



Christ Church Grammar School

Academic Handbook Year 10, 2016

Overview

The Timetable

The Senior School operates on a 10-day timetable cycle with six 50-minute periods a day. The 10 days are organised within a Week A / Week B structure. The timetable differs from Week A to Week B.

Students are provided with a hard copy of their timetable at the beginning of the year as well as an electronic copy that they can access from their iPads.

Where a day or days are missed for long weekends or public holidays, these are skipped in the timetable. A boy's timetable therefore completes a cycle every two weeks.

With the exception of Thursday, each day begins at 8.30am with a 20-minute tutorial prior to the first period of the day. On Thursdays, the period from 8.30am until 9.45am includes Chapel, Assembly, House meetings etc. There are therefore only five periods on a Thursday.

The academic timetable on Friday concludes after period 4 with Year 10 students being involved in a formal activities program for periods 5 and 6.

Academic Administration – Studies Office

The Director of Studies is responsible for curriculum implementation and curriculum policy from P to 12. The Director of Studies and the Assistant Director of Studies organise the day-to-day and long-term academic program in the Senior School. In particular, the Assistant Director of Studies is responsible for the timetable.

Questions relating to a course of study should be directed initially to a boy's tutor or Head of House. However, where a boy is new to the School, such queries may be directed to the Studies Office.

If there are any concerns about the electives chosen early in the year by a boy, the matter should be discussed with the tutor or Head of House. The issue may then be referred to the Studies Office. If there are good reasons for a change of course, the School will try to accommodate this.

Homework Policy

The School supports the view that homework is an integral part of a student's education. Homework encourages the skills and study habits that are essential for intellectual growth and academic achievement. It is developmental and therefore increases in amount and complexity as the student progresses through the Senior School. The nature of homework can vary from simple reading of text or reference material, formal written work and preparation for a test or classroom exercise, to involved research assignments that may take many weeks to complete. It is also expected that the student will take some responsibility for the allocation of

time for revision and review of subjects in the absence of homework that is specifically set. The School encourages the development of independence in determining the type and amount of homework necessary to sustain the day to day academic program.

Whilst homework is set in all subjects, not all homework is due to be submitted in the following lesson. Teachers will give advice on the timing of homework. As such, there will be some days when more homework is required than others. It is therefore up to the student, teacher, tutor and parents to manage an organised program of homework time to meet the specific demands of the following day. Students are required to use the electronic diary on their iPads as an organiser and planner for homework and similar activities. For many students, the development and management of such skills will be critical for future academic success.

In Year 10, students should expect to spend from one to two hours per weeknight on homework. The ebb and flow of assessments will necessarily mean that these times will vary, and there will be occasions when there are intense periods of homework interspersed with relatively free periods of time. It is here that preparation and planning are the key ingredients of a balanced response to the after-school demands of the academic program.

Students are often required to attach a bibliography to assignments and incorporate in-text referencing. The School uses the American Psychological Association (APA) Referencing System.

Assessment and Reports

Specific details about subject assessments can be found in the programs issued by teachers. The information gathered from the in-class assessment program is provided in reports to parents four times a year.

The reports provided for Terms 1, 2, 3 and 4 provide a broad overview of progress, including information about current grade, percentage and rating of a number of work practices. Academic grades are provided on an A - E scale. Each report represents the current status of the student in that subject.

Trimester subjects (Commerce, Geography and History in Humanities and Biology, Chemistry and Physics in Science) and semesterised subjects issue separate reports as advised to parents in emails. This ensures that teachers are able to utilise the whole trimester or semester period for teaching and assessment.

Students in Year 10 have end of year examinations in English and Mathematics, together with examinations in elective subjects when this is considered to be a valid and effective means of determining a student's achievement. Examination results are included in the final assessment report of the year. Individual report comments for each year-long subject are provided at the end of each year.

There is a parent/teacher/student evening for Year 10 students, which takes place late in Term 2. The evening serves the dual function of providing feedback about current performance as well as exploring possibilities for Year 11.

Together with these formal reports, there is ongoing communication between the student's classroom teacher and tutor. Thus tutors and the Head of House can provide parents with early warning of any problems or difficulties. Parents should direct any specific concerns or questions about class work to the tutor in the first instance. Tutors will then arrange interviews between parents and teachers if such a request is made.

Use of the iPad's electronic diary

The iPad's electronic diary is a key link in the communication between school and home and encourages the development of sound organisational and planning skills. If used to record daily obligations, activities, homework and/or work requirements it will instil sound working habits for school and beyond. Parents and tutors are expected to monitor the diary each week.

Study Lab

After-school academic support is available for all students, including Year 10s. It is currently held in the CLC on Mondays, Tuesdays, Wednesdays and Thursdays, from 3.05pm to 4.45pm. English and Mathematics specialist staff are available on some of these afternoons, whilst organisational support is provided for work in other subjects. A number of current and former students also volunteer their assistance. Some students attend these sessions simply to complete homework, knowing that help is available if they encounter difficulties. For other students these sessions provide a time to go over work that may have been missed in class.

