GRADE 10
Course Selection Information
2020
Welcome to Kings Meadows High School

Dear Parents/Carers

The publication of this course guide marks the beginning of a very important process – course selection. At Kings Meadows High School we are committed to preparing our students for the changing social, economic and technological society of the 21st century. We know that a high quality education for young people is critical for improving their life chances.

Part of the challenge is to plan well and select courses that are of personal and/or academic interest. It is essential that choices are not made based on what friends are doing as this will likely result in very limited outcomes being achieved.

Although we do our very best to provide students with the personal interest subjects they select, this depends very much on numbers. We make every possible effort to provide as broad a range of subjects as possible.

During the process of course selection, students and parents should actively seek advice from as many relevant sources as possible. Students who choose courses based on wide consultation usually experience less dissatisfaction and greater success and avoid the turmoil of course changes.

Parents, please take the time to read this guide and be actively involved in the course selection process with your child; ask questions, and speak to the teachers involved. Staff are committed to assisting you every step of the way.

Students, I wish you every success with the subjects you choose and look forward to working with you towards a very productive and rewarding year of learning in 2020 and beyond.

Maree Pinnington
Principal
COMPULSORY SUBJECTS:

In 2020 at Kings Meadows High School, all Grade 9/10 students will undertake studies in the following subject areas:

- English/Literacy
- Health & Physical Education
- Mathematics/Numeracy
- Science
- Humanities and Social Science
- My Education

Students study these subjects all year and the courses align with the Australian Curriculum.

EXTENSIONS TO THE CURRICULUM:

Alternative learning experiences are sometimes provided for students in Grade 9 and 10. This may include:

- Placement in a work place environment outside the school.
- Tutor programs in subjects such as Music.
- Part time TAFE and other such courses.
- Online extension or remedial programs.

Inclusion in these alternative learning experiences will result in individual student timetables being modified.

PERSONAL INTEREST SUBJECTS:

In 2020 Grade 9 and 10 students will be offered the opportunity to study 2 option subjects for the whole year and up to 4 enrichment courses for approximately 10 weeks each.

Unless otherwise stated as grade specific, most subjects, full year and enrichment courses will consist of a mix of Grade 9 and Grade 10 students.

All students are asked to indicate five subject preferences (in order of priority) for full year courses and six preferences for enrichment courses. If students are unable to be placed in their top subject choices due to problems with class size, teacher availability or a subject being unavailable, the lower preferences will be used to allocate subjects to students.
POINTS TO CONSIDER WHEN CHOOSING SUBJECTS:

Personal Interest subjects allow students to:

- Pursue individual interests.
- Broaden their learning experiences.
- Provide some basis for making better-informed choices about specialisation in their studies once they complete Grade 10.
- Provide some basis for making better-informed decisions about career choices.

Although career ambitions are important and actively encouraged at Kings Meadows High School, we counsel students that:

- Career ambitions often change as you grow older, but particularly during high school.
- The uncertainty of job opportunities, increased competition for jobs and the like means that students are best advised to keep as many career opportunities open for as long as possible rather than specialising too early in their education.

Kings Meadows High School has an enviable record of students continuing their education to college and other providers. Please consult the curriculum handbooks of such places as Newstead College, Launceston College and Tas TAFE to make certain that you are not “closing any doors to a possible career”.

For more information, students are strongly advised to speak with the following Learning Area Leaders:

THE ARTS          Mrs Katie Wightman (katie.wightman@education.tas.gov.au)
TECHNOLOGIES      Mr Jake Chamberlain (jake.chamberlain@education.tas.gov.au)
ENGLISH           Ms Karen Furley (karen.furley@education.tas.gov.au)
HUMANITIES & SOCIAL SCIENCES Mrs Emma Dobson (emma.dobson@education.tas.gov.au)
HEALTH & PHYSICAL EDUCATION Mrs Coleen Elliott (coleen.elliott@education.tas.gov.au)
MATHEMATICS       Mrs Claire Lovitt (claire.nitschke@education.tas.gov.au)
SCIENCE           Mrs Elizabeth Wilson (elizabeth.wilson@education.tas.gov.au)

Principal              Mrs Maree Pinnington
Assistant Principal-Grades 7/8  Mrs Katie Wightman
Assistant Principal-Grades 9/10 Ms Kate Blaubaum
Grade 10 AST          Mrs Coleen Elliott
Grade 10 Leader       Miss Lillian Males
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By playing the Share Market Game, students receive a virtual $50,000 to invest over a 10 week period, in 220 companies listed on the ASX. The prices students buy and sell at are the same prices as they would get in the live market so this is as close to real life share trading as you can get.

If you have any questions or need further clarification regarding information in this booklet please email either:

katie.wightman@education.tas.gov.au
kate.blaubaum@education.tas.gov.au
### Grade 10 Full Year Courses

