ST EDMUND'S
COLLEGE

CANBERRA · EST 1954

Year 10 Course Guide 2018

ST EDMUND'S COLLEGE COURSES
Year 10 2018

Students continuing study in Year 10 are halfway through achieving their first public certificate, the *'ACT Year 10 Certificate*', which lists results for both Years 9 and 10.
An A to E grade will be recorded for all semester units studied during these two years.

Study in Year 10 is important as it is an opportunity to improve or consolidate on the grades that have already been achieved in Year 9.

Year 10 also provides an opportunity to prepare for senior school or post school study. The skills and knowledge acquired in Year 10, along with the development of sound study patterns hold students in good stead for the future.

The Australian Curriculum is in place for many subjects. Year 10 Programs are developed from the criteria outlined in each subject curriculum document. This information can be found at http://www.australiancurriculum.edu.au/ Gradually, MOST subjects will use the Australian Curriculum, as they are phased in over time.

Students are encouraged to extend their skills and explore their interests. Courses are titled Course One and Course Two (Extended). Students can select a course they have previously not studied. In each subject these are known as Course One. Students who have successfully completed a Course One during Year 9, may wish to apply to be selected into a Course Two (Extended) for that particular subject. Some Course One classes may contain Year 9 and Year 10 students to allow for flexible study patterns.

The purpose of this document is to provide information that may assist students to choose their elective subjects for Year 10 2018.

If you would like further information regarding any of the courses offered, please contact the relevant Head of Department as listed on the following page.

Complete subject selections online by June 16 2017.

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CONTACT LIST

Director of Teaching and Learning	
Ms Marianne Geoghegan (Acting)	6239 0622
Assistant Director of Teaching and Learning	
Ms Tracey Craze (Acting)	6239 0618
Director of Pastoral Care	
Mr Pat Langtry	6239 0688
Religious Education	
Mrs Carmela Wilson	6239 0686
English	
Mr Tim Bibbens	6239 0654
Mathematics	
Mr Ed Mickleburgh	6239 0639
PDHPE	
Mr Joel Richardson	6239 0640
Science	
Mr Ross Bristow (Acting)	6239 0687
Humanities and Social Sciences	
Mr Matthew Calder (Acting)	6239 0650
Visual Art	
Mr Andrew Jones	6239 0657
Music	
Mrs Margaret Thomas (Acting)	6239 0698
Drama	
Mr Nigel Palfreman	6239 0675
Technology	
Mr Jason Moore	6239 0637
Computer Studies	
Mrs Margaret Maher	6239 0693
Food Technology	
Ms Paula Moeller	6239 0630
Languages	
Mr Andrew Taylor	6239 0612
Teaching and Learning Support	
Mrs Leonie Owens	6239 0626

SUBJECT SELECTION OVERVIEW

CORE SUBJECTS

The core courses that all students in Year 10 will study are:

Religious Education
English
Mathematics
Health and Physical Education (HPE)
Science
History

CHOOSING ELECTIVE SUBJECTS

Students are able to choose **two (2)** elective subjects.

Courses are listed as **Course One** or **Course Two (Extended**). A **Course One** in any subject can be studied for a one year period. Classes sometimes can contain Year 9 and Year 10 students to allow for flexibility in student study patterns.

A student cannot repeat the study of a **Course One** subject that they have completed in Year 9 during Year 10. A student cannot apply to study a **Course Two (Extended)** subject in Year 10 if they have not completed the relevant **Course One** subject in Year 9.

Students are encouraged to choose subjects that will both extend their interests and suit their abilities. They should not choose subjects based on what their friends are doing or the teachers they assume will be taking the classes. Course information and eligibility requirements are listed in the subject descriptions.

Students will attend a year level meeting during school time where further information will be provided. Students are advised to select wisely and seek further information from Heads of Department as opportunity to change subjects once the timetable has been finalised is limited and subject to a process of validation in accordance with the College policy.

SELECTION OF STUDENTS INTO SUBJECTS

As places in some subjects are limited; if there is excess demand, final selection of students will be based on a combination of the following criteria:

A) Application Grade Average

Each student's Application Grade Average based on their Semester 1 Academic report may be used to assess a student's entry into courses where there is high demand.

B) Lodgement of Subject Selection Forms

Subject selection forms are to be completer online by June 27 2016.
Selection forms that are submitted after this period will have lower priority when determining the final placement of students in classes.

The Studies office endeavours to accommodate the selection of every student to the best of its ability, whilst working with the resources of the College.

ENGLISH

The three main strands of English study are: Language, Literature and Literacy. Students learn about Language, Literature and Literacy through the study and production of fiction and non-fiction texts including articles and reports, short stories, poems, films, novels and visual/multi-modal texts including digital texts.

Junior English classes are not streamed, but programs are differentiated. For those who struggle to access Australian Curriculum content and reporting standards, the decision to modify tasks and grading rubrics may be taken in consultation with student, parents and the head of faculty. For all students, emphasis is placed on the development of specific receptive mode (reading and interpreting tests) and productive mode (writing and creating non-written texts) skills. Such skills include: spelling, sentence structure and punctuation, use of evidence, developing ideas in a sustained and logical manner across text types and demonstrating an understanding of audience and meaning.

In line with the Australian Curriculum and the mission of the College, the goal for the study of English is to produce students who have the skills and contextual awareness to be critical but compassionate thinkers, articulate and precise in the expression of their thoughts whether or not they intend to pursue Tertiary study.