Information Technology

The School actively encourages teachers and departments to integrate the use of information technologies into the curriculum. Students are exposed to a wide range of information technology experiences by applying the computing resources to subject-based tasks. These experiences range from simple uses such as access to the Internet, to more complex uses such as multimedia.

Year 10 students are expected to bring their iPad to all their classes (except Physical Education). It will be utilised by teachers as a tool for connected learning in their classrooms. Students are provided with their own email account. Many students use email as a means of transferring files between home and school and for working on collaborative projects.

Students may be required to use information technology, particularly their iPad, while at home. Parents are encouraged to monitor their son's use of the iPad in the same way that they might monitor other homework. Parents should restrict access to the device if it is not being used in a suitable manner. There are also technical solutions to do this; in this case, the School recommends the use of OpenDNS.

All activities that engage students with information technology require the student to demonstrate appropriate responsibility. They need to plan to manage their time efficiently and to ensure that they are using technology in ways that assist their learning.

The use of the Internet, email, iPads and other IT assets is governed by the School's *IT Acceptable Use Policy*, available on each boy's iPad.

Textbooks

All textbooks are made available to Years 7 – 10 students through their iPads. In Years 11 and 12, both hard copy and electronic textbooks may be utilised, depending on the subject.

Curriculum Policy

The School's Curriculum Policy is available through the 'Policies' section of CCGS World (Governance). It gives further information about the way in which the curriculum is delivered.

Assessment Policy

The School's Report & Assessment Policy is available through the 'Policies' section of CCGS World (Governance).

Year 10 Curriculum

The Year 10 course is made up of seven core subjects and a choice of two elective subjects. All core and elective units are offered over the whole year and are listed below.

Boys will study the core subjects of English, Humanities, Mathematics, Science, Physical Education and Health. They are also expected to take part in the Year 10 Venture at the end of the year.

The choice within the elective program represents a cross section of courses from the four Curriculum Council learning areas that are not represented in the core subjects. These learning areas are: The Arts, Technology & Enterprise, Commerce & Enterprise and Languages. In addition to courses in these four learning areas, an elective in Marine Studies is offered.

Subject Selection

Subject Selection for the Year 10 course is made by studying the Subject Outlines in the next section and then completing the online Subject Selection Form.

If assistance is needed in making subject choices please consult initially with the Head of House. For boys new to Christ Church, it is advisable that you seek assistance and advice from the Assistant Director of Studies, Mr Matthew Kameron. Please note that boys may select at most one subject from each of the follow groups:

- Computer Science and Mobile App Development
- Design and Technology Materials and Mechatronics
- Global Perspectives, Investing & Enterprise and Philosophy
- Marine Studies and Sports Science
- Digital Media and Visual Art.

SUBJECTS

Mandatory	Electives Two electives may be selected
English Humanities Mathematics Personal & Spiritual Development Physical Education Science Venture	Chinese Computer Science Design & Technology – Materials Digital Media Drama French German Global Perspectives – International Law and Politics Investing & Enterprise Japanese Marine Studies Mechatronics – Arduino powered buggies Mobile App Development Music Philosophy Sports Science Visual Art

Mandatory Subjects

English

This is a whole-year course taught for eight periods in each ten day cycle. In Year 10 boys are prepared to make informed choices for their upper-school English courses of study, and equipped to succeed in them. Non-fiction texts are an important focus, comprising study of the elements of rhetoric and persuasive speaking, argumentative writing, expository texts, feature articles and documentary films. Students study at least three novels, again drawn from both classic and contemporary canons, and extend their experience of literature with consideration of a range of poems in different forms, short stories from the speculative fiction genre and a full-length play. They also study a feature film. Much of their assessment is now done as in-class writing of essays, and expectations in regard to homework are high.

All boys work to consolidate and extend their general and subject specific vocabulary, spelling and grammar throughout the year, and are expected to become increasingly proactive and independent in this regard. They also receive a list of suggested reading and a log to chart their progress, and again are expected to take responsibility for this vital aspect of their ongoing learning. When possible, there are excursions to appropriate plays and films, and from time to time, visiting speakers. Creative writing again features in the program, and the boys are also encouraged to enter a range of internal and external creative writing competitions, with a number having their work published in the annual anthology of students' writing, *Impressions*.

The formal assessment program is reviewed on an annual basis but is likely to approximate the schedule that follows. Common Assessment Tasks, which require the whole cohort to sit the same in-class assessment on the same day, are set twice a year and cross-marked by Year 10 teachers or external markers to assist grading consistency. The final two and a half hour examination is an important milestone, with students writing short answer and essay responses to questions that test their reading comprehension and analytical understandings.

Assessment schedule

SEMESTER ONE

Creative (short story)
Persuasive speech based on research
Analytical essay (documentary)
Analytical essay (expository text and still image)
Analytical essay (novel)

SEMESTER TWO

Creative writing (poetry)
Analytical essay (film)
Oral presentation (drama)
Examination (reading comprehension, analytical essays on literary and media texts)

In addition there will be a number of less formal opportunities to assess levels of understanding and competency over the course of the year.

English as a Second Language (ESL)

Students recommended for, or eligible to study ESL, will be taught by an ESL specialist who will cover the contexts, processes and strategies studied in other English classes but using resources geared to ESL students and at a pace to cater for the needs of these students.