#### The Arts Learning Area

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<th>Dance</th>
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<tr>
<td><strong>Dance</strong></td>
<td>Students studying Dance will develop confidence, performance skills and creativity - specifically being able to create personal choreography. They will work individually and in groups, improving and developing their interpersonal and communicative skills. Students will be encouraged to express ideas and opinions and respectfully consider the viewpoints of their peers.</td>
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<tr>
<td>Fitness, co-ordination, balance and flexibility form an integral focus of the course, enabling students to develop body awareness and understand and make choices relating to the health and wellbeing of themselves and others.</td>
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<tr>
<td>By participating in guest workshops and excursions to view and critique live performances, students deepen their understanding of the place of dance in the world outside the classroom. This is further enhanced by partnering with feeder primary schools and colleges, allowing students to develop and practise leadership skills.</td>
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<tr>
<td>There will be numerous opportunities for students to perform to the school and public throughout the year.</td>
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<tr>
<td>Australian Curriculum Links: The Arts – Dance</td>
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<thead>
<tr>
<th>The Arts Learning Area</th>
<th>Drama</th>
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<tr>
<td><strong>Drama</strong></td>
<td>Drama is a largely practical subject that aims to extend students’ skills of self-expression and communication. They will grow to understand and experiment with the elements of theatre, in order to successfully represent their own ideas as well as the stories of others.</td>
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<tr>
<td>Students will demonstrate their understanding of audience by sharing their work in a range of contexts, including informally in class as well as more formal public settings. They will be expected to display a high level of commitment and group responsibility. There will also be an emphasis on evaluating the work of themselves and others, including viewing and commenting on live theatre.</td>
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<tr>
<td>Australian Curriculum Links: The Arts – Drama</td>
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<table>
<thead>
<tr>
<th>The Arts Learning Area</th>
<th>Music</th>
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<tr>
<td><strong>Music</strong></td>
<td>Students will have the opportunity to extend their skills and knowledge of music on their chosen instrument. The course is designed around a strong practical component; however, there is also a focus on written theory, intended to support and enhance the learning.</td>
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<tr>
<td>Students will learn about songwriting, performing, working in an ensemble and recording and editing music, while being encouraged to develop their own individual music style.</td>
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<tr>
<td>Australian Curriculum Links: The Arts – Music</td>
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<table>
<thead>
<tr>
<th>The Arts Learning Area</th>
<th>Visual Arts</th>
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<tr>
<td><strong>Visual Arts</strong></td>
<td>Visual Art provides students with opportunities to apply higher order thinking skills to the creative process. Students will experience a variety of studio areas, developing skills and understandings to communicate ideas, exhibit art and grow a sense of aesthetic appreciation and judgement.</td>
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<tr>
<td>Students will develop confidence in their creative ability to make art works and will negotiate their preferred art form, including but not limited to:</td>
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<tr>
<td>• Architecture/Environmental Design</td>
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</table>
- Drawing – comics, cartoons, people and places both real and imagined
- Graphic art and computer design – graphic art programs
- Mixed media – paper, string, feathers, felt, glass, sand, mirrors and more
- Painting – murals, watercolour, canvas or paper, to name a few
- Printmaking – etching, mono printing
- Photography – digital
- Sculpture – paper, clay, wood, metal, plaster, wire and found objects

Students will also be encouraged to:
- Paint, draw, sculpt, photograph, use digital media, use clay, use mixed media, print, sketch and explore
- Develop artistic style and creative thinking
- Communicate ideas, feelings and beliefs
- Develop and communicate understandings of themselves and the world around them
- Understand the way the arts shape opinion and action
- Create works for exhibitions, including Arts Night
- Use self-directed learning to create major artworks

Australian Curriculum Links: The Arts – Visual Art

**DIGITAL TECHNOLOGIES LEARNING AREA**

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<th>Digital Technologies Learning Area</th>
<th>Computing</th>
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<tr>
<td>Students will develop their ICT skills by using a diverse range of software applications that will support career or personal interests. They will explore issues associated with modern technologies and may also have the opportunity to compete in a range of state and national competitions, using software in which they have a particular interest.</td>
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</table>

Students will be given the opportunity to use some of the following software and digital media to build and extend their ICT skills:
- Animation
- Robotics
- Programming and Game design
- F1 car design and competition
- Digital imaging, manipulation and graphic design
- 3D design and animation
- Stop Motion video, video capture and editing
- Audio recording, sound editing and building podcasts
- Digital storytelling
- Webpage design

Australian Curriculum Links: Technologies – Digital Technologies

**HEALTH & PHYSICAL EDUCATION LEARNING AREA**

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<th>Health &amp; Physical Education Learning Area</th>
<th>Child Studies</th>
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<tr>
<td>Students undertaking Child Studies will focus on developing an understanding of the social, emotional, physical and educational needs of young children. They will investigate and discuss a wide range of issues related to children. Childcare observations and excursions, as well as examining magazines and current events, enhance the learning process. Local feeder primary schools welcome Child Studies students into their Early Childhood classes to work with children in an authentic educational context.</td>
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</table>

Students will understand:
- The nature of developmental stages in childhood - infant, toddler, pre-school and the early school years

Australian Curriculum Links: The Arts – Visual Art
- The factors involved in the wellbeing and safety of a child
- How to resolve problems relating to parenting issues
- How to plan, organise and undertake activities relevant to children

Australian Curriculum Links: Health and Physical Education

<table>
<thead>
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<th>Health &amp; Physical Education Learning Area</th>
<th>Sport Science</th>
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<tr>
<td>Encompassing the topics of Exercise Physiology and Sport Psychology, Sport Science will provide students with an understanding of the effects of performance and training on the human body. Students will access the expertise of guest speakers and visit various local venues to support and extend their learning. Sports Science can be studied in Grade 9 and 10, or just for one year, as the program is designed around a two-year cycle.</td>
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<tr>
<td>Students will:</td>
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<tr>
<td>• Understand how the body changes under the effects of exercise (exercise physiology)</td>
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<tr>
<td>• Understand some of the factors that influence human performance in sport and recreation (sport psychology)</td>
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<tr>
<td>• Demonstrate and explore experimental design in relation to exercise science</td>
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<tr>
<td><strong>Key Concepts of Exercise Physiology:</strong></td>
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<tr>
<td>Energy systems, energy continuum, oxygen transport system, sprint and endurance training. Exposure to VO2 max, lung capacity and strength testing.</td>
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<tr>
<td><strong>Key Concepts of Sport Psychology:</strong></td>
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<tr>
<td>Intrinsic and extrinsic motivation, performance planning, goal setting, managing pain and fatigue (resilience), mental strategies, coaching and feedback. Exposure to mental aptitude tests and performance profiling.</td>
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Australian Curriculum Links: Health & Physical Education

HUMANITIES & SOCIAL SCIENCES LEARNING AREA

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<th>Business Basics</th>
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<tr>
<td>What does it take to be a young entrepreneur? What is the nature of work likely to be in the future? This course will examine successful entrepreneurs and their pathways to success. Students will work to develop the skills, attitudes and attributes that will allow them to be successful in business in this ever-changing world; they will need to be creative, resourceful, adaptable, team-oriented, motivated and independent. An additional focus will be on teaching students to make responsible and informed decisions about consumer issues and successfully manage their money and assets.</td>
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<tr>
<td>Students will be given the opportunity to:</td>
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<tr>
<td>• Learn about the various forms of businesses that operate within local, national and international communities</td>
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<tr>
<td>• Visit and network with entrepreneurial members of the local community</td>
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<tr>
<td>• Develop a sense of enterprise and an understanding of what it means to be enterprising</td>
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<tr>
<td>• Develop their own set of entrepreneurial skills and realise how these can be of benefit in future career pathways</td>
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<tr>
<td>• Plan and set up their own enterprise by participating in the Nextgen Business Challenge</td>
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<tr>
<td>• Pitch a business idea—shark tank style!</td>
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### Humanities & Social Sciences Learning Area

**Geography**

Geography is all around us. It’s what makes countries different, both in landscape and culture. Geography is the study of where places are, who lives there, what those places look like and how they developed, socially and geologically, into their modern form.

