY

Hospitality aims to provide students with a variety of thinking, operational and workplace skills associated with food preparation, presentation and service. Students will be involved in menu planning, food and beverage production as well as service and event management. Students will demonstrate appropriate skills to work individually and in teams to produce quality products and implement a practical venture.

Topics will include:

- Safety and Hygiene
- Kitchen skills and organisation
- Knife skills
- Menu planning and design
- Beverage (including espresso) production, presentation and service
- Food and beverage preparation, presentation and service
- Order taking and table service
- Event management

Other Requirements:

Ingredients will be provided by the College for some practical cookery tasks, however, students will be required to bring ingredients from home as required for take-home practical cookery and some workshop activities.

To maintain an appropriate level of workplace health and safety that aligns with industry standard the wearing of enclosed leather footwear in the Hospitality kitchen is mandated for all students. As such, students are required to bring a pair of enclosed shoes with black leather uppers and non-slip soles to all practical lessons.

TYPICAL ASSESSMENT TYPES	<ul style="list-style-type: none">• Assignment• Practical task• Service event
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SENIOR LINKS	Hospitality
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DIGITAL TECHNOLOGIES



Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for learning in the senior secondary years in the new 'Digital Solutions' subject.

In Year 10, students will explore the world of **physical computing** – building interactive physical systems using software and hardware that can sense and respond to the analogue world. This STEM focused unit will enable students to gain an understanding of basic electronics and microcontrollers by building electric circuits and programming them using the Arduino platform. In addition, students will study **mobile game development** as they learn the fundamentals of programming using a text-based programming language (JavaScript). This will build on and extend their knowledge from student's previous experience with graphical (i.e. drag'n'drop) programming environments.

TYPICAL ASSESSMENT TYPES

- Practical tasks
- Exam
- Computer-based assignment tasks

SENIOR LINKS

Digital Solutions

LEGAL STUDIES



The twenty-first century poses significant issues for individuals and the wider Australian society, many of which are legal and political. Members of society need to be better informed of their legal positions, rights and responsibilities. Citizens who are informed of their basic rights, obligations and duties will be more likely to question constructively and help improve laws, institutions and legal processes, than those who remain unconcerned or ill-informed. By examining everyday situations and the legal implications which may arise as a result of these, students will be better informed to make choices affecting their short or long-term futures.

Students will come to understand the historical and social factors that have led society to regulate certain activities within it. This will help students determine their own world view and understand the ways in which the law affects their world.

A diverse range of sources are offered for investigation: case studies, newspaper articles, crime statistics, cartoons, advertisements and documentaries.

Areas for study include: A Brief History of Australia's Legal System, Sentencing of Offenders and An Introduction to Contract Law.

It is aimed at assisting individuals in developing their knowledge, thinking, practical and evaluation skills, and attitudes and values. This will not only assist students in any future studies across a range of disciplines, it will also enhance their awareness and ability to participate actively as informed, proactive and critical members of our democratic society.

TYPICAL ASSESSMENT TYPES

- Objective/short-answer Tests
- Extended Response Tasks
- Response to Stimulus Test (case Studies)

SENIOR LINKS

Legal Studies



ENGINEERING

Engineering has been designed as a project-based course of study with the emphasis on using current engineering industry practice and safe technological processes to solve problems and complete tasks in a workshop that simulates a workplace environment.

Engineering has a metal trades focus. The course is intended to develop foundational trade skills and knowledge. Learning experiences include instruction and practice in the safe use of: Hand Tools, Power Tools and Light Fabrication.

The projects will provide the means for the consolidation and application of skills and knowledge. The projects will be authentic and emphasis is placed on ensuring the projects are student-centred to promote confident and self-motivated learners.

Other Requirements:

Students are required to provide and wear safety glasses and enclosed shoes with leather uppers and non-slip soles to all lessons.

TYPICAL ASSESSMENT TYPES

- Manufacturing of a product
- Practical Machine operations
- Safe Working Theory and Practices

SENIOR LINKS

Engineering Studies
TAFE - VET Certificates
School-based Apprenticeships/Traineeships (SAT)

FURNISHING



Furnishing has been designed as a project-based course of study with the emphasis on using current Furnishing industry practice and safe technological processes to solve problems and complete tasks in a workshop that simulates a workplace environment.

The course is intended to develop foundational trade skills and knowledge. Learning experiences include instruction and practice in the safe use of: Hand Tools, Power Tools and Wood Machines.

The projects will provide the means for the consolidation and application of skills and knowledge. The projects will be authentic and emphasis is placed on ensuring the projects are student-centred to promote confident and self-motivated learners.

Other Requirements:

Students are required to provide and wear safety glasses and enclosed shoes with leather uppers and non-slip soles to all lessons.

TYPICAL ASSESSMENT TYPES

- Manufacturing of a product
- Practical Machine operations
- Safe Working Theory and Practices

SENIOR LINKS

Furnishing Studies
TAFE - VET Certificates
School-based Apprenticeships/Traineeships (SAT)

DESIGN and TECHNOLOGIES



Design and Technologies challenges students to understand and appreciate technological innovation and its impact on society. Students learn about the purposeful application of knowledge, resources, materials and processes to develop solutions to real-world design problems by generating innovative ideas and producing products.

Design and Technologies provides opportunities for students to develop lifelong skills in strategic thinking, practical problem solving, information analysis, creative thinking and project management. Practical skills are also developed in sketching, 3D modelling and proficient use of hand tools and machines.

Using a design process, students investigate design problems from a variety of contexts, while considering the human needs of individuals and communities, or in response to identified opportunities. Students explore and analyse design factors to develop ideas and produce products through the practical application of manufacturing technologies and materials. Products are created that meet a need and confirm design decisions.