Contact

Mr Neil Walker

Head of English

Humanities

The course is run for eight periods in each 10 day cycle and is split into three trimesters: Commerce, Geography and History.

Commerce

Students will experience a range of subject disciplines that includes Business, Accounting, Economics, and Information Technology. Basic Economic and Accounting concepts are further developed from Year 7, 8 and 9 Humanities, however, the emphasis will shift from personal financial literacy to analysing businesses and the environment in which they operate.

The topics addressed are:

- An introduction to the Business World including different types of business ownership and the role of businesses within the economy.
- The Accounting Experience where students produce and analyse financial statements including income statements and balance sheets.
- The Economics Experience including a look at the economic problem, supply and demand, the price mechanism, macroeconomic problems such as unemployment and inflation and government policies to overcome these problems.
- Special Activities – including stock exchange simulation competitions and field trips.

Geography

The Year 10 Geography course emphasises the application of practical and investigative skills covered in previous years. It also focuses on sustainability and human impact upon the environment. This is achieved through the examination and investigation of global issues. In this context, all boys examine climate change as an issue. A lengthy investigation of a local coastal area issue involving diverse stakeholders and sustainable development allows the students to utilise a range of practical skills including Geographical Information Systems.

This unit will introduce students to some of the thematic, practical and theoretical work conducted in Senior Geography courses. The topics covered are:

- Environmental Issues and Sustainability
- Population Geography
- Physical Geography
- Practical and fieldwork skills.

History

The History Unit builds on the skills of history and students will further develop their writing skills so that they can write an essay, interpret sources and understand bias. In line with the topics contained in the Australian Curriculum, students will study:

- World War II: this will be an overview of why there was a war and how it developed. An examination of the broader impact of the conflict will be made and Australia's involvement in the war will also be studied.
- The struggle for freedom since World War II: this will include a study of the civil rights movement in the USA; the Vietnam War and 'freedom and rights' – both in Vietnam and Australia, which includes Australia's response to the conflict.

- Migration experiences (1945 – present): the impact of migration on Australian society and the causes of waves of migration. The impact of government policies on migration patterns and the abolition of the White Australia Policy will also be examined.

Contact

Mr Les Goh

Head of Humanities

Mr Richard Parker

Head of History

Ms Jane Shannon

Head of Geography

Mr Andrew Greig

Head of Commerce

Mathematics

This is a whole year course taught for eight periods in each 10 day cycle. All boys are required to own a scientific calculator and a Casio ClassPad, both of which are available from the bookroom. The use of these calculators is integrated into almost all topics in the course, and they may both be used up to and including the WACE Mathematics examinations.

The following units are studied during the year:

1. Linear relations
2. Geometry
3. Indices and surds
4. Trigonometry
5. Quadratic equations
6. Measurement
7. Parabolas and other graphs
8. Probability
9. Statistics
10. Logarithms and polynomials

Class work and formal testing will be used to assess learning. There are likely to be seven Unit Tests, three Extended Pieces of Work (EPWs) or assignments, and a final examination.

Contact

Mr Khee Lim

Head of Mathematics

Personal and Spiritual Development

Students will study five topics during the year:

Philosophy

The Year 10 Philosophy course is self-contained and runs for a five week block at some point in the year for all boys. The course seeks to refine reasoning skills, heighten awareness of core philosophical themes, and encourage considered reflection, all within the safety of an open community of inquiry. The course opens by introducing boys to the ingredients of reasoning, studying the structure of reasoning and learning how to critically evaluate reasoning. Once these transferable skills have been taught, they are applied to topical and enduring philosophical themes such as; 'What makes life meaningful?', 'Is happiness the ultimate goal for humans?' and 'Are abortion, euthanasia and capital punishment morally permissible?'. Boys are taught how to think, not what to think. There is no formal assessment for this course.

Positive Psychology

In this component of the Year 10 Personal & Spiritual Development course, students continue to explore the concepts of Positive Psychology that have been introduced previously, specifically focusing on:

- Character Strengths
- Personality and relationship building
- Problem solving
- Common thinking traps
- Mental health and substance abuse

Health

At Christ Church the underlying focus in the Health area is Health Maximisation. The course covers four major Learning Outcomes:

1. Knowledge and Understanding
2. Attitudes and Values
3. Interpersonal Skills
4. Self-Management Skills

Year 10 Outline:

1. Keys for Life: driver education that focuses on educating young drivers, commitment to extensive driving practice and preparing them for all road use. Students will have the opportunity to sit their Learner's test and with a completed log book and attendance in the program will be eligible to gain their Learner's Permit from the licensing centre
2. Examining Mental Health as a disease: (a) Stress – What is it? How to deal with it?
(b) The importance of balance in lifestyle
3. Disease and Lifestyle: (a) Examining the various diseases that are present in society
(b) How lifestyle and changes in lifestyle have an impact.

Careers

The Career and Development course focuses on preparing students for selecting subjects for senior school and pathways beyond school. The areas students cover in this course are:

- Identifying personal skills, interests, talents and values
- Exploring possible career options using the career tool 'Career Voyage'
- Researching university and further training
- An introduction to the subject selection process for Year 11; the subjects they will choose from and how they relate to post school education and training
- Resumé writing
- Old Boy guest speaker – Life After Christ Church.

