

# Leeming Senior High School

Year 10 Directory - 2020



# LEEMING SHS

HARMONY ~ EXCELLENCE

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## COURSE SELECTION IN YEAR 10

All schools in Western Australia base their courses on the Guiding Principles developed by the School Curriculum and Standards Authority (SCSA). The Guiding Principles comprise of:

1. Western Australian Values of Schooling
2. Principles of Teaching and Learning
3. Phases of Schooling

The curriculum is divided into eight learning areas:

- The Arts
- English
- Health and Physical Education
- Languages other than English
- Mathematics
- Science
- Society and Environment
- Technology and Enterprise

Leeming Senior High School covers these eight learning areas by offering students courses in each of the learning areas.

Reasons for students choosing additional time in some learning areas will depend on their aptitude, interests and goals. By studying at greater depth or breadth students might, for example, be better able to cope with senior school courses to improve their capacity for post school studies at a State Training Provider or University.

Please consider the following points in your subject selections for 2020:

The Year 10 students at Leeming Senior High School are considered in all aspects to be Senior School Students. There is an expectation that they will take responsibility for their own learning and approach their school time with maturity and commitment. As part of this commitment Year 10 students are required to pick 3 option subjects for the entire year, helping to prepare themselves for progression into the Year 11 and 12 mindsets. All courses will consist of Unit 1 in Semester 1 followed by Unit 2 in Semester 2. As in Year 11, Unit 1 will contain different content to Unit 2 which will build upon the knowledge gained in Unit 1. Also as in Year 11 there will be limited opportunity to change courses at the beginning of Semester 2, dependant on the availability of places in Semester 2 courses.

You must pick Physical Education on one line and options of your choice on the other three lines. Successfully completing a yearlong elective in Year 10 would be advantageous (but not a guarantee) if the student is considering a Year 11 pathway course the following year (e.g. Year 10 Outdoor Education into Year 11 Certificate II Outdoor Recreation).

Should parents need assistance in selecting elective courses for their child, they should contact the school via email to seek advice from the Year 10 Coordinator or the Student Services Manager, Mr Vance Bryan ([vance.bryan@education.wa.edu.au](mailto:vance.bryan@education.wa.edu.au)).

## **DETAILS OF COURSES OFFERED IN YEAR 10**

### **THE ARTS**

In the Arts learning area, the students are given the opportunity to develop creative skills, critical appreciation and knowledge of artistic techniques and technologies in Dance, Drama, Media, Music and Visual Arts.

Learning in all Arts courses is based upon the four common outcomes:

- Communicating Arts ideas
- Using Arts skills, techniques, technologies and processes
- Responding, reflecting on and evaluating the Arts
- Understanding the role of the Arts in society

### **Dance**

#### **What is Dance in Year 10?**

In Year 10 students continue to work in a range of Dance genres learning how to effectively lead a Dance warm up cool down and stretch. All students are given the opportunity to develop choreographic skills and collaborate with their peers to create Dance using the choreographic structures and devices previously learnt. Performance tasks are compulsory and all students must produce a choreographic Dance piece for performance.

#### **Is there a Dance Curriculum?**

The curriculum for Dance in Year 10 continues on from the previous year's content and aims to prepare the students for the Certificate II in Dance (national accreditation) that proceeds in Years 11 and 12. This includes dance terminology, safe dance, dance fitness, history and evolution of dance and dance from around the world.

#### **What are the benefits of choosing Dance at LSHS?**

- Teamwork, collaboration and camaraderie
- Fitness, fun and coordination
- Performance opportunities at Dance Festivals, Competitions and Showcases
- Excursions to state of the art performance venues to see professional performances
- Career prospects in the performance industry or future study at State Training Providers or WAAPA (Western Australian Academy of Performing Arts)

For those that enjoy Dance but have not had a great deal of experience in the subject so far, then trying it out for a semester may be more suitable for you. It may provide you with enough of a taste to know if you want to pursue it in upper school and beyond or it may just be the fun, creative outlet that helps you maintain a fit and active lifestyle.

