



**LANYON  
HIGH SCHOOL**



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# Lanyon High School

## Senior Course Information Booklet

### For 2021

For parents, carers and students  
currently in year 8 and 9:

**A digital presentation will be emailed to all  
parents/carers**

**Presentations for each year group will be  
provided at school**

This booklet is available on the school's website under the 'Curriculum' tab, then Senior Course Selection:

[http://www.lanyonhs.act.edu.au/Curriculum/senior\\_course\\_selection](http://www.lanyonhs.act.edu.au/Curriculum/senior_course_selection)

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# Curriculum Structure for Years 9 and 10

All students in year 9 and 10 undertake a program of study consisting of core subjects and elective subjects. Students complete 7 subjects each semester. Students complete a full year of the five core subjects each in years 9 and 10;

- English
- Mathematics
- Humanities & Social Sciences
- Science
- Health and Physical Education

Students also complete 4 electives, each of a semester length each. These may include:

Japanese	
Outdoor Education	Arts – Performing arts
Fitness for life	Arts – Drama
Digital technologies – Information technology	Arts – Dance
Design and technologies – Design & construction	Arts – Music
Design and technologies – Furnishing	Arts – Visual Art
Design and technologies – Textiles	Photography
Design and technologies – Food & hospitality	Leadership (year 10 only)
	Mathematics 10A

It is important to note that not all these subjects may be offered in any given semester. The subjects offered and the timetable created is based on student selections, staff availability and room/facility availability.

## Voluntary Contributions and Optional Enrichment Activities

Some subjects offer optional enrichment activities that enhance the learning in certain subjects. When conducting optional activities, a payment will be required to cover costs. If the school is unable to cover the costs, the activity may have to be cancelled. Should families be experiencing financial difficulty in meeting these costs, please contact the Principal. Individual records of contributions are strictly confidential. No refunds will be given for committed funds.

To cover material costs, a voluntary contribution is requested for those units marked with an asterisk (\*). Lanyon High School provides significant resources for the Arts and Technologies but to enrich the experience we seek your support in paying these voluntary contributions. The Lanyon High School Board approves our request for voluntary contributions and encourages parents to make this contribution for the benefit of their student. Please note: the payment of financial contributions is voluntary. The Education Act 2004 states that your child will not be refused benefits or services if you do not choose to contribute. Individual records of contributions are confidential.

# Year 10 Certificate Policy

In accordance with Education Directorate procedures a year 10 certificate will be awarded to students at Lanyon High School who have achieved a satisfactory standard during year 9 and year 10 in the following areas:

**Academic performance**

**Attendance**

**Behaviour**

**The awarding of the Year 10 Certificate is at the discretion of the Principal.**

The Principal will use the guidelines listed below to assist in making their decision.

A student may be at risk of not receiving a year 10 certificate if they

- Achieve multiple D and/or E grades, and/or
- Have long term explained absences or more than 7 unexplained absences in a calendar year, and/or
- Have been suspended multiple times or are involved in severe or ongoing instances of inappropriate behaviour.

A doctor's certificate may be required to support the explanation of long-term absences due to illness and/or when a parent/carer is requesting adjustments to a student's assessment. Other supporting documentation may be required to explain other long-term absences.

Students who are at risk of not meeting these criteria at any time during years 9 or 10 will be required to meet with the Principal (or delegate) to devise a Personal Learning Plan (PLP). The student will be required to meet the goals of the PLP in order to be eligible for a Year 10 Certificate from Lanyon High School. These goals will be determined in consultation with the student, parents/carer and other school staff. The goals of the PLP can be adjusted on an on-going basis to support the student to achieve a year 10 certificate.

## **High School Record**

Students who are not eligible to receive the Year 10 Certificate will be issued with a High School Record. A High School Record is issued by the school and lists courses undertaken and grades earned by a student in years 9 and 10. Students who transfer to another school within the ACT or leave the ACT system are issued with a High School Record.

## **Appeals**

The appeals process is described in the Education Directorate's publication Year 10 Certificate and the Appeals Process.

Reviewed by Principal, School Board and Executive team.

## **Related Education Directorate Policies and Publications**

*Reporting Student Achievement in ACT Public Schools – A Guide for Parents and Carers policy*

*Year 10 Certificate and the Appeals Process brochure*

*Education Participation (Enrolment and Attendance) Policy*

# Graduation Program and Points System

At Lanyon High School student achievement and participation in the school community is recognised through a graduation points system. Students are awarded points for active participation in courses and involvement in a wide range of extra curricula activities. The total number of points accumulated by each student determines the level of their graduation at the end of year 10.