The course provides an excellent launch pad for parents to begin having conversations with their son about possible pathways for when he leaves school and how they will relate to his subject selection for Years 11 and 12.

Religion

Consistent with CCGS's Anglican traditions and desire to contribute to the development of 'global citizens', this unit includes: comparisons between religion and spirituality; writing my own spiritual autobiography; exploration of different spiritual traditions and famous lives; discussion of contemporary social justice issues in Australia; and a deeper exploration of contemporary religious issues around the world.

Contact

Mrs Jody Clarke
Head of Careers

Mr Dominic Hodnett
Head of Philosophy

Mr Luke Farmer
Head of Health & Physical Education

Physical Education

This course is taught over the whole year for four periods in each 10 day cycle. Each boy is expected to be able to swim 400 metres using a recognised stroke over deep water prior to starting the Year 10 course.

Physical Education

This part of the program focuses on the development of skills in a variety of new and traditional activities in addition to furthering a boy's fitness and participation in more advanced team play.

Activities throughout the year include badminton, various football codes, athletics, basketball, water polo, weight training and fitness testing. Students are also trained and tested for the Royal Life Saving Society Bronze Medallion Award.

A student's fitness, athleticism, lifesaving ability, ball skills, attitude, behaviour, dress, punctuality, game performance and skill development will be commented on in each semester's report.

Health Education

The health education component of this course is taught as a part of the Personal & Spiritual Development Program.

Contact

Mr Luke Farmer
Head of Health & Physical Education

Science

Each Science course runs for one trimester for eight periods in each 10-day cycle.

Biology

The Year 10 Biology course aims to introduce students to the concepts of heritable characteristics from one generation to the next, as well as the Theory of Evolution. The theory behind these concepts is supported by practical work, including Biotechnology. This unit of work covers cells, DNA, genetics, evolution, natural selection, evidence for evolution, artificial selection, cloning and recombinant DNA technology in an interesting and practical way. It provides a good basis for both the Year 11 Biology and Human Biology courses. Boys have the opportunity to participate in a variety of activities, such as spooling DNA and using gel electrophoresis to produce a DNA fingerprint and looking at the relatedness of organisms through DNA and protein sequencing. The Year 10 course builds on previous knowledge and extends the boys into the applications of new biological understandings and the ethical ramifications of such advancements. It is assessed by tests and investigations.

Chemistry

The course is applications-based, though it must be recognised that there is a need to prepare for more content-oriented studies in Year 11. Hands-on experiences are provided through a variety of practical activities to illustrate that Chemistry is an applied and experimental science. Knowledge and understanding of a variety of chemical concepts, theories and principles is necessary for further studies, and also necessary for an informed general population. Recollection and use of many of the ideas introduced during the Year 9 course will be required. The material is organised into two units:

- Chemical Models: this unit introduces students to a more detailed model of atomic structure, the general classes of chemical reactions and to the language of Chemistry. Students are also introduced to Stoichiometry (chemistry calculations) in preparation for Year 11 Chemistry.
- Salt Analysis: this unit introduces students to analytical chemistry and tests students' broader understanding of Chemistry through investigations and other experiments.

Assessment will be by means of topic tests and working scientifically investigations. The development of a responsible and safe approach to laboratory work is a desirable outcome of the course. Worksheets and other text material will be provided for the course.

Physics

The study of Physics is concerned with understanding the nature of forces and motion, and matter and energy. In the Year 10 Physics course, students will focus on developing an understanding of how objects move and providing descriptions of this motion. They will investigate conservation of energy within systems by describing energy transfers and transformations and identify how the motion of objects can be described and predicted using Newton's Laws of Motion. Students will also have the opportunity to discuss features of the universe including galaxies, stars and solar systems and use the Big Bang theory to explain the origin of the universe. There will be a strong emphasis on discovery through practical work and investigation and students will use both qualitative and quantitative techniques. Contexts covered may include extreme sports and fun parks.

Contact

Dr Holly Rose
Head of Science

Mrs Megan Pentony
Head of Biology

Mrs Katy Brooks
Head of Physics

Mr Don Marshall
Head of Chemistry

Venture

Venture involves the whole Year 10 group in an expeditionary adventure in a remote, wilderness environment. Boys are randomly divided into several smaller groups, each made up of approximately 12 fellow Year 10 students. Each group is in the care of a Leader who is a volunteer from the teaching staff. Staff and students prepare for Venture throughout the year. This exciting and challenging part of the Year 10 curriculum is seen as the culmination of the Outdoor Education program at Christ Church. It is accepted as being a lasting experience, good for self-esteem, which teaches greater independence and promotes strong interpersonal and communication skills.

Contact

Mr Mark Morrissy
Director of Planning & Co-Curricular

Elective Subjects

Every Year 10 elective subject operates for the whole year for six periods per 10 day cycle.