Advice for students going on to Years 11 and 12:
It is advisable that students who intend to study English (T) and/or Literature (T) in Years 11 and 12, aim for a 'C' grade average or greater in English (non-modified) from Years 7 to 10.

For further information, please contact Mr Tim Bibbens Head of English: tbibbens@stedmunds.act.edu.au

RELIGIOUS EDUCATION

The purpose of Religious Education at St Edmund's College is to allow young people to learn about the person and teachings of Jesus Christ as well as understanding the world and literature of sacred scripture. Religious Education attempts to make accessible the traditions of the Catholic and broader religious community and to assist students in becoming aware of the connection between sources of tradition, diverse expressions of faith, Church teaching and mission.

Religious Education in Years 9 and 10 is mainly built upon the Stage 5 Treasures New and Old guidelines followed by all Catholic schools in the Canberra-Goulburn Archdiocese as well as using 'To Know, Worship and Love' as a text resource. A combination of the Archdiocese Learning Achievements as well as cross curriculum priorities are implemented into Religious Education programming and assessment. Written and religious literacy are fostered in each year group to enable students to access and

utilise skills that are applicable and relevant to a range of subject areas. In Year 10 Religious Education, there is a focus on ethical discussions, ancient and indigenous religions, Catholic Social Teaching as well as the development of Christian variants throughout history. These are all designed to introduce themes and ideas relevant to Tertiary Religious Studies. There are some core elements of our curriculum that are unique to St Edmund's College, evident within our mainstream Religious Education programmes, while we also offer Youth Ministry as an elective in Year 9 which is continued into Year 10.

Prerequisites for Years 11 and 12: None

For further information, please contact Mrs Carmela Wilson Head of Religious Education: cwilson@stedmunds.act.edu.au

MATHEMATICS

The Mathematics courses in Year 9 and 10 expand on the fundamental principles and concepts developed in Years 7 and 8. Emphasis is placed upon Mathematics as a relevant and practical implement to solve problems of everyday living.

The main areas of study are Number and Algebra, Measurement and Geometry, Statistics and Probability. These topics will not be taught as ends in themselves, but, as important elements in developing practical skills in mathematical modelling and problem solving. Students will develop an appreciation for the significance of the calculator and computer in Mathematics

To cater for the needs and abilities of a diverse group of students, and in alignment with the Australian Curriculum, two different courses are offered to our students (Year 10 Level A and Year 10 Mainstream). Students are allocated to courses in Mathematics based on demonstrated academic potential and learning needs through internal and external assessment results, and professional conversations with Mathematics staff. Consultations with students and their parents are also considered, regarding the course allocation process. Student placements are reviewed twice a year, at the end of each semester.

Year 10 courses are also designed as important preparatory courses for further studies in Mathematics in Years 10, 11 and 12.

Prerequisites for Years 11 and 12
It is important to be aware that there are some prerequisites for Mathematics course in Years 11 and 12. See below.

Any student seeking to undertake courses of study for which they do not meet the minimum requirements, may apply to the Head of Mathematics for individual consideration of admission.

Specialist Mathematics (T)

Students must be concurrently enrolled in the Specialist Mathematical Methods (T) course. Students intending to undertake Specialist Mathematics (T) are required to have excellent algebra skills, a very strong work ethic, and have achieved at least a B grade average throughout their study of course 10A.

Mathematical Methods (T)
Students are required to have achieved at least a C grade average throughout their study of course 10A, or, an A grade average throughout their study of 10 Mainstream. Students who do not meet these criteria should attend the Bridging Course on Friday mornings. Details are available from the contact below.

Mathematical Applications (T)
Students are required to have achieved at least a C grade average throughout their study of 10 Mainstream.

Essential Mathematics (A)
While all students are encouraged to undertake a course of Mathematics in Years 11 and 12, for success, students are expected to have achieved at least a D grade average throughout their study of course 10.
For further information, please contact Mr Ed Mickleburgh Head of Mathematics: emickleburgh@stedmunds.act.edu.au

HEALTH AND PHYSICAL EDUCATION (HPE)

Health and Physical Education has two strands: Personal, Social and Community Health (Health) and Movement and Physical Activity (Physical Education). These strands are interrelated and inform and support each other.

The Year 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity and propose strategies to support the development of preventative health practices that build and optimise community health and wellbeing.

In Year 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities and explore the role that participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Units that will be studied in Year 10 Health include:

- Unit 1 – Looking after myself and others.
- Unit 2 – Cultural connections.
- Unit 3 – I can influence others.
- Unit 4 – Excellence in health.

Units that will be studied in Year 10 Physical Education include:

- Flag Football.
- Football Code (AFL, Soccer, Gaelic).
- Oz Tag.
- Recreational Sports.
- Basketball.
- Elective Sports.

Prerequisites for Years 11 and 12: None

For further information, please contact Mr Joel Richardson Head of Physical Education: jrichardson@stedmunds.act.edu.au

SCIENCE

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Science is a dynamic, collaborative and creative human endeavour, arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems.

The Australian Curriculum: Science provides opportunities for students to develop an understanding of important Science concepts and processes, the practices used to develop scientific knowledge of Science's contribution to our culture and society and its implications in our lives.

