

Year 10 Subject Booklet 2010



**An information booklet for
Year 9 students and their parents**

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Introduction

Students entering Year 10 are embarking on a very important transitional stage in their secondary education. Therefore, choosing an appropriate course of study is sometimes a frightening and daunting task. Children today live in a very different world from when the current generation of parents were at school. At Swan Christian College, we believe that in today's world parents must seriously consider the environment of the school in which they wish to immerse their children and from which they will absorb their values and views of life.

The Schools' Council, a body advising the Australian Government on educational policy, has suggested that the schools of the future, in what it calls a 'knowledge society', 'will operate in very different ways'. The nature of these differences is summarised in this paragraph:

*'The effective school in the knowledge society will not even try to be the repository of the entire curriculum, the exclusive source of student learning. Instead, it will operate as a kind of 'learning headquarters' from which students will be supported to range widely into other places of learning, including the workplace and the computerised home, and to which they will return for the kinds of learning which are most effectively undertaken in the company of teachers and peers; for guidance in the self-paced elements; and, as is currently the case, for the general counselling; indeed, for intensive assistance wherever the need arises.'*¹

Our calling as Christian educators is to develop a Gospel-enlightened understanding of the issues that face all schools in today's changing societies, so that we may set the educational directions that ensure a humanity-fulfilling experience for students in the schools of today and tomorrow. We cannot be faithful to our calling if we merely react to the initiatives of others. We must ourselves be initiators that show the way for others.

While Christian educators ought to be trailblazers in tackling the issues thrown up by the changing social environment, this does not mean abandoning all that belongs to the old trails. On the contrary, a strong sense of history and the value of our heritage are fundamental to a Christian approach to change. Whatever the change now and in the future, it takes place in the same creation governed by the same God directed toward the same destiny.

The curriculum in Swan Christian College reflects the diversity, complexity and richness of God's world. These facets are engaged, explored, and celebrated by teachers and students. As a 'community of scholars' they examine different ages, cultures, geographical areas, beliefs, and lifestyles. Because society is fast-moving, ever-changing and ethically-demanding, the curriculum at Swan Christian College is re-examined constantly to jettison the non-essential and archaic, while tenaciously maintaining the anchor points. Every detail of our College curriculum matters! Everything contributes! Our Christian teachers have the unique opportunity of leading their students in a discovery of the world and its peoples that allows the class to comprehend the wonderful way God made and sustains His world.

I trust that this booklet will help students to reflect upon their gifts and abilities, strengths and weaknesses, and provide sufficient information to ensure the selection of an appropriate course of study. Our aim is to ensure that as many educational and vocational opportunities as possible remain open for as long as possible. With this in mind, we trust that the choices you make will provide you with a core knowledge base for a life of work and service in the future, and also serve to develop essential life skills that will carry you into that future with confidence, compassion and hope.

God's richest blessings.

Mr M Lewis
Principal

¹ Schools Council, The Role of Schools in the Preparation of Australia's Senior Secondary Students: The Final Report, National Board of Employment, Education and Training: Canberra, 1995.

Why Swan Christian College in Year 10?

The first issue is the Christian principle, perspective and environment of the College. Christian education does not mean that we add a few Bible texts to our subject content. It means that all content and factual knowledge is taught from a perspective that is consistent with God's revelation in the Bible. Christian education is very important in Year 10 where ideas are becoming more sophisticated and it is easy to be influenced by secular thinking without even realising it.

Swan Christian College is a medium-sized secondary college that has grown to over 900 students since its beginning. It is a college with a friendly environment where people are cared for and where it is possible to make meaningful relationships with staff and students that will last for many years to come. Every effort is made to maintain a cooperative and family approach, where each person has the right to feel safe and achieve the very best that he/she can. It is a College that takes a holistic approach to education, and is concerned for the academic, social, physical, aesthetic and spiritual well being of its students.

Swan Christian College provides a high quality of education, with an experienced team of teachers in charge of its courses. Our upper school students have gained very good results in the Tertiary Entrance Examination, with many Certificates of Excellence, Certificates of Distinction, two General Exhibitions (in 1992 and 1995) and Subject Exhibitions (in 2001 and 2004) being won by previous graduates. Amongst these are many who have entered tertiary institutions on the basis of the results they obtained at Swan Christian College and have qualified (or will qualify) in such fields as law, medicine, pharmacy, physiotherapy, engineering, teaching and so on. Many have achieved considerable success in their subsequent tertiary studies. Similar reports have emerged about those Swan students proceeding from Year 12 to TAFE, which is becoming an increasingly major destination for Year 12 leavers. So all in all, there are a number of good reasons for choosing Swan Christian College for Year 10.

Your Future Has Begun

The heading given above may seem rather strange, but the message needs to be clearly understood. For many students their possible career paths are already starting to be determined by their performance in Year 9 and this will apply to most students by the end of Year 10. The message all students and parents need to understand is that 'Year 10 matters', because it provides the foundation for choosing courses at Year 11 and 12, and this may determine the career paths that are available to you.

Approximately half way through Year 10, students will make preliminary selections of subjects for Year 11. Many of the subjects will have minimum requirements from Year 10 before a student is allowed to select that subject. This is done to ensure that students choose courses that are appropriate.

Curriculum

Swan Christian College will take full advantage of current opportunities to introduce responsible curriculum reform and innovation to ease the transition from school to full community life. A particular emphasis will be placed upon the need for as wide a curriculum as circumstances will allow, in order to cater for a large range of student abilities and aptitudes. In implementing this curriculum, Swan Christian College will meet State and Commonwealth prescribed standards with respect to curriculum, school organisation, teachers' qualifications and physical environment.

In Year 10 students study a core selection of subjects with the opportunity to select from a range of elective subjects. Delayed specialisation enables students to keep their options open for subject choices in upper school, whilst at the same time providing a well-balanced education for all students. The curriculum at Swan Christian College is developmental, with the harder topics being covered in Year 10 often acting as a background to Senior School studies in Year 11. The curriculum is designed to help reduce the gap between Year 10 and Year 11, seen by many as the largest jump in difficulty, in the secondary year. With few exceptions, all students are required to be enrolled in school until the end of Year 12. The exceptions are being enrolled in full-time TAFE or full-time work.

Assessment

Student achievement will be assessed in each semester of work covered. The assessments will be carried out continuously throughout each semester and will be a measure of a student's progress towards achieving the outcomes of the course. Formal exams will take place at the end of each semester.

Different subjects, and even different units in the same subject, will have different outcomes and will be assessed in different ways. Typical assessment methods are: written and objective tests, assignments, models and projects, experiments, folios and exams.