Chinese

In Chinese, boys will acquire more advanced competencies in Speaking, Reading, Listening and Writing in Chinese (Mandarin), allowing them to communicate with native speakers of the language. Through topics of particular interest to boys, students will improve their competence in their own language and how it functions; gain a deeper understanding of linguistic conventions; critically reflect on their own and other cultures and values and prepare for Year 11 and 12 courses.

The Languages Department currently offers a Tour and an Exchange program to China.

Assessment

Boys are assessed in Speaking, Reading, Listening and Writing each term as well as in an end of year test in Term 4. Grammar and vocabulary tests are set at least twice a term.

Continuous, less formal assessment will be carried out during the year.

Homework

Regular practice reviewing words and grammatical concepts learned is fundamental in the acquisition of a Language other than English and as such, forms an integral part of the course. In Year 10, we expect boys to spend 15-20 minutes each evening reviewing words and grammatical concepts covered in class in addition to any specific homework set by the teacher.

Contact

Mrs Nicola Griffin-Appadoo

Head of Languages

Computer Science

This course is designed to allow students to use computing devices more effectively through developing their understanding of computer systems and how they work. Throughout the course, students will continue to develop their programming skills through a variety of activities, learning how to analyse a problem, design a solution and then build that solution using programming code. Activities may include game creation and file manipulation using programming languages such as Javascript and Python. It is expected that students will develop the necessary programming skills to enable them to successfully participate in a number of national programming competitions.

Students will also extend their understanding of the Internet and how it continues to evolve, including an investigation into both the positive and negative points of our increasing reliance on being connected. During this investigation students will build their own interactive website, incorporating advanced HTML5 and CSS3.

Building and maintaining a client-server network of their own, students will gain an understanding of the basic principles required to set up a small network at home. During this unit students will learn about the different devices that are required to set up a network and how data travels across a network. Students will also explore the principles of network security and learn the skills to help keep their personal information safe.

This course is suited to those students who enjoy the challenges of computer programming and wish to extend their understanding of systems development and how computer systems work. Throughout the course, students can expect to build upon the knowledge and skills that were acquired in Year 9 Computer

Science. Students with no previous experience in Computer Science are also welcome to enrol in this course, although they will have to be prepared to complete some bridging material at times.

This course will involve a large amount of skills-based practical work to supplement the theory component, as students will be expected to learn the skills to create their own website, construct a small network and develop their own computer programs.

Contact

Mr Christopher Anderson
Head of Computer Science

Design & Technology – Materials

The Year 10 courses in Design and Technology aim at developing in students an understanding of the **materials, information** and **systems** that are appropriate to the design and manufacture of products to meet human needs. The underlying focus is the **technology process**, of which the elements of investigating, devising, producing and evaluating are fundamental components. Students gain an understanding of the concept of **enterprise** and learn the relevance of **technology in society**, while being guided through the design and manufacture of a number of practical projects that will develop their **technology skills**. Particular consideration is given to health and safety in the workshop.

This subject is suited to those students who are interested in and enjoy working with resistant materials. Students can expect to build upon the knowledge and skills acquired in Years 7, 8 and 9 Design and Technology, learning how to use a range of new hand tools, power tools and machinery. The underlying focus of this course is the technology process, with particular emphasis on the design and construction of complex projects involving machining techniques appropriate to wood, metal and plastic materials.

Assessment of achievement of the outcomes of these subjects takes the following forms:

- Design development (20%) - development of a design folio using IT and including 3D modelling and computer aided drawing
- Practical project production (70%) - manufacture of practical projects in resistant materials using traditional woodworking and metalworking equipment and machinery, as well as modern 3D manufacturing equipment including the laser cutter and the computer numerically controlled router.
- Response (10%) – completion of theoretical assignments and written testing of understanding.

Contact

Mr Geoff McGillivray
Head of Design & Technology

Digital Media

Designers are creative problem solvers who have learned to see the world a little differently. In this course, students learn how to solve visual problems using a variety of media, embracing traditional and digital technologies to target, engage, entertain, and motivate an audience.

Students will be challenged in a range of approaches to working with images, signs, symbols and text.

They will undertake studies of:

- a range of approaches to working with images, signs and symbols such as observation, analysis, expression, communication and imagination

- an understanding of conventions and genres such as figurative, abstract and symbolic
- an understanding of role and function such as documentary, portraiture and narrative
- a range of techniques appropriate to the digital media
- an understanding of pictorial space, composition, rhythm, sequence, scale and structure
- an understanding of formal elements such as colour, tone, texture, shape, form and sound.

This is an extension of the Year 9 Digital Photography and Graphic Design courses but does not preclude students who may not have completed these courses. It has a digital focus that includes the possibility to branch into new industry areas like print publication and illustration, visual identity design, animation and time based graphics.

Film making is studied as a distinct skill set in this course, in preparation for the Media Production and Analysis course offering in Year 11 and Year 12.

Basic knowledge of Adobe Photoshop and a personal digital camera for use at home to complete tasks would be advantageous.

The course will be assessed according to:

- Communicating art ideas
- Using art skills, techniques and processes
- Responding to the Arts
- The role of Arts in society

Contact

Ms Pam Yordanoff

Head of Art

Drama

Drama is a collaborative performing art where participants agree to imagine and actively construct a world, which is known as the dramatic context. It is a vibrant and varied art form found in play, storytelling, street theatre, festivals, film, television, interactive games, performance art and theatres. It is one of the oldest art forms and part of our everyday life. Through drama, human experience is shared. Drama entertains, informs, communicates and challenges.