The Science curriculum promotes six overarching ideas that highlight certain common approaches to a scientific view of the world and which can be applied to many of the areas of Science understanding. These overarching ideas are patterns, order and organisation, form and function, stability and changes, systems, scale and measurement and matter and energy.

Science aims to ensure that students develop:

- an interest in Science
- an understanding of the vision that Science provides
- an understanding of the nature of scientific inquiry
- an ability to communicate scientific understanding and findings
- an ability to solve problems and make informed evidence based decisions
- an understanding of historical and cultural contributions to Science
- a solid foundation of knowledge of the biological, chemical,, physical, earth and space sciences

Science Curriculum Focus
As students investigate the Science phenomena outlines in these years, they begin to learn about major theories that underpin Science, including genetics and evolution, atomic theory, chemical bonding and the Periodic Table, laws of motion and the Big Bang Theory.

Science is studied at two levels in Year 10, Extended and Mainstream. Students are allocated to levels by the Head of Science on the basis of their demonstrated academic potential and learning needs. Internal and external assessment results, advice from Science teachers and consultation with students and their parents all bear equal weighting in the course allocation process. Student placements are reviewed twice a year,at the end of each semester.

Advice for Year2 11 and 12:
There are no prerequisites for Science courses offered in Years 11 and 12, however, students expecting to undertake the study of Biology, Chemistry or Physics should have achieved A or B grades in Science in Year 10.

For further information, please contact Mr Ross Bristow (Acting Head of Science): rbristow@stedmunds.act.edu.au

HUMANITIES AND SOCIAL SCIENCES

In Year 10, students will study a full year of History in accordance with the Australian Curriculum.

History is a process of inquiry into the past, developing a curiosity amongst students. Historical knowledge is important to understand ourselves and others. It helps students appreciate how the world and its people have changed, but, also emphasises the continuities that exist.

The study of History is based on evidence derived from remains of the past. It develops skills such as interpretation of sources, debating, critical analysis as well as respect for different perspectives amongst others.

The curriculum generally takes a world history approach, within which the history of Australia is taught. Students are essentially prepared for the world on a local, regional and global level. Knowledge about world history creates an appreciation for Australian History. It also develops an understanding of past experience of Aboriginal and Torres Strait Islander people.

Units:

1. **Overview for the Modern World and Australia**
   The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development.

2. **Depth Study: World War II**
   Students investigate wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcome

and broader impact of the conflict as an episode in world history and the nature of Australia's involvement.

3. **Depth Study: The Globalising World: Popular Culture (1945 – Present)**
   In the shadow of the Cold War, students investigate the growth and development of popular culture that has shaped Australian society, including the development of the global influence during the twentieth century.

4. **Depth Study: Rights and Freedoms (1945 – Present)**
   Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.

ELECTIVE SUBJECTS

Geography is a way to engage students in the exploring, analysing and understanding of characteristics of the places that make up our world. They make use of the concepts of place, space, environment, interconnection, sustainability, scale and change.

Knowledge from natural sciences, social sciences and humanities are integrated to build a holistic understanding of the world. Students learn to question the world as it is, and consider how to be sustainable.

Skills specific to Geography units include critical thinking, formulating questions and research plans, recording and presenting data and communicating, using appropriate geographical vocabulary.

Units:

1. **Environmental Change and Management**
   This unit focuses on investigating environmental Geography through an in depth study of a specific environment and environmental change in Australia and one other country.

2. **Geographies of Human Wellbeing**
   This unit focuses on investigating global, national and local differences in human wellbeing between places. Students explore spatial differences in wellbeing within and between countries and evaluate the differences from a variety of perspectives.

Economics and Business explores the ways individuals, families, the community, businesses and governments make decisions in relation to the allocation of resources. It aims to enable students to understand the process of economic and business decision making and its effects on themselves and others, now and in the future.
By developing economics and business knowledge, understanding and skills, students will be better placed now and in their adult lives to actively and effectively participate in economic and business activities.

Skills developed in Economics and Business includes questioning and research, interpretation and analysis, economic reasoning, decision making and application as well as communication.

Topics include:

1. Economic performance.
2. Living standards.
3. Governments influence on economic performance and standard of living.
4. Consumer and financial decisions.
5. Business and managing workforce and productivity.

Civics and Citizenship enables students to become informed citizens and participants of Australian democracy. Students develop their knowledge of Australia's representative democracy with emphasis placed on the federal system of government.

Skills developed through the teaching of Civics and Citizenship includes inquiry, values and disposition, enabling students to be informed citizens with appreciation of diverse perspectives, empathy, collaboration, negotiation, self-awareness and intercultural understanding.

Topics include:

1. Australia's system of government compared to other systems of government in Asia.
2. Laws and citizens.
3. Citizenship, diversity and identity.

For further information, please contact Mr Matthew Calder (Acting Head of Humanities and Social Sciences): mcalder@stedmunds.act.edu.au

THE ARTS

MUSIC

Based on the current elective structure, Music may be studied in Year 9 and / or Year 10 but due to the complexity and difficult nature of this subject, students wishing to take elective music in Year 10 must have significant prior experience. As a guide, AMEB Grade 3 in theory and performance would be the minimum recommended standard.

Eligibility:

There is a strong expectation that students electing music in Year 10 are already learning an instrument. Instrumental performance is an integral component of the program. This is essential if the student is to fully benefit from this course.