Students are assessed in each subject by assigning degrees of achievement for the various outcomes in that subject.

A full statement of results will be issued to parents through the regular reporting mechanism, which occurs at the end of each semester. Interim reports (indications of progress) are issued at the end of Term 1.

NB: The Semester 1 report is critical for Year 10 students as subject selections for upper school occur during Term 3 on the basis of results achieved on this report.

Summary of Courses in 2010

The normal school day consists of six 55 minute periods and a 15 minute Pastoral Care class. Most of the academic program occurs in four days with much of the fifth day being used for an exciting learning program which incorporates broader personal, skill-based learning activities within sporting programs, cultural programs and community services activities.

The subjects offered to students in Year 10 fit neatly into one of two categories. The subject is compulsory - that is, it is taken by every Year 10 student; or it is a subject that may be chosen but needs to be picked from a range of elective (optional) subjects.

Core (Compulsory) Subjects

Subject	Minutes per Week
Christian Living	110
English	220
Mathematics	220
Physical and Health Education	110
Science	220
Society and Environment	220

Elective (Optional) Subjects

Students study three subjects in the elective (optional) subjects for the whole year. To assist the College administration in its organisation of these subjects, we are asking that you complete the **Elective Selection Form** and rank your choices, with one being the most desirable subject, two being the next most desirable subject, and so on. There are seventeen subjects in total, so please rank at least your **first eight** choices.

Please understand that while every effort will be made to give you the subject choices you desire there can be no guarantee that you will get all of your priority choices.

It will be to your advantage to return the **Elective Selection Form** with your parent's signature by the **due date**. Any questions about this process should be directed firstly to the Dean of Studies.

Applied Information Technology	Food Science and Technology
Art	Japanese
Band Method 2	Materials Design and Technology
Business Management and Enterprise	Media Studies
Childcare	Music
Computer Graphics 2	Outdoor Education
Creating with Textiles	Sports Performance and Management
Dance	Vocal Studies 2
Drama	
Engineering Studies	

Year 10 Core Subjects

Course Outlines

Christian Living

English

Mathematics (Advanced, Standard and General)

Physical and Health Education

Science (Advanced, Standard and General)

Society and Environment

Christian Living

Course Outline

Our mission at Swan Christian College is to promote a biblical view of knowledge and learning in a Christian environment. The Christian Living program seeks to complement this vision by providing a foundation of biblical understanding that will help the students in developing a Christian worldview. The Year 10 Christian Living course has been carefully designed to enable students to critique contemporary issues through the lens of sound biblical theology. Students will interact with the topics they cover through artwork, debating, drama, journaling, multi-media, music, and team activities. These innovative and creative activities will enable students to gain a greater appreciation of God's plan for the world and His love and concern for them as individuals. Our aim is that the students at Swan Christian College will increase in their knowledge of biblical truth, be able to reflect and develop their own coherent value system and grow in Christian character.

During the year, students will rotate through various units of Christian Living. There are three courses in the Christian Studies program. The following units will be covered in the Year 10 program:

- Student-Centred. Students prepare class devotions from the book of *Proverbs* and *Devotions for Teenagers*.
- Transformations. God wants and is able to transform us and our world to become what He created us to be; His image.
- Girls' Program. Becoming a godly woman; a look at body image and womanhood.
- Boys' Program. Being an authentic male in the 21st century.

Assessment

Students will be assessed under the following categories:

- comprehending course content in a critical and discerning manner
- reflecting on and applying ideas in the process of developing a coherent value system
- contributing thoughtfully to class activities and demonstrating respect for others.

Further Studies

Students continue the Christian Living course throughout their College years, which builds a firm foundation of Christian faith they can apply to all facets of their life.

English

Prerequisites

Successful completion of Year 9 English.

Introduction/Rationale

This course builds on the foundations laid in Year 9 English and enables students to develop strong skills in a variety of forms of communication. Inspired by the new Curriculum Framework, the course focuses specifically on the following outcomes of the English Learning Area:

- Understanding Language and its Various Conventions, Processes and Strategies
- Understanding and Developing Attitudes, Values and Beliefs
- Learning and Developing Skills in Listening, Speaking, Viewing, Reading and Writing.

The course will provide a strong literary foundation for students planning to do the English course or Literature in Years 11 and 12. The focus of writing in Year 10 is the effective planning, drafting, editing and presentation of analytical essays.

This course is taught at three different levels – Advanced, Standard and General – to cater for students' individual needs and abilities. The General Course aims to prepare students for both Stage 1 in English in Year 11 and further studies at TAFE.

The study of English should facilitate students in their communication of Christian ethics and in their exploration of the Christian worldview.

Course Outline

The course includes units in oral, visual and written analysis in each of the following areas:

- Fiction Print - style, analysis and critique of short stories, novels, poetry, songs and drama
- Fiction Media - conventions of the feature film
- Inter-textual Studies - novel/film/song/drama
- Spoken Language Techniques - oral presentations/performance poetry/scene work.

Students will do the English course at either an Advanced, Standard or General level.

Further Studies

Many students will continue to the English course in Year 11 and will undergo units according to the recommendations of their teacher. The level of achievement and demonstrated ability to be a responsible learner will determine which stage of English study the student will continue with in Year 11. The typical entry requirement for Units 2A and 2B will be a B grade in Year 10 Standard English and a C grade in Year 10 Advanced English. Students who are evaluated below that level will ordinarily be offered Units 1C and 1D.

Mathematics (Advanced)

Prerequisites

The Head of Mathematics will analyse the Year 9 Advanced and Year 9 Standard results in consultation with their teachers to determine who will be advised to go into the Advanced course in Year 10. Any student who is at the bottom of the Year 9 Advanced course may be directed to Standard Mathematics.

If a student performs at the top of the Year 9 Standard course and has clearly shown the attitude, determination and desire to attempt the Advanced course, especially if they anticipate needing to attempt a higher level course in Year 11, they will be encouraged to undertake Advanced Mathematics.

Introduction/Rationale

For the student who has strengths and gifts in the mathematical fields of study, Advanced Mathematics is a challenging and rewarding course that provides the maximum opportunity to develop this strength. At this stage in student development, the course provides a foundation and taste for the more serious mathematical concepts; starts to interweave their use and application and students start to see the higher-level applications and uses of mathematics in our society.

If your child intends to take on any form of higher-level academic study at university, Advanced Mathematics is an essential requirement – not only for that, but also to be allowed into the higher-level courses in Year 11.