In this final lower school Dance course, students will continue to extend their Dance skills whilst looking at the different roles of past and present.

## **Drama**

Building on the skills and techniques acquired from earlier units, the students in this course will have the experience of developing an original performance piece. Students will experience the process of play building, from improvisation through to polished performance. The course is a culmination of all skills developed in lower school drama.

### **What are the benefits of choosing Drama?**

- Developing confidence to perform
- Teamwork and focus
- Performance Opportunities within the school
- Fun
- Learning the skills of presentation

### **Is there a Drama Curriculum?**

In Year 10, the Drama curriculum continues an exploration of the idea of drama as performance, and you will learn more about the processes, techniques and conventions of this subject. Students will be working in two forms or styles of Drama per semester, and will develop their ability to perform in a number of styles. Students develop drama based on devised and published script excerpts (e.g. Australian drama pre-1960 or world drama), using selected drama forms and styles. It is expected that a Drama showcase will be held during the year, where students have the opportunity to prepare a theatre, rehearse and perform for an audience.

Exams on the theory components covered will be held at the end of each semester.

## **Media**

### **What is Media at LSHS?**

This Film and Audio course looks at the link between youth culture and popular cultures. The media pastimes of young people are studied in class. The students will film their own productions or make audio documentaries about issues of concern to teenagers.

### **What are the benefits of choosing Media?**

- Developing camera and editing skills
- Teamwork focus
- Producing your own films
- Career prospects

### **Is there a Media Curriculum?**

In Year 10, students are provided with opportunities to make media films which are based on two genres, Film Noir and French New Wave. In order to do this, students will learn the characteristics of these two genres and explore some new film making techniques. Students will also learn some essential Media theory and take an exam in the subject at both the end of semester and the end of the year. The curriculum also offers the students the opportunity to work with Dance students, creating a film to be projected as a backdrop to the dance choreography. The course is stimulating and challenging and suited to any student who really enjoys creating great films. There will be an exam on the theory components of the course at the end of first semester, and again at the end of the year.

## Music

This year-long course continues the development of aural, theory and practical skills established in Class Music during Year 9. The course covers a wide variety of musical contexts from Western Art Music to Jazz to Contemporary and back again, with students analysing these genres through the Elements of Music. Students will continue to develop their understanding of music through practical application on keyboard and guitar.

Music is designed to work in cooperation with instrumental lessons and ensembles and it is expected that students will either be involved with instrumental lessons from the Instrumental Music School Services (IMSS) or receive private tuition. Students are also expected to perform in at least one ensemble throughout the year.

Students wishing to enter the course at this level should be the equivalent AMEB level of Musicianship Theory Grade 3 and Musicianship Practical Grade 4.

For further information on the Music Program, please see the music prospectus on our website or contact the school directly.

### What are the benefits of choosing Music?

- Developing your skill as a musician
- The opportunity to play with ensembles and groups
- Performance opportunities
- Excellent tuition in instruments

### Is there a Visual Arts Curriculum?

In Year 10, students use visual art language and artistic conventions of greater complexity during their design and production process.

Students experience a growing awareness of how and why artists, craftspeople and designers are influenced by other artists, their environment and the contexts of culture, time and place. Students work in a specific form e.g. ceramics, and will study an artist. In the course, students will work in two different art mediums, and at least one specific art style. There will be an exam on the theory component of Visual Arts at the end of first semester and at the end of the year.

## Visual Art and Craft

The aim of this course is to increase self-expression through drawing, painting, printmaking and sculpture. Students will view and write about other artists' work in relation to their own work. Through these experiences students will also extend their artistic talent and broaden their interest in the world of art.

### What are the benefits of choosing Visual Arts?

- Creativity
- Learning skills in different art forms
- Achieving the completion of your own art work
- Enjoyment and fun
- Development of yourself as an artist

## HEALTH AND PHYSICAL EDUCATION

### Outdoor Recreation – Snorkelling, Navigation, Camp Craft and Canoeing

This course is designed to provide the opportunity for students to demonstrate the Health and Physical Education Outcomes in a variety of learning environments.