Prerequisites for Years 11 and 12:

Students electing to study Tertiary level Music in Years 11 and 12 should have studied Music in Years 9 and 10.

The benefits of music education have been supported by research. It has shown that music education contributes to students' success in four categories: success in society, success in school, success in developing intelligence and success in life. Skills learned through the discipline of music transfer to study skills, communication skills, and cognitive skills useful in every part of the curriculum. The discipline of music study, particularly through participation in ensembles, helps students learn to work effectively in the school environment.

The music program that we offer to our students provides a chance to experience that music is about better communication, creativity and cooperation. Individual and group performance is an essential part of the music curriculum in Year 10. During music class time, students develop their skills in instrument playing by participating in various music ensembles, such as: class band, guitar ensemble and individual performance.

Part of music class time is taught in a music computer laboratory where students enhance their learning by using the latest music software programs such as: Musition 2, Auralia, Mastering Music, Micrologic Fun and Sibelius. All are used extensively in Year 10 with great success.

For further information, please contact Mrs Margaret Thomas (Acting Head of Music): mthomas@stedmunds.act.edu.au

VISUAL ARTS

Eligibility: Students who have not studied Visual Art in Year 9 **may elect** to study Visual Art in Year 10.

This subject is not open to students who did study Visual Art in Year 9. Students who studied Visual Arts in Year 9 and wish to continue need to choose Visual Arts Extended.

Prerequisites for Years 11 and 12: None

Students in Year 10 Visual Art study Art History topics ranging from the Renaissance through to the end of the Twentieth Century, including street art and popular culture. Students develop their skills and techniques in the production of Art. Students work on projects that include traditional mediums such as oil painting, printmaking and sculpture as well as contemporary themes of appropriation, Australian identities and street art. Students in this course visit galleries as well as engaging with exciting mediums and processes.

VISUAL ARTS EXTENDED Course Two

Eligibility: Students who have **not** studied Visual Art in Year 9 may not elect to study Visual Art Extended in Year 10. This subject is only open to students who studied Visual Art in Year 9.

Prerequisites for Years 11 and 12: None

Visual Arts Extended further develops the knowledge acquired and skills developed in Year 9 Visual Arts. Students develop more sophisticated levels of criticism, including Australian identities and perspectives with the topics of Modern Men, Pop Art and the re-contextualisation of Graffitti Art. Students also develop a greater understanding of the Art World and possible study options and career choices.

For further information, please contact Mr Andrew Jones:
ajones@stedmunds.act.edu.au

DRAMA

Eligibility: Students who have not studied Drama in Year 9 may elect to study Drama in Year 10.This subject is not open to students who studied Drama in Year 9. If these students wish to continue studying Drama then they should elect Drama Extended.

Prerequisites for Years 11 and 12: None

The aim of the Year 10 Drama course is to develop in students, through experiences in drama and theatre, an appreciation and understanding of themselves and their social and cultural environment.

The Year 10 Drama course is performance based and covers a wide variety of dramatic genres. Essentially, the course provides an avenue for students to improve their interpersonal and communication skills as well as developing specific acting skills. In addition, students will work individually as well as cooperatively and develop an awareness of the discipline needed to be creative.

DRAMA EXTENDED Course Two

Eligibility: Students who have **not** studied Drama in Year 9 may not elect to study Drama Extended in Year 10. This subject is only open to students who have studied Drama in Year 9.

Prerequisites for Years 11 and 12: None

The aim of the Year 10 Drama Extended course is to further develop the knowledge and skills acquired in Year 9 Drama.

As in Year 9, the course in Year 10 continues to be performance based and covers a further range of genres that were previously introduced.

Essentially, the course provides an avenue for students to further improve their interpersonal and communication skills as well as developing specific acting skills. In addition, students will work individually as well as cooperatively and develop an awareness of the discipline needed to be creative.

For further information, please contact Mr Nigel Palfreman Head of Drama: npalfreman@stedmunds.act.edu.au

TECHNOLOGY

COMPUTER STUDIES

Eligibility:
Students who have not studied Computer Studies in Year 9 may elect to study Computer Studies in Year 10.

Prerequisites for Years 11 and 12: None

Computer Studies is offered as an elective to students in Years 9 and 10. The course is constantly evolving to meet student needs and to remain current and relevant.

This year long program is designed to expose students to a range of commercial applications. It also offers students practical study in the ways that information technology can be used as a tool in solving problems in many areas of contemporary society, both academic and vocational.

Computer Studies students are challenged by projects that test their word processing, desktop publishing, presentation and digital editing skills. Much of the course is directly linked to the assessable outcomes for Certificate I in Information, Digital Media and Technology. This includes a wide variety of tasks across a range of application types.

Computer Studies students design, build and implement flat file and relational databases and in doing so acquire a comprehensive range of skills and knowledge in relational database management.

Students gain an introduction to computer animation when they spend time working on cartooning using Macromedia Flash software.

Students' programming and design techniques are developed with courses in HTML programming and Web design.

COMPUTER STUDIES EXTENDED Course Two

Eligibility: This course is only available to Year 10 students who have completed Computer Studies in Year 9. Entry is by recommendation by the Computer Studies teacher and is dependent on a high level of academic achievement as well as application.

Prerequisites for Years 11 and 12:
This course is an ideal starting point for students wishing to study Information Technology in Years 11 and 12.