Course Outline

The course covers topics such as:

- Algebraic Simplification
- Factorisation
- Linear, Quadratic and Half-Plane Graphs
- Simultaneous Equations
- Percentage (simple interest, compound interest and loans)
- Budgeting
- Pythagoras' Theorem
- Concepts of Length, Area and Volume
- Errors
- Geometry, Trigonometry, Statistics, Probability and Indices.

Students studying Advanced Mathematics will require a graphics calculator. The graphics calculator is an essential requirement, as the course is built on the presumption of its use. It is also necessary to prepare the students for further significant use of the graphics calculator in the senior school years. God expects us to be accountable and widely use the resources and abilities given to us. As a student's mathematics ability develops, it will help the child to wisely use what is available to them, both individually and as a whole community. Even when individuals do not think that mathematics has much use for them personally, all around them there are people and technology that totally depend on mathematics. This course content builds on a wide range of concepts from God's world around us.

Mathematics (Standard)

Prerequisites

The Head of Mathematics will analyse the Year 9 Mathematics results in consultation with their teachers to determine who will be advised to go into the standard course in Year 10.

If a student performs at the top of the Year 9 General course and has clearly shown the attitude, determination and desire to attempt the Standard course, they will be encouraged to undertake Standard Mathematics in Year 10.

If a student has struggled to cope with the concepts in the Standard course, they will be directed to choose General Mathematics in Year 10.

Introduction/Rationale

As in the Advanced Mathematics course, Standard Mathematics is a challenging and rewarding course that provides the opportunity to develop the students' strength and confidence within a reasonable level of mathematics. A major priority at this level is building the students' confidence and general proficiency in all the important concepts needed for the appropriate senior mathematics courses.

At this stage in the students' development, the course starts to interweave the use and application of mathematical concepts. Students start to see more of the applications and uses of mathematics in our society. They also gain a significant 'taste' of the more academic mathematical concepts studied in-depth in the advanced course.

Course Outline

The course covers topics such as:

- Algebraic Simplification and Factorisation
- Linear, Quadratic and Half-Plane Graphs
- Simultaneous Equations
- Percentage (as it relates to simple interest)
- Compound Interest and Loans
- Budgeting
- Pythagoras' Theorem
- Concepts of Length, Area and Volume
- Geometry, Trigonometry, Statistics, Probability and Indices.

Students undertaking the Standard Mathematics course require the graphics calculator. The graphics calculator is an essential requirement of this course, as the course is built on the presumption of its use. It is also necessary to prepare the students for more significant use of the graphics calculator in the senior school years.

God expects us to be accountable and widely use the resources and abilities given to us. As a student's mathematics ability develops, it will help the child to wisely use what is available to them, both individually and as a whole community. Even when individuals do not think that mathematics has much use for them personally, all around them are people and technology that totally depend on mathematics. This course content builds on a wide range of concepts from God's world around us.

Mathematics (General)

Prerequisites

There is no prerequisite to enter the General Mathematics course in Year 10. If a student struggles with the concepts of Year 9 Standard Mathematics, they will be directed to undertake General Mathematics in Year 10.

Introduction/Rationale

This course deals with the fundamental concepts of mathematics in lower secondary school. A great deal of time and encouragement goes into building the students' confidence in mathematics and develop their ability to retain and apply that knowledge to build their understanding. The course is set at a level that is not demanding on a students' academic prowess of mathematics. It attempts to set the work at a suitable, and where possible practical, level of application.

If your child intends to choose Stage 1 Mathematics in Year 11, this course is sufficient preparation.

Course Outline

The Year 10 General Mathematics course includes:

- Arithmetic
- Fractions
- Percentage and Equations
- Measurement
- Ratios
- Profit and Loss
- Simple Algebra
- Estimation
- Pythagoras' Theorem
- Statistics and Probability
- Area, Volume and Surface Area
- Wages and Salary
- Simple Trigonometry.

God expects us to be accountable and widely use the resources and abilities given to us. As a student's mathematics ability develops, it will help the child to wisely use what is available to them, both individually and as a whole community. Even when individuals do not think that mathematics has much use for them personally, all around them there are people and technology that totally depend on mathematics. This course content builds on a wide range of concepts from God's world around us.

Physical and Health Education

Introduction/Rationale

Sport is an excellent medium for young people to examine and develop their athletic abilities. Based on the premise that the human body is made in the image of God, Physical and Health Education provides students with a Christian perspective on the workings of the physical body and its movement capabilities in the arena of sport and physical activity.

A well-balanced education involves more than academic development. All students who study Physical and Health Education will come to recognise the need for development of the entire individual (body, mind and spirit) and will possess the knowledge to make healthy lifestyle choices now and in the future.

Course Outline

Students at Swan Christian College are encouraged in the area of health and fitness. In order to achieve this, a variety of Sports and Health Education topics are covered. Some of these topics include grid iron, health and fitness, volleyball, badminton, touch football and netball.

Health Education topics will cover relative issues such as exercise and fitness, sexuality, and mental and emotional health.

Assessments will be determined through a variety of skill performance-related activities and written tasks.

Further Studies

Students can choose Physical Education Studies and/or Outdoor Education in Years 11 and 12.

These courses are exciting and most worthwhile and can lead to a wide variety of career choices in Sport and Recreation.

Science (Advanced)

Prerequisites

Students would be expected to have obtained high grades in Year 9 Standard or Advanced Science courses, or its equivalent.

Introduction/Rationale

Science has a huge impact on our lives today. This is seen on a worldwide scale in areas of medicine and new discoveries in our state and in areas such as mining and land usage problems (e.g. soil salinity). It is also seen individually in decisions we make about personal health issues, choice of food products etc.

God has made man responsible for caring for the earth and its creatures. He also holds us responsible to show the same love to our neighbours that we show to ourselves, so it is important that we understand ourselves, our world, and the impact we have on it. A study of science assists people in understanding the complexity of God's creation and our part in it.

It is important for all students to participate actively and meaningfully in science programs as science provides a fundamental contribution to the whole person. Through participation in effective and equitable programs, students will see the relevance of science in their everyday lives and benefit from both personal and social applications. These programs will enable students to be informed citizens, responding to changes of a scientific and technological nature. This response is necessary to ensure a balance between development, technical and environmental concerns. Participation will also enable some students to pursue the study and practice of science beyond school. Many people pursue careers that have a strong form of direction in science e.g. nursing, engineering, agricultural careers, food processing, environmental careers etc.

