



CORPUS CHRISTI
COLLEGE



2024

Year 10 Elective Handbook

Year 10 Curriculum

The Year 10 curriculum offered to students reflects the full implementation of the revised WA curricula for Mathematics, English, Science and Humanities which is mandated to be fully implemented and reported on from Semester One in Year 10. Implementation of this WA Curriculum is required for all WA schools from Years K-10 and is available for public access at <http://k10outline.scsa.wa.edu.au/home/p-10curriculum/curriculum-browser/western-australian-curriculum>

In response to the needs of students as they enter the senior phase of their education, students are encouraged to begin thinking about how their studies might prepare them for post-school opportunities. The Year 10 curriculum aims to provide relevance, choice and challenge, as well as developing a relationship to the varied learning pathways on offer in Years 11 and 12.

Thoughtful subject selection in Year 10 is important, and students are reminded that the results they receive in Semester One will be used as prerequisites for the subject selection process for Year 11, which will occur in early Term 3, 2024.

Year 10 students will study the following each week:

- 3 periods of Religious Education
- 4 periods of English
- 4 periods of Mathematics
- 4 periods of Humanities
- 4 periods of Science
- 3 periods of Health and Physical Education: two Physical Education, and one Health
- Students will then select a further two subjects for Semester 1 and Semester 2. These subjects will be chosen from the specialist elective subject offerings across all learning areas. Please note that certain specialist electives run for the full year, meaning a student will automatically select this for both Semester 1 and Semester 2.

Learning Areas



RELIGIOUS EDUCATION

All students will take Religious Education throughout Semester One and Semester Two.

At the end of each semester all students will complete a compulsory examination for Religious Education. It is expected that all students at the College will complete all assessment tasks and attain a minimum standard of a 'C' grade in Religious Education.



MATHEMATICS

All students will take Maths Acceleration or Mathematics A, B or C throughout Semester One and Semester Two.

Mathematics subjects will follow the content of the Australian Curriculum in the following contexts:

- Mathematics Acceleration students will study content mapped to ATAR Methods and Specialist pathways
- Mathematics A is mapped to ATAR Mathematics Specialist and/or ATAR Mathematics Methods in Year 11
- Mathematics B is mapped to the content of ATAR Mathematics Applications in Year 11
- Mathematics C is mapped to the Mathematics Essentials GENERAL course in Year 11

The majority of students will continue in line with the pathway they are based on in Year 9. Year 9 Extension will move to Mathematics 10A, etc. However, students wishing to move pathways and have met the prerequisites will have a discussion with the HOLA Mathematics as to their preferred pathway. Students who wish to move pathways but have not met the pre-requisites can arrange an interview with the HOLA Mathematics.



ENGLISH

All students will take an English subject throughout Semester One and Semester Two.

English subjects prepare students for Year 11 study as follows:

- English Acceleration (referred to as English A) prepares students who wish to study ATAR Literature or English in Year 11 (or a combination thereof)
- English B prepares students who may wish to study ATAR English or General English in Year 11
- English C prepares students for General English pathway in Year 11

Learning Areas



SCIENCE

All students will study four periods of Science throughout Semester One and Semester Two. Students can study either Year 10 Spark Science (Accelerated Science) or Year 10 Science.

All Year 10 students are required to complete a compulsory Humanities and Social Sciences examination at the conclusion of Semester One and Semester Two.

In addition to this, students may select a maximum of two semesterised Science subjects (for example Psychology or Astronomy).



HUMANITIES

All students will study four periods of Humanities. This course is structured to prepare students for the varied pathways on offer in Year 11 and 12 through both General and ATAR courses. All Year 10 students are required to complete a compulsory Science examination at the conclusion of Semester One and Semester Two.

In addition to this, students may select a maximum of two semesterised Humanities and Social Sciences subjects, such as Accounting or Trial by Media.



HEALTH & PHYSICAL EDUCATION

All students will study two Periods of Physical Education and one period of Health Education.

One term of Health Education will incorporate careers and pathways education. Students may select a maximum of two subjects in Physical Education and Outdoor Education in addition to this.

Learning Areas



L.O.T.E (LANGUAGES OTHER THAN ENGLISH)

Students may decide to study either French or Italian as a language other than English in Year 10.

At four periods a week, each course is intended to consolidate the learning gained up to Year 10 and prepare students for the further study of a second language in Years 11 and 12 at ATAR level. Studying a language in Year 10 is not compulsory and is regarded as one of the two specialist electives studied by students in both Semester 1 and Semester 2.



THE ARTS

Students can select from a range of specialist arts subjects for four periods a week over Semester 1 and Semester 2. Several courses in The Arts run for the full year, allowing students to deepen their technical skill and knowledge, such as the Dance Fundamentals and Media Arts courses.

Many of the specialist electives offered by The Arts lead to ATAR courses in Year 11 and 12 as well as further certificate studies and endorsed programs (such as the school production).



TECHNOLOGIES AND ENTERPRISE

Students can select from a range of specialist Technology and Enterprise courses for four periods a week over Semester 1 and Semester 2.