Students will be challenged to work on topics including basic to intermediate website design and video production, robotics and programming. This course is regularly updated to reflect the interests of the teacher and the students.

For further information, please contact Mrs Margaret Maher Head of Computer Studies: mmaher@stedmunds.act.edu.au

DESIGN TECHNOLOGY Course One

Eligibility: Students who have not studied Technology in Year 9 may elect to study Technology in Year 10.

Prerequisites for Years 11 and 12: None

Technology is an integral part of our society and culture. From the earliest time humans have interpreted, shaped and altered their environment in an attempt to improve the quality of their lives. Societies have continually designed and applied technology to solve problems. This course is concerned with learning about technology and learning through technology. It involves practical experiences in a process of designing, making, evaluating, computing and communicating.

This one year course is divided into four terms.

Metalwork
In this unit, students will apply a process of designing, making and appraising to metal based challenges. Students will become skilled in manipulating and processing materials and in achieving functional aesthetic effects. They pay special attention to finding new ways to use old ideas and translate ideas into worthwhile outcomes. In completing this unit, students would have developed skills in gas welding, metal fabrication and a variety of other metal processes.
Practical Projects: Small toolbox and junior hack saw.

Woodwork
In this unit, students will apply a process of designing, making and appraising to wood based challenges. Students will become skilled in manipulating and processing materials and in achieving functional aesthetic effects. In completing this unit, students would have developed skills in producing different types of timber joints and construction methods required to produce timber projects to the required design concepts.
Practical Projects: Test joints, turned bowl, small box, wine bottle holder, spaghetti measurer.

Research and Development
In this unit, students will look into the design process and the methods of developing a client profile. Students will look at a range of design factors and the influences on the development of designs and the presentation of ideas. They will gain a deeper understanding of time and project management.

Students will also develop the skills of evaluation and presentation of ideas in a portfolio format.

Engineering and CNC
In this unit, students will be introduced to systems of manufacture such as plastic vacuum forming, computer numerical control, prototype making, electronics and model and mould making. Students will also develop their use of the process portfolio to document ideas, research, testing and diagnostics, drawing and evaluation.

DESIGN TECHNOLOGY EXTENDED

Eligibility:
Students who have not studied Technology in Year 9 may not elect to study Technology Extended in Year 10.
The extended course is only available to students who have studied Technology in Year 9 and who have demonstrated a high level of application skill level and have developed the ability to complete a major project to very high standards. Selection of students for this subject is dependant on their past performance in Design and Technology.

It is our vision that students undertaking Technology Extended will be completing a 12 month course of study where they will be required to produce a Major Project and Process Portfolio. This will be a learning process over two semesters of work.

Metals and Engineering
In this unit, students will apply a process of designing, making and appraising to metal based challenges. Students will become skilled in manipulating and processing materials and in achieving functional aesthetic effects. They will pay special attention to finding new ways to use old ideas and translate ideas into worthwhile outcomes. In completing this unit, students would have developed skills in gas welding, metal fabrication and a variety of other metal processes. Practical projects: Large Sheet Metal Tool Box, Car Jack and a product prototype.

Woodwork
In this unit, students will apply a process of designing, making and appraising to wood based challenges. Students will become skilled in manipulating and processing materials and in achieving functional aesthetic effects. The will pay special attention to finding new ways to use old ideas and translate ideas into worthwhile outcomes. In completing this unit, students would have developed skills in producing different types of timber joints and construction methods required to produce timber projects to the required design concepts. Practical projects: Stools and occasional tables.

Product Design
In this unit, students will apply a process of designing, making and appraising to design briefs written around clients' needs. Students will become skilled in manipulating and processing materials, and in achieving functional aesthetic effects of prototypes.

This course is aimed at students hoping to continue their studies within the TAS Department in Years 11 and 12.

COMPUTER AIDED DRAWING (CAD)

Eligibility:
Students who have not studied CAD in Year 9 may elect to do CAD in Year 10. This subject is not open to students who did study CAD in Year 9. Students who studied CAD in Year 9 and wish to continue need to choose CAD STEM. Students wishing to join CAD in Year 10 and who have not studied CAD in Year 9 will need to make an appointment with the TAS Head of Department.

Prerequisites for Years 11 and 12: Nil

The many forms of graphical communication are an integral part of our society and culture. From the earliest times, humans have used drawings, diagrams and text, to convey ideas and messages. As society and its technologies have become increasingly complex, the need for rules and standards has become essential to enable humans to communicate with each other. Technical drawing is one such set of standards, which allows graphical information to be understood globally.

In this course, students will explore a variety of Technical Drawing styles including, Orthographic, Perspective, Isometric and Oblique projection. Students will have the opportunity to develop display methods and the Process Portfolio. Students will be using the AutoCAD 2014 and Google SketchUp programs.

COMPUTER AIDED DRAWING EXTENDED (CAD)/STEM EDUCATION

Eligibility:
This course is only available to students who have studied Computer Aided Drawing Year 9 and who have demonstrated a high level Of application skill and have developed the ability to complete a major project To very high standards. Selection of students for this subject is dependent on Their past performance in Year 9 Technology.