Through studying Design and Technologies students develop the skills to manage resources and risks effectively to develop solutions to design problems. Students critique and evaluate ideas and products against design criteria, justify design decisions and make recommendations for improvement. Students engage in a problem-solving journey.

TYPICAL ASSESSMENT TYPES

- Produce a design folio
- Design and manufacturing a product solution

SENIOR LINKS

Design

MARINE STUDIES



Year 10 Marine offers students the opportunity to experience a brief insight into Senior Marine Science and aspects of Marine and Aquatic Practices. Topics will have a theoretical and/or practical focus.

Topics include:

- Marine Biology
- Conservation and sustainability
- Oceanography
- Marine research skills

TYPICAL ASSESSMENT TYPES

- Observation of student performance
- A report, written or non-written, on an investigation or activity
- An extended response, in a written, non-written or multi-media form
- Supervised written exam.

SENIOR LINKS

Marine Science
Marine and Aquatic Practices

MUSIC



Year 10 Music students will be introduced to the music notation program “FINALE” which explores technology in music notation.

Students will:

- Learn to use the tools of Finale while writing their own music and arrangements
- Create publisher-quality music notation
- Write standard notation, guitar tablature, drum set parts

For assessment, students will have the opportunity to transform their understanding of Finale through Performance, Composition and Musicology. It is recommended that students select this subject if considering Music in Years 11 and 12.

TYPICAL ASSESSMENT TYPES

- Performance
- Composition
- Musicology

SENIOR LINKS

Music

RECREATION



This subject area includes a range of practical topics to provide students with an understanding of the role of the recreation industry in our community. It allows students to acquire knowledge, skills, abilities and attitudes through recreational activities – and therefore enhance prospects of employment.

Recreational Studies is focused more towards recreational/leisure activities such as lifesaving and modified games, rather than the traditional more structured sports.

The theoretical components of the course are integrated with the practical learning experiences of the course.

Units studied focus on:

- Participation
- Safety/health and wellbeing of others in recreational/work place.
- Communication/Working with others.
- Development / organization / implementation of recreational activities within the school environment.

TYPICAL ASSESSMENT TYPES

- Practical assessment – e.g. umpiring, running of an interclass competition.
- Journals – e.g. diet, fitness
- Written exams – e.g. rules test, first aid exam.
- Oral presentation.

SENIOR LINKS

Recreation

VISUAL ART



Visual Art focuses on the making and appraising of images and objects. Learning in visual arts develops and enhances visual perception, visual language, visual problem making and solving, personal expression and the skills and processes associated with these. The field of design is a significant area of employment and studying Visual Art is highly recommended for students who see a future in this field. The creative thinking processes associated with making art are highly transferable across all academic endeavour as well as in everyday problem solving.

The course helps to lay the foundations for further study in Visual Art in Year 11 and 12. Students experience a range of art making techniques, styles and media. They also examine the arts practices of significant past and contemporary artists.

Students may in the course of the study explore:

- Drawing using a range of different materials and techniques
- Printmaking using block, and screen processes
- Painting - again with an emphasis on varied uses of paint and related areas of collage, modern approaches to subject matter
- 3-dimensional work including construction and ceramic (clay, plaster and wire)

TYPICAL ASSESSMENT TYPES

There are two assessment pieces for the semester that include both making and appraising components.

SENIOR LINKS

Visual Art

LINKS: FROM NOW TO THE FUTURE

(This table shows typical links from Year 7 to beyond Year 12)

YEAR 7 and 8 SUBJECTS	YEAR 9 and 10 SUBJECTS	YEAR 11 and 12 SUBJECTS	EXAMPLE INDUSTRY AND ACADEMIC PATHWAYS
History Geography Civics and Citizenship	History Civics and Citizenship Geography Legal Studies	Ancient History Geography Legal Studies	Law Ranger Teaching Tourism Industry Town Planning Geographic Information Systems Natural Resource management Public Service - Foreign & Domestic
Mathematics	Mathematics	Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics	Engineering Surveying Architecture Statistics Accounting Teaching
English	English	English Essential English	Communication Fields Journalism Teaching Public Service
Science	Chemistry/Physics/Biology Marine Studies	Chemistry Physics Biology Marine Science Aquatic Practices	Chemistry Pharmacy Medicine Research Dentistry Teaching Field Biology
Religious Education	Religious Education	Study of Religion Religion and Ethics	Journalism Law International Business Ministry Teaching Counselling
Health and Physical Education	Health and Physical Education Recreation	Physical Education Recreation Health	Teaching Health Professionals Personal Training / Recreation Sports professionals and administration Physiotherapy
Food Technology	Design and Technologies (Food Specialisation) Hospitality	Hospitality	Hospitality and catering industry Tourism
	Childcare	Early Childhood Studies	Childcare Early Childhood Education Teaching
Design and Technology	Design and Technologies (Materials and Technologies) Design and Technologies (Engineering and Materials) Engineering Furnishing Design and Technologies	Manufacturing – Engineering Manufacturing – Furnishing Design	Manufacturing Engineering Drafting Building / Construction Industrial Design
Digital Technologies	Digital Technologies	Design Solutions	Software Development Data Processing
Art	Visual Art	Visual Art	Creative Design Advertising Text Illustrating Curating
Drama	Drama	Drama	Acting Film and Television Teaching Creative Arts
Music	Music	Music	Music Industry Private Tutor Sound Engineering
	Media Arts Film, Television and New Media	Film, Television and New Media	Media Journalism Advertising and Video Games development
French	French	French	Languages Events Co-Ordinator Foreign Service Defence Force Journalism Customs Officer Flight Attendant Travel Consultant