Course Outline

Students who have a good record of achievement in Year 9 Science, study the advanced course in Year 10. The different areas of science are studied more in depth and the foundations are laid for studying Physics, Chemistry, Biological Science and Human Biological Science in Years 11 and 12. More opportunity is given for students to plan their own investigations and become skilled in working scientifically. The study of genetics covers the *Life and Living* strand of the course. Students learn:

- how characteristics are passed on from parents to offspring
- about family tree structure
- to study the process of selective breeding in agriculture
- to study some of the issues related to genetic engineering, genetically modified food, etc.

An environmental focus is provided in a unit of work on energy.

In the Chemistry component of the course, students begin to answer questions such as, 'How much of chemical 'x' will I produce when I mix so much of chemical 'y' and 'z'?' They look more closely at the periodic table, elements, ions and bonding patterns.

In the Physics component of the course, students learn about the motion of vehicles (velocity, acceleration, etc), about different types of energy (nuclear, potential and kinetic energy), and examine some to the issues related to energy production and usage.

The final strand studied is *Earth and Beyond*, where students will be investigating Creation and Evolution and debate the Chronology of the Earth.

Further Studies

In Years 11 and 12, most students continue to study at least one science subject. Many students studying the Advanced Science course choose Physics and Chemistry in Years 11 and 12 because of the career opportunities they provide. Biological Science and Human Biological Science are also available to study in Years 11 and 12.

A good science background can lead to many career opportunities in areas such as: Health Science (e.g. medicine, nursing, and physiotherapy), Veterinary Science, Engineering, Environmental Science, careers in agriculture, biotechnology and many more.

Science (Standard and General)

Prerequisites

Successful completion of Year 9 Science.

Introduction/Rationale

Science has a huge impact on our lives today. This is seen on a worldwide scale in areas of medicine and new discoveries in our state, and in areas such as mining and land usage problems (e.g. soil salinity). It is also seen individually in decisions we make about personal health issues, choice of food products etc.

God has made man responsible for caring for the earth and its creatures. He also holds us responsible to show the same love to our neighbours that we show to ourselves, so it is important that we understand ourselves, our world, and the impact we have on it. A study of science assists people in understanding the complexity of God's creation and our part in it.

It is important for all students to participate actively and meaningfully in science programs as science provides a fundamental contribution to the whole person. Through participation in effective and equitable science programs, students will see the relevance of science in their everyday lives and benefit from both personal and social applications. These programs will enable students to be informed citizens, responding to changes of a scientific and technological nature. This response is necessary to ensure a balance between development, technical and environmental concerns.

Course Outline

In studying *Natural and Processed Materials*, students will examine the periodic table and ionic structures. They look at atomic structure, chemical bonding and balancing equations. Students gain an understanding of the processes of extracting pure metals from their ores.

Participation will also enable some students to pursue the study and practice of science beyond school. Many people pursue careers that have a strong form of direction in science, e.g. nursing, engineering, agricultural careers, food processing, environmental careers, etc.

The *Energy and Change* strand gives the students the opportunity to explore electric force and movement in the context of cars and space travel. Students examine the physics behind car crashes and launching rockets.

The final strand studied is *Earth and Beyond*, where we will be investigating chemicals in their environment. We will also be exploring the universe to gain knowledge about the composition and life cycles of the stars.

Further Studies

After having studied Standard Science in Year 10, students may choose to study Biological Science, Human Biological Science, or Integrated Science in Years 11 and 12. There are many careers where a good knowledge of science is an advantage e.g. environmental sciences, biotechnology, reproductive technology and agricultural science. Careers are also available in teaching, horticulture, laboratory work and many other areas.

Society and Environment

Introduction/Rationale

The Society and Environment Learning Area encourages students to have respect and concern for others and their rights, to accept their social and civic responsibilities and to commit themselves to the achievement of their potential. The unit helps students to look at how resources are managed and the way institutions and systems work. Students will consider the areas of study in this unit in the light of the biblical mandate to be good stewards of God's creation and to recognise the Christian principles of economics, law and government. The students will be equipped to use their gifts and talents when interacting with people of similar and differing cultures in His service.

Course Outline

This course reflects the leading curriculum changes in outcomes-focused education. Students are exposed to the three disciplines of Geography, History and Economics, with an additional fourth component – Social Issues. The Year 10 course includes the following units of study:

- World Environmental Issues
- Heroes and Villains
- Economic Issues and Systems
- Social Issues
- Careers.

Students will examine environmental issues such as population issues, the greenhouse effect and nuclear power. Students will investigate historical characters from both ancient and modern history periods and how economic systems influence factors such as inflation and unemployment. In Semester 1, students are given the opportunity to gain practical experience in career choices. Year 10 units of study also equip students for Years 11 and 12 courses.

This course is taught at three different levels – Advanced, Standard and General – to cater for students' individual needs and abilities.

Students will do the Society and Environment course at either an Advanced, Standard or General level.

Further Studies

Completion of Year 10 units at C+ grade will generally allow students entry into Years 11 and 12 Modern History, Ancient History, Economics and Geography.

Year 10 Elective Subjects

Course Outlines

Applied Information Technology

Art

Band Method 2

Business Management and Enterprise

Childcare

Computer Graphics 2

Creating with Textiles

Dance

Drama

Engineering Studies

Food Science and Technology

Japanese

Materials Design and Technology

Media Studies

Music

Outdoor Education

Sports Performance and Management

Vocal Studies 2

Applied Information Technology

Prerequisites

To have an interest in using computers. It would be an advantage to have completed computing in Year 9 and be proficient in keyboarding.

Introduction/Rationale

The modern world is becoming increasingly automated and the need for quality computing skills is more necessary than it was in the past.

Upon graduating from Swan Christian College, students will discover that a hand-written report is nowhere to be found in a tertiary institution (TAFE or University). Employers now require some level of computer expertise. Standards have definitely changed and computers are a part of this change. Computers have many applications, some of which are: web page design, word processing, multimedia programming, and personal productivity. Applied Information Technology is an opportunity to develop and enhance skills that students already have with computers and to investigate further study options in this field.

Course Outline

Students will have the opportunity to learn about and investigate:

- Word processing
- Spreadsheets
- Databases
- Multimedia programming
- Computer architecture
- Website design and development
- Other interesting areas.

Students will also be encouraged to consider and understand ethical and moral issues that we face with information technology in our society, particularly from a Christian perspective.

This course will require a high individual effort as well as character-building group work. Many assessment items will be completed by groups of students who will receive the same grade. This will enhance teamwork skills as well as initiative and respect, attributes that are essential in today's workplace.

Further Studies

This course will lay a foundation for any future course employing the use of computers. It can lead on to Certificate III in IT, Certificate III in Business, and Certificate III in Multimedia.