Prerequisites for Years 11 and 12: None

STEM Education is an approach to teaching and learning that integrates the content and skills of **Science, Technology, Engineering and Mathematics.**

We focus on these areas together, not only because the skills and knowledge in each discipline are essential for student success, but also because these fields are deeply intertwined in the real world and how students learn most effectively, these behaviours include engagement in inquiry, logical reasoning collaboration and investigation.

STEM education is an interdisciplinary approach to learning where rigorous Academic concepts are coupled with real world lessons as students apply Science, Technology, Engineering and Mathematics in contexts that make Connections between school, community, work and the global enterprise.

In this course, students will further explore a variety of CAD software Packages including Auto CAD, Inventor, Illustrator, 3D Max and Photoshop. Students will have the opportunity to build upon their knowledge base and Further develop their CAD and design skills, computer aided drawings, Graphics and freehand drawing techniques, with a final emphasis on design For manufacturing, prototyping and 3D modelling.

Students will have access to the Dennis Moreau Innovation Centre that boasts 3D printers, a large format printer and an industry quality laser cutter. The Goal of STEM education is to prepare students for studies in Year 11 and 12 In the field of Design, Technology and Engineering.

For more information, please contact Mr Jason Moore Head of Technology: jmoore@stedmunds.act.edu.au

FOOD TECHNOLOGY

FOOD TECHNOLOGY Course One

Duration: Food Technology may be studied in Year 9 and/or Year 10.

Eligibility:
Places in Year 10 Food Technology are limited and if demand is high, then preference will be given to students who have demonstrated a high level of application towards their studies.

Prerequisites for Years 11 and 12: None

The Food Technology programs at St Edmund's College actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationship between food, technology, nutritional status and quality of life. Students will develop confidence and proficiency in their practical interactions and their decisions regarding food.

The Food Technology program will focus on the study of technology which will provide a breadth of experience, enabling students to participate in activities that meet their needs and develop their individual potential. Students will explore the nature of this industry and focus on developing practical skills in food preparation and serving.

'Foods for Display' is a practically orientated unit of work that is based on the concept: food preparation and presentation. Students will work independently to design, make and appraise food for display.

FOOD TECHNOLOGY EXTENDED Course Two

Eligibility:
Students who have not studied Food Technology in Year 9 may not elect to study Food Technology Extended in Year 10. It is only available to students who have studied Food Technology in Year 9 and demonstrated a high level of application. Students should ideally choose this subject with the intention of continuing studies in Hospitality in Years 11 and 12. Selection of students for this subject is dependent on their past performance in Year 9 Food Technology plus application grades.

Year 10 Food Technology Extended aims to:

- provide students with the opportunity to work towards a nationally recognised qualification in Hospitality
- provide students at high school with an understanding of, Vocational Education and training, competency based assessment
- allow students to explore Hospitality and the Hospitality Industry
- provide students with the opportunity to consolidate and develop their practical skills
- assist students in preparing for further studies or employment in the hospitality field

For further information, please contact Ms Paula Moeller Head of Food Technology: pmoeller@stedmunds.act.edu.au

LANGUAGES: French and Japanese

Japanese is a language from our geographical region. Japan also has strong economic and political ties with Australia. French is considered as a language of diplomacy and culture. It is spoken by more than 200 million people on the five continents and in the Pacific. Students who study French or Japanese analyse their own language, improve their literacy skills and general knowledge and develop a strong intercultural understanding of others. They also acquire a skill that is very attractive to many employers in our global world.

The major goals of learning a language are:
Communicating: *Using language for communicative purposes in interpreting, creating and exchanging meaning.*
Understanding: *Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.*

The Year 10 French and Japanese courses continue on from the respective Year 9 French and Japanese courses. It is expected that students will be communicating with expanded vocabulary and will be using language with wider imaginative contexts. As in Year 9, both the French and Japanese courses focus on practical language, however, Japanese students will also continue to improve their use of Hiragana script and Katakana and Kanji. Language learners in Year 10 should be motivated and independent learners who want to develop their language skills.

There are also opportunities for cultural exchanges and overseas trips to Japan, France or New Caledonia. At the end of Year 10, student should reach an intermediate level. They should now have the grounding to study languages in Years 11 and 12 if they wish to further continue their Language studies.

Prerequisites for Languages in Years 11 and 12:
Students electing to study Continuing French or Japanese in Years 11 and 12 should have studied these subjects in Years 9 and 10. There will, however be opportunities for students to study Beginning Japanese and Beginning French in Year 11 and 12 (with no prerequisites).

FRENCH EXTENDED

Eligibility:
Students wishing to be admitted to this course would normally have studied French in Year 9. Students who wish to begin the study of French in Year 10 need to meet with the Head of Languages to assess their suitability. They will be able to join the Year 9 French cohort and will not be considered eligible for the Year 10 Extended course.

Course Content:
All students study the following units, incorporating appropriate developing language skills:

- Past and famous French people.
- The French youth of today.
- My future and my career.
- What I do if I could?

JAPANESE EXTENDED

Eligibility:
Students wishing to be admitted to this course would normally have studied Japanese in Year 9 and have demonstrated the ability to read and write Hirigana and Katakana fluently.

Students who wish to begin the study of Japanese in Year 10 need to meet with the Head of Languages to assess their suitability. They will be able to join the Year 9
Japanese cohort and will not be considered eligible for the Year 10 Extended course.

Course Content:
All students study the following units, incorporating appropriate developing Language skills:

- My life.
- Life in Japan.
- Travelling in Japan.
- My future.