Vocational Pathway

Students studying a predominantly General Course Pathway in Year 10 may be invited to apply for a range of vocational opportunities which will be offered during Year 10, overseen by the Head of Vocation Education and Transition (VET) Services, Mrs Kath Davey. The intention of the Vocational Pathway is to provide students with opportunities to make informed decisions regarding their subjects and students in vocational pathways in Year 11, supporting them to achieve literacy and numeracy outcomes in the context of working towards graduation and/or apprenticeship, traineeship, Technical and Further Education (TAFE) or on-the-job training programs. These opportunities will be built into each student's educational program using a cross-curricular approach.

The programmes to be offered during Year 10 may include:

- **Intensive Careers Education Program** which involves recognising one's individual skills and talents and using this understanding to assist in gaining and keeping work. The development of a range of work skills and an understanding of the nature of work will be aspects of this course. Some aspects of the course will be embedded in General Course program offerings in English, Mathematics, Humanities and Health and Physical Education
- **Workplace Learning Placements** in Term One and Two. Students following a General pathway will be able to participate in the Authority Developed Workplace Learning which helps them develop employability skills and also gain a reference for their TAFE application. The programme is for a minimum of eight (8) days (one day per week) or 55 hours. Applications are available from Mrs. Davey in the Careers Office, located in the Mayne Block.
- **Try-a-Trade program**, offering a variety of trades by a number of agencies including TAFE

Students and parents requiring further information are invited to email the Head of VET and Transition Services, Kath.Davey@cewa.edu.au

Courses Offered in 2024

COURSES OFFERED IN YEAR 10 IN 2024		
Learning Area	Subject	Course Type
Religion	Religion and Life	Full Year
English	Spark English (Extension)	Full Year
	English B	Full Year
	English C	Full Year
	The Art of Podcasting (Elective)	Semester 1
Mathematics	Mathematics Acceleration	Full Year
	Mathematics A	Full Year
	Mathematics B	Full Year
	Mathematics C	Full Year
Humanities	Humanities and Social Sciences	Full Year
	Just Start It (Elective)	Semester 1
	Trial by Media (Elective)	Semester 1
	The Vikings: Explorers or Exterminators? (Elective)	Semester 2
	Accounting (Elective)	Semester 1 or 2
Science	Spark Path Science (Accelerated Science)	Full Year
	Year 10 Science	Full Year
	Psychology	Semester 1 or 2
	Astrophysics	Semester 1 or 2
Languages	French	Full Year
	Italian	Full Year

Units and Subject Offered continue on the following page.

Courses Offered in 2024

COURSES OFFERED IN YEAR 10 IN 2024		
Learning Area	Subject	Course Type
Health and Physical Education	Year 10 Health and Physical Education	Semester 1 or 2
	Sport Education in Physical Education	Semester 1 or 2
	Sports Science	Semester 1 or 2
	Outdoor Education	Semester 1 or 2
Technology and Enterprise	Mobile Game Development	Semester 1
	Engineering	Semester 1 or 2
	Applied Information Technology	Semester 2
	Graphics Dimensional Design	Semester 2
	Food	Semester 1 or 2 only
	Clever Hands	Semester 1 or 2
	Textiles	Semester 1
	CAD/CAM	Semester 1
	Caring For Children	Semester 2
	Materials: Metal	Semester 1 and 2
	Materials: Wood	Semester 1 and 2
	Arts	Dance Fundamentals
Dance as Entertainment		Semester 1
Media Arts		Full Year
Drama: Theatre		Full Year
Music		Full Year
The Art of Podcasting		Semester 1
Visual Arts: Fine Art Focus 2D and 3D		Semester 1 or 2 only
Visual Arts: Design Fundamentals		Semester 1 or 2 only
Visual Art: Spark Path (Extension Art)	Full Year	

Religious Education

All students will cover the Year 10 'Come Follow Me' Course of Study mandated by the Bishops of Western Australia through Catholic Education Western Australia. This course forms as preparation for undertaking the School's Curriculum and Standards Authority Religion and Life Course of Study in Year 11.

At the core of the Religious Education program is the investigation of, and reflection on, enduring questions of life and faith. Content examines Sacred Scriptures and the Tradition and the teaching of the Catholic Church, as expressed in the Catechism of the Catholic Church.

The Year 10 Religious Education program aims to lead students to a deeper understanding of the Catholic faith tradition leading them to the Year 11 Religion and Life courses.

All students are expected to participate positively and actively in the formal Religious Education program. Students are expected to complete all of the assessment requirements for their chosen course.

SEMESTER ONE

Term One: Restoring God's Justice in the World

- Understand God created in humans a concern for justice
- Understand how Jesus came to offer people the power to restore God's original justice in the world.

Term Two: Vocation – Called to Be and Become

- Understand vocation is most basically a call that begins with an individual's call into existence to be the unique personhood willed for each person by God
- Understand a person's particular vocation: priest, religious, married, single presupposes and builds upon this vocation to strive to be as a reflection of Christ.

SEMESTER TWO

Term Three: The Holy Spirit's action through Conscience and the Church

- Characteristics of the Church
- The Growth of the Church
- The renewal of the Church through the Holy Spirit.
- Conscience is at the heart of every question
- Human heart questions begin in the conscience
- Conscience calls people to do good and avoid evil.

Term Four: The Search for Freedom and Conscience

- Understand the human search for freedom which leads to true happiness and leads people to search for God
- Understand how God restores human freedom in the revelation of the Old Law and the New Law of Jesus and calls us to live out this freedom in charity, love of God and by drawing on the graces of the sacraments
- Understand Catholic conscience and the four principles of conscience in Catholic teaching
- Understand the Truth that God sent the Holy Spirit to guide conscience and that the Church Jesus founded is His instrument to help people develop and follow their conscience.