The water based components of the course focuses on snorkelling and canoeing. Through snorkelling and canoeing, we provide the opportunity to develop safe swimming skills and enhance an appreciation of the aquatic environments. Both activities are completed at the Marine Education Boat Shed in Fremantle.

The land based components of the course focus is on providing the opportunity to develop the expedition skills associated with camping, camp craft and navigation. Students will undertake activities such as camp cooking, expedition skills, bush walking skills, orienteering/navigation and minimal impact techniques to achieve these outcomes. This will lead into an overnight camp in Term 3.

**Students must be able to demonstrate that they can swim 200m, tread water for 10 minutes and duck dive to 2 m or have completed successfully the Aquatics course in Year 9 Outdoor Recreation or Level 9 DOE Swimming Standards.**

**Students successfully completing the practical and theoretical aspects of this course, will have an advantage during the senior school course selection as all skills covered in this course will be relevant to Certificate II in Outdoor Recreation.**

**Students selecting this course need to be prepared for flexi-time arrangements, that is, start at 7:00am or finishing at 4:00pm, depending on timetabling.**

**As this is a high cost course Parents/Guardians must also be aware that students will need to be removed from this subject if there has not been a financial commitment of 50% to the full fee attributed to this course by December 2019.**

## Physical Education - Racquet Sports

This course provides students with the opportunity to extend their skills, knowledge and game sense in the following racquet sports: badminton, squash, racquet ball, tennis, table tennis and soft tennis.

This course is beneficial to students interested in selecting Physical Education Studies or the Certificate II in Sport and Recreation in senior school.

**As this is a high cost course Parents/Guardians must also be aware that students will need to be removed from this subject if there has not been a financial commitment of 50% to the full fee attributed to this course by December 2019.**

## Physical Education - Fitness

This course provides students the opportunity to increase their knowledge of fitness, specifically Fitness testing and types of training. This will also provide the students with the opportunity to develop the following fitness components.

- Cardio-respiratory endurance
- Muscular endurance
- Muscular strength
- Flexibility
- Power
- Agility
- Coordination

Students will also get the opportunity to participate for 50% of the course in fitness classes at Leeming Recreation Centre; this may include the following sessions.

- Body Combat – cardio workout inspired by Martial Arts and Boxing
- Circuit Training – use of a range of machine weights and free weights to build overall body fitness.
- Boot Camp – working at high intensities to increase your overall body fitness.
- Zumba – fun interactive fitness training through different dance moves
- Wrestling – Visiting specialist gives instruction in basic wrestling techniques.

In addition to participation in practical fitness sessions, students will also study the theoretical principals of fitness, completing assignments and presenting their own circuits to the class.

**Students successfully completing the practical and theoretical aspects of this course, will have an advantage during the senior school course selection as skills covered in this course will be relevant to Certificate II in Sport and Recreation as well as Physical Education Studies courses.**

**As this is a high cost course Parents/Guardians must also be aware that students will need to be removed from this subject if there has not been a financial commitment of 50% to the full fee attributed to this course by December 2019.**

## **Physical Education - Sports Science**

This course is designed as an introduction to the following three subjects that students can select to study in senior school: ATAR Physical Education Studies, General Physical Education Studies and Certificate 11 Sport Coaching. The course has both theoretical and practical components and each will have a 50% weighting.

The theoretical components of the course cover the following core areas: Functional Anatomy, Biomechanics, Exercise Physiology, Sport Psychology and Motor Learning and Coaching. This will involve classroom work and the practical Application of key concepts in physical laboratory type contexts.

The practical component of the course focuses on developing specific skills and the application of tactical concepts in selected sports.

## **Physical Education – International Football Codes**

The course is designed for students who want the opportunity to further develop their skills in a range of football codes. Students will undertake AFL in Semester 1. A focus of the AFL course will be the participation, as a team, in a full day carnival in Term 1 to enable students to demonstrate their skills under match conditions.

In Semester 2 a selection of the following codes will be undertaken dependant on student preference. Students can select from the following Soccer, Futsal, Gaelic Football also a selection of codes such as Rugby, American Football (NFL) and Indoor Soccer.

