



# 2022

## Year 10 Elective Handbook

**PARALOWIE**



Temple Christian College

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# Summary of Electives

In Year 10, students choose three of their preferred electives to study. Information about each of these electives can be found in this digital Year 10 Elective Handbook.

The table below contains information about each of the electives, including which subjects they lead to in Year 11 and 12.

Students may decide after Semester 1 to try a new elective for Semester 2, but there may be some conditions on making this change (these are also outlined in the table below).

Please also keep in mind that the timetable does not usually change for Semester 2 and so new selections would need to fit within the same timetable structure as Semester 1.

If students need any guidance in making these changes during the year, they can contact the Head of Middle School Curriculum in person or via email.

Year 9	Year 10 Elective Subject	Year 11	Year 12	Other Information for Year 10
Art & Design	<b>Art &amp; Design</b>	Visual Art/Design	Visual Art/Design	
Audio Visual Studies	<b>Audio Visual Studies</b>	Digital Communications	Digital Communications	
Design & Technology	<b>Design &amp; Technology</b>	Industry & Entrepreneurial Solutions	Industry & Entrepreneurial Solutions	Due to the 'hands on technical nature and safety considerations' it is recommended to stick with the course for the full year, entry at any other time will require induction and additional preparation work to ensure success and safety. It is also recommended that students have studied this in Year 9.
Drama	<b>Drama</b>	Creative Arts/Drama	Creative Arts/Drama	
Food & Textiles	<b>Food &amp; Hospitality</b>	Food & Hospitality	Food & Hospitality	
	<b>Child Studies</b>	Child Studies	Child Studies	
Music	<b>Music</b>	Music Advanced and/or Music Experience	Music Studies and/or Music Explorations	Students are encouraged to undertake private instrumental lessons.
Music Technology (starting Cert II)	<b>Music Technology (completing Cert II)</b>	Music Technology (Cert III)	Music Technology (SACE Integrated Learning)	Students may request to move into this course during the year, but may not be able to complete their Cert II if they did not study this subject in Year 9. This will not prevent them from attaining a Cert III if studying in Year 11.
Physical Education (compulsory subject)	<b>Physical Education</b>	Physical Education and/or Sport & Recreation and/or Fitness (Cert III)	Physical Education and/or Sport & Recreation and/or Fitness (Cert III)	
Spanish	<b>Spanish</b>	Spanish Continuers or Beginners	Spanish Continuers or Beginners	If studying Spanish in Year 9 or 10 students would study the 'Continuers' course in Year 11 & 12.

# Art & Design

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The ART elective is offered as a year-long subject of two double lessons per week. There are two broad aspects of Art studied: ART and DESIGN:

## **SEMESTER ONE: VISUAL ARTS - ART**

### **Aims**

- Get familiar with general characteristics of Acrylic paint properties, techniques, styles and colour mixing
- Learn to use of various painting tools to achieve an aesthetically well resolved painting
- Learn how to utilise the various art elements and principles in communicating visual ideas
- Understanding of the visual symbols in work of art and visual culture

### **Units of Work**

All practical work done in class is assessable for term grades.

- Self portrait painted in a style of a historical artist.

Written tasks, theoretical components of the subject, including folio of backup materials with documentation of ideas development are assessable for term grades.

## **SEMESTER TWO: VISUAL ARTS - DESIGN**

### **Aims**

- Explore motifs and patterns to discover decorative features and to understand their structural form
- Develop an understanding and appreciation of art and design from different cultures and eras
- Recognise and define styles William Morris Art and Craft Movement, Art Nouveau, Art Deco
- Create set works of design that recognisable in style

### **Units of Work**

All practical work done in class is assessable for term grades.

- Letter form and Greeting Card in style Art and Craft Movement designer William Morris
- Arm/Hand painted with Art Nouveau style
- Book Mark, Greeting card or packaging product in style of Art Deco

Written tasks, theoretical components of the subject, including folio of backup materials with documentation of ideas development, are assessable for term grades.

# Audio Visual Studies

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The Year 9 and 10 Audio Visual Studies elective is an opportunity to experience the different technologies involved in photography, video and lighting. The focus is to give the opportunity for students to gain the appropriate skills and experience in order to be able to use a variety of technologies, and to lead into prospective careers in the industry.