The purpose of this system is to recognise students' achievements in years 9 & 10 and to acknowledge those students who positively contribute to both their own learning and to the wider school community. It is intended to make the Year 10 Certificate a more valuable document and to encourage students to become more involved in their graduation process. To graduate, students must earn a minimum of 215\* points for their participation throughout both year 9 and 10.

From 2021 the levels of graduation will be\*:

Graduate with condition	less than 215 points
Graduate	215
Graduate with Merit	235
Graduate with Excellence	265

A student with less than 215 points will need to meet with the Principal to determine their eligibility to attend the year 10 graduation ceremony.

Successful graduation can be achieved by simply meeting all course requirements, wearing uniform, arriving on time to school and by participating in expected school activities such as NAPLAN testing and school carnivals. Higher levels of participation are acknowledged through this graduation process and might include activities such as:

- Academic competitions and teams
- Academic and effort awards
- Performances & The Arts
- Sporting carnivals and teams
- Fundraising, volunteering and community work
- School teams & leadership roles
- Special programs – CIT, VLO, ASBA, WEX

This list is in no way exhaustive and students are encouraged to provide feedback and suggestions.

\*Adjustments have been made to take into account the impacts of the COVID-19 pandemic 2020, as it impacted on academic grading and opportunities to participate in a range of activities. The school will continue to look closely at the Graduation Points to ensure that students are not disadvantaged in determining the eligibility to graduate

## 'P' Identifier

A 'P' identifier indicates that the student is receiving a tailored or personalised learning program due to significant learning needs or disability diagnosis. Specifically, the P identifier is applicable where a significant amount of a student's learning is drawn from one or more Achievement Standard sentences above or below the students' academic year for the purposes of academic reporting.

A student may be suitable to a P identifier in some subjects, but not others, depending on their learning needs. For example, a year 10 students may be studying Mathematics P, meaning that they may be studying aspect of the year 8 or 9 Mathematics curriculum. At the same time they could be studying all other year 10 subjects. Conversely, a student may be in P identified subjects for all but one or two subjects.

A student's suitability for a P subject is determined by looking at their profile in many areas. These include academic performance, previous Individual Learning Plans, as well as recommendations from external diagnostic reports e.g. from Psychologist, Speech Therapists, Occupational Therapists and other specialists reports. The school will work alongside parents and students to make a determination of a personalised learning program.

## Supporting Documents and Policies

A brief curriculum overview

<http://www.lanyonhs.act.edu.au/Curriculum>

Lanyon High School's curriculum documents

[http://www.lanyonhs.act.edu.au/Curriculum/curriculum\\_documents](http://www.lanyonhs.act.edu.au/Curriculum/curriculum_documents)

Education Directorate's policies and procedures relating to curriculum and assessment & reporting

<https://www.education.act.gov.au/public-school-life/Our-Curriculum>

[https://www.education.act.gov.au/public-school-life/assessment\\_and\\_reporting/act-student-reporting](https://www.education.act.gov.au/public-school-life/assessment_and_reporting/act-student-reporting)

The Australian Curriculum

<https://www.australiancurriculum.edu.au/>

# English

All students in years 9 and 10 are required to study English. The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In this course students will study a variety of texts including novels, films, poetry and plays. They will develop their skills in writing, critical analysis of literature, and in the broader areas of speaking, listening, reading and viewing. Extension opportunities are provided within all classes where needed for students.

## **English as an Additional Language or Dialect**

Students who come from a language background other than English are provided with extra support by the EAL/D Coordinator at the school. The coordinator can provide support to students both in and outside of the classroom as required. The coordinator works with English teachers to support the learning of EAL/D students in the mainstream English classroom.

# Mathematics

All students in year 9 and 10 are required to study Mathematics. The Lanyon High School Mathematics Program aligns with the Australian Curriculum to provide students with essential mathematical skills and knowledge in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. It aims to develop the numeracy capabilities that all students need in their personal, work and civic life. Students are provided with opportunities to investigate, represent and interpret situations in a variety of situations to ensure they are confident, creative users and communicators in mathematics.