For further information, please contact Mr Andrew Taylor Head of Languages: ataylor@stedmunds.act.edu.au

SPORTS SCIENCE EXTENDED

Sports Science Extended will be offered as an elective choice for 10 students in Health and Physical Education. Sports Science Extended has been designed as an introduction for students wishing to study Exercise Science, Sports Fitness and Administration and Physical Education (A) in Year 11 and 12.

This course is not a prerequisite to be able to study any of the senior courses. Students interested in sports, fitness and function of the human body will benefit from, and enjoy this course.

Sports Science Extended combines aspects of the senior courses of Exercise Science and Sports Recreation and Leadership. Students will explore the anatomy and physiology of the human body and the science behind programming to maximise health and athletic performance.

The two year course will be broken down into four semesters in the following layout:

- Anatomy and Physiology and Sports Coaching.
- Fitness Programming and Nutrition.
- Sports Injuries and Sports Coaching.
- Performance Enhancement and Biomechanics.

Each unit will consist equally of theory and practical components and will run independently of other units of work. Students will be able to undertake one unit without having completed one of the other three.

The aim of the Sports Science Extended Course is to produce students who are physically educated. The core of Sports Science Extended is focused on the study of anatomy and physiology, motor skills and physical fitness, aquatics, first aid and other sciences of the human body. It prepares the students for further study in coaching, athletic training, fitness consulting, exercise physiology and administrating sports related programs.

For further information, please contact Mr Joel Richardson Head of Health and Physical Education: jrichardson@stedmunds.act.edu.au

VOCATIONAL EDUCATION AND TRAINING (VET)

During Year 10 at St Edmund's College, we provide a variety of opportunities for the students to 'test the waters' for possible courses of study in Years 11 and 12 to help crystalise ideas for career options into the future.

These opportunities include:

- orientation days
- work experience
- white card courses (compulsory occupational health and safety training for those considering the construction industry as a career)
- VET competencies in Food Science and Computing
- interviews with the Careers Advisor, VET Coordinator or staff (by appointment).

Please note that the competencies achieved in Year 10 classes in Food Science contribute towards nationally recognised qualifications that are generally completed in Years 11 and 12.

Those students exploring Australian School Based Apprenticeships (ASBA) in Years 11 and 12 should make an appointment with the VET Coordinator to discuss the process and the range of employment areas that offer ASBAs. For those students who are considering an ASBA, in most cases, it will require one day per week commitment on the job and for Certificate III ASBAs, two days per week are required throughout the year.

At St Edmund's College, our insurers cover the students for the full year while they are engaged in school related activities. This helps to allay the concerns of many employers when discussing work experience. **Please note that there are some exceptions to this cover.**

For further information, please contact Mr Alex Hausen Head of Vocational Education and Training: ahausen@stedmunds.act.edu.au

EDDIE'S INSTITUTE

Education, therefore, is a process of living and not a preparation for future living.

John Dewey

Eddie's Institute is student directed, achievement based learning. It is a collaborative, cumulative, cross curricular course designed for students who are curious, engaged and self- motivated.

Eddie's Institute classroom learning is a springboard, not an end point. Students will be given the freedom to explore ideas through pathways and activities that interest them. In exchange, they will be expected to bring their imagination, passions and talents to their work, and to commit unreservedly to creating a learning environment where ambition is prized and achievement the expectation.

Extension, differentiation and opportunity are core values of Eddie's Institute, with the goal of instilling in students, qualities essential for achieving excellence in Years 11 and 12, in particular, the ability to plan and manage their time effectively, sustain their engagement with content and assignments, and to produce high quality work consistently and independently.

Eddie's Institute is a Year 9/10 combined elective program. Students may study Eddie's Institute for 1 or 2 years.

…to prepare him for the future life means to give him command of himself.

Each semester will have a theme to drive and focus the student's work. Some of the past themes were:

- Future Projects.
- Great Thinkers in Depth.
- Questacon Exhibit.
- Real World Problem.

- Problems of the Future.

The work that students produce will be self -determined and the process self-directed. Students will establish their own benchmarks for achievement as well as their short term, medium term and long term goals. Students will be required to track their progress on a session by session basis and they will submit their work for academic review. The form that the work takes will vary from semester to semester, but have included in the past smaller research reports, presentations and larger projects.

Eddie's Institute offers students the freedom to explore learning and their own abilities. A successful project may be presented in any form provided that it demonstrates deep knowledge and learning, reflects a personal passion and bridges multiple disciplines and modalities. Listed below are some examples of project ideas. Please note that this list is not prescriptive.

Project Ideas

- create a short film, documentary or music video
- write a feature length journalistic article
- create a mobile device 'App'
- create your own language
- create an art instillation
- stage a charity event/performance
- write a novella, play or screenplay
- create a video game proposal
- develop and teach a unit of study
- write a family history/biography
- invent/design and market a product
- create a peer court system
- create an advanced metric for the evaluation of AFL, NRL or Rugby League players.

… the primary basis of education is in the child's powers at work along the same general constructive lines as those which have brought civilisation into being.

