



HILLSIDE  
CHRISTIAN COLLEGE

CURRICULUM HANDBOOK

YEAR 10 2017

HillSide Christian College is an Independent Private School. The College Board, Senior Executive team, Staff, HillSide Church, Chaplains and Parents at our College are committed to working together to provide a safe and caring environment where each student is given the opportunity to develop academic rigour, and to achieve personal excellence in a positive and safe environment. More especially, we focus on directing students towards a relationship with the Lord Jesus Christ, which is the basis on which all teaching and learning transpires. One of our goals is to also enable every student to develop the knowledge, understanding and skills to make choices ensuring their happiness and success.

In 2017, HillSide Christian College celebrates 40 years of serving the local community, and we enjoy a very positive relationship with our parents and the wider community. You can become actively involved in our learning community in a number of ways. Please liaise with us regarding what you can offer and we will gladly accommodate your skills and talents. The College tries to ensure that the foundations are laid for each student to give of their best and to remain motivated to achieve excellence.

Year 10 is the start of Senior Secondary school, and the time for students to invest wisely in their future. The expectations of staff are that students studying the Year 10 academic programme will understand the consequences of efforts in Year 10 on determining course choices in Years 11 and 12. We advise Year 10 students to maximise their options by ensuring that, from the start of Year 10, they are achieving to the best of their ability in order to attain the pre-requisite grades needed to enter specific courses for Years 11 and 12 and, thereby, preparing for the requirements of the WACE.

The purpose of this handbook is to provide students with information about the academic subjects that are provided in the curriculum suite for Year 10 at HillSide Christian College.

Students in Year 10 are currently studying a combination of subjects that are aligned with the current Australian Curriculum. By 2017 the Australian Curriculum will be fully implemented at HillSide. The Australian Curriculum is a national initiative that will soon be implemented across all states and territories in Australia.

Students are encouraged to choose wisely from the electives available, and to commit to the compulsory subjects, in order to best prepare their academic foundations for the rigour of Years 11 and 12. Year 10 is the gateway to higher studies, and the last stop for the choices that will determine future pathways. It is also important for students to accept their position as senior students and, therefore, as role models to younger students in the College.

## LEARNING AREAS

At HillSide Christian College, courses are linked together in groups called ‘Learning Areas’.

The Learning Areas are:

- English
- Health and Physical Education
- Mathematics
- Science
- Humanities and Social Science
- OPTION 1: Technology and Enterprise: comprising Food Technology OR Design and Technology with Digital Technology (ICT)
- OPTION 2: The Arts: comprising Performing Arts (Dance and Drama) OR Non-Performing Arts (Media and Photography)
- Christian Living
- Japanese (not an option: only available in Club and Culture and after school selection)

## YEAR 10 SUBJECT SELECTION

The four core subjects English, Mathematics, HASS and Science will constitute 50% total instruction time. Other non-core subjects make up the remaining 50% portion of instruction time.

In Year 10 students have ONE elective (option) from The Arts, and ONE elective (option) from Technologies. The Arts will be *either* Performing Arts (Dance and Drama) OR Non-Performing Arts (Media and Photography). Technologies will be *either* Design Technology (Wood Work and Technical Drawing) OR Food Technology (Hospitality and Food Preparation). Students will also be required to study Digital Technologies with their selected Technology subject. Options will constitute four (4) periods per week each, and will run the whole of 2017.

Option selections and core subjects need to be correlated with the Booklist for the year level. Students may need books for all subjects.

## Year 10 Timetable

Below is an example of the 2017 Year 10 timetable. Where two subjects are listed, the OPTION assigned to the student will be applicable. The subjects below are listed with a Room Number. This indicates the breadth of subjects and probable change of locations:

| YEAR 10                   |                      |                      |                       |                      |                    |
|---------------------------|----------------------|----------------------|-----------------------|----------------------|--------------------|
|                           | MONDAY               | TUESDAY              | WEDNESDAY             | THURSDAY             | FRIDAY             |
| 8.30 - 8.40               | FORM                 |                      |                       |                      |                    |
| LESSON 1<br>8.40 - 9.35   | SCIENCE 9            | FT 2 OR<br>D&T 6     | MATHS 7               | P/Arts 11<br>MEDIA 8 | CHAPEL             |
| LESSON 2<br>9.35 - 10.30  | FT 2 OR<br>D&T 6     | ENGLISH 8            | HASS 12               | HEALTH 9             | DISCIPLESHIP       |
| 10.30 - 10.55             | RECESS               |                      |                       |                      |                    |
| LESSON 3<br>10.55 - 11.50 | MATHS 7              | P/Arts 11<br>MEDIA 8 | ENGLISH 8             | HASS 12              | PHYS ED 11         |
| LESSON 4<br>11.50 - 12.45 | MATHS 7              | MATHS 7              | Christian<br>Living 9 | SCIENCE 9            | Christian Living 9 |
| 12.45 - 1.20              | LUNCH                |                      |                       |                      |                    |
| 1.20 - 1.25               | FORM                 |                      |                       |                      |                    |
| LESSON 5<br>1.25 - 2.20   | P/Arts 11<br>MEDIA 8 | SCIENCE 9            | FT 2 OR<br>D&T 6      | ENGLISH 8            | HASS 12            |
| LESSON 6<br>2.20 - 3.10   | P/Arts 11<br>MEDIA 8 | SCIENCE 9            | FT 2 OR<br>D&T 6      | ENGLISH 8            | CLUB & CULTURE     |

## Year 7 to Year 10 as a platform

All subjects from Year 7 through to Year 10 are designed to lay a firm foundation for Year 11 and Year 12 courses, with students gradually specialising in as they progress.

## Year 9 and 10

- Students study all compulsory subjects.
- No compulsory rotations.
- Students have a choice (option) and elect to study one component in The Arts, and one component of Technology for the full year.

## Year 11 and 12

### ATAR courses

- Students studying ATAR subjects get direct entry into university by successfully completing a minimum of 4 ATAR subjects in both Year 11 and 12.
- Students must attain a minimum 14 “C” grade to achieve a WACE.

### LIST OF ATAR COURSES CURRENTLY ON OFFER (based on the choices of current students)

|                          |                   |
|--------------------------|-------------------|
| English                  | Religion and Life |
| Mathematics Applications | Outdoor Education |
| Mathematics Methods      | Applied IT        |
| Physics                  | Media Production  |
| Chemistry                |                   |
| Human Biology            |                   |
| Careers and Enterprise   |                   |

### LIST OF GENERAL COURSES CURRENTLY ON OFFER (based on the choices of current students)

|                        |                              |
|------------------------|------------------------------|
| English                | Religion and Life            |
| Mathematics Essentials | Outdoor Education            |
| Human Biology          | Applied IT                   |
| Health Studies         | Media Production             |
| Careers and Enterprise | Material Design Technologies |

Students studying VET may also complete Certificate II and III in Business and Hospitality/Tourism.

### Compulsory Online Literacy and Numeracy Test (OLNA)

To achieve a WACE, students will need to demonstrate a minimum standard of literacy and numeracy, either through prequalifying by achieving Band 8 or higher in Reading, Writing and Numeracy in their Year 9 NAPLAN, or through the Online Literacy and Numeracy Assessment (OLNA).

The minimum literacy and numeracy standard is the skills regarded as essential to meet the demands of everyday life and work. These are described in Level 3 of the Australian Core Skills Framework. There are three online assessment components in the OLNA – reading, writing and numeracy. The reading and numeracy components each comprise 60 multiple-choice questions; the writing component is an extended response of up to 600 words. Students are allowed 60 minutes for each assessment.

### Opportunity to sit OLNA: (Years 10, 11 and 12)

All Year 10 students at Hillside Christian College will sit the OLNA March and/or September, 2017. Students who do not demonstrate the required standard in one or more of the three components will be given further opportunities to do so at stipulated times during the school year until the end of Year 12. There are six possible OLNA test opportunities if a student is deemed not to have met Category Three (Pass Level). Parents are notified about proficiency after the assessments are administered.