## Aims

- To develop skills in photography/video production and editing – including advanced photo/video editing software and effects
- To develop skills in photo/video camera operation
- To develop skills in analysing and critiquing media
- To develop skills in studio lighting (continuous and strobe)

## Intended Outcomes

Well-structured teaching and learning activities will provide opportunities for the students to develop key competencies within the Australian Curriculum.

## Units of Work

- Software photo editing – using Adobe Photoshop
- Software video editing – using Adobe Premier Pro
- Photo/Video Camera Operation – Techniques, shot types and shot composition
- Film Production techniques – TV commercials, short films, documentaries
- Media Studies – Analysis of contemporary movies and their video/special effects and techniques
- Lighting – Set up, and operation of studio lighting

## Assessment

1. Practical processes
2. Practical assessments
3. Written planning and evaluations

# Child Studies

The Home Economics course complies with aspects of the Australian Curriculum Achievement Standard documents which falls under Design & Technology. This course runs for a full year (two semesters) with students focusing on the introduction into Child Studies. There is a strong focus on children's development from conception to eight years old and preparing a pathway for the SACE curriculum in Year 11. Depending on the student group, a variation of below topics will be covered.

## INTRODUCTION INTO CHILD STUDIES

Students will be focusing on conception to eight years old with a direct link to the health, safety and wellbeing of both mothers and children. Students will learn about conception, delivery and birth, development stages of babies and children, nutrition and needs of both babies and mothers at a local, national and international perspective. Students will complete work through written and practical tasks including use of the Empathy Belly, cooking, and sewing.

**Semester 1 and/or 2** Overall theme: Conception to Eight Years Old

Units of Work and Assessment Tasks:

- Pregnancy and Childbirth
- Child Growth and Development
- The Children's Services Industry
- Children's Literature
- Investigation

Students will have the opportunity to visit child related settings, hear from experts in the industry and complete tasks that involve food and textiles.

## Assessment criteria for both Areas of Study:

- Research
- Selection and application of relevant information
- Safe work practices
- Teamwork and class participation
- Time and resource management
- Evaluation of processes and outcomes
- Effective literacy and numeracy skills

# Design & Technology

The Year 10 Design and Technology course has evolved from an ongoing partnership with industry and tertiary education. Changes in industry have required a more up-to-date approach to studies in Industrial Arts (Technology Studies). In this course students use a range of advanced manufacturing technologies to design and make creative and innovative products. Students utilise the design process to investigate, plan and manufacture their own products. In Semester 2 students compete in the Unpiloted Vehicle Engineering (UVE) Challenge; whereby they design, build and showcase an unpiloted vehicle for use on the Paralowie School campus.

## Career focus

This subject provides opportunities to develop excellent skills related to numerous career options, such as:

- Engineering (Mechanical, electronic, electric, production, computer, software, etc.)
- Industrial design
- Apprenticeships (Electrical, electronic, mechanical, etc.)
- Entrepreneurship

## Course duration

Full year (4 lessons per week)

## Skills

Students develop skills in the following areas:

- Prototyping circuitry using breadboards (electronics)
- Microcontroller circuitry and programming
- Computer Aided Design (CAD)
- Computer Aided Manufacture (Laser cutting, 3D Printing, CNC milling)
- Project management
- Costing and ordering of materials and components
- Teamwork and collaboration

## Intended Outcomes

Students design and create various mini-projects in preparation for their major project. After developing skills in electronics, CAD and programming, students then participate in the Unpiloted Vehicle Engineering (UVE) Challenge. This exciting engineering challenge requires the design and development of a semi-autonomous vehicle that can be used for a practical purpose on the school campus. Students work together in teams to plan, design, manufacture and test their systems. Students compete against other engineering teams to win the coveted UVE trophy. The winning team is selected after presentations are made to a panel of judges.

### ***UVE Challenge Project deliverables:***

Project management plan

Sub-system planning

Project journal

Presentation of System performance (Video and oral presentation)

Oral presentation to judges

Presentation of project at public exhibition/s (Open Evening)

***It is preferable that students enrolling in this subject should have studied Design and Technology in Year 9.***

# Drama

The Year 10 Drama program is academically and creatively rigorous. It provides opportunities for students to develop knowledge and skills required for performing as an individual, and working collaboratively. Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students learn to think, move, speak and act with confidence. In making and staging drama, students learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for the development of drama work.