Art

Prerequisites

Students studying Art in Year 10 need to have completed Art in Year 9 with satisfactory results in all outcomes. Alternatively they may present a folio of their artwork for consideration.

Introduction/Rationale

This course encourages students to express original ideas and feelings creatively through resolved artworks. Students are given a themed project brief each term and work in a progressive and explorative manner to produce a highly resolved unique artwork.

Each project has a focus on a different media in order to build strength in a variety of technical skills

Students research artists and movements from the history of art, and use the elements and principles of design to assist in making informed evaluations of art. Students are encouraged to consider the meaning of artworks through a Christian perspective.

Course Outline

Students will be expected to follow a *Project Brief* and keep a well organised folio showing developmental drawings leading towards a resolved final piece. Students will also be expected to complete research assignments on relevant artists and time periods, as well as make a response to their work in a written self-evaluation.

The Visual Arts course is designed to facilitate the achievement of four outcomes:

- Arts Ideas *organisation, original ideas and research*
- Arts Skills and Processes *competency in use of arts media*
- Arts Responses *written and verbal critical thought*
- Arts in Society *understanding the purpose of art in past and present society.*

Assessment

The assessment is weighted 75% on folio drawings, planning and research. The 25% is based on the standard and originality of the final studio artwork. Projects are offered in sculpture, collage, ceramics, printmaking, drawing and painting. These may vary each year.

Further Studies

Successful completion of this course may lead to Visual Art in Years 11 and 12.

Band Method 2

Prerequisites

Nil. Some experience on an instrument will be helpful, but not necessary.

Introduction/Rationale

Music is a vehicle for worshipping God. By allowing the students to develop their individual instrumental ability and song writing skills, their opportunities for worship experiences increases. Knowledge gained in this course enhances their potential as leaders within musical groups.

Course Outline

This course is a seamless extension of Year 9 Band Method course. It has a strong emphasis on practical instrumental skills and opportunities to play in bands focusing on contemporary music. Students will experience and explore a variety of musical styles, how to rearrange songs, read 'lead sheets' and have experience in playing a variety of instruments. Singers are also welcome. This course contains minimal theory and is ideally suited to musicians of all abilities who wish to improve their playing ability, performance technique and musical skills.

As part of the unit, students also learn general stage performance and rehearsal techniques, develop a working knowledge of other instruments and learn how to work cooperatively in a group. Students will be exposed to music of different eras of rock music and be asked to make a series of written responses to identify the elements of music and genre styles. They will also be involved in researching the history, bands and songs of different eras to become more familiar with the eras that they are performing songs from.

Further Studies

Students have the opportunity to study Music in Years 11 and 12.

Please Note: As part of this course, students are strongly recommended to:

1. Undertake extra tuition on the instrument of their choice (voice included) **through a private music program or through the College's Private Music School.**
2. Choose one optional practical study activity offered by the Music Department eg: Choir, Big Band, Brass Band, Concert Band, Drum Corp, Jazz Band, Rock Band, Worship Band or Violin Ensemble. This will contribute to higher results for the practical component of the course.

Business Management and Enterprise

Prerequisites

Students need an excellent attitude and sense of responsibility towards work and an ability to 'think outside the square'.

Introduction/Rationale

Students investigate the essential characteristics for a successful business environment within our economy. Christian principles and biblical guidelines are encouraged as students explore and respond to the challenges and issues that they will be confronted with in the broader community. Christian characteristics such as integrity, honesty, transparency, accountability, precision to detail, hard work, trustworthiness and ethical behaviour are highly valued in business.

This is an important subject as small business plays a huge part in the Australian economy and many students will be involved in, or manage, a small business in the future. It can also stimulate interest in areas like accounting where there are many job opportunities and career possibilities.

Course Outline

This course of study aims to give students an awareness of and practical experience in the running of a small business. One of the goals is to encourage the development of a responsible attitude toward the use of resources in the community and allow students the opportunity to see their gifts and talents in the operation of a small business venture.

The topics covered include:

- Business and organisational structures
- Business ownership
- Research and planning
- Personal budgeting and financial management
- Costs and forms of credit
- Insurance
- Market research
- Advertising and promotion
- The steps involved in establishing and running a new business enterprise.

This course also provides students with an opportunity to wisely and efficiently use Information Technology within a framework of business-oriented activities. Students are given the opportunity to learn and apply their technological skills in the creation and presentation of reports, electronic presentations, financial spreadsheets, advertising materials and websites.

Further Studies

This course will lay a foundation for any future course employing the use of computers. It can lead on to Certificate III in IT, Certificate III in Business, Certificate III in Multimedia and also Accounting as the route to becoming a Chartered Accountant.

Touch-typing skills are essential for tertiary education and are very useful in future work/business environments.

Childcare

Prerequisites

There are no prerequisites for this course; however, a general interest in observing and working with babies and young children is desirable.

Introduction/Rationale

The course in Childcare is designed to give students knowledge and understandings about the growth and development of children from 0 – 5 years of age. The course content includes information about the needs of children and the ways in which those needs are met, effective interaction with children and activities that promote growth and development in all of the domains. Thus, the knowledge, skills and understandings presented will enable students to better care for children, either in the role of a parent, childcare worker or babysitter.

Course Outline

The Childcare course is covered in two sections: *Child Development* and *Caring for Children*.

Child Development covers development from conception to five years of age. The implications and responsibilities of becoming a parent and the need for a secure and loving family environment for the child are also discussed.

Caring for Children examines the needs of the child in all of the developmental domains and how best to cater for these needs. Class activities include discussions, research, oral presentations, guest speakers and practical activities. The students also spend time at a kindergarten centre implementing activities that they have designed.

Further Studies

This course provides a comprehensive background into the course of study in Year 11 known as *Children, Family and the Community* or alternatively to Childcare Studies offered at TAFE.

Computer Graphics 2

Prerequisites

Computer Graphics 1 is not essential, though it is highly desirable. Sound computer skills and/or an eye for good design will be of great advantage.

Introduction/Rationale

We are all made in the image of God – the Great Creator; therefore, essentially we are all creative beings. The age of technology has brought many opportunities to investigate this creativity using tools that previously were not available.

This can be of significant benefit to our lives in both providing an outlet for our expression as well as learning skills essential for careers associated with Design and Technology.

The aim of this course is to educate students in the skills, processes and philosophy of Screen Art and Design. In this process, students should also learn how to plan, priorities and manage file systems and work flow procedures.

In equipping students with the skills necessary for the course, social skills such as group work, as well as directing and attending to deadlines, are developed as we recognise the need to prepare students for the demands of a workplace environment and for life in general.