English

YEAR 10 ENGLISH C

Type of Course:

Semester 1 and 2

Rationale:

The aim of the course is to encourage students to engage with a variety of issues and texts and examine how their own context shapes them as listeners, viewers and readers. The course will involve a heavy emphasis on functional literacy. Students will also develop the skills required to demonstrate the literacy standard in the OLNA including responding to timed written and reading assessments.

Description:

Students will engage with a variety of texts and contexts. They interpret, create, evaluate, discuss and perform a wide range of texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, and multi-modal texts, with themes and issues involving developing levels of abstraction and higher order reasoning. Students will begin to develop a critical understanding of the contemporary media and the differences between media texts.

Students will create a range of imaginative, informative and persuasive types of texts including narratives, discussions and extended written responses.

Year 10 General English will best suit those students who need to demonstrate the OLNA literacy standard and intend to pursue TAFE studies, an apprenticeship or the workforce beyond Year 12.

Entry Requirements:

Nil. Students undertaking Year 10 General English will not be permitted to enrol in ATAR English courses in Years 11 and 12.

English

YEAR 10 ENGLISH B

Type of Course:

Semester 1 and 2

Rationale:

Year 10 English is designed to improve the critical and functional literacy of students. The aim of the course is to encourage students to consider how language choices in a variety of contexts affect how meaning is made. Students will engage with a variety of issues and texts from their own and other cultures and examine how their own context shapes them as listeners, viewers and readers.

Year 10 ENGLISH is suitable for those students wishing to study ATAR or Non-ATAR (General) English in Year 11.

Description:

Students will engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multi-modal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media and the differences between media texts.

In Year 10 English, students will be exposed to Australian literature and contemporary world literature. Students will create a range of imaginative, informative and persuasive types of texts including narratives, performances, discussions and literary analyses.

Entry Requirements:

At least a C grade in Year 9 English

English

YEAR 10 ENGLISH ACCELERATION (ENGLISH A)

Type of Course:

Semester 1 and 2

Rationale:

Year 10 English Literature is effectively designed as combination Literature and English course that allows those students who have demonstrated above average skills in English to explore more challenging texts and engage in introductory literary analyses.

Description:

Students will engage with a variety of texts for enjoyment. They interpret, create, analyse, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives.

In Year 10 English Extension students will be exposed to Australian, classic and contemporary world literature. The course will also introduce students to core literary concepts and terminology in preparation for Senior School ATAR English and/or Literature.

Students will create a range of imaginative, informative and persuasive types of texts including narratives, performances, discussions and literary analyses.

Year 10 English Literature is a university pathway course and is suitable for those students who wish to study ATAR literature or English in Year 11

Entry Requirements:

'B' Grade Year 9 English Extension or an 'A' Grade in Year 9 English.

Health and Physical Education

SPORTS SCIENCE

Type of Course:

Semester 1 or 2

Rationale:

Corpus Christi College has many healthy and active students who enjoy participating in and understanding the concepts associated with physical activity. It is essential that there is opportunity for all students to develop their skills and knowledge in sport coaching.

Description:

Sports Science incorporates the workings of the body and how these body systems are affected by physical activity. It looks at developing optimum performance of the body and understanding the principles and methods or training. It promotes improving individual skills through acknowledging biomechanical principles during the performance of movement for both the body and skill technique. Sports Science is an ideal course for students wishing to continue to study in this subject area in Years 11 and 12 and includes both theory and practical elements.

Modules:

1. Strategies and Tactics
2. Functional Anatomy
3. Exercise Physiology
4. Biomechanics

Entry Requirement:

An interest in Sports Science concepts and a 'B' Grade in Year 9 Physical Education.

Could lead to:

Will provide a solid foundation for Physical Education Studies in Year 11. It will also be useful for Human Biology.

Health and Physical Education

SPORTS EDUCATION

Type of Course:

Semester 1 or 2

Rationale:

Corpus Christi College has many healthy and active students who enjoy participating in sports and outside activities. It is essential that there is opportunity for all students to develop their skills and knowledge in the area of sport and coaching.

Description:

Sport Education in the Physical Education Program enables students to participate in a variety of tournaments throughout the Semester. Students select the sport, organise and run the tournament so the lessons are predominantly practical based. This is an opportunity for students to be active whilst learning about how sport is organised in the community.

Modules:

1. Tournament structures
2. Preparing a tournament
3. Running a tournament
4. Coaching.

Entry Requirement:

Interest in variety of sports.

Health and Physical Education

OUTDOOR EDUCATION

Type of Course:

Semester 1 or 2

Rationale:

Through interaction with the natural world, Outdoor Education aims to develop an understanding of our relationships with the environment, others and ourselves. Community awareness and interest in the importance of education for living in the outdoors has substantially increased in recent years. This has developed from an increase in the number of people seeking outdoor experience and a concern by the community for the quality of those experiences, the safety and responsibility of individuals and groups in the natural environment and the maintenance of the natural environment.

Students will develop an understanding and skills for safe participation in outdoor activities in the local environment. It is an integrated approach between practical experiences, understanding the environment and challenging the individual. Personal and group skills are developed through working with others in a variety of situations and environments.