This course will use an inquiry approach to assist students to make meaning of the world. Students will learn how to respond to questions in a geographically distinctive way; they will collect, evaluate, analyse and interpret information and then suggest responses that demonstrate their new understanding.

Students will also:
- Use interactive maps and tools to create virtual geographic spaces
- Participate in excursions to explore the local environment and make proposals on the best use of local spaces
- Discover how lifestyles impact the environment

### MATHEMATICS LEARNING AREA

**Mathematics Learning Area**

**Extend Me Maths**

Extend Me Maths is a fantastic course for students who are motivated and would benefit from additional time and support to refine their mathematics skills. Students will be provided with a program tailored to their individual learning needs within this curriculum area. This course allows students to consolidate the learning they are doing in their regular maths class by giving them the time to practise concepts and receive additional support. ‘Practise makes perfect’. Extension opportunities are also provided for students to ensure they are always moving forward with their learning.

It is a requirement of this course that students have achieved a ‘B’ or higher rating in Maths at the end of Grade 9.

As this is a highly differentiated course, students will not be provided with an A-E Rating. Instead, they will be provided with a progress rating. Through targeted intervention and extension, students should see an improvement in their core Mathematics class.

Australian Curriculum Links: Mathematics
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

General Capabilities:
- Literacy
- Numeracy
- Critical and Creative Thinking

**Pathway to Mathematics Methods 3 (Online)**

Pathway to Mathematics Methods 3 is an online course that allows students to study algebra, functions and their graphs, calculus, probability and statistics. These are necessary prerequisites for the study of Mathematics Methods MTM415117 in Year 11. Students from this course can go on to be extremely competent in Year 11 MTM315117. It is strongly recommended that students start this
course in Year 9 to enable them to cover the content through to the end of Year 10. This course will cover content in 10A that is not available in MTM315117.

**It is a requirement of this course that students have achieved a ‘B’ or higher rating in Maths at the end of Grade 9.**

**How the course works:**
- Students will access CANVAS for this course, which gives them the content, support and allows them to connect with their online teachers and their peers enrolled in this course.
- Students have access to college standard assessment materials and ongoing, flexible assessment of their work.

**School Support:**
This course is usually offered as an additional online learning opportunity for students, however at Kings Meadows High School, we value extension opportunities and value this course highly enough to offer it as a full year option.

### SCIENCE LEARNING AREA

**Science Learning Area**

**STEM (Science, Technology, Engineering & Maths)**

This course enables the integration of Science, Technology, Engineering and Mathematics, so that students can link theoretical concepts to practical activities. They will undertake inquiry-based design and building challenges that enhance their ability to think creatively. The integration of ICT into the collection, manipulation and reporting of data will be significant, allowing students exposure to modern technologies and fostering the development of a core set of skills to support future learning.

Students will undertake a range of units throughout the year, which may include:
- Science and Engineering Challenge
- Robotics
- Electronics, Programming and Circuits
- Extensions in Physics and Chemistry
- Environmental Science
- Food Science
- Forensic Science
- Agricultural Science
- Aviation and the technology of flight
- Marine Science and Aquaculture
- Biological Systems

### TECHNOLOGIES LEARNING AREA

**Technologies Learning Area**

**Catering**

Students undertaking Catering will focus on developing an understanding of why the food service and catering industry is a very important part of life today. Catering will expose students to a range of ingredients and a variety of preparation techniques. Students will use problem-solving strategies to find solutions to catering design briefs.

Students will be required to demonstrate their learnt skills through participation in authentic catering experiences. These will occur both in and out of school hours.

Students will learn:
- The importance of the food service and catering industry
| Technologies Learning Area | Design & Technologies / Wood | Students will be given the opportunity to develop skills needed to manufacture a variety of projects in wood. These skills will enable students to enjoy working with wood as a hobby and may help them with future employment.

Students will be given the opportunity to:
- Learn about the design process
- Learn about how to prepare, construct and finish an item made of wood
- Learn how to safely and effectively use basic hand tools and some power tools
- Learn and practice occupational health and safety.  

Australian Curriculum Links: Technologies – Design and Technologies |

| Technologies Learning Area | Digital Fabrication | Students will use a range of technological design processes to design, construct and apply their applications for a designed need. They will develop their graphical and manufacturing skills using a range of design software associated with 3D printers, CNC Plasma cutting and laser engraving machines. They will work collaboratively to plan sustainable solutions for a specific need or purpose. Skills taught include graphical design techniques, file management and material production.

Students will learn:
- How to manufacture using 3D printers
- How to manufacture using CNC plasma cutting and Laser machines.
- How to design projects used CAD software

Content descriptors
- Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas (ACTDEP048) |
### Develop, modify and communicate design ideas by applying design thinking, creativity, innovation and enterprise skills of increasing sophistication (ACTDEP049)

- Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability (ACTDEP051)
- Develop project plans using digital technologies to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes (ACTDEP052)

**Australian Curriculum Links: Design and Digital Technologies**

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<th>Food Technology</th>
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<td>Students create design solutions to develop their own recipes based on a critical evaluation of needs, budget and access to produce. Students will establish detailed criteria including sustainability considerations and use these to evaluate their ideas and designed solutions and processes. Students will create and connect design ideas and processes of increasing complexity and justify decisions. They will communicate and document projects, including reflections and evaluations of personal and group processes. Students will independently and collaboratively apply sequenced production and management plans when completing practical tasks such as following recipes.</td>
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<tr>
<td>Students will:</td>
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<tr>
<td>• Understand the importance of occupational health and safety in a kitchen environment</td>
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<tr>
<td>• Investigate and make judgements on the ethical and sustainable production of food and fibre.</td>
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<tr>
<td>• Understand and investigate the marketing strategies associated with food items</td>
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<tr>
<td>• Design and reflect on various recipes</td>
<td></td>
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<tr>
<td>• Explore techniques associated with food preservation</td>
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<tr>
<td>• Understand how dietary requirements can enhance or affect health and wellbeing</td>
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**Australian Curriculum Links: Technologies – Design and Technologies**