### 1:1 Laptop Programme

All Year 10 students at Hillside Christian College are required to purchase a MAC laptop through the 1:1 Laptop programme. This provides state-of-the-art facilities for students. The link for the online portal can be found at:

<https://portal.winaust.com.au/forms/view/595>

## YEAR 10 CURRICULUM OVERVIEW

### THE ARTS

#### Dance

The Dance course acknowledges the interrelationship between practical and theoretical aspects of dance, the making and performing of movement and the appreciation of its meaning. Through decision making in individual and group work, students use a wide range of creative processes, such as improvisation and the use of choreographic elements, to create dance works. They also learn how dance styles and forms are historically derived and culturally valued. Through dance, students experience an intrinsic sense of enjoyment and have an opportunity to achieve a high level of movement skills. They will undertake research projects and sit an examination as part of their preparation for Year 11 and Year 12 Dance. Students will also work on dance items, which they will perform to a variety of audiences. The course runs for the full academic year.

#### Drama

Designed for students who are aiming for either TAFE, RTO, or university entrance. Students will gain a solid foundation in drama elements and in production skills to prepare them for either Year 11 or Year 12 General or ATAR courses. This course offers a balance of practical and theory and is suitable for students who are keen performers and communicators and who are interested in theatre, acting and theatre production. Students will be able to unleash creativity through different roles in costume design, stage management, lighting, sound and set design.

Class work includes:

- Performing a script
- Creating a script
- Creating and rehearsing scripted performances
- Viewing and responding to theatre productions
- Researching styles of theatre, including Elizabethan theatre and Epic theatre
- Working with lights, sound, costume and front of house
- Extended improvisation skills
- Putting on a class production

Students will complete a unit of work on each of the following areas: Australian Drama and Shakespearean Drama. The course will enhance the student's study of English and help improve critical and creative thinking and confidence, whether working individually or as a team. Students will gain experience through different roles and responsibilities, which will teach them creative problem solving and group work skills. Students will engage in workshops with professional actors as well as incursions and excursions in a variety of drama styles. The course runs for the full academic year.

## Media

Designed for students who are aiming for either TAFE or university entrance. Students will gain a solid foundation in media concepts and in production skills to prepare them for either Year 11 or Year 12 General or ATAR Media Production and Analysis courses. This course offers a balance of practical and theory and is suitable for students who are interested in photography, making films and TV programs, analysing and writing about the media and working in teams.

Class work includes:

- Photography techniques
- Portrait photography
- Remaking scenes from famous films
- Devising and filming an original scene for a movie
- Creating a sitcom opening sequence

Students will complete a unit of work on each of the following areas: photography, film and TV and will develop an understanding of codes and conventions, filming and editing skills and how to deconstruct professional media products to interpret meaning. The course will complement the study of English and help students gain confidence and problem-solving skills. The course runs for the full academic year.

## Music

In the Music course, there will be a range of music styles and genres studied, covering classical, contemporary and jazz contexts. Students will expand their practical music skills through rehearsal and performance, explore the various musical styles, develop a higher understanding of harmony and analysis and extend their aural listening skills.

This course will provide students with essential knowledge and skills to further their music education in Years 11 and 12, ultimately providing students with skills for a tertiary/university pathway. The course runs for the full academic year.



## CHRISTIAN LIVING

### The search for meaning

At HillSide, students will be taught about Jesus Christ and guided to find meaning in walking with Him. The curriculum builds on Biblical Literacy, prayer, worship and moral instruction. The College uses CEP resources for its content. Students will have three periods per week involving Chapel and Christian studies.

### Religious belief, teaching and practice

HillSide is a Christian school and will objectively study other religions. The school is, however, not pluralistic and only presents a Christian worldview. Christian beliefs and practices will be the overarching theme of this course. Within each religion, as well as across religions, there is complexity and diversity. In general terms, a religion is a system of beliefs and practices that guides how people live. Each religion offers particular insights and understandings about life. These find expression in a variety of religious beliefs, teachings and practices. Followers of each religion also come together to express aspects of their religion through worship celebrations, rituals, and by observing special events and seasons. Religious leaders and/or structures play an important role in developing and supporting the expression of religious beliefs, teachings and practices.

# ENGLISH

## English

Students study the Australian Curriculum English course. This course has three strands: Language; Literature and Literacy. There are 10 Common Assessment Tasks that all students will complete before the end of the year. Class teachers will also set classroom based tasks that will enrich the student's grasp of English.