Description:

This Year 10 Outdoor Education module not only uses theoretical concepts in the development of understandings, skills and attitudes about the outdoors but also provides opportunities for the application of these concepts through a variety of learning experiences. The focus is on the development of leadership skills, self-reliance and self-responsibility in a variety of environments. The course culminates with an application of knowledge and skills in an overnight camping expedition.

Students will be assessed on their knowledge and understanding, physical skills, interpersonal relationships and self-management skills.

Entry Requirement:

Students must be able to swim 300 metres.

Could lead to:

It is beneficial for students to study the Year 10 Outdoor Education course prior to further study in Outdoor Education.

Humanities

In Year 10, Humanities and Social Sciences comprises four subjects: Civics and Citizenship, Economics and Business, Geography and History. Through studying Humanities and Social Sciences, students develop a number of key skills and understandings that helps them to prepare for Year 11 and 12 ATAR courses. These skills include the ability to develop questions, research, think critically, analyse, make decisions, communicate effectively and reflect. They apply these skills to investigate historical and contemporary issues, events and developments from personal to global contexts. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved.

All content in both courses is mandated by the West Australian Curriculum, however, pedagogy and assessments will differ appropriately to the desired Year 11 Pathway.

CIVICS AND CITIZENSHIP

Students will study the features of Australia's political system and the democratic values we consider to be important. Students also make comparisons between Australia's democracy and the political system of one other country. Students build on their understanding of justice, rights and responsibilities at a global level, and identify the international agreements that Australia has ratified. They also investigate the values, practices and safeguards that protect Australia's democratic systems, and enable a resilient democracy to be sustained. Students will also develop an understanding of the development of rights and freedoms in Australia and around the world. Students look at the origins and significance of the Universal Declaration of Human Rights. The unit then examines the background to the struggles of Aboriginal people for rights and freedoms, with a focus on significant events that proved to be historical turning points.

ECONOMICS

Economics and Business students are introduced to the features of different economic systems, with a particular focus on the operations of a market economy. They will analyse the performance of an economy by looking at economic indicators such as unemployment, inflation and economic growth. Students will learn about the role of the government in the economy including how they manage the economy to improve economic performance and living standards, as well as redistribute income and wealth. They will further develop their understanding of concepts such as the scarcity, opportunity cost, incentives, specialisation and supply and demand. They do this by examining contemporary issues, events and/or case studies to determine the reasons for variations in the performance of economies. They inquire into the ways businesses respond to changing economic conditions and explain how they can manage their workforces to improve productivity.

Humanities

GEOGRAPHY

The unit investigates the causes and consequences of environmental change. Students learn about environmental geography by completing an in-depth study of a specific environment. They learn about the interconnections that support all life, and the major challenges to their sustainability including human induced environmental changes. Students investigate global, national and local differences in measuring and mapping human wellbeing and development. The unit examines the different ways in which human wellbeing and development are measured, and issues affecting the development of places. Students also look at the role of the government in improving human wellbeing in Australia and other countries.

HISTORY

Students will develop and understanding 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. In Year 10 History students investigate wartime experiences through the study of World War II. This includes a study of the causes, events, outcomes and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement. There is an emphasis on the continued improvement of historical skills and the development of historical understanding through key concepts including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

Additional Specialist Electives offered by the Humanities and Social Sciences Faculty:

ACCOUNTING

Type of Course:

Semester 1 or Semester 2

Modern day Accounting requires the analysing of financial information for informed decision making. In this unit we examine this in different contexts. We begin our journey in Accounting by looking at the financial decisions we as individuals make through our lifetime. This includes investigating modern day forms of financial information and financial obligations we encounter in our lifetimes. Borrowing, taxes, saving and investing money and modern day banking are all topics covered in this course. The second part of the course examines the role of Accounting in a small business context.

Topics covered in this course include:

- Role and functions of money
- Earning an income
- Spending and Personal Budgeting Investing
- The Share market including the Share market Game
- Personal Taxation
- Accounting for small business

This course is an excellent introduction to further studies in Accounting in Years 11 & 12 where the role of Accounting in both small and large business is expanded on.

Humanities

TRIAL BY MEDIA

Type of Course:

Semester 1

Investigate famous trials from around the world. Has justice been upheld or are there areas to improve our access to social justice? Learn how evidence is used in court and the role of legal representation in Australia. Improve your trial advocacy skills and debate current social justice issues.

Future Study:

This course is designed for students who are interested in law, politics and social justice. This course can lead to future study in ATAR Politics and Law in Year 11 and 12.

THE VIKINGS: EXPLORERS OR EXTERMINATORS?

Type of Course:

Semester 2

Invaders, barbarians and merciless predators intent on raiding and destruction – the Vikings are often seen as one-dimensional warriors. But is this the truth? Has popular culture help twist reality to portray only one side of their culture? Did they bring no more than the sword?

Join me on a voyage of Viking history where we will examine their fierce and brutally effective ways of waging war to their peerless seamanship to their rich mythology brought to life by gods and goddesses with fascinating and highly complex characters, such as Odin, Thor, Freya, and Loki.