Students are assessed through the key activities of creation and co-operation, performance and reflection. They explore and communicate ideas and learn particular processes and skills to enable them to work with drama forms, styles, conventions and technologies. They reflect, respond and evaluate drama and become critical, informed audiences.

The Year 10 Drama course is designed to extend their performance and analysis skills and prepare students for WACE Drama in Year 11 and 12. Students work independently and collaboratively, learning time management skills, showing initiative and demonstrating leadership and interpersonal skills.

The Year 10 Drama course explores:

- Theatre practitioners and style/s
- Realistic and non-realistic drama
- Scripted and devised performance

- Ensemble and solo performances
- World and Australian contemporary drama
- Performance in a scripted production
- Set, costume, sound, properties, lighting and dramaturgy
- Improvisation

Contact

Mrs Nicky Garside

Head of Drama

French

In French, boys will acquire more advanced competencies in Speaking, Reading, Listening and Writing in the French language, allowing them to communicate with native speakers of the language. Through topics of particular interest to boys, students will improve their competence in their own language and how it functions; gain a deeper understanding of linguistic conventions; critically reflect on their own and other cultures and values and prepare for Year 11 and 12 courses.

The Languages Department currently offers a Tour and an Exchange program to France.

Assessment

Boys are assessed in Speaking, Reading, Listening and Writing each term as well as in an end of year test in Term 4. Grammar and vocabulary tests are set at least twice a term.

Continuous, less formal assessment will be carried out during the year.

Homework

Regular practice reviewing words and grammatical concepts learned is fundamental in the acquisition of a Language other than English and as such, forms an integral part of the course. In Year 10, we expect boys to spend 15-20 minutes each evening reviewing words and grammatical concepts covered in class in addition to any specific homework set by the teacher.

Contact

Mrs Nicola Griffin Appadoo

Head of Languages

German

In German, boys will acquire more advanced competencies in Speaking, Reading, Listening and Writing in the German language, allowing them to communicate with native speakers of the language. Through topics of particular interest to boys, students will improve their competence in their own language and how it functions; gain a deeper understanding of linguistic conventions; critically reflect on their own and other cultures and values and prepare for Year 11 and 12 courses.

The Languages Department currently offers a Tour program to Germany.

Assessment

Boys are assessed in Speaking, Reading, Listening and Writing each term as well as in an end of year test in Term 4. Grammar and vocabulary tests are set at least twice a term.

Continuous, less formal assessment will be carried out during the year.

Homework

Regular practice reviewing words and grammatical concepts learned is fundamental in the acquisition of a Language other than English and as such, forms an integral part of the course. In Year 10, we expect boys to spend 15-20 minutes each evening reviewing words and grammatical concepts covered in class in addition to any specific homework set by the teacher.

Contact

Mrs Nicola Griffin Apadoo
Head of Languages

Global Perspectives – International Law and Politics

Through the study of this internationally recognised course, students will consider a range of global issues and develop personal, national and global perspectives through investigation, collaboration and dialogue. This course is part of the Cambridge International IGCSE qualification, which develops independent, critical thinking, learning and communication skills.

The course is built around a series of topics of global significance. The focus will be in the fields of Law and Politics, but sufficient breadth exists for students to pursue a wide range of their own interests. The issues are selected by the students in consultation with their teacher and provide a meaningful and stimulating context in which to improve the skills required to be active, well-informed and responsible citizens of the world.

Activities could be as diverse as writing to the United Nations about climate change or introducing a school-wide Fair Trade policy. Visiting speakers will include members of the Executive of the United Nations Youth Association, representatives of NGOs and others with a passion for matters involving international law and politics

Global topics may include:

- Law and Criminality
- Poverty and Inequality
- Conflict and Peace
- Trade and Aid
- Technology and the Economic Divide.

The course is formally assessed with three components: an individual research study, a group project and finally a written exam undertaken in early November. Students will be notified of their overall grade by Cambridge International Examinations in the following January.

Contact

Mr Les Goh
Head of Humanities

Investing & Enterprise

The course examines how the commercial world operates and encourages boys to analyse potential career pathways. The emphasis is on creativity and exploration in developing entrepreneurial spirit, with numerous opportunities to test their ability and skills in supportive and competitive environments.

Students will study investment opportunities within the Australian economy and be given the opportunity to initiate and develop an idea for a small business.

The investment options will include, but not be limited to, analysis of the Australian share market through the interactive ASX share market game. As this course is a year-long elective unit, more detailed study into the reasons for fluctuations in the share market will be possible. The concept of opportunity cost will also be introduced when the students review their investment options after the investing period.

The culmination of the course is a highlight, where students are required to develop a hypothetical business, in the process combining their knowledge, skills and talent developed throughout the year. They are empowered as decision-makers, learning valuable lessons from trial, success and error, in demonstrating creative problem solving.