Course Outline

The course is divided into four terms, commencing with a revision of 2D graphics, then moving onto advanced animation, 3D design and animation and culminating with a website portfolio. By the end of the course, each student should have made a website or interactive CD displaying all their work.

Further Studies

Computer Graphics 2 serves as an excellent foundation for Design in Year 11 and 12. There are many TAFE and tertiary courses available for technology enthusiasts set on a career in Multimedia or Information Technology.

Creating With Textiles

Prerequisites

Students must demonstrate competency in the Textile and Sewing Awareness course for Year 8. Successful completion of any Year 9 Arts or Design and Technology course would also be considered beneficial as these courses would have provided the student with familiarity for folio based assessment. The ability to display creativity and innovation in design concepts would be useful.

Introduction/Rationale

The Creating with Textiles course emphasises innovation in design and seeks to develop and sustain confidence with construction skills and techniques including knowledge of fibres and fabrics. Students will be given the opportunity to gain knowledge concerning:

- illustration methods for design and construction
- traditional and contemporary methods of embellishment
- documentation for design and construction in the textiles industry
- mass production methods and the influence of mass production on design
- free form design and lateral thinking skills
- colour theory and the elements and principles in design
- consumer needs and wants and their influence on design
- pattern construction knowledge
- materials manipulation and the development of fibre and fabrics knowledge
- working and presentation portfolios and their use in the design industries.

Students are assessed on practical skills, creativity, and the information compiled in the folio through a number of key projects throughout the year as suggested below.

- *Tagged* – this project creates the opportunity to produce an embellished fabric based on the design and research of a logo or graphic from which students then execute design decisions including fabric choices, style, illustration/graphics, colour, and size to create an original product.
- *Re-Made* – students use an acquired knowledge of the folio and its components including documented construction skills to design a piece of clothing which reflects an aspect of self-identity. Using recycled garments as the base point for the garment design students explore various fashion movements and designers to influence design ideas.
- *Make Lots* – students investigate the ways in which designers and manufacturers come together to mass produce products. Exploring the influence of consumers on the market and develop the skills necessary to deal with block pattern construction in producing a skills and techniques file to assist the mass production of a point of emphasis garment.
- *Struck* – students explore the interior design industry considering the consumer driven philosophy behind design. Students are required to make effective use of the technology process to meet the design criteria in researching, designing and producing a showcase of interior design textile products to suit a theme while developing fibres and fabrics knowledge. Students will select an item to produce from their portfolio showcase.

Students will need to purchase fabrics and haberdashery for some projects.

Dance

Prerequisites

While some previous dancing experience is desirable, it is not essential. A positive attitude and a willingness to work as a member of a group is very important.

Introduction/Rationale

Have you ever found yourself tapping or 'bopping' along to music on the radio? If your answer is 'yes', then this subject could be for you! You will have an opportunity to develop these basic skills and desires to a performance level.

Students will use the elements of dance, body, space, time and energy to develop an awareness of movement possibilities. In doing this, students will recognise and be encouraged to develop their God-given gifts in the form of dance, leadership and team work.

Students will have to perform in various festivals and College functions throughout the year. Students need to be prepared to cooperate, work in a team and be enthusiastic about the subject to 'get the most out of it'.

Course Outline

The Arts Learning Outcomes covered in Dance are:

- Arts Ideas
- Arts Skills and Processes
- Arts Responses
- Arts in Society.

To facilitate these Outcomes, students will learn a number of different dance forms, including:

- Jazz Ballet
- Modern Dance
- Hip Hop
- Creative
- Contemporary.

Students also take part in the choreographic process in preparing for the 'Performance Night', where their own dances will be performed.

Further Studies

Further studies can be undertaken at the *Western Australian Academy of Performing Arts (WAAPA)*; you can join a local dance group or start your own performance group in your church.

Drama

Prerequisites

It would be beneficial to have completed the Year 9 Drama program; however, this is not mandatory.

Introduction/Rationale

Year 10 is the third step in the five-year Drama plan, Year 8 being the first. A revision of the two previous years' performance skills and theatre history will be incorporated into this program. This course has both a written and oral component and is designed to develop performance skills and a knowledge base of theatre history and terminology for Years 11 and 12 Drama. An assessment with the Australian Oracy is compulsory and will incur an approximate cost of \$15.

Course Outline

The Drama course aims to provide opportunities for the students to understand the art form of drama through study of Greek, Elizabethan and various non-realistic styles of theatre. The program aims to encourage self-awareness through the development of student initiative and responsibility, to develop personal expressive/creative abilities, and to encourage responsibility in the initiation and execution of tasks. A major aim of the Drama program is to encourage a positive and cooperative spirit in group activities. Self-confidence is a by-product as students develop competency in these areas. Every lesson is designed with the opportunity for students to discover their diverse gifts and talents. The collaborative group work promotes love and respect for self and others, and is ideal for developing social skills. Commitment and perseverance are paramount.

Further Studies

Drama in Year 10 is an essential foundation for the Drama courses that are available in Years 11 and 12.

Engineering Studies

Introduction/Rationale

Students who have an interest in pursuing Engineering as a career will love the challenges set in this course. It provides exciting opportunities for students with different interests to be creative in practical ways. Through creative problem-solving you will solve technology challenges through engineering projects. You will have an opportunity to use computer-controlled equipment which will require you to program the machines to fulfil various challenges.

Course Outline

Students will be completing technology challenges and projects in the following areas:

- Aeronautics – students explore principles of flight and aeroplane construction. They build and fly a fixed-pole flight plane.
- Mechanical Engineering – students use wood and plastics to build vehicles and machines that incorporate gears, pulleys and motors. Students build a trebuchet or modified ‘chopper’ bicycle.
- Pneumatics – students are introduced to the concept and use of industry standard pneumatics. Students are taught the theory and concept on the computers that simulate the systems before they build the prototypes.
- Structures (Bridges) – students are introduced to the concept of civil engineering using a program called Westpoint Bridge Design. It is a free software program found on the Internet that requires students to design and successfully simulate a bridge at the lowest possible cost.

Approximately one project from each area will be completed each term.

Assessment

Students are required to complete four tasks for the year. Each task requires students to produce a finished model (prototype). Students work in pairs and individually, depending on the task.

Further Studies

This course leads to the Engineering and Construction course in Year 11.

Students will find this subject helpful if they want to pursue a career in Engineering or a trade at TAFE.

Food Science and Technology

Prerequisites

Students participating in Food Science and Technology need to have enjoyed Food Awareness in Year 8 and have a keen interest in improving cooking skills, learning about foods and developing creativity when serving and presenting food dishes.