JUST START IT

Type of Course:

Semester 1 Only

Are you looking for a course that challenges you to think differently? Do you have a keen eye for solving problems and think you have what it takes to run a business? If so, this course is for you. Just Start It is a state-run competition held over Semester One each year. In this course, students work in small groups to identify a real-world problem, form a solution and see the idea through a build-measure-learn process. A mentor from the business world will attend each week to offer first-hand experience and guidance to each team. The final task of this course requires you to 'pitch' your idea to a pannel of expert investors who are serious about their commitment to investing in innovative ideas (and might just invest in yours...).

Course Requirements:

A desire to solve real-world problems and a willingness to work in a team as well as a growth mindset

Future Studies:

This course leads into Certificate III in Business as well as the Business Management and Enterprise course. Students who complete this course often go on to run start-up companies while still at school or university.

French

MON MONDE (MY WORLD)

Type of Course:
Semesters 1 and 2

Description:

The focus of this unit is mon monde (my world). Students explore the French language and culture from a personal perspective, enabling them to share personal information and obtain information from others to aspects of living in a French-speaking community and youth culture. They discover that they share some common values and aspirations and confront similar issues in their daily lives. Topics include: family life and relationships, my friends and youth leisure activities.

Entry Requirement:

Students must achieve an appropriate level in Year 9 French.

LA FRANCOPHONIE ET LES RÉGIONS FRANÇAISES (THE FRANCOPHONE WORLD AND FRENCH REGIONS)

Type of Course:
Semester Sequential

Description:

The focus of this unit is la francophonie et les régions françaises (the francophone world and French regions). Students focus on French speaking regions, community or country in order to understand the diversity of the French-speaking world. They compare lifestyles and culture of different francophone communities with those of Australia. Students extend their knowledge of French-speaking communities while at the same time, sharing information about developing a sense of their own space and place.

They begin to develop the skills to travel France and learn more about French-speaking communities and cultures. Topics include: planning for holidays in France, French regions, school system in France and in Australia, and daily routine.

Entry Requirements:

Students must achieve an appropriate level in Year 9 French. However, it is desirable that a student has completed one of the Year 10 course units.

Could lead to:

Year 11 French Second Language ATAR and Year 11 French Background ATAR. It is recommended that a student continuing with an ATAR French course has completed both units and achieved at least a C result in either or both units.

Italian

QUESTO MIO MONDO (HERE AND NOW)

Type of Course:
Semesters 1 and 2

Rationale:

Italian is the language of Italy and one of the official languages of the European Union. Italian is also one of the most widely spoken of the community languages found in Australia. In addition, Australia and Italy have strong cultural and economic ties.

With increasing numbers of Australians travelling the world and tourists visiting Australia, employers are recognising the usefulness of having skills in another language. An ability to communicate in Italian provides students with enhanced career opportunities, develops effective communication skills and better equips students to function within an increasingly global society and a culturally and linguistically diverse local community.

Description:

The focus of this unit is *vivere bene per il vostro futuro* (Live well for your future). Students explore through the Italian language and culture how to live well and eat well. They begin to develop and understand what it is to eat Italian and the kind of activities they do to keep fit. They will explore school life and future opportunities. Students will make comparisons on the way of life in Italy and how it affects their health and their future.

Entry Requirement:

Students must achieve an appropriate grade in Year 9 Italian.

EVENTI DEL PASSATO – COSA SI FA IN VACANZA

Type of Course:
Semesters 1 and 2

Description:

The focus on this unit is to look at Events of the past. Students learn how to use the past tense effectively, in describing an unforgettable time in their past. Students will look at how Italians enjoy their holidays and what they do. Students will be introduced to what Italians do now as compared to the stereotypes.

Entry Requirement:

Students must achieve an appropriate grade in Year 9 Italian.

Could lead to:

Year 11 Italian Second Language ATAR. It is recommended that a student continuing with an ATAR Italian course has completed both units and achieved at least a C result in either or both units.

Mathematics

YEAR 10 MATHEMATICS ACCELERATION

Type of Course:

Semesters 1 and 2

Rationale:

To provide students with the opportunities to advance their mathematical skills at a Year 11 ATAR level. The Pre-ATAR course is designed to introduce the students to mathematical concepts covered in Methods Units 1 and 2 and Specialist Units 1 and 2. The module is designed to challenge students to develop independent and cooperative learning skills that will enable them to achieve these outcomes at the levels of which they are most capable.

The ultimate goal is to continue to challenge the Acceleration students at a higher level and develop a level of confidence in both the Methods and Specialist courses.

Description:

In Semester One, the Year 10 Pre-ATAR course covers a detailed analysis of Functions, Trigonometry and Probability, the building blocks of the Year 11 and 12 Methods course. In Semester Two, the students will be introduced to all areas of the Year 11 Specialist course, at a level suited to them.

The Year 10 Pre-ATAR course seeks to present mathematics as an organised body of knowledge that will provide students with a solid basis for later work in higher mathematics, science and engineering.

Entry Requirement:

75% in Mathematics 9 Acceleration.

Could lead to:

Mathematics Methods and Mathematics Specialist in Year 11.

Mathematics

YEAR 10 MATHEMATICS A

Type of Course:

Semester 1 and 2

Rationale:

To provide students with the opportunities to develop more advanced skills necessary to achieve outcomes at an extended level following the Year 10 and 10A Australian Curriculum. The module is designed to challenge students to develop independent and cooperative learning skills that will enable them to achieve these outcomes at the levels of which they are most capable.

Mathematics A exposes students to the more complex concepts of the Australian Curriculum and leads to future studies at secondary and tertiary levels.