The assessed item of this component of the unit will be to come up with a simple, yet enterprising business idea and complete a business plan as part of a submission for the nationwide Plan Your Own Enterprise Competition. A business plan is a detailed document that can help entrepreneurs to assess whether an idea is likely to be profitable and help them acquire the necessary money to start up a business. Collaboration with other students may also allow for the completion of a trading day whereby students get to produce, market and try and sell their products or services.

Overall, it is hoped that this unit will help to further develop the financial literacy and business skills of students who have an interest in this area. Activities will be designed to be interactive and hands-on learning experiences, however, most tasks will need to be completed individually in order to successfully complete the unit.

Contact

Mr Andrew Greig

Head of Commerce

Japanese

In Japanese, boys will acquire more advanced competencies in Speaking, Reading, Listening and Writing in the Japanese language, allowing them to communicate with native speakers of the language. Through topics of particular interest to boys, students will improve their competence in their own language and how it functions; gain a deeper understanding of linguistic conventions; critically reflect on their own and other cultures and values and prepare for Year 11 and 12 courses.

Assessment

Boys are assessed in Speaking, Reading, Listening and Writing each term as well as in an end of year test in Term 4. Grammar and vocabulary tests are set at least twice a term.

Continuous, less formal assessment will be carried out during the year.

Homework

Regular practice reviewing words and grammatical concepts learned is fundamental in the acquisition of a Language other than English and as such, forms an integral part of the course. In Year 10, we expect boys to spend 15-20 minutes each evening reviewing words and grammatical concepts covered in class in addition to any specific homework set by the teacher.

Contact

Mrs Nicola Griffin Appadoo

Head of Languages

Marine Studies

This course is limited to **48** students. The course deals with aspects of Marine Biology, SCUBA diving and recreational boat handling. All boys participating in the course will undertake accreditation for an Open Water SCUBA qualification and a Recreational Skippers Ticket (RST). There will be a significant practical component to the course as well as practical and theoretical examinations for both the SCUBA diving and Recreational Skipper Ticket. The SCUBA and RST courses have rigorous theoretical examinations with 80% pass requirements to meet certification guidelines.

Special Requirements

Students need to be able to display a competent swimming ability of no less than Royal Life Saving Bronze Star. Students will be required to pass a specific medical examination for SCUBA diving in order to be considered for selection into the course. **It is regretted that students who are asthmatic or diabetic will not be able to obtain a medical certificate and therefore will not gain entry to the course.**

It is important that any Medical Certificate obtained is from a medical practitioner qualified to provide medicals for recreational diving. A meeting notifying students of the medical requirements of the course is held late in Term 3 (the date will be advertised in the Daily Bulletin). Students should wait until this meeting before obtaining a Medical Certificate.

After this meeting, entry to the course is available for approved students in order of receipt of the Medical Certificates.

Fees

- An extra fee of approximately \$500 will be levied in late September to cover the SCUBA course
- Recreational Skippers Ticket (RST) administration fee costs approximately \$25.00.

The levy will be collected separately from school fees during Term 1.

Contact

Mr Arvi Pocock

Teacher in Charge of Marine Studies

Mechatronics: Arduino-powered buggies

This subject is based on elements of mechanical, electrical and computer engineering. Students will typically produce a two wheel buggy that operates autonomously and/or by remote control. The subject is suited to those students who are interested in the design, construction and programming of physical devices. Arduino chips will be programmed and used to drive the electronics platform.

Students can expect to:

- Design and configure electrical circuits
- Learn to program Arduino devices using the C programming language
- Design structural components using CATIA 3D modelling software
- Produce structural components using the 3D printer and laser cutter

Students will have a functional prototype for their buggy at the conclusion of Semester 1. During Semester 2 students will design their own robot using their buggy as a starting point for their own requirements.

Contact

Mr Patrick Loudon

Engineering Studies Teacher

Mobile App Development

Mobile App Development is a course designed to provide opportunities in Informatics and Computer Science at an advanced level, beyond what is usually offered in Year 10. The course is intended for students who have completed the Artificial Intelligence and Robotics course in Year 9, although students who developed a good understanding of computer programming in the Year 9 Computer Science course may also be considered.

The main area of study will be producing apps that are suitable for deployment on a mobile computing device such as an iPhone or iPad. Students will learn a variety of general programming techniques required to successfully develop a useful app that is easy to use. Students will start by using techniques such as functions, loops and selection to develop simple applications. They will then use more advanced data structures such as arrays and records before being introduced to classes and object-oriented programming to develop complex mobile apps.

Assessment will be through the completion of small projects during Semester One, and the production of a larger, personal project during Semester Two. To achieve success in this course, students will need to have access to a suitable programming environment at home and an interest in programming in their free time.

This course is designed to run in conjunction with the Year 9 class, so students will have the opportunity to work alongside and collaborate with students from Year 9, providing leadership and mentoring to the younger students. It is anticipated that students who are enrolled in the UNSW Computing Course will be given some time in class to work on their UNSW projects.

Contact

Mr Christopher Anderson
Head of Computer Science

Music

The course is designed to increase musical awareness and musicianship by:

- Participation in ensemble and practical solo work
- Working towards grade examinations in Theory and/or Musicianship of the Australian Music Examinations Board with students being encouraged to work at their own level
- Encouraging creative listening and score reading/analysis in a wide variety of musical styles
- Developing a historical perspective and understanding of music
- Developing aural perception.