In both semesters students will develop their functional literacy skills and, through studies of literary and popular texts, expand their critical literacy skills. There is also an oral component of the Year 10 English course.

The range of fiction and non-fiction texts includes:

- Novel
- Short story
- Poetry
- Media texts
- Expository texts

Year 10 English is designed to prepare students for success in the senior school and the increasingly rigorous demands of studies in English. There will be a greater focus on essay writing and the analysis of texts and their effects. In this course students will study the literary genres and some of the great writers of English literature. Students study the Australian National Curriculum English course with a focus on the Literature strand. This will include a study of poetry; the short story; the novel and drama, including one Shakespearean play. There will be an emphasis on interpretation and enjoyment of these texts and the development of the higher-level reading and writing skills.

# HEALTH AND PHYSICAL EDUCATION

This is a compulsory course of study that involves Physical Activity discussions on Health and wellbeing. It teaches students how to enhance their own and others' health, safety, wellbeing and participation in physical activity in varied and changing contexts. The Health and Physical Education course is designed using the guidelines provided in the draft Australian Curriculum.

| Strand      | Personal, Social and Community Health  | Movement and Physical Activity   |
|-------------|--|--|
| Sub Strands | <ul style="list-style-type: none"> <li>• Being healthy, safe and active</li> <li>• Communicating and interacting for health and wellbeing</li> <li>• Contributing to healthy and active communities</li> </ul> | <ul style="list-style-type: none"> <li>• Moving our body</li> <li>• Understanding movement</li> <li>• Learning through movement</li> </ul> |

The contexts or focus areas that provide the breadth of learning to capture the intent of the Australian National Curriculum may include but are not limited to:

|  | Health  | Physical Education  |
|--|---|---|
| Sexual Activity<br>Cost of Pregnancy<br>Teenage Parenthood<br>Sexual Abuse<br>Contraception<br>Sexually Transmitted Infections | <ul style="list-style-type: none"> <li>• relationships: the building of mature relationships; decisions and outcomes involved.</li> <li>• contraception, parenting and the decisions based on abstinence and sexual activity</li> <li>• sexually transmitted infections and their characteristics</li> <li>• social, financial, morale and society impact from being a teenage parent</li> <li>• sexual abuse laws and ways of dealing with it</li> </ul> | <ul style="list-style-type: none"> <li>• Challenge and adventure activities</li> <li>Athletics and swimming carnivals</li> <li>Games and sport</li> <li>• Baseball</li> <li>• Softball</li> <li>• Soccer</li> <li>Lifelong physical activities</li> </ul> |
| Keys for Life  | <ul style="list-style-type: none"> <li>• 'Keys for life' Driver Education certification</li> <li>• Drinking and driving</li> </ul>  | <ul style="list-style-type: none"> <li>• Fitness circuits</li> <li>Rhythmic and expressive activities</li> <li>• Athletics</li> </ul>   |



## OUTDOOR EDUCATION

The focus for Outdoor Education is experiencing the outdoors. Students are introduced to outdoor activities where they can develop and improve their technical skills and apply appropriate practices to ensure safe participation in surfing and abseiling related activities. Students will have the opportunity to demonstrate these skills on a day trip and an overnight expedition. Practical activities will also be used as a medium for developing interpersonal and self-management skills.

Note: Courses in the Arts learning area may require an additional levy.

## MATHEMATICS

All Year 10 students study the new Australian Curriculum which is organised around the interaction of three content strands and four proficiency strands. The proficiency strands are Understanding, Fluency, Problem Solving and Reasoning. They describe how content is explored or developed, that is, the thinking and doing of Mathematics. They provide the language to build in the developmental aspects of the learning of Mathematics and have been incorporated into the content descriptions of the three content strands which described what is to be taught and learnt. The content strands are Number and Algebra, Measurement and Geometry and Statistics and Probability. For further information, please see the Year 7 or 8 or 9 handbook or the ACARA website on the Australian Curriculum.

As students progress mathematically at different rates, in Year 10 the Mathematics programs are designed to cater for individual needs. Students will be allocated to pathways based on both their level of performance in Year 9 and on the teacher's judgements of their mathematical development. Students in Year 10 will generally continue the Mathematics pathway they studied in Year 9.