Description:

Mathematics A covers the content of Number and Algebra, Measurement and Geometry, and Statistics and Probability. Throughout the course students will also be given the opportunity to develop their Proficiency skills.

Mathematics A seeks to present mathematics as an organised body of knowledge that will provide students with a solid basis for later work in higher mathematics, science and engineering.

Entry Requirement:

65% in Mathematics 9A or 85% in Mathematics 9B.

Could lead to:

Mathematics Methods and Mathematics Specialist in Year 11.

Mathematics

YEAR 10 MATHEMATICS B

Type of Course:

Semester 1 and 2

Rationale:

To provide students with the opportunities to develop the essential skills necessary to achieve outcomes at a level commensurate with the Year 10 Australian Curriculum. The module is designed to challenge students to develop independent and cooperative learning skills that will enable them to achieve these outcomes at the levels of which they are most capable.

Description:

Mathematics B covers the content of Number and Algebra, Measurement and Geometry, and Statistics and Probability. Throughout the course students will also be given the opportunity to develop their Proficiency skills.

Mathematics B is intended for students who wish to study mathematics in their final years at school and who may be preparing for entry to tertiary and Training College courses.

Entry Requirement:

55% in Mathematics 9B or 75% in Mathematics 9C.

Could lead to:

Mathematics Applications in Year 11.

Mathematics

YEAR 10 MATHEMATICS C

Type of Course:

Semester 1 and 2

Rationale:

To provide students with the opportunities to develop the essential skills necessary to achieve outcomes at a level commensurate with the fundamental concepts of the Australian Curriculum. The module is designed to challenge students to develop independent and cooperative learning skills that will enable them to achieve these outcomes at the levels of which they are most capable.

Description:

Mathematics C covers the content of Number and Algebra, Measurement and Geometry, and Statistics and Probability. Throughout the course students will also be given the opportunity to develop their Proficiency skills.

Mathematics C is designed so that students can develop the skills that will best equip them for their future endeavours, in a manner that gives appropriate time to each topic addressed.

Entry Requirement:

Nil.

Could lead to:

Mathematics Essential in Year 11.

Science

YEAR 10 SPARK SCIENCE (ACCELERATED SCIENCE)

Students will continue to develop their understanding of atomic theory to understand relationships within the periodic table. They will enhance their understanding that motion and forces are related by applying physical laws. They will learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale, and this enables them to predict how changes will affect equilibrium within these systems.

Students will develop questions and hypotheses and independently design and improve appropriate methods of investigation, including field work and laboratory experimentation. They will explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data. When analysing data, selecting evidence and developing and justifying conclusions, they will identify alternative explanations for findings and explain any sources of uncertainty. Students will learn to evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited. They will construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.

The science content includes the three strands of Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. The three strands of the curriculum are interrelated and their content is taught in an integrated way.

SCIENCE UNDERSTANDING

BIOLOGICAL SCIENCES

Transmission of heritable characteristics from one generation to the next involves DNA and genes. The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence.

CHEMICAL SCIENCES

The atomic structure and properties of elements are used to organise them in the Periodic Table. Different types of chemical reactions are used to produce a range of products and can occur at different rates.

EARTH AND SPACE SCIENCES

The universe contains features including galaxies, stars and solar systems, and the Big Bang theory can be used to explain the origin of the universe. Global systems including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere.

PHYSICAL SCIENCES

Energy conservation in a system can be explained by describing energy transfers and transformations. The motion of objects can be described and predicted using the laws of physics.

Science

YEAR 10 PSYCHOLOGY

Type of Course:

Semester 1 or Semester 2

Rationale:

The brain is made up of over 100 billion, constantly changing, interconnected cells making it the most complex information processing system. All of your thoughts, beliefs, opinions, behaviours, intelligence, personality – indeed everything that you are – is the result of how these brain cells are connected right now. Psychology is the systematic study of the brain, how it works and what it allows us to do. In other words, Psychology is the science of ‘what makes us tick’.

Description:

Students of Psychology will learn about the brain from the point of view of the physical (e.g. how the brain works: biology, chemistry, and physics) and the behavioural (e.g. what the brain does: memory, self-concept and personality, consciousness, communication, culture and society). Additionally, students will learn about the experimental methods that scientists use to answer questions about the brain, as well as the ethical issues involved.

Entry Requirements:

Satisfactory completion of Year 9 Science, Maths and English. Students need to be able to carry out basic statistics, enjoy essay writing and have an interest in human behaviour.

Could lead to:

ATAR or General Psychology

ASTROPHYSICS

Type of Course:

Semester 1 or Semester 2

Do you ever wonder how the universe originated? Or where in the galaxy most stars are born? This astrophysics elective will unveil the mysteries of the universe, from the glittering constellations above to the awe-inspiring forces at play in galaxies far, far away. Students will explore the solar system, different types of stars, red shift and the big bang theory. This course will ignite your curiosity about the cosmos!

Future Study:

This subject provides the foundational skills that can lead to ATAR Physics in Year 11 and 12.

Technology and Enterprise

MATERIALS WOOD OR METAL PRODUCT DESIGN

Course selection information:

Students may select both courses or one semester only.

Course Description:

Students who select a course for one semester will have the opportunity to learn and develop practical workshop skills and gain in-depth knowledge of timbers or metals and as they construct a range of products using traditional and modern manufacturing methods.