In addition to skill development, other areas, such as umpiring and physical conditioning will be covered.

## LANGUAGES

Year 10 students entering Year 11 need to be aware of the following recommendation with regard to upper school subject selection.

| Subject in Year 11                                 | Hours per week in Year 10                | Minimum Achievement in Year 10 to proceed to Year 11 |
|--|--|--|
| French (TES) (4 hours per week)                    | Semester 1 2 hours<br>Semester 2 2 hours | Grade C  |
| Japanese: Second Language (TES) (4 hours per week) | Semester 1 2 hours<br>Semester 2 2 hours | Grade C  |

**Links between Year 11 and Year 12 subjects in LOTE are as follows:**

| Subject in Year 11             | Subject in Year 12             |
|--------------------------------|--------------------------------|
| French ATAR                    | French ATAR                    |
| Japanese: Second Language ATAR | Japanese: Second Language ATAR |

### French

The French course is outcome-based, focusing on the areas of listening, speaking and responding, reading and viewing and writing. Through topics and themes, using the target language in the classroom, students develop a practical knowledge of French language and culture.

### Year 10 French

***\*It is recommended that students complete Years 8 and 9 courses.***

***Students new to French must see the Year 10 French Teacher personally before making a decision.***

An increasing knowledge of different tenses allows students to extend their written achievements whilst continuing to develop their oral skills throughout language activities.

Students will be aiming to communicate successfully with their teacher and each other.

Topics include such areas as planning to go out, describing what's on TV or at the movies, what young French people eat, planning holidays, travelling and finding accommodation.

Students continue to extend and consolidate their knowledge of French language and culture; providing a sound base should they wish to continue their studies in Upper School. Students are offered the opportunity to sit the Alliance Française High School Examinations.

Students may be able to apply to visit La Reunion as part of an exchange programme.

## Japanese

The Japanese course is student-centred and outcomes based and the target language is used whenever possible. The grammar structures are analysed to enable students to achieve practical outcomes in the areas of:

- Speaking
- Listening
- Viewing and reading
- Writing

## Year 10 Japanese

*\*It is recommended that students complete Years 8 and 9 courses.*

***Students new to Japanese must see the Japanese Teacher of Year 10 personally before making a decision.***

In this unit students extend skills of listening, responding, speaking, viewing, reading and writing via language activities. These activities are student - centred and are designed to help students to communicate in Japanese with their peers/teachers/Japanese visitors successfully.

Students continue to build on their Katakana and Hiragana script and they are introduced to the Kanji writing system.

Topics include such areas as invitations, transport arrangements, telephone conversation, giving directions and providing location descriptions, ordering food at restaurants, describing seasons and the weather, shopping, writing letters, emails and other forms of communication.

Students will consolidate the skills they have acquired in Japanese and they will increase their understanding of how language and culture intertwine.

Students will also learn the logic of the Japanese language system. Hence they learn to think logically about language structures.

Satisfactory completion of this course will enable students to continue Japanese studies in upper school.

Students of Year 10 may be able to apply for a trip to Japan or to host a Japanese Student (when an exchange group from Japan visits us).

## **SCIENCE AND TECHNOLOGY ACADEMY STUDENTS**

The STA program at Leeming Senior High School is an officially recognised Specialist Program. Academy students are encouraged to participate in the many extra-curricular activities available to them. The more involved students are in the program the greater the benefit. Activities include:

- National and International Science Quizzes
- Robotics and Coding Workshops
- Astronomy Camp
- Science Talent Search
- Aurecon Bridge Building
- Excursions to Exhibitions, Science and Technology events and keynote Lectures
- Co-Curricular programs including Coding and Science Inquiry

Members of STA have the opportunity to participate in Science and Technology focussed tours. The tours alternate between a Science focussed tour of Canberra and a tour to the United States of America on Space Camp. The next USA and Space Camp Tour is planned for 2020.

Students who have been selected into the Science and Technology Academy will gain STA points based on their grades in Science, Mathematics and for any IT or Technology based subjects.