Assessment is through regular written homework, together with the expectation that students will undertake consistent instrumental practice. The course provides an excellent background for the WACE Music course in Years 11 & 12.

Special Requirements

The student must be learning a musical instrument, either inside or outside the School. Please discuss with the Director of Music before selecting the Music elective on your Subject Selection Form.

Textbooks

AMEB Musicianship Grades 3 and 4 (5) by D Holland, *Enjoying Music, Books 1, 2 and 3* by Roy Bennett, *History of Music* by Roy Bennett, *Score Reading, Books 1 and 2* and *Form and Harmony* by Smith & Renouf.

Contact
Mr Kevin Gillam
Director of Music

Philosophy

This year long course will suit boys who enjoy thinking deeply and logically. It encourages boys to clarify, evaluate and advance philosophical reasoning. Rather than learning about the history of philosophy or learning about individual philosophers, boys will be guided by reason whilst exploring a variety of enduring and topical philosophical questions.

Class discussion will feature prominently in lessons and boys will be given research-based tasks and excerpts from film and literature to help stimulate engagement. Understanding of logic and reasoning will increase and boys will be encouraged to assume nothing, qualify everything, and provide a clear and convincing justification for their views. Above all, this course is designed to teach boys *how* to think, not *what* to think. Please note it is not necessary for boys to have studied the Year 9 Philosophy elective in order to study this course.

Content

The course will be divided into topics exploring various branches in philosophy. Some of the philosophical questions boys will study include: will time ever end? Is lethal combat ever justified? Can we be sure that what we believe to be real actually is real? What would an ideal society for humans look like? Has the rise of science caused the death of religion? Is truth something we discover or create? Do sharks have rights and if so, do they trump the rights of ocean-using humans?

Assessment

There are four formal assessment types and these will mirror those contained in the new WACE Philosophy and Ethics course:

- Critical Reasoning – typically this will involve answering questions concerning the logical structure and evaluation of short argument examples
- Community of Inquiry analysis – summarise, clarify and critically evaluate reasoning contained within a dialogue between two participants on a philosophical theme
- Passage analysis - summarise, clarify and critically evaluate reasoning contained within a philosophically themed passage
- Extended Argument – argue for or against a philosophically themed statement.

Contact
Mr Dominic Hodnett
Head of Philosophy

Sports Science

This course focuses on both the practical and theoretical components of sport performance. An interest in sport and improving performance is important. This course will prepare boys for future success in ATAR Physical Education Studies. It is important to note this is an elective and will be taken in addition to the compulsory Physical Education course.

Approximately 50% of the course time will be spent in a practical environment covering skilled movement patterns, tactics, positioning and gameplay while the other 50% will be in the classroom. The theoretical focus will be laboratory-based with the use of classroom experiments and hands on activities.

The theoretical concepts covered include:

1. Sports psychology – How can the mind help or hinder performance
2. Exercise physiology – How does the body work during exercise?
3. Functional anatomy – What is the structure of our body? How do we move?
4. Coaching – Using outside expertise to motivate a sportsman, while at the same time providing knowledge and feedback
5. Biomechanics – The physics behind body movement and projectiles
6. History of sport – Is Australia as a country any good at sport? What is our sporting culture? Where do our sports come from?

Assessment

The final course grade will be a mixture of

- Practical ability assessed across a number of sports including but not limited to badminton, touch rugby and volleyball **50%**
- Theoretical component including topic tests, assignments and laboratories **50%**

Contact

Mr Luke Farmer

Head of Health & Physical Education

Visual Art

Art is a form of communication and expression: a visual language, which deals with the construction and interpretation of both personal and cultural meanings. It is a catalyst to developing intellectual, imaginative, creative and intuitive powers.

This course provides visual and tactile experiences in two and three dimensional artforms. Through the process of visual inquiry, students develop an understanding of the elements and principles of Art and create works that explore experiences, ideas and feelings. This is a highly personal course.

Students will develop skills, techniques and processes in studio practice and will be able to describe, analyse, interpret and evaluate their own artworks and those of others.

Studio areas are selected from:

- Drawing
- Printmaking: the techniques and processes associated with a variety of printmaking techniques and the production of an edition of prints
- Ceramics: a variety of methods of hand building clay forms will be explored. Wheelwork opportunities are also available.
- Painting: covers a variety of approaches to painting techniques in watercolour, gouache, acrylic or oils
- Textiles: provides students with the opportunity to apply their designs to fabric using traditional and contemporary technologies

- Graphic Design and New Media: students will produce a solution to a problem in visual communication. Practical projects will have real application. Students will experience use of digital cameras, scanners and image manipulation using computer programs such as Adobe Photoshop.
- Sculpture: production of a sculpture experimenting with both the additive or subtractive method.

The course will be assessed according to:

- Communicating art ideas
- Using art skills, techniques and processes
- Responding to the Arts
- The role of Arts in society.

Contact

Ms Pam Yordanoff

Head of Art

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