Students selecting both the Semester One and Semester Two courses will additionally learn how to design for a specific purpose and gaining further experience of using materials in both the Wood and Metals contexts.

WOOD

The main content of this course is the practical element. Students will develop a range of cutting, joining, machining, shaping and finishing techniques in the workshop. Some of the skills they will encounter may include cutting, laminating, laser cutting, spray finishing and the safe use of a range of industry standard workshop machinery.

Throughout the manufacturing process in which the students will engage the person or client aspect is considered and students will have practice in the use of the Design Brief and Design Development Technology to design and manufacture a range of individual projects.

In this semester course the students will construct a timber project using a range of materials.

Course Assessment:

Planning & Design e-portfolio 25% / Practical Work 65% / Written Work 10%.

Entry Requirements:

Nil

METALS

The main content of this course is the practical element. Students will develop a range of welding, forming, joining and finishing techniques in the workshop. Some of the skills they will encounter may include, Oxy-Acetylene Welding, MIG Welding, Laser Cutting and the safe use of a range of industry standard workshop machinery.

Throughout the manufacturing process in which the students will engage the person or client aspect is considered and students will have practice in the use of the Design Brief and Design Development Technology to design and manufacture a range of individual projects.

In this semester course the students will construct a metal project using a range of materials.

Course Assessment:

Planning & Design e-portfolio 25% / Practical Work 65% / Written Work 10%.

Entry Requirements:

Nil.

Technology and Enterprise

APPLIED INFORMATION TECHNOLOGY

Course selection information:

One semester course

Course Description:

This course is a foundation course for the Year 11 Applied Information Technology (ATAR). It is also a valuable foundation course for entry into several technological careers. The Applied Information Technology course is an academic course aimed at students who want to expand their knowledge and understanding of Information, Communication, Technology.

Ideally students interesting in completing this course are those interested in further studies in the field of computing or applied computing studies.

Entry Requirements:

Passing grade in Year 9 Mobile Games Development or Engineering or Advanced Digital Creativity and a passing grade in Year 9 Mathematics

MOBILE GAME DEVELOPMENT

Course selection information:

One semester course

Course Description:

Mobile App Development will build on students' knowledge from Year 9 Mobile Game Development. The course will explore multi-view applications from a design thinking approach. Students will choose to build an app to solve a problem based on a series of stimuli.

All students will complete a core unit focussed on UIKit and storage of data before following pathways to solve their unique problems. This course is designed for students who are looking for a pathway into Computer Science and Engineering.

Entry Requirements:

Passing grade in Mobile Games Development and Mathematics

Technology and Enterprise

GRAPHICS DIMENSIONAL DESIGN - PRODUCT DESIGN

Course selection information:

Students may participate in both courses or may select to do one semester only.

Type of Course:

Semester Two

Course Description:

The courses are similar with the difference being in the Design Brief created and developed by students during the course. They will be able to create design briefs in each of the semester courses from which to select a practical project to develop.

Students selecting either one of the semester courses will commence with the fundamentals and progress through to their project, while students selecting both the semester one and semester two courses will build upon their skill level and learn additional materials applications and processes.

SEMESTER ONE.

The focus of this course is design fundamentals, personal design and design in society.

Design Fundamentals: This focuses on the basic technical skills required in the world of Design Graphics. Students will learn graphic communication skills that will include Isometric Drawing, Sketching, Rendering, Perspective sketching and Orthographic Projection.

Personal Design: This will provide students with the opportunity to work on a Design Brief and enable them to utilise their skills to solve a real-world problem. They will use various ICT packages to research, develop and present solutions. Students will be able to make full use of CAD (Computer Aided Design) and CAM (Computer Aided Manufacture) facilities and will be able to work on a Product Design.

Design in Society: Students will investigate the relationship between design, society and culture, to then understand that values, beliefs and attitudes are communicated through design. They will also investigate responsibilities and issues in developing design and the relationships between social practices and design.

Course Assessment:

- Investigate & Design 15%
- CAD- 25%
- CAM 20%
- Graphics Portfolio and Projects 30%
- Evaluations 10%.

Entry Requirements:

Nil

Technology and Enterprise

CARING FOR CHILDREN

Course Description:

The Caring for Children course focuses on individual, family and societal factors that influence human development, health status and the wellbeing of children. Students develop an understanding of the social and economic issues, which effect the ability of children to develop skills and lead healthy lives.

Students actively explore and develop products and experiences, which address issues, opportunities or challenges to meet the identified needs of individuals. Students consider alternative perspectives and practices when working individually or collaboratively on specific practical tasks. They use a range of skills to make informed decisions and take practical actions at a personal level. Students communicate and interact with children and families in practical ways.

This course caters for all students, including those seeking career pathways in related areas such as sociology, psychology, education, nursing, occupational therapy, community services, childcare and health.

Entry Requirements:

Nil

FOOD TECHNOLOGY - CAFÉ CULTURE

Course selection information:

Students may select both semester courses or one semester only.

Course Description:

A student selecting to do this course in Semester Two only, will be covering the same outcomes but within the context of Food Around the World.

A student may study the course over two semesters, having the benefit of developing sound food preparation skills and exposure to a wide range of food preparation techniques.

The focus for this course is on the developing of competent food preparation skills in a safe and hygienic environment, through a series of food related tasks.