The Year 10 pathways are designed to provide sound preparation for further Mathematics study in Senior School courses and to ensure that all students have the opportunity to meet the minimum numeracy standard required to achieve a WACE. Mathematics Specialist, Methods and Applications are ATAR courses whereas Mathematics Essentials is a general course. Students who have not achieved the minimum numeracy standard in Year 9 (NAPLAN Band 8 or above) will have to sit for the Online Literacy and Numeracy Assessment (OLNA) in March and/or September of Year 10. Students who do not achieve the required standard (OLNA level 3) may be provided with access to Mathematics Foundations in Year 11.

# SCIENCE

Science has three inter-related strands: **Science understanding, Science as a human endeavour and Science inquiry skills**. Together these three strands provide students with understanding, knowledge and skills through which they can develop a scientific world view. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

The Year 10 curriculum provides opportunities for students to explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories. Atomic theory is developed to understand relationships within the periodic table. Understanding forces and motion are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

Topics covered during semester 1 include: Introductory Chemistry, Chemistry in the Home, Cells and Reproduction and Genetics. Topics covered in semester 2 include: Forces and Motion, Light and Sound, Natural Selection and Human Evolution and Earth and Space.

# HUMANITIES AND SOCIAL SCIENCES

Study in the Humanities and Social Sciences Learning Area develops students' understanding of how individuals and groups live together and interact with their environment. Students are encouraged to develop respect for cultural heritage and a commitment to social justice, the democratic process and ecological sustainability. In Year 10, the focus is on International Studies and the role of Australia in global affairs. An examination of contemporary Australia with a focus on issues dealing with national identity and foreign policy will equip students with background knowledge for Senior School courses in Society and Environment.

The first term will focus on geographical studies outlined in the Australian Geography Curriculum. The second and third terms will be dedicated to the study of history from 1750 to 1901 AD as a requirement for the implementation of the Australian History Curriculum. The study emphasis in this curriculum will be on the Australia in the Modern World, World War II, The Migration Experience, Struggles for Freedom and Rights /Social and Cultural Influences. The year will finish with a study of Australia's economic performance and standard of living using a case study, events and contemporary issues approach.

A strong emphasis is placed on the development of skills. These including research, a variety of info-graphic constructions and interpretations, document analysis, topographic and mapping. Writing skills used in these areas of study, such essays, arguments, reports, comparison and description, are also included.

The course structure in Year 10 Society and Environment is specifically designed to give students a sample of the new Humanities and Social Science 2015-16 courses offered in Year 11 and 12 and all students are provided with the opportunity to experience these studies without streaming or pathways. The range of courses below has been selected to inform students, and to meet the changes with the Australian Curriculum in the studies of geography, modern history, politics and law and economics while preparing students for semester examinations and the academic rigors of upper school studies.

## COURSE STRUCTURE

Term 1 - Module 1: 'Environmental Change and Management' and 'Geographies of Human Wellbeing' (Links to Geography & Earth and Environmental Science)

Term 2 - Module 2: Australia in the Modern World & The Consequences of WWII (Links to Modern History & Political and Legal Studies)

Term 3 - Module 3: Struggle for Freedoms & Rights / Social & Cultural Influences (Links to Modern History & Political and Legal Studies)

Term 4 - Module 4: Measurements of economic performance, government interventions and changing conditions. (Links to Economics, Accounting & Geography)

# TECHNOLOGIES

## Design and Technology

This course will run for a full year and cover aspects of both Metalwork and Woodwork.

This metalwork part of the course further develops students' Metalwork skills. They produce a range of models that give them skills in welding, machining and sheet metal fabrication. They may also have the opportunity to design and fabricate a personal project, if approved by the teacher. For the personal projects, materials costs for larger models must be met by the students.