For further information, please contact
Leigh Pirie: lpirie@stedmunds.act.edu.au or
Donella Walker: dwalker@stedmunds.act.edu.au

WORK TRANSITIONS

The Work Transitions Program is a two semester program (offered to selected Year 10 students), that aims to provide opportunities for students to gain the information and skills to help them through the range of post Year 10 study and employment options. A focus of the course is to prepare and get students thinking of future pathways, to decide to continue to study Accredited subjects in Year 11 and 12, TAFE or employment. The learning experience offered within the Work Transitions Program advocates personal involvement and provides opportunities to develop responsibility, community involvement and the possibility to achieve success through forethought and action.

Personal Development

The **Social Skills** unit is designed to help students develop an understanding of themselves and their participation in society through addressing issues such as:

- study skills and organisation
- self esteem
- individual strengths and weaknesses
- acceptable social behaviours
- communication skills
- decision making strategies
- rights and responsibilities.

Work Education

The **Careers** unit investigates work options and aspects of being in the workplace. The following areas will be addressed:

- career identification and planning (ACT Government Pathways Plan Document)
- work preferences
- strengths, weaknesses and values
- gender equity in the workforce
- role of workers
- work and lifestyles
- occupational health and safety
- social skills related to work environments
- unions
- unemployment.

The **Job Seeking and Keeping** unit will focus on developing the necessary skills to assemble a Curriculum Vitae, practise resume writing, make job applications and prepare for job interviews. More specifically, the unit will address:

- job searching skills
- reading job advertisements
- making initial enquiries (phone and email)
- filling out forms
- applying in writing for a job
- preparing for an interview – clothing, transport, manner
- skills for keeping a job – punctuality, enthusiasm, appearance, behaviour.

The **Work Experience** unit is an important aspect of this course. The unit focuses on possible work options and aims to provide real work situations that will assist students to make informed decisions about their future options. The unit will address:

- career options
- pre-requisites
- training requirements
- videos
- work routine
- entitlements

- planning for work experience
- evaluation of work experience.

Community Service
The **Community Service** unit focuses on students engaging with the local community. The unit will address:

- role of volunteers
- social justice and the Edmund Rice way
- fostering community relationships
- identification of local community needs.

For more information, please contact Mr Jason Moore Head of Technology: jmoore@stedmunds.act.edu.au

TEACHING AND LEARNING SUPPORT

The role of the Teaching and Learning Support Faculty is to ensure that students with special and/or additional needs learn and develop through the provision of appropriate educational services, experiences and environments.

The College embraces the diversity of the learning needs of the students and works with Teaching and Learning Support to provide assistance within an inclusive environment to those students who have been identified as having special and/or additional needs.

Students may be identified as having numeracy and literacy delay, learning difficulties, disabilities and English as a second language. Programs are then implemented after discussion with students, parents and classroom teachers, and where necessary, other professionals to ensure students are able to work to the best of their ability and reach their potential.

The College is proactive in supporting students with literacy and learning difficulties. Classes with smaller student numbers, highly trained teachers and student access to Teaching and Learning Support staff ensures that students attain to the very best of their ability. Where necessary, small group programs may be implemented as well as assignment and assessment task support for students.

Liaison with classroom teachers ensures the availability of resources to facilitate differentiated lesson planning.

Students with a disability have their individual needs assessed and adjustments introduced to ensure that quality social, emotional and academic support is available. It is also recognised that, at times, small group or one on one programs are necessary in order for the student to realise his potential in the secondary school context.

Team meetings are conducted in order to communicate relevant information, to plan educational direction and ensure a close working relationship between the home and the College.

For further information, please contact Mrs Leonie Owens Head of Teaching and Learning: lowens@stedmunds.act.edu.au

HOMEWORK POLICY

Homework is work completed by a student in his own time, at his own pace and for his own academic benefit.

Homework is distinct from class work. Students who are unable to complete class work in class are expected to finish the work in their own time. Such students are also encouraged to seek support from the academic and pastoral staff with respect to identifying strategies to help them complete the requisite amount of class work in class time.

General Principles

Homework presents students with the opportunity to refine and further develop skills and understandings taught in class. It also presents parents and carers with the opportunity to engage in the teaching and learning experiences of the St Edmund's classroom.

The satisfactory completion of homework is intrinsic to a student's overall effort and it will count towards a student's application grade under the "Completion of Tasks" section of the Application Grade Rubric. Further consequences may arise for students who repeatedly fail to complete homework. Please refer to the Pastoral Care Handbook for further clarification about study sessions.

St Edmund's College acknowledges the role that Co-curricular activities play in the holistic education of students, but, as they are recreational, they do not contribute to the time contribution of students' studies, nor can they be used as a valid reason for homework that is incomplete or not submitted.

St Edmund's College acknowledges the increasing complexity of young peoples' lives. The College understands students have a busy life and does not wish to set them up for failure. Subsequently, homework for each class should be issued fortnightly to allow plenty of time for it to be completed within the cycle. All homework will be checked and general feedback to the individual or class will be given. Detailed written feedback, as expected for assessment tasks will not be provided, but students are encouraged to seek clarification from their teachers about concepts. Teachers will make allowances for documented incidents of illness or misadventure.

Students in Years 8 to 10 should be studying independently and will find the gap between the time taken to complete set homework and the overall time they should be spending completing homework increases.

Guide to overall time spent on homework each night:

Year 8:	**30 – 45 minutes**
Year 9:	**45 – 60 minutes**
Year 10:	**60 – 90 minutes**

Students are also encouraged to use the online study guide which may be accessed through the Library page on Canvas.