## **10A Mathematics elective**

This course is designed for year 10 students who have demonstrated outstanding ability and commitment to Mathematics. In this elective, students will complete extra topics from the Year 10A Curriculum for Mathematics that will aid the transition to studying tertiary mathematics at college, (Mathematical Methods, Specialist Maths and/Specialist Options). Students studying this course will interpret, investigate and develop their problem-solving skills for solving higher order mathematical problems and applications.

## **Equipment**

All students will be required to have a scientific calculator with fraction function.

# Science

In Science, students learn to investigate, understand and communicate about the physical, biological and technological world. The curriculum supports students to develop an understanding of scientific knowledge, concepts and processes as well as understand the contribution science has in our lives.

Science has three interrelated strands: *Science Understanding*, *Science as a Human Endeavour* and *Science Inquiry Skills*. Together these three strands of the curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world.

## **Science (Year 9)**

Students will gain an understanding of the structure of atoms and molecules, complex multi-cellular organisms, ecosystems and energy. They will develop science inquiry skills by exploring chemical reactions, the internal systems of organisms and the cycles present in ecosystems. Students will gain an appreciation for science as a human endeavour by learning how scientific knowledge can be applied in a wide range of settings, the qualities of scientific study and accurate ways of performing scientific investigations.

## **Science (Year 10)**

Students will gain an understanding of the concepts of energy transfer and the motion of objects as well as genetics and evolution. They will develop science inquiry skills by applying their understanding of these concepts to explore the Big Bang Theory and cycles of matter and energy through the environment. Students will gain an appreciation for science as a human endeavour by investigating how theories and models have changed over time.

# Humanities and Social Science (HaSS)

During years 9 and 10 students will complete a full year of Humanities and Social Science (HaSS) to meet certificate requirements. In semester one, students will complete the compulsory History component of the Australian curriculum. In semester two students will be given the opportunity to choose from a range of HASS options including Geography, Civics and Citizenship, Economics and Business, and extension History. These selections will be made in class during semester one, and student choice will determine which HaSS options run in semester two.

## Semester One: History

### History (Year 9)

This course focuses on the making of the modern world from 1750 - 1918. The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. Students will examine: the Industrial Revolution, Australia and Asia: Making a nation and World War I.

### History (Year 10)

This course focuses on the history of the Modern World and Australia from 1918 to the present. The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. Students will examine: World War II, Rights and Freedoms & Popular Culture.

## Semester Two: Options

### Geography

Geography aims to ensure that students develop a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world, and a deep geographical knowledge of their own locality, Australia, the Asia region and the world. There are two units of study in the Year 9 curriculum for Geography: 'Biomes and food security' and 'Geographies of interconnections'. There are two units of study in the Year 10 curriculum for Geography: 'Environmental change and management' and 'Geographies of human wellbeing'.

### Civics and Citizenship

Civics and Citizenship aims to ensure students develop a lifelong sense of belonging to and engagement with civic life as an active and informed citizen in the context of Australia as a secular democratic nation with a dynamic, multicultural, multi-faith society and a Christian heritage. In year 9, students examine the ways political parties, interest groups, media and individuals influence government and decision making processes. They also investigate the features and principles of Australia's court system. In year 10, students develop an understanding of Australia's system of government through comparison with another system of government in the Asian region. Students also examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations.

### **Economics and Business**

Economics and Business aims to ensure students develop enterprising behaviours and capabilities that can be transferable into life, work and business opportunities and will contribute to the development and prosperity of individuals and society. In year 9, students are introduced to the concept of an 'economy' and explore what it means for Australia to be part of the Asia region and the global economy. The year 10 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living.

### **Extension History**

Extension History allows students with a particular interest in the subject to choose to complete a second semester of History. The topics to be covered will be dependent on staff and student interests.

# Health and Physical Education

Health and Physical Education is a compulsory subject for year 9 and 10 students as part of the Australian Curriculum. Subjects, skills and knowledge are developed through classes that have a combination of years 9 and 10 students. In alternating calendar years, the students explore difficult aspects of health in theoretical settings to apply to real world examples. In practical settings student have opportunities to developing their skills in a range of various sports, athletics and other physical activities.

## Health and Physical Education 1

Students participate in physical and theoretical activities that focus on developing healthy and active lifestyle habits. Physical activities will aim to develop individuals' physical fitness, team work skills and tactical game play. The theory components of the course will complement the physical activities and cover relevant health issues including the benefits of physical fitness, food and nutrition, mental health and drug and alcohol education.