### GRADE 10 ENRICHMENT OPTIONS

**THE ARTS LEARNING AREA**

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<th>The Arts Learning Area</th>
<th>Choir</th>
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<tr>
<td>Students will learn and rehearse a variety of new songs as a group, with the intention to perform for an audience. This course will provide them with the opportunity to develop a range of vocal and performance skills such as how to sing in a group, harmonise, project their voice and perform successfully to an audience. There will also be possibilities for solo singing.</td>
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<tr>
<td>Australian Curriculum Links: The Arts - Music</td>
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<tr>
<td>• Experiment with texture and timbre in sound sources using aural skills (ACAMUM092).</td>
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<tr>
<td>• Practise and rehearse a variety of music, including Australian music to develop technical and expressive skills (ACAMUM094).</td>
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### The Arts Learning Area

#### Digital Music & Recording

Students in this course will have the opportunity to experiment with digital music and recording, using computers to produce and record music. They will also have opportunity to learn how to use the school audio equipment to amplify, mix and record sound for live events.

**Australian Curriculum Links:** The Arts – Music
- Structure compositions by combining and manipulating the elements of music using notation (ACAMUM095).
- Perform and present a range of music, using techniques and expression appropriate to style (ACAMUM096).
- Practise and rehearse a variety of music, including Australian music, to develop technical and expressive skills (ACAMUM094).
- Experiment with texture and timbre in sound sources using aural skills (ACAMUM092).

**General Capabilities:**
- Literacy
- Numeracy
- Information and Communication Technology (ICT) Capability
- Ethical Understanding

#### Film Making - Introduction

This course will offer an introduction to the fundamental elements of film making. It is essential that students complete this course before going on to the more advanced course. They could potentially undertake the two courses in one year, but this is not essential and will depend on student numbers.

Through this course, students will complete short tasks each week that teach them how to use film making equipment and how to approach each element of the film making process. These include:
- Recording audio for film
- Using a video camera for effect
- Developing a story for film
- Storyboarding and creating shot lists
- Editing and post-production

**Australian Curriculum Links:** The Arts - Media Arts
- Develop and refine media production skills in images, sounds and text for a specific purpose, meaning and style (ACAMAM075).

**General Capabilities:**
- Literacy
- Information and Communication Technology (ICT)
- Critical and Creative Thinking
- Personal and Social

#### Film Making – Advanced

This course will allow students to combine their technical skills and understandings about film making in order to develop their own short
film. They need to have completed the Introductory course first, in order to ensure they have the necessary knowledge to support their project.

There will be an emphasis on displaying group responsibility and the ethics involved in film making. Students that are wishing to extend their skills may also have the opportunity to enter a completed film into a competition such as My State Film Festival.

Australian Curriculum Links: The Arts - Media Arts
- Experiment with the organisation of ideas to structure stories in images, sounds and text (ACAMAM066).
- Develop and refine media production skills to shape images, sounds and text for a specific purpose and meaning (ACAMAM068).
- Plan, structure and design media artworks that engage audiences (ACAMAM069).

General Capabilities:
- Literacy
- Information and Communication Technology (ICT)
- Critical and Creative Thinking
- Personal and Social

### The Arts Learning Area: Photography

In Photography, students learn the integral concepts of digital photography and apply their knowledge through practical activities. They will develop an understanding of photo production and editing techniques, photographic composition and the elements crucial to exposure such as ISO, shutter speed and aperture, as well as how to upload and save image files and edit photographs. Through these experiences, students will be able to expand their visual literacy, using photographic resources for individual and group learning to stimulate inquiry, creativity and higher order thinking.

Australian Curriculum Links: The Arts - Visual Arts
- Exploring ideas (ACAVAM125)
- Manipulating and applying the elements/concepts with intent (ACAVAM126).
- Developing and refining understanding of skills and techniques (ACAVAM127).
- Structuring and organising ideas into a form (ACAVAM128).
- Sharing artworks through presentation or display (ACAVAM129).

General Capabilities:
- Literacy
- Information and Communication Technology (ICT)
- Critical and Creative Thinking
- Personal and Social

### The Arts Learning Area: Public Speaking

In this course, students will have opportunity to develop their confidence in speaking successfully in front of others. They will practise the skills involved in public speaking through informal, classroom-based activities designed to put them at ease, as well as more structured tasks such as writing and delivering a speech for a specific purpose and audience. There will be an emphasis on constructing a coherent argument and justifying an opinion, as well as the importance of listening to and respecting the viewpoints of others.

Australian Curriculum – The Arts: Drama
- Develop and refine expressive skills in voice and movement to communicate ideas (ACADRM043)
<table>
<thead>
<tr>
<th>The Arts Learning Area</th>
<th>Script Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course is tailored to students who enjoy creative writing and like the thought of seeing their stories ‘come to life’. Students will explore the essential elements of script-writing for both stage and screen, before taking creative control and writing an original script that will be read aloud by their classmates. Who knows, they may even see their work performed on stage or developed into a film!</td>
<td></td>
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</tbody>
</table>

Australian Curriculum: English
- Create literary texts, including hybrid texts, that innovate on aspects of other texts *(ACELT1773)*
- Experiment with language features to create new texts *(ACELT1768)*

Australian Curriculum – The Arts: Drama
- Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements *(ACADRM05)*

<table>
<thead>
<tr>
<th>General Capabilities</th>
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</thead>
<tbody>
<tr>
<td>Literacy</td>
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<tr>
<td>Critical and Creative Thinking</td>
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</tbody>
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<table>
<thead>
<tr>
<th>The Arts Learning Area</th>
<th>Visual Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Arts is a highly practical subject where students will be supported to make decisions to create artworks. Students will be given the opportunity to gain practical skills and knowledge across a range of areas, including drawing, digital art &amp; media, painting, mixed media, printmaking, graphic design, ceramics, murals, sculpture, photography, jewellery, wearable art, craft and design and animation. Students will experiment with a range of studio areas and develop understanding to:</td>
<td></td>
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<tr>
<td>- Paint, draw, sculpt, use clay, use mixed media, print, sketch, explore</td>
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<tr>
<td>- Ceramics: using clay to create bowls and cups</td>
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<tr>
<td>- Communicate ideas, feelings and beliefs</td>
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<tr>
<td>- Use self-directed learning time to create major artworks</td>
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</tbody>
</table>

Australian Curriculum Links: The Arts – Visual Arts
- Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions *(ACAVAM126)*.
- Develop and refine techniques and processes to represent ideas and subject matter *(ACAVAM127)*.
- Plan and design artworks that represent artistic intention *(ACAVAM128)*.
- Present ideas for displaying artworks and evaluate displays of artworks *(ACAVAM129)*.