Introduction/Rationale

Students will be able to investigate aspects of other cultures such as foods, food habits, family life and cooking methods. They will experience the use and taste of different ingredients and dishes by cooking and eating authentic meals. In another component of the course, students will research health issues related to diet and set personal food goals to achieve throughout the course.

Students will also investigate the changes in food technology that have occurred since tribal Aborigines inhabited Australia and the arrival of early pioneers. They will have an appreciation of where different foods and dishes have originated from and how foods and food technologies have changed since their grandparents' and parents' time.

In this practical food unit, students are able to develop their gifts and are encouraged to serve others with hospitality as they learn about and prepare foods to meet physical, social and spiritual needs. As they work in small groups, students will need to show commitment to the food task, and love and respect for others.

Please note: Students may be asked to bring in ingredients to class in suitable containers. They will be advised of required ingredients and quantities prior to the practical lesson. It is appropriate for students to bring a suitable storage container to transport food home.

Course Outline

This course examines aspects of Australian culture and looks at what influences the foods that are available here. Also addressed are the issues of health, dietary practices, changes in food technology and a more in-depth study of nutrition. This subject incorporates a lot of practical work. Students have two lessons each week, one being a theory lesson consisting of activity sheets, discussions, videos and planning design briefs (recipes). The second lesson is a practical cooking lesson during which students will develop practical food skills useful as a life skill in hospitality.

Further Studies

The work covered in this course is a useful background for studying Food Science and Technology in Years 11 and 12.

Japanese

Prerequisites

Successful completion of Year 9 Japanese and a commitment to study Japanese as a double-option (4 periods a week).

Introduction/Rationale

This course builds on the foundation laid in Year 9 Japanese and enables students to develop strong skills in a variety of forms of communication. The course focuses specifically on the following outcomes of the Languages learning area:

- Listening, Responding and Speaking
- Viewing, Reading and Responding
- Writing
- Cultural Understanding.

The study of Language reminds us that the Lord calls His people from, and to, the nations. Successful communication requires both linguistic and cultural competence and studying another language enables us to gain a privileged insight into another culture's beliefs and values. The College embraces this opportunity to engage students in cultural understanding and encourages students to identify that which is good, and to explore and respond to that which challenges the Christian faith from a Christian worldview.

In our increasingly globalised society, and with the strong economic ties between Australia and Japan, there will be a continual demand for people with excellent Japanese language skills and intercultural awareness across all sectors. Through the Japanese program at Swan Christian College we desire to encourage, educate, equip and engage our students for lives of faithful service, be it in Australia or Japan.

Certificate II in Applied Languages (Japanese).

We are pleased to offer a unique program in Year 10 through which students can obtain the nationally recognised TAFE Certificate II in Applied Languages (Japanese).

Since 2005 the College has been running a number of programs whereby students can receive Nationally Accredited Training Certificates (NATC). These NATC offer students the opportunity to enrol in and study vocational courses whilst still at school as part of their normal course of study. The Certificate II in Applied Languages (Japanese) is embedded into the Japanese course so that simply by successfully completing Year 10 Japanese at Swan Christian College, your child will also be able to obtain this nationally recognised certification.

There is a small additional cost of \$50 for the Certificate II in Applied Languages (Japanese). This will contribute towards covering the additional costs of the external Registered Training organisation that is required to oversee the certification process.

Course Outline

In Year 10 students will cover the following topics:

- Money and Shopping
- Family and Friends
- Exchange Students
- Health.

In addition they will be required to master a number of topic specific Kanji.

Throughout the course students will continue to learn about the language, customs and culture of Japan. This will be done with a strong emphasis on the activity-based approach where students learn language for communicative purposes. In preparation for Year 11 and 12 students will be expected to create increasingly complex speeches, messages and personal accounts. Intercultural activities may include things such as: hosting exchange students, exploring Japan in Perth, participating in speech festivals and tasting Japanese cuisine.

Further Studies

Students are encouraged to continue their Japanese studies into Year 11 and 12 where they will be able to complete the Certificate III in Applied Languages (Japanese) over the two years. They will also be able to use Japanese as part of their TER. There are many university courses Australia wide and overseas that offer a wide variety of degrees in courses in combination with Japanese including: Law, Commerce, Education, Information Technology, Arts and Science.

Materials Design and Technology

Introduction/Rationale

Students work individually and collaboratively to produce projects that will reflect their knowledge of tools and materials and their creative design skills.

Throughout the year, students are encouraged to think creatively and artistically and learn how to act safely in a practical classroom. They will gain confidence in the use of a wide range of machines and powered tools. This environment teaches students to work together in groups as they share resources and knowledge and as they seek to find solutions to issues that arise through the construction of their project.

Course Outline

Students will make a coffee table, carry box and jewellery-laminated bowl and will have the opportunity to use the following equipment to achieve their projects:

- saws
- hand and power tools
- lathes
- computer aided design (CAD)
- CAD aided machines (in the future).

Assessment

Technology Skills – students will demonstrate appropriate skills using hand and power tools to complete projects.

Technology Processes – students complete a process of investigating, devising, producing and evaluating projects.

Materials – students are able to select, use and evaluate the best equipment and techniques to work materials with precision to achieve detailed specifications.

Technology Safety and Work Ethic – students understand and consistently apply safe work habits and work ethics.

Further Studies

Students can study Materials Design and Technology in Wood in Years 11 and 12. Students will find this subject helpful if they want to pursue a career in Product Design, Design, Engineering, or a trade at TAFE.

Media Studies

Prerequisites

Media Studies in Year 9 is helpful, though not necessary. Good computer and English skills are an advantage. An active imagination and a keen interest in video and film production are far more important.

Introduction/Rationale

Movies, TV and video are a very important part of our lives in these modern times. There is a pressing need to understand how these things influence our thinking and lifestyles. Advertising and entertainment often seek to manipulate us in order to sell products and create markets. As the Bible doesn't explicitly deal with these issues, there is a need to investigate these influences through the lens of Scripture.

The approach taken in this course is to give students as much hands-on experience with the production of video clips as possible. There are also many opportunities for analytical skills and production (management) skills to be developed.

Course Outline

This course is designed to build on skills and knowledge covered in Year 9 English and Media Studies. There are four projects to be covered over the year and they include:

- Film Poster
- Film Trailer
- Silent Film
- Sound and Audio.

Projects include a short film, sound design, producing movie posters and film trailers. Students work in groups to produce videos. This enables the achievement of outcomes that relate to cameras, editing, lighting, sound, scripting, computing and management skills. Assessment is made during the video process and by analysis of the finished product.

It is important to the course that the use of a wide variety of technologies and a broadening of thinking be employed.