These topics are covered in odd calendar years; 2021, 2023 etc.

Voluntary contribution: \$10\*

## Health and Physical Education 2

Students participate in physical and theoretical activities that focus on developing healthy and active lifestyle habits. Physical activities will aim to develop individuals' physical fitness, team work skills and tactical game play. The theory components of the course will complement the physical activities and cover relevant health issues including safety, relationship and sexuality, community health and lifelong physical activity.

These topics are covered in even calendar years; 2022, 2024 etc.

Voluntary contribution: \$10\*

## Outdoor Education

Outdoor Education has a large theoretical component that includes developing skills such as the basic principles of first aid, map reading, navigation, planning, preparation, safety and environmental studies. This is a semester-long elective course that gives students the opportunity to participate adventure activities, including beach and water-based activities, rock climbing, bush-walking, caving, mountain biking and snow activities. These activities will vary from year to year depending on availability of providers and interests of students. A strong emphasis is placed on the development of teamwork, self-esteem, communication and leadership.

Optional enrichment activities include outdoor adventure camps: approx. \$550

# Japanese

Japanese is an elective subject in years 9 and 10.

## Japanese

In this course students will further develop their reading, writing, listening and speaking skills. They will interact in the Japanese language through a variety of interactive activities and games that will encourage them to use the language and further develop their cultural awareness. They will study topics such as education, travel, sport, teenage life and popular culture.

Note: Students who wish to participate in a potential overseas trip to Japan must choose Japanese as an elective.

# The Arts and Technologies

The Arts and Technologies offer a wide range of subjects for students to select. Students have the opportunity to specialise in one area of particular interest or to experience a variety of areas.

## **Performing Arts**

Students will develop their skills in both Dance and Drama in the Performing Arts elective. Students will develop their understanding of dance and drama across a range of times and cultures. They will develop their skills in choreography, improvisation and devising to create dance, drama and combined works. Students will analyse the elements of drama and dance in the performances they view and create. They will also consider the elements of production including lighting, staging and costuming. Students will also develop their leaderships skills as they collaborate with their peers to create, prepare and perform their dance works. They will create performances considering the elements of production including lighting, staging and costuming. Students will also extend their leaderships skills as they collaborate with their peers to create, prepare and perform their dance works. As part of their assessment, students will perform at the Lanyon Performance Evening. There will also be a range of other extra-curricular opportunities throughout the year including Dance Fest, Dance Nation, Drama Enrichment, Dance Enrichment and LanFest.

## **The Arts: Dance**

Students will develop their understanding of dance styles, performance and culture in the Dance elective. Students will learn about the cultural significance of dance across a range of cultures and times. They will learn choreographic skills and techniques and develop their understanding of the elements of dance in the performances they view and create. Students will develop their skills and confidence in performing dance pieces for a range of audiences. They will create performances considering the elements of production including lighting, staging and costuming. Students will also extend their leadership skills as they collaborate with their peers to create, prepare and perform their dance works. As part of their assessment, students will perform at the Lanyon Performance Evening. There will also be a range of other extra-curricular opportunities throughout the year including Dance Fest, Dance Nation, Dance Enrichment and LanFest.

## **The Arts: Drama**

Students will develop their understanding of drama as a performer, audience member and producer in the Drama elective. Students will explore drama across a range of genres, cultures and times. They will develop their skills in improvisation, script writing and producing. Students will learn how to create and sustain characters and perform for a range of audiences. Students will analyse the elements of drama and consider production elements in the performances they view and create. Students will also develop their leaderships skills as they collaborate with their peers to create, prepare and perform their work. As part of their assessment, students will perform at the Lanyon Performance Evening. There will also be a range of other extra-curricular opportunities throughout the year including Drama Enrichment and LanFest.

### **The Arts: Music**

There is a strong emphasis on practical work throughout the Music courses. Students will choose a musical instrument, develop instrumental technique and performance skills individually and in small ensembles. Students will also work through a structured and detailed music theory component that will complement the practical aspect. Students will develop a greater knowledge of the history and features of music from past and present.

Voluntary Contribution: \$30\*

### **The Arts: Visual Art**

Through this course students further explore the elements of art, manipulating materials to develop and refine skills that represent ideas and subject matter in their artworks. They will evaluate how representations communicate artistic intentions in artworks they will make and view. They will appraise artworks and displays from different cultures, times and places. As well as analyse connections between visual conventions, practices and viewpoints. They will also identify influences of other artists on their own artworks.