General Capabilities:
- Literacy
- Numeracy
- Information and Communication Technology (ICT) Capability
- Ethical Understanding
### CIVICS & CITIZENSHIP LEARNING AREA

<table>
<thead>
<tr>
<th>Civics &amp; Citizenship Learning Area</th>
<th>Big Ideas</th>
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</thead>
</table>
| | This course aims to engage students in philosophical thinking and discussion, based on real-life and hypothetical scenarios. Participants will begin to understand how to apply different ways of thinking in order to analyse issues, solve problems and reflect on themselves and others. They will practise the skills that are essential in holding a sustained discussion or debate. Students will be encouraged to challenge their thinking and express their point of view with confidence and reason.  

Students considering future pathways in people-focused areas such as health, education, arts, service industries, journalism and law would benefit greatly from this course.  

**Australian Curriculum Links: Civics and Citizenship**  
- Critically evaluate information and ideas from a range of sources (ACHCS097).  
- Account for different interpretations and points of view (ACHCS098).  
- Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues (ACHCS099).  

**General Capabilities:**  
- Personal and Social  
- Ethical Understanding  
- Critical and Creative Thinking |

<table>
<thead>
<tr>
<th>Civics &amp; Citizenship Learning Area</th>
<th>Student Leadership</th>
</tr>
</thead>
</table>
| | In Student Leadership, Prefects, House Captains, Beacon Ambassadors and Peer Support Leaders will be provided with a structured program to assist in the understanding and management of their leadership position. The role of a student leader comes with responsibilities and within this course, students will develop their leadership skills and a sense of duty to their peers and their school. They will work diligently to successfully plan and implement various initiatives throughout the year. They will learn specific skills associated with running meetings, following agendas and speech-writing. There is a major focus on developing their ability to effectively communicate with others, lead by example and demonstrate dedication in upholding the school-wide ROCKS expectations. In Term 4 students will focus on event management and leaving behind a portfolio for incoming groups.  

This course is compulsory for student leaders. It requires a commitment to enrol for two terms and will run in Terms 1 and 4.  

**Australian Curriculum Links: Civics & Citizenship**  
- Recognise and consider multiple perspectives and ambiguities and use strategies to negotiate and resolve contentious issues. (ACHCS099)  
- Reflect on their role as a citizen in Australian, regional and global context. (ACHCS102)  

**Australian Curriculum Links: Health & Physical Education**  
- Evaluate factors that shape identities and critically analyse how individuals impact the identities of others. (ACPPS089)  
- Investigate how empathy and ethical decision making contribute to respectful relationships. (ACPPS093) |
- Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different response. (ACPPS094)
- Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities (ACPPS096)

General Capabilities:
- Literacy
- Numeracy
- Critical and Creative Thinking
- Personal and Social Capability

### DIGITAL TECHNOLOGIES LEARNING AREA

<table>
<thead>
<tr>
<th>Digital Technologies Learning Area</th>
<th>Projects in Computing</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Projects in Computing, students develop new skills as well as extend previously acquired skills and knowledge in this area. Students will work on individual projects based on their area of interest and intended career paths, such as photo editing, game making, computer assisted design, animation, music and video editing, and programming. Students also have the opportunity to develop skills in coding using a variety of programming languages, including JavaScript and Python.</td>
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</table>

Australian Curriculum Links: Technologies – Digital Technologies
- Design algorithms represented diagrammatically and in structured English and validate algorithms and programs through tracing and test cases (ACTDIP040).
- Implement modular programs, applying selected algorithms and data structures, including using object-oriented programming language (ACTDIP041).

General Capabilities:
- Literacy
- Numeracy
- Information and Communication Technology (ICT)
- Critical and Creative Thinking

### ENGLISH LEARNING AREA

<table>
<thead>
<tr>
<th>English Learning Area</th>
<th>English Extended</th>
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<tbody>
<tr>
<td>The study of English equips students with the power to make their mark on the world, the power to be heard by others and the power to critically analyse complex themes. English Extended will prepare students for the study of Level 3 English subjects at college and provide them with a deeper understanding of areas of English not covered in the core syllabus. They will have the opportunity to develop their independent reading skills and their ability to comprehend and respond to more sophisticated texts. Students will develop their proficiency in extended writing and broaden their knowledge of interesting and engaging texts that explore personal and world issues. This subject can be studied in Grades 9 or 10 or in both years.</td>
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</table>

Australian Curriculum Links: English
- Review and edit students’ own and others’ texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (ACELY1747).
- Use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1748).

General Capabilities:
- Literacy
- Information and Communication Technology (ICT)
<table>
<thead>
<tr>
<th>English Learning Area</th>
<th>Writer’s Cafe</th>
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<tbody>
<tr>
<td>In Writer’s Café, students will have the opportunity to develop their passion for writing whilst enjoying a hot beverage with their peers in a workshop-like atmosphere. Students will be given the opportunity to pursue areas of interest whilst at the same time learning about what makes ‘good’ writing ‘great’ through a range of activities designed to develop essential aspects of the writer’s craft and their own individual style and technique. They will also have the chance to work with local professional authors and visit a range of locations around Launceston to source inspiration for their writing.</td>
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</tbody>
</table>

Australian Curriculum Links: English
- Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (ACELT1814).
- Create literary texts with a sustained ‘voice’, selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (ACELT1815).