If you would like further information about becoming a STA member, please refer to the website.

## TECHNOLOGY AND ENTERPRISE

### Business and Information Technology

The wide range of courses offered by the Business and IT department give students a wealth of knowledge and many opportunities to experience the world of business and technology. We provide students with valuable skills and knowledge in a range of subjects which include a variety of software packages.

***Year 9 students entering Year 10 need to be aware of the following recommendations with regard to Upper School subject selections.***

| Subject in Year 11             | Recommended Subject              | Appropriate level of achievement in Year 10 |
|--------------------------------|----------------------------------|---|
| Politics and Law               | Society & Environment<br>English | B grade<br>C grade                          |
| Applied Information Technology | Mathematics<br>English           | B grade<br>C grade                          |
| Accounting and Finance         | Mathematics<br>English           | B grade<br>C grade                          |

### Digital Media

In the digital world of today, an understanding of graphics and their manipulation is not just for personal use, it also impacts on a wide range of industries from gaming to film, architecture to marketing.

This course provides students with a basic understanding of the digital media area. Students work with presentation, graphics, animation, web design and audio creation software to develop specific technology skills, whilst also creating a portfolio of work samples.

The course includes the use of a variety of software programs and hardware including graphic tablets, digital cameras, video cameras and microphones. Students will use their skills to develop a variety of individual and collaborative projects.

The course suits students with an artistic and/or creative interest in digital media.

## **Robotics**

This course uses Lego Mindstorms, Makey Makey's and Arduino's to teach a STEM based curriculum.

This course exposes the students to the concepts related to robotics software and hardware including circuits and switches, the steps involved in programming a robot including the robot moving, turning and stopping when it touches a hard surface, using sensors, repeat movements from a routine and make decisions.

## **Game Design**

In this course students will develop their own computer games and develop an understanding of the role of computer games in society today. This course introduces the concepts of computer programming through game designing.

Game Design is an ideal introduction to learn a fun and interactive programming tool. Students will gain valuable feedback about the game from testing it themselves and from the feedback of others in the class they have challenged to play.

Students will develop and test their skills using software that will give particular focus to developing sprites, visual, audio and scripting elements of computer games. Students will be able to convert the idea of the game they have in their head to an actual game they can play, possibly even compete against others in the class. The course also explores the impact of games in our society today.

## **Introduction to Accounting**

This course is an introduction to the basic concepts and standards underlying financial accounting systems.

Students will learn several important concepts including the preparation of General Ledgers and General Journals. Additionally, the course emphasises the construction of basic financial accounting statements including Balance Sheets and Income Statements. What the students learn in this course is essential for pursuing a broad range of professions in the business world.

## **Design and Technology**

Design and Technology courses capitalise on student willingness to engage in the practical application of knowledge, by providing a variety of experiences to accommodate their interests, aspirations and learning styles. Design and Technology learning experiences are also interdisciplinary in that they include outcomes for students that are scientific, mathematical, graphic, aesthetic and historical.

Students develop the knowledge, skills and techniques involved in designing and making products. They have opportunities to generate proposals, communicate their ideas and practices using a variety of visual media and to select materials, techniques and equipment to make products from their designs and plans. Through this process Design and Technology students learn to think creatively and critically and to develop individual and collective responsibility.

Above all, student engagement in the practical, “hands on” processes of a workshop environment remain the recognised strength of this area. Safety in thought and action is emphasised in all Design and Technology courses.

## **Computer Drawing, Design and Graphics**

Students enrolled in this subject will use computer aided design, 3D modelling, graphic design and sign-writing software to produce technical drawings, 3D models, graphic images and vinyl stickers.

Students will continue to develop the skills used in drafting, architecture, engineering and graphic design, however, the focus of the course will move toward using the design process to develop more complex designs and ideas. Students will have individual access to computers, specialist software, printers, plotters and vinyl cutters to produce their designs and will be expected to produce a folio of work demonstrating their skills and understanding of the design process.