Voluntary Contribution: \$60\*

### **Photography**

This course will provide students with the opportunity to learn the basics of digital photography. Students will learn how to use Digital SLR cameras and adjust images in Adobe Photoshop to create photographic images that communicate ideas. Students will critically analyse and discuss a variety of images using photographic terminology. They will also analyse decisions that a photographer has made to convey meaning. Topics covered in this unit may include portraiture, art photography, digital manipulation techniques and nature photography.

Voluntary Contribution: \$55\*

### **Digital technologies: Digital Technology**

Students in this course will create programmes using both visual and texted based programming languages to solve problems and create solutions. They will be able to identify requirements from users and then design and construct projects that meet these needs. This course will provide students with the opportunity to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

### **Design and technologies: Textiles**

This course will focus on the introduction to patterns and garment construction techniques. Students will learn about fibres and fabrics and will have the opportunity to complete major practical projects incorporating their new knowledge and skills. Students will complete a Design Folio documenting the designing, making and appraising of their textile projects. They will be introduced to the fashion industry and the need for ethical and sustainable practice that influences the industry both in Australia and internationally. In Textiles 2, 3 and 4 students' understanding of Textile Arts will be enhanced through a variety of fabric decoration and manipulation techniques, extending on the basics taught in Textiles 1.

Voluntary Contribution: \$35\*

**Design and technologies: Design and Construction**

Students will extend on the skills learnt in Years 7 & 8 to produce construction projects. They can study this course once in semester 1 and once in semester 2, completing different projects in each semester. Using industry safe work practises, students will work in a variety of independent and collaborative contexts to design, construct and appraise their work and the work of others.

Students will learn to use a range of fixed/static and portable tools. Orthographic drawing will be used to create product portfolios. Students will gain knowledge around sustainability and material selection

Voluntary Contribution: \$50\*

**Design and technologies: Furnishing**

Having gained the basics for Design Technology and Construction during years 7, 8 and 9 students will have the opportunity to complete design tasks related to identified needs and opportunities. Students will build a portfolio of work whilst employing safe work practices. They will work independently and collaboratively to apply production plans, manage and modify designs where necessary and market these solutions to targeted audiences.

Voluntary Contribution: \$50\*

**Fitness for Life: Growing Healthy Communities**

This subject can only be completed once during years 9 and 10. This course equips students with the knowledge and skills to live an active and healthy lifestyle, working towards a sustainable future. Students will analyse social and ethical considerations for global preferred futures. They will participate in a range of physical activities and develop community initiatives for active and healthy living. Horticulture will be an integral part of the course, allowing students to partake in gardening and growing of produce, to design and cook healthy meals.

Voluntary Contribution: \$35\*

### **Design and technologies: Food and Hospitality 1**

This subject is available only in semester 1. In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to the food and hospitality industry. Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices. Students examine the factors that influence people's food choice and the health implications of these choices. They understand the diverse purposes of the hospitality industry in meeting the needs of local people and visitors.

Voluntary Contribution: \$65\*

### **Design and technologies: Food and Hospitality 2**

This subject is available only in semester 2. This course focuses on developing the knowledge and skills necessary for work in the Hospitality Industry. Students will develop their food preparation and presentation skills using a wide variety of equipment through a range of experiences. They will also be provided with opportunities to apply their skills at events such as LanFest.

Voluntary Contribution: \$65\*

## **Year 10 Leadership Program**

Year 10 students can apply to become part of our Leadership Program.

This program will empower students and develop their leadership skills through:

- communication with the school and wider community
- school governance activities
- liaison with the P & C, and School Board
- creating networks to promote the school to the community
- representing the school at various events such as Youth Forums
- promoting mental health awareness amongst the students
- peer support and mentoring of junior students

This is a year-long unit designed for highly motivated year 10 students. The course is designed to improve communication, leadership and cooperative skills of participating students. Selection for this course will be based on a formal application and interview process, to be conducted towards the end of the year 9 school year.

We are  
**Lanyon High**  
School

**OUR MOTTO...**  
LEARNING AS A COMMUNITY,  
STRIVING FOR EXCELLENCE!

**OUR VALUES! THIS IS WHAT WE STAND FOR!**



**WE ARE LANYON HIGH SCHOOL!**



...doodle...