General Capabilities:
- Literacy
- Numeracy
- Information and Communication Technology (ICT)
- Ethical Understanding

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<tr>
<th>HEALTH &amp; PHYSICAL EDUCATION LEARNING AREA</th>
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<tbody>
<tr>
<td>Health &amp; Physical Education Learning Area</td>
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<tr>
<td>In Athlete Development, students will broaden their knowledge and understanding of various training methods and fitness concepts tailored to their individual specific needs. Students will participate in various training techniques and programs, looking at the effect of exercise on personal fitness as well as aerobic and anaerobic fitness testing techniques to track development.</td>
</tr>
</tbody>
</table>

Australian Curriculum Links: Health and Physical Education
- Design, implement and evaluate personalised plans for improving or maintaining their own and others’ physical activity and fitness levels (ACPMP102).

General Capabilities:
- Literacy
- Numeracy
- Personal and Social Capability
- Ethical Understanding
- Critical and Creative Thinking

<table>
<thead>
<tr>
<th>Health &amp; Physical Education Learning Area</th>
<th>Outdoor Education</th>
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<tbody>
<tr>
<td>In Outdoor Education, students will have the opportunity to develop their skills, fitness, leadership and understanding of the outdoor environment. They will learn the fundamental skills required to mountain bike and bushwalk in a safe and enjoyable environment. They will also explore how to develop and maintain a healthy lifestyle and participate in a range of outdoor activities such as bushwalking, high ropes, archery and mountain biking.</td>
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NOTE: There will be a required fee of $50.00 for this course.

Australian Curriculum Links: Health and Physical Education
- Develop, implement and evaluate movement concepts and strategies for successful outcomes, with and without equipment (ACPMP101).
<table>
<thead>
<tr>
<th>Health &amp; Physical Education Learning Area</th>
<th><strong>Summer Sport Girls Football</strong></th>
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<tbody>
<tr>
<td></td>
<td>In Senior Girls Football, students will have the opportunity to demonstrate leadership, fair play and cooperation. Together, they will work on decision-making and problem-solving to implement game plans and work towards collaboratively succeeding as a team. Individually, they will continue to develop fine and gross motor skills and apply these concepts and strategies to new and challenging movement situations.</td>
</tr>
<tr>
<td></td>
<td>This course requires a commitment to enrol for two terms. It runs in terms 1 and 4.</td>
</tr>
<tr>
<td></td>
<td>Australian Curriculum Links: Health and Physical Education</td>
</tr>
<tr>
<td></td>
<td>• Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations (ACPMP099).</td>
</tr>
<tr>
<td></td>
<td>• Develop, implement and evaluate movement concepts and strategies for successful outcomes, with and without equipment (ACPMP101).</td>
</tr>
<tr>
<td></td>
<td>• Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (ACPMP103).</td>
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<tr>
<td></td>
<td>• Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (ACPMP105).</td>
</tr>
<tr>
<td></td>
<td>• Transfer understanding from previous movement experiences to create solutions to movement challenges (ACPMP106).</td>
</tr>
<tr>
<td></td>
<td>• Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (ACPMP107).</td>
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<td></td>
<td>General Capabilities:</td>
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<td></td>
<td>• Literacy</td>
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<td></td>
<td>• Numeracy</td>
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<td></td>
<td>• Critical and Creative Thinking</td>
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<thead>
<tr>
<th>Health &amp; Physical Education Learning Area</th>
<th><strong>Winter Sport Football</strong></th>
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<tbody>
<tr>
<td></td>
<td>In Senior Football, students will have the opportunity to demonstrate leadership, fair play and cooperation. Together, they will work on decision-making and problem-solving to implement game plans and work towards collaboratively succeeding as a team. Individually, they will continue to develop fine and gross motor skills and apply these concepts and strategies to new and challenging movement situations.</td>
</tr>
<tr>
<td></td>
<td>This course requires a commitment to enrol for two terms. It runs in terms 2 and 3.</td>
</tr>
<tr>
<td></td>
<td>Australian Curriculum Links: Health and Physical Education</td>
</tr>
</tbody>
</table>
• Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations (ACPMP099).
• Develop, implement and evaluate movement concepts and strategies for successful outcomes, with and without equipment (ACPMP101).
• Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (ACPMP103).
• Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (ACPMP105).
• Transfer understanding from previous movement experiences to create solutions to movement challenges (ACPMP106).
• Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (ACPMP107).

General Capabilities:
• Literacy
• Numeracy
• Critical and Creative Thinking
• Personal and Social Capability

Health & Physical Education Learning Area

Winter Sport Netball

In Senior Netball, students will have the opportunity to demonstrate leadership, fair play and cooperation. Together, they will work on decision making and problem solving to implement game plans, working towards collaboratively succeeding as a team. Individually, they will continue to develop both fine and gross motor skills and apply these concepts and strategies to new and challenging movement situations.

This course requires a commitment to enrol for two terms. It runs in terms 2 and 3.

Australian Curriculum Links: Health and Physical Education
• Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations (ACPMP099).
• Develop, implement and evaluate movement concepts and strategies for successful outcomes, with and without equipment (ACPMP101).
• Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (ACPMP103).
• Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (ACPMP105).
• Transfer understanding from previous movement experiences to create solutions to movement challenges (ACPMP106).
• Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (ACPMP107).

General Capabilities:
• Literacy
• Numeracy
• Critical and Creative Thinking
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<thead>
<tr>
<th>Health &amp; Physical Education Learning Area</th>
<th>Winter Sport Soccer</th>
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</thead>
<tbody>
<tr>
<td>In Senior Soccer, students will have the opportunity to demonstrate leadership, fair play and cooperation. Together, they will work on decision-making and problem-solving to implement game plans and work towards collaboratively succeeding as a team. Individually, they will continue to develop both fine and gross motor skills and apply these concepts and strategies to new and challenging movement situations.</td>
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</tbody>
</table>

This course requires a commitment to enrol for two terms. It runs in terms 2 and 3.

Australian Curriculum Links: Health and Physical Education
- Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations (ACPMP099).
- Develop, implement and evaluate movement concepts and strategies for successful outcomes, with and without equipment (ACPMP101).
- Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (ACPMP103).
- Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (ACPMP105).
- Transfer understanding from previous movement experiences to create solutions to movement challenges (ACPMP106).
- Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (ACPMP107).