## Aims

- Develop a deeper level of self-confidence and self-esteem.
- Understand theoretical and practical performance through the lens of a Christian Worldview.
- Further develop entrepreneurial character traits – resilience, leadership, confident decision-making, working with and understanding group dynamics, critical and creative thinking, consistent use of higher order thinking skills, and design.
- Produce work that is relevant and engaging.
- Produce work that challenges society's thoughts, processes and constructs.
- Understand character, and the importance of cultural diversity through exploration.
- Understand the relevance and power of story.

## Units of Work

- Australian Plays and Characters
- Exploring Style and Genre
- Improvisation Unit: Thank God You're Here
- Passion Project

## Assessment

Assessment in the Arts exists in two categories within the Australian Curriculum:

- **Making** – Performance and Design
- **Responding** – Reviewing, evaluating, critiquing

*NOTE: Students will attend between 1-2 live theatre performances throughout the year. This subject can be taken for a semester or a full year.*

# Food & Hospitality

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The Home Economics course complies with aspects of the Australian Curriculum Achievement Standard documents which falls under Design & Technology. This course runs for a full year with students completing four terms of Food and Nutrition. There is a strong focus on the development of food and nutrition skills, preparing a pathway for the SACE curriculum in Year 11. Depending on the student group, a variation of below topics will be covered.

Students move into the commercial kitchen and begin to hone skills in relation to the expectations of an industrial kitchen. Consolidation of previously learned skills, students will start to deepen their understanding of food, flavours and cookery processes. The Food and Hospitality Industry will start to become more of a focus as they learn about food service and issues affecting the industry.

## Units of Work

- Pies
- Dietary Needs
- Multicultural Food
- Etiquette
- Lunchboxes
- Rethink Sugary Drinks
- Christmas Cupcakes

## Assessment

- Pie assessment
- Dietary Needs Presentation
- Etiquette Video
- Multicultural Lunch
- Bento Lunchbox
- Rethink Sugary Drinks task
- Investigation
- Christmas Cupcakes

## Assessment criteria:

- Research
- Selection and application of relevant information
- Safe work practices
- Teamwork and class participation
- Time and resource management
- Evaluation of processes and outcomes
- Effective literacy and numeracy skills

# Music

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Engagement in music has been scientifically proven to enhance student learning; in other words, it makes you smarter! It is the only activity proven to engage the entire brain simultaneously. Musicians regularly achieve higher test scores, and succeed in management and high-level jobs, including the medical field. Students learn and understand the power of music and its potential for influencing the worlds in which they live. This course builds on the Year 9 Music program but may be studied without having participated in the Year 9 course.

## Aims

- Build confidence to be creative, innovative, thoughtful, skilful and informed musicians
- Consistently work with an attitude of excellence in their pursuits of academic musical growth
- Explore and interpret musical works with respect to historical, social, and cultural contexts
- Achieve personal goals with increased understanding of their ability to be a highly creative individual
- Increased development of ways to work with industry standard music technologies

## Units of Work

### Practical

- Developing as a soloist and performer whilst exploring student directed repertoire
- Participating in class ensemble to grow in performance and arranging skills with others
- Performance skill development including opportunities to perform at a variety of events
- Composition and arranging using both digital programs and traditional notation with increasing complexity

### Appreciation

- Exploring the history of jazz music, notable musicians, and their impact on modern day music
- Developing analysis skills by considering contrasting social, cultural, and historical contexts
- Analysing music through listening, discussion, and critiquing using musical language

### Theory

- Developing aural skills in rhythmic and melodic activities
- Written theory tasks, including reading, writing and manipulation of musical elements

## Assessment

Assessment in the Arts exists in two categories within the Australian Curriculum:

- **Making** – Performance and Composition
- **Responding** – Reviewing, Interpreting, Evaluating, Critiquing

# Music Technology

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## Aims

This subject focuses on aspects of live sound production, recording and editing. The curriculum covers units selected from the nationally recognised Certificate II in Music. Students receive an official transcript outlining which units they have completed by the end of Year 10, and Stage 1 SACE credits can be awarded for these units.