Year 10 Woodwork introduces students to the finer skills and craftsmanship of producing high quality products produced from timber. The students will manufacture projects with the assistance of industry standard machines and tools. They will learn how to operate in a safe manner in a working environment. The students will have the opportunity to develop design skills within their designs. Students will develop their skills through the manufacture of various products e.g. a small coffee table. Completing the Year 10 woodwork course would be beneficial to those considering future work in the areas of carpentry, engineering, building and construction as well as design

| Strands                     | Content   |
|-----------------------------|---|
| Knowledge and understanding | <ul style="list-style-type: none"><li>• Students apply a technology process to create or modify products, processes, systems, services or environments to meet human needs and realise opportunities</li><li>• Students investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions</li></ul> |
| Process and production      | <ul style="list-style-type: none"><li>• Students understand how the nature of materials influences design, development and use</li><li>• Students apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas</li></ul>   |

## Design and Engineering

The goals of the Design and Engineering course are to facilitate a deeper understanding of how design, systems and mechanisms work by effectively communicating to specific audiences via visual media and three-dimensional forms. This course aims to achieve these goals by exposing students to a variety of communication models and through exploration of design and engineering projects.

Students will use the design process producing a portfolio of Design and Make activities.

The projects will allow students to demonstrate their skills and an understanding of design principles and processes, to analyse problems and possibilities and to devise innovative strategies within a specific design and engineering context.

In this course, students develop a competitive edge for current and future industry and employment markets. Students will build a strong knowledge base of both Design and Engineering in one course.

The foundation of Year 10 will assist the student in whichever course they wish to do in Year 11. The course will be highly beneficial for students who wish to study in a Design (Interior, Graphic Design) or Engineering field.

The course runs for the full academic year

| Strands                     | Content  |
|-----------------------------|--|
| Knowledge and understanding | <ul style="list-style-type: none"><li>Investigate and make judgements, within a range of technologies specialisations, on how technologies can be combined to create design solutions.</li></ul> |
| Process and Production      | <ul style="list-style-type: none"><li>Students develop their drawing knowledge using the drawing boards, Auto CAD and Sketch Up programmes.</li></ul>  |
|                             | <ul style="list-style-type: none"><li>Students use the design process to create a Mechanical Toy.</li></ul>  |
|                             | <ul style="list-style-type: none"><li>Students use the design process to complete a portfolio of work that uses Power Point, Photoshop, Sketch Up, and Auto CAD</li></ul>                        |

## DIGITAL TECHNOLOGY

This course is designed to familiarise students with a number of basic business and computing concepts skills. The aim is also to provide assistance, ideas and tools for the



person who wishes to manage personal and small business finances and use Information Communication Technology in a purposeful manner.

## Food Technology

Food technology is largely a practical course covering preparation and cooking skills needed to design and prepare meals. In Semester 1, students will learn about food commodities and their nutritional value. From this, they will create a healthy two course meal. In Semester 2, students will investigate careers in the hospitality industry; they will be taken on an excursion to learn more detail about these possible careers. Their final task will be to research different techniques in decorating cakes and create a novelty cake to demonstrate their skills. The course runs for the full academic year.

| Strands                     | Content  |
|-----------------------------|--|
| Knowledge and understanding | <ul style="list-style-type: none"><li>• Students will examine a variety of food commodities and understand how to use them in recipes.</li></ul>   |
| Process and Production      | <ul style="list-style-type: none"><li>• Students will develop practical skills in their cooking lessons. They will also use materials to make a novelty cake. Students use the technology process to develop a two-course menu and design a novelty cake for a birthday.</li></ul> |

# CHRISTIAN LIVING

## The search for meaning

People search for and find meaning in life in many different ways. In response to the search for meaning, many people find answers in religion and choose to follow a particular religious way of life. How a person interacts with religion is shaped by the context of their life, both social and personal. There are many examples of people who illustrate the role religion plays in a person's search for meaning in life. At HillSide, students will be taught about Jesus Christ and directed to find meaning in walking with Him.

## Religious belief, teaching and practice

HillSide is a Christian school and will objectively study other religions. The school is, however, not pluralistic and only presents a Christian worldview. Christian beliefs and practices will be the overarching theme of this course. Within each religion, as well as across religions, there is complexity and diversity. In general terms, a religion is a system of beliefs and practices that guides how people live. Each religion offers particular insights and understandings about life. These find expression in a variety of religious beliefs, teachings and practices. Followers of each religion also come together to express aspects of their religion through worship celebrations, rituals, and by observing special events and seasons. Religious leaders and/or structures play an important role in developing and supporting the expression of religious beliefs, teachings and practices.