General Capabilities:
- Literacy
- Numeracy
- Personal and Social Capability
- Critical and Creative Thinking

<table>
<thead>
<tr>
<th>HUMANITIES &amp; SOCIAL SCIENCES LEARNING AREA</th>
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<tbody>
<tr>
<td>Humanities &amp; Social Sciences Learning Area</td>
</tr>
<tr>
<td>What is it that students need to know, in order to function successfully in the adult world? There are important life skills that are needed to be independent. This course aims to provide fundamental skills and understanding of relevant questions such as:</td>
</tr>
</tbody>
</table>
- How do I get a job? |
- How do I earn money? |
- How do I go about buying my first car? |
- When I decide to move out of home, how do I apply to rent a flat? |
- What do I need to know when planning an overseas holiday? |

Australian Curriculum Links: Social Science
- How and why individuals and groups participate in and contribute to civic life (ACHCK079).
- The influence of a range of media, including social media, in shaping identities and attitudes to diversity (ACHCK080).
- How ideas about and experiences of Australian identity are influenced by global connectedness and mobility (ACHCK081).

General Capabilities: |
- Literacy |
- Numeracy |
Humanities & Social Sciences Learning Area | Tourism in Tasmania
---|---
Would Tasmania survive without tourism? Probably not! This course will investigate key questions about tourism that can be applied locally and globally. For example:
- Who is visiting Tasmania and what is attracting them?
- Where are our tourists coming from and where are they going?
- Is there a limit to how many tourists we can cater for?

Tourism impacts everyone in Tasmania, find out how!

Australian Curriculum Links: Social Science
- The perceptions people have of place, and how these influence their connections to different places (ACHGK065).
- The way transportation and information and communication technologies are used to connect people to services, information and people in other places (ACHGK066).
- The ways that places and people are interconnected with other places through trade in goods and services, at all scales (ACHGK067).
- The effects of people’s travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (ACHGK069).
- Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose; using relevant geographical terminology and digital technologies as appropriate (ACHGS070).

General Capabilities:
- Literacy
- Numeracy
- Information and Communication Technology (ICT)
- Ethical Understanding

MATHEMATICS LEARNING AREA

Mathematics Learning Area | Make Me Money
---|---
Make Me Money is a business enterprise course where students work in small groups to create a business aimed to make them a profit. Provided with a small sum to get their business off the ground, students will budget, make predictions, manage accounts, produce marketing material, produce/order goods, and manage sales.

The distribution of profits will be negotiated within the class.

Australian Curriculum Links: Mathematics
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

General Capabilities:
- Literacy
- Numeracy
- Critical and Creative Thinking
- Information and Communication Technology (ICT)

Mathematics Learning Area | Share Market Game
---|---
By playing the Share Market Game, students receive a virtual $50,000 to invest over a 10 week period, in 220 companies listed on the ASX. The prices students buy and sell at are the same prices as they would get in the live market so this is as close to real life share trading as you can get.
As a result of playing the Game students will:
- Develop their knowledge of the share market
- Learn how to research companies
- Discover the importance of wise investment decisions
- Gain a greater knowledge of economic and world events
- Begin to learn more about investing which is beneficial for their future

How to play:
- Students compete either individually or in a group of 2 to 4 students
- Students do research and decide which companies they will invest in
- They buy and sell shares in any of the nominated ASX listed companies
- Orders to buy or sell shares can be placed at any time. Orders will be executed when the market is open.
- Students can monitor shares via their Game portfolio


Australian Curriculum Links: Mathematics
- Number and Algebra
- Statistics and Probability

General Capabilities:
- Literacy
- Numeracy
- Critical and Creative Thinking

<table>
<thead>
<tr>
<th>Mathematics Learning Area</th>
<th>Survival Maths 2.0</th>
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</table>
| Survival Maths 2.0 is a fantastic course for students who are motivated and would benefit from additional time and support to refine their maths skills. Students will be provided with a program tailored to their individual learning needs within this curriculum area. This course allows students to consolidate the learning they are doing in their regular maths class by giving them the time to practise concepts and receive additional support. ‘Practise makes perfect’.

Australian Curriculum Links: Mathematics
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

General Capabilities:
- Literacy
- Numeracy
- Critical and Creative Thinking

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<thead>
<tr>
<th>SCIENCE LEARNING AREA</th>
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<tbody>
<tr>
<td>Science Learning Area</td>
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<tr>
<td>CSI Kings Meadows</td>
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</table>
| CSI Kings Meadows will focus on the use of various Science disciplines in the field of Forensics. Students will explore various elements of Physics, Chemistry & Biology as they are applied to crime scenes and courtrooms. This will be a practically-based course with lots of hands-on learning.