Students who undertake the full two-year course (Year 9 and 10 Music Technology) have the opportunity to complete the whole Certificate II qualification.

## VET Units of Competency delivered:

1. Assist with sound recordings
2. Develop basic audio skills and knowledge, including
  - Using compressors, reverb and delay
  - Mixing
  - Setting and operating a PA System

## Assessment

Students are assessed on whether they meet competency in each of the units listed above.

The number of units completed successfully throughout the year will determine the number of Stage 1 SACE credits the student is eligible for.

This course is offered to students under the auspices of the College of Sound and Music Production.

Students and parents are welcome to contact the RTO for confirmation of this program by phone or email.

Phone: (03) 9592 4801

Email: [enquiries@cosamp.com.au](mailto:enquiries@cosamp.com.au)

Website: [cosamp.com.au](http://cosamp.com.au).

There is no requirement for students in Music Technology to read or write Music notation or play an instrument.

# Physical Education

In Year 10 Physical Education, there is a combination of practical and theory lessons intertwined. This is so that students understand the link between physical activity and the important role their bodies have.

We look at the best ways to remain physically, mentally, spiritually and emotionally healthy whilst working in a social environment.

## Aims

This subject provides many opportunities for students to develop personal, practical and social skills in a variety of contexts. This subject leads students through exciting and challenging experiences developing personal and social skills, with practical and physical benefits. These include: leadership development, problem solving and decision making skills, new skills using different equipment, motor skills, and increased time spent outdoors.

## Intended Outcomes

Well- structured teaching and learning activities will provide opportunities for the students to work towards the appropriate standards found within the Australian Curriculum.

1. Physical activity and participation
2. Personal and social development
3. Health of individuals and communities

## Practical Component

### Units of Work

- SASI Talent Search
- Athletics (includes running Bethany Primary School's Athletics Day)
- Basketball/Wheelchair Basketball
- Golf
- Squash
- Touch Football
- Volleyball

### Assessment

- Team work
- Skill/Technique
- Participation

## Theory Component

### Units of Work

- Coaching
- Energy Systems
- Fitness Programs
- Key Areas of Fitness
- Biomechanics
- Skill Learning and Acquisition
- Introduction to Sports Psychology

### Assessment

- Screencasts/PowerPoint Presentations
- Research papers
- Practical sessions e.g. creating fitness programs, fitness tests for energy systems

## Excursions

- Athletics – running Bethany Christian School's Athletics Day
- Badminton
- Golf

# Spanish

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This elective subject will give students the background they need to prepare for senior Spanish. The main focus of this subject is to help the students develop their communication ability, written and spoken, as well as their understanding of the Hispanic culture and their own.

## Aims

The aim of this course is to develop in students:

- their communicative potential in Spanish in a range of contexts
- an appreciation for language as a system, which contributes to their literacy development
- an understanding of cultures and identities, which contributes to a better understanding of themselves
- an awareness of cultural diversity, and that cultural values and practices may be shared or may vary within and across cultures
- enhanced social and cognitive capabilities
- expanded general knowledge
- enhanced opportunities to participate meaningfully in voluntary, community paid/unpaid work and further education and training both in Australia and Overseas.
- capacities to apply learning in languages to other Learning areas, to life in the wider community
- an appreciation for culture and the interrelationship between language and culture

## Intended Outcomes

Well-structured teaching and learning activities will provide opportunities for the students to develop their language skills within the following Strands of the Australian Curriculum:

1. Communicating: socialising, informing, creating, translating and reflecting.
2. Understanding: systems of language, language variation and change, role of language and culture.

## Units of Work

- My world: family, school and friends
- The Hispanic world
- I'm a journalist – interviewing people in Spanish
- Senior Conference
- The present and the past
- Free time and hobbies
- Multiculturalism in Adelaide
- Meet my friends from Barcelona - summary

## Assessment

1. Vocabulary quizzes
2. Topic tasks – listening, reading, writing
3. Oral presentations
4. Multiculturalism: excursion reflection and recount
5. Topic and Chapter test
6. Spanish festivals research task

There will be an excursion to the City and the Spanish Film Festival as part of this course.

# Temple Christian College

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