## **Mechanical Workshop**

Students are directed, through activities to develop skills in mechanical servicing and repair and the use of welding equipment. The students will work on car engines and the associated components enabling them to understand how the car works. They will be involved in dismantling cars and engines, servicing engines, stripping components, minor panel repair, oxy-acetylene welding and MIG welding.

## **Metal Technology**

In this hands on course students build on the skills they have learnt in Year 9. Students will learn how to use a range of workshop equipment commonly used in the metalwork industry. Students will learn various welding processes, use of hand tools, lathe skills and fabrication techniques.

The emphasis of this course is to make a range of interesting projects in a safe, structured environment that allows the students to develop skills and build confidence in working with metals.

Design is a big factor in this subject with the students completing a design brief and project of their design.

## **Metals - Introduction to Engineering**

This hands on practical course focuses on the preparation of students seeking to undertake the Certificate II in Engineering in Year 11 and Year 12.

This structured course is designed to develop skills in marking out, fabrication, welding, lathe work, fitting and construction techniques with an emphasis on problem solving.

This course is open to all students who are seeking the required skills to pursue a career in the Metals and Engineering industry, whether trade related or university level engineering. It is desirable that students also choose the Computer Drawing, Design and Graphics class.

## **Photography**

In this unit the students are able to further broaden their camera, processing and presentation skills including the use of strobe lighting and light modifiers in the studio. The course is practically based with the work completed digitally using Nikon digital SLR cameras. Students will also use Adobe Photoshop, Adobe Bridge, Photomatix and iWork software to complete course work, produce images and complete a digital portfolio. Practical assignments are photographed at locations away from the school to offer the students a greater variety of environments and opportunities in image capture. The folios produced may be used to assist the student to gain employment or gaining entrance to further education courses. The knowledge gained will also allow students to better understand, create and interpret images in our increasingly visual world.

Students will be required to attend excursions as part of this course.

## **Woodwork Technology**

In this practical course, students are encouraged to take a greater role in decision making related to the design and construction of their projects. Students will be able to develop their skills by making greater use of the industrial machinery available to cut, join and finish a variety of materials. Part of the course is structured to ensure competence in the use of machinery and basic construction techniques. The remaining time is available for students to develop their skills in an area (or areas) of personal choice. Furthermore, students will be encouraged to become proficient in planning and costing projects as well as developing procedures for their construction.

## Home Economics

Home Economics is a fun, practical subject area that provides students with many useful life skills. Using a technology focus, students are given the opportunity to work collaboratively and independently when investigating, designing and producing solutions to given tasks. The subject fees cover the cost of a workbook and all food and equipment requirements, however in the food subjects, students will need to supply containers each week to take their food home. There are no prerequisites for any of the Home Economics subjects listed below. One or both of these subjects can be chosen in each semester.

## Hospitality

The Hospitality industry is a service industry that includes restaurants, fast-food eateries and catering establishments just to name a few. It is interesting and challenging to work in and offers a wide variety of job and career opportunities. Different areas of this industry will be explored in this subject. Hospitality is an enjoyable, practical subject for students that have a passion for cooking or are considering selecting Food Science and Technology in upper school. Students will develop their knife and precision cutting techniques when preparing and presenting foods for various occasions. Hospitality will develop skills in cooking, catering and working as part of a team to meet goals.

In this Hospitality subject, students will look at food solutions for good health, allergies and food intolerances, and how food choices impact the environment. Techniques and skills to prepare and present café food products will be developed. Students will be given the opportunity to learn about coffee making and have hands-on experience using a coffee-machine.

## Child Development

This is a subject for students interested in child care, community services, early childhood teaching and health care as possible career choices in the future. Child Development also provides a good introduction for students considering selecting the Certificate II or the General Children, Family and Community courses in upper school.

Topics covered in Semester 1 include: conception, pregnancy, birth and the baby. The students will have an opportunity to work with the virtual babies and take them home as part of the subject.

In Semester 2, students will have the opportunity to investigate the physical, social, emotional and intellectual needs of young children and how to satisfy these needs. Child Development also incorporates practical cooking lessons when exploring the nutritional requirements of young children. As part of this subject, students will also develop and donate care packages suitable for new parents.