Students undertake a range of work, including:
- Exploring the range of tools available to forensic scientists.
- Skills relating to equipment usage, data recording & analysis.
- Assessing the efficacy of various forensic techniques. |
<table>
<thead>
<tr>
<th>Science Learning Area</th>
<th>Introduction to Agricultural Enterprise</th>
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<tbody>
<tr>
<td><strong>Australian Curriculum Links: Science</strong></td>
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<tr>
<td>• Transmission of heritable characteristics from one generation to the next involves DNA and genes (ACSSU184).</td>
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<tr>
<td>• Advances in scientific understanding often rely on technological advances and are often linked to scientific discoveries (ACSHE192).</td>
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<tr>
<td>• Plan, select and use appropriate investigation types, including field work and laboratory experimentation, to collect reliable data; assess risk and address ethical issues associated with these methods (ACISIS199).</td>
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<tr>
<td>• Use knowledge of scientific concepts to draw conclusions that are consistent with evidence (ACISIS204).</td>
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<tr>
<td><strong>General Capabilities:</strong></td>
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<tr>
<td>• Literacy</td>
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<tr>
<td>• Numeracy</td>
<td></td>
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<tr>
<td>• Information and Communication Technology (ICT)</td>
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<tr>
<td>• Ethical Understanding</td>
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<tr>
<th>Science Learning Area</th>
<th>Scientific Investigation</th>
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<tr>
<td><strong>Science</strong></td>
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<tr>
<td><strong>Investigation</strong></td>
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<tr>
<td>In this subject, students have the opportunity to develop individual and/or group investigations in order to answer a ‘Big Question’. The focus will be on applying the scientific method, working with scientists and investigating current and emerging scientific discoveries. Students who intend to follow an academic pathway in this learning area are encouraged to be a part of this course in order to refine their skills.</td>
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<tr>
<td>Such investigations may include:</td>
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<tr>
<td>• How much vitamin C in your orange juice?</td>
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<tr>
<td>• What’s in pond water?</td>
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<tr>
<td>• Is the 5 second rule true?</td>
<td></td>
</tr>
<tr>
<td>• Can the sun cook my food?</td>
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<tr>
<td>Science Learning Area</td>
<td>STEM Challenges</td>
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<td></td>
<td>This course will allow students to deepen their understanding of existing and new STEM topics. Design, thinking and building challenges will be key facets of this enrichment course, requiring students to use a broad range of scientific equipment for experiments and to collect data. Students interested in participating in a diverse range of challenges will have the opportunity to use this subject as an opportunity to build their skills and understanding so that they can be competitive in their chosen area of focus. Below are some examples that have previously been included:</td>
</tr>
<tr>
<td></td>
<td>• F1 in Schools program – design and build a model F1 race car to compete in the state F1 competition</td>
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<td></td>
<td>• 4 x 4 Challenge – design and build a radio-controlled 4-wheel drive vehicle to compete in the state 4x4 competition</td>
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<td></td>
<td>• University science challenges</td>
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<td>• Robotics competitions</td>
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<td></td>
<td>• Electronics, Programming and Circuits</td>
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<tr>
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<td>• Case Study: practical investigations focusing on the student’s area of interest</td>
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Australian Curriculum Links: Science

|                       | • Energy conservation in a system can be explained by describing energy transfers and transformations (ACSSU190).   |
|                       | • The motion of objects can be described and predicted using the laws of physics (ACSSU229).   |
|                       | • Advances in scientific understanding often rely on technological advances and are often linked to scientific discoveries (ACSHE192).   |
|                       | • People use scientific knowledge to evaluate whether they accept claims, explanations or predictions, and advances in science can   |
affect people’s lives, including generating new career opportunities (ACSHE194).

General Capabilities:
- Literacy
- Numeracy
- Information and Communication Technology (ICT)
- Ethical Understanding

## TECHNOLOGIES LEARNING AREA

| Technologies Learning Area | Auto Basics | Students will develop knowledge about looking after a motor vehicle. This course will give students an understanding of motor vehicle systems such as: fuel, cooling, braking, and basic electrical. They will learn how to safely care for a vehicle with skills such as detailing, tyre changing and care, warning systems and basic servicing. General requirements of owning a vehicle such as insurances and loan repayment options will also be explored.

Australian Curriculum Links: Technologies - Design and Technologies
- Identifying appropriate tools, equipment, techniques and safety procedures for each process and evaluating production processes for accuracy, quality, safety and efficiency (ACTDEP048).
- Recognising real-world problems and understanding basic needs when considering solutions (ACTDEK041).

General Capabilities:
- Literacy
- Numeracy
- Information and Communication Technology (ICT)
- Ethical Understanding

| Technologies Learning Area | Building & Construction | Students in this course will develop their skills in a variety of construction techniques. These include setting up profiles, boxing and preparation for concreting. They will also be involved in timber-framed construction, plastering, tiling and some other smaller building tasks. Most of the work is completed in a group setting; however, students will also need to complete some individual tasks for assessment. Students will be encouraged to learn in a co-operative and safe manner.

Australian Curriculum Links: Technologies – Design and Technologies
- Work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make design solutions (ACTDEP048).
- Investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create design solutions (ACTDEP051).

General Capabilities:
- Literacy
- Numeracy
- Information and Communication Technology (ICT)
- Ethical Understanding

| Technologies Learning Area | Café Culture and Barista Skills | In Café Culture and Barista Skills, students will make espresso coffee, learn how to serve customers, handle and manage money and clean and maintain an espresso machine. Students will also learn the importance of good customer relations, the importance of cleanliness in the workplace and occupational health and safety. |
### Technologies Learning Area

#### Ready Steady Cook

In this subject, students will have the opportunity to use a variety of simple, designated ingredients to create and prepare a dish. Students will be required to participate, plan and work in a team situation to solve various design challenges. This course has a focus on providing practical learning opportunities.

Australian Curriculum Links: Technologies – Design and Technologies
- Investigate and make judgments on the principles of food safety and the ethical and sustainable production and marketing of food and fibre (ACTDEK044).
- Work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make designed solutions (ACTDEP050).

General Capabilities:
- Literacy
- Critical and Creative Thinking
- Personal and Social Capabilities

#### Wood & Metal Projects

This course provides students with the opportunity to develop the skills required to cut, shape and join a variety of materials. Through the process of design and manufacture, students will be given time to learn and refine technology skills to produce a variety of projects.

Australian Curriculum Links: Technologies – Design and Technologies
- Investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating (ACTDEK045).
- Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas (ACTDEP048).
- Develop, modify and communicate design ideas by applying design thinking, creativity, innovation and enterprise skills of increasing sophistication (ACTDEP049).
- Work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make designed solutions (ACTDEP050).

General Capabilities:
- Literacy
- Numeracy
- Critical and creative thinking
- Personal and social capabilities

### WORK STUDIES LEARNING AREA

#### Try a Trade

In Try a Trade, students are introduced to the world of work. They will examine how their strengths and talents hold the key to high
achievement at school and in a career. Students will discuss the roles and responsibilities of both the employer and employee. There is a particular focus placed on identifying the essential skills required when entering the workforce, such as the elements of a strong resume.

Australian Curriculum Links: Work Studies
- Link personal profiles with potential work opportunities (ACWSCL021)
- Explain the range of skills and attributes necessary to work effectively in the 21st century (ACWSCL025).
- Apply knowledge of self to career decision-making processes (ACWSCL032).
- Source career information and resources (ACWSCL014).
- Identify the importance of rights and responsibilities for employers and workers (ACWSCL019).

General Capabilities:
- Literacy
- Numeracy
- Information and Communication Technology (ICT)
- Personal and Social Capability
- Critical and Creative Thinking