Further Studies

The Year 11 subject that naturally follows on from this course is Media Production and Analysis. Students may also study Certificate III in Multimedia.

Courses in Media Studies, Film and Television are offered at Murdoch University, Curtin University, Edith Cowan University and various TAFE Colleges throughout the state. Further opportunities lie with the Australian Film Television and Radio School in Sydney; recognised as one of the best film schools in the world.

Music

Prerequisites

A good level of achievement in Year 9 Band Method and/or Music.

Introduction/Rationale

Music is a God-given gift that is a significant part of all cultures. In addition, music is an important component of Christian worship and youth culture. Making music promotes cooperation, servant leadership and self-esteem.

Course Outline

Year 10 Music builds on the skills learnt in Year 9 Music. This course is concerned with developing performance, instrumental techniques, arranging, song writing skills and the theoretical skills necessary to play a variety of music styles.

Students will have the opportunity to use their musical abilities on any instrument, including voice, to explore, arrange, record and compose using computers, digital workstations and digital recording techniques. Students will have the opportunity to develop skills in the following areas:

- Sequencing
- Back Track Creation
- CD Recording
- Cassette Recording
- Effects
- Hard Disk Recording
- Microphone Techniques
- Compression
- MIDI, WAV File Generation.

This course will include developing instrumental skills and technique, PA equipment, and provide performance opportunities for the students. Students who are gifted in, or have a love for, singing can use their voices as an instrument for performance. Possible groups include:

- Steel Band
- Vocal Groups
- Small Choirs
- Rock Bands
- Jazz Bands
- Chamber Ensembles
- Keyboard Ensembles.

Further Studies

Studying Music in Year 10 leads to Music in Years 11 and 12.

Please Note: In addition to this course, students are **strongly recommended** to undertake extra tuition on the instrument of their choice (voice included) **and** choose one optional practical study activity offered in the Music Department eg: Choir, Big Band, Brass Band, Concert Band, Drum Corp, Jazz Band, Rock Band or Violin Ensemble. This will contribute to higher results for the practical component of the course.

Outdoor Education

Introduction/Rationale

Due to the emphasis on relationships, trust, participation and involvement in this course, Outdoor Education provides a great environment and opportunity for students to examine their place in life and find out more about how they respond to the world around them.

Students, through the Outdoor Education course, are encouraged to learn (among other things) self-discipline, confidence, perseverance, respect and love for others and God's creation, in order that they may be equipped to live a full life serving the Lord.

Course Outline

The Year 10 Outdoor Education course involves a variety of different activities to achieve the required outcomes. Students can expect to do mapping, first aid, camp craft, cooking, survival skills, bush tucker, mountain biking, hiking and camping. In addition, all students are expected to attend a camp near the end of the course which is designed to test the knowledge acquired through the course.

As the name suggests, most of the activities are carried out in the outdoors. Although the emphasis is on outdoor activities, all activities have a theory component, so there will also be times of classroom participation.

Further Studies

Students can choose to study Outdoor Education in Years 11 and 12, as each subsequent year builds on the information taught the year before. There is also opportunity to go to TAFE and gain tertiary training in Outdoor Education.

Sports Performance and Management

Prerequisites

Students must demonstrate a keen interest in physical education and sport. Involvement in competitive sport at Interschool, Combined Christian Schools (CCS) or club level is preferred. All applications must be made in writing and are subject to approval by the Head of Physical Education and the Dean of Studies.

Introduction/Rationale

In the image of God, the human body has been fearfully and wonderfully made and is capable of performing amazing acts of strength, endurance and coordination. This is quite evident in sport, which is a very important part of Australian culture. The Lord has commissioned us as Christians to do our very best in using the gifts He has given us for His glory. Just as some students excel in academics, this unit gives students the opportunity to pursue sport as a means of striving for excellence with the physical talents God has given them.

Course Outline

Sports Performance and Management is a subject that focuses on various sports at a high level of competition. The course develops students' knowledge and physical skills in selected competition sports (water polo and volleyball) with a theoretical emphasis on training principles, sport science projects, talent identification, coaching, umpiring and sports carnival organisation. It is envisioned that students will develop a love for sport and be open to the career opportunities that sport provides, not only for the elite athlete but for those who enjoy, or are interested in, coaching and sport administration. Students will also be assessed on their skill development and participation in interschool sport.

Further Studies

Students can choose to study Physical Education Studies and/or Outdoor Education in Years 11 and 12. These courses are most worthwhile for those who have a career interest in sport at either a tertiary or TAFE level.

Vocal Studies 2

Prerequisites

No previous singing experience is needed. It is intended for students who enjoy singing and who wish to develop their vocal technique and experience. It is very important that students have a positive attitude, willingness to work as a member of a group and to perform.

Introduction/Rationale

Singing is God's gift to us. Developing the vocal skill is our gift back to God. The course will enable students to interact with sound, simultaneously engaging mind, body, and spirit.

Today's media culture has largely stolen the right for all people to sing, making it the domain of the glitzy, glamorous and highly-talented. A music course that teaches the rudiments of music through choral works and vocal production would redress this imbalance, giving the student confidence not only as vocalists but as music performers generally. The student will be provided with many opportunities for self-expression and public performances. Through creating, performing, and listening to music, students experience the ways in which music evokes and conveys thoughts, images, and feelings.

Course Outline

The Year 10 Vocal Studies course is designed to present students with, and develop a greater understanding of, as many aspects of the unique language of music as possible. It is intended to be primarily a performance, appreciation and vocal technique course where students will explore a number of avenues of musical expression through listening, aural and historical studies as well as both group and solo performance. Vocal performance is a key area of personal expression, and as such, the student's solo and group performance skills will be particularly encouraged as a means of developing confidence in presentation and authenticity in performance.

The course provides experience and exploration of:

- all styles of vocal music including Contemporary, Soul, Blues and Gospel genres, musical theatre and Classical-era
- choosing appropriate repertoire
- voice production (resonance, warm-ups, posture, breathing, vocal technique)
- vocal health and anatomy
- preparation, rehearsal techniques
- dealing with stress in performance
- developing theoretical understanding of scales, intervals and pitch.

Further Studies

Successful completion of this course may lead to Music courses offered in Years 11 and 12.

Please Note: In addition to this course, students are **strongly recommended** to undertake extra tuition on the instrument of their choice (voice included) **and** choose one optional practical study activity offered in the Music Department eg: Choir, Big Band, Brass Band, Concert Band, Drum Corp, Jazz Band, Rock Band or Violin Ensemble. This will contribute to higher results for the practical component of the course.