Students will examine current food trends in local cafés and restaurants.

The emphasis will be on producing high quality dishes similar to those available when eating out.

Students will be expected to manage their time efficiently, plan the production of individual tasks and to work as part of a team.

Entry Requirements:

Nil

Technology and Enterprise

FOOD TECHNOLOGY - FOOD AROUND THE WORLD

Course selection information:

Semester 2

The focus for this course is on the developing of competent food preparation skills in a safe and hygienic environment, through a series of food related tasks.

The emphasis will be on investigating the food habits and traditions of people throughout the world. Students will investigate, design, plan, produce their own menus based on this global perspective and enjoy the food as a group.

Through these practical activities, students will gain a greater understanding of our multicultural society.

The students will be expected to use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.

Entry Requirements:

Nil

CLEVER HANDS

Course selection information:

Semester 1 or 2

This course is designed to allow students to develop their knowledge and understanding of materials and how these materials can be manipulated to meet design challenges.

Students will focus on the emerging world of niche markets for bespoke items (e.g.: Etsy) and discover how they can meet the needs of a changing society and develop the entrepreneurial skills to do this.

Students will investigate changing societal needs and concerns (e.g.: chemical free products, food allergies and intolerances etc.) and research and develop products that will satisfy these trends.

Students will consider social, ethical, environmental and sustainability issues that impact on designed solutions, complexity of design, and production processes involved.

Entry Requirements:

Nil

Technology and Enterprise

TEXTILES

Course selection information:

Semester repeated

In this course students will be given the opportunity to identify the needs of their clients, and design and create solutions to meet a design brief. They will be challenged to build upon their current skills to produce garments to a higher professional standard.

They will develop their knowledge and understanding of the characteristics and properties of different materials and how this impacts its suitability for a garment.

Students will be challenged to consider the social, ethical and environmental impacts of the fashion industry and will be required to apply their design thinking and creativity skills to create an up-cycled solution.

Entry Requirements:

Nil

CAD/CAM

Course selection information:

Semester 2

Year 10 CAD/CAM follows the Year 9 course and expands students' skills in computer aided design (CAD) and computer aided manufacturing (CAM). The course focusses on more complex CAD drawing skills to produce products for 3D printing, laser machining and CNC (computerised numerical controlled) plasma cutting. Students will produce high quality CAD drawings that are used to produce projects for each of the three types of manufacturing technologies.

Entry Requirements:

Completion of the Year 9 CAD/CAM course is advantageous, but not essential.

Technology and Enterprise

ENGINEERING

Type of course:
Semester 1 or 2

Description:

Engineering studies builds on students' knowledge from Year 9 Engineering. This course will explore home automation, robotics and communication protocols utilising popular microcontrollers such as Arduino and Raspberry Pi's. After completing a core unit, students will have a chance to design and build their own electronics solution to everyday problems/tasks.

Could lead to:

This course is designed for students who are looking for pathways into Computer Science and Engineering.

Entry Requirements:

Passing grade in Year 9 Engineering and Mathematics.

YEAR 10 DANCE - AS ENTERTAINMENT

Type of Course:
Semester One

Description:

In this unit, students explore the entertainment potential of dance in a variety of contexts. Classes within the unit include practical and theoretical components which will explore the dance styles of Theatrical Jazz, Hip Hop and Contemporary Dance. The unit includes participating in Broadway Jazz works and Contemporary Dance performances in order to develop a greater appreciation of choreographic process and choreographic intent. Practical lessons will focus on developing physical competencies in the Jazz, Hip Hop and Contemporary genres.

Students will:

- Engage in Theatrical Jazz and Contemporary Dance classes, acquiring skill, techniques and set sequences specific to each genre
- Engage with the choreographic process through learning a performance piece in the Broadway Jazz genre
- Develop an understanding of anatomy and safe dance practices throughout practical lessons
- Develop their knowledge and understanding of dance language and apply it to both dance-making and dance interpretation
- Critically reflect on viewed performances analysing the Elements of Dance, Production Elements and Choreographic intent
- Conduct research projects on prominent Broadway Jazz identities and a Contemporary Dance company
- Perform at a range of College events including the liturgical events, community events and the College Dance Gala.

Future study:

This subject pathways with ATAR Units One and Two and General Units One and Two in Year 11, and ATAR Units Three and Four and General Units Three and Four in Year 12.

YEAR 10 DRAMA - THEATRE

Type of Course:

Semester 1

Rationale:

Drama is a vibrant and varied art form found in play, storytelling, street theatre, festivals, film, television, interactive games, performance art and theatres. It is one of the oldest art forms and part of our everyday life. Through taking on roles and real and imagined events, performers engage audiences who suspend their disbelief to enter the worlds of drama. Through drama, human experience is shared. Drama entertains, informs, communicates and challenges.

Description:

The Drama course focuses on aesthetic understanding and drama in practice as students integrate their knowledge and skills. They use the elements and conventions of drama to develop and present ideas, and explore personal and cultural issues. They engage in drama processes, such as improvisation, play building, text interpretation, playwriting and dramaturgy which allow them to create original drama and interpret a range of texts written or devised by others.

Students will:

- Develop their ability to work in a collaborate art form
- Develop an understanding of the rehearsal and production process and participate in these processes
- Extend understanding and development of voice and movement skills in performance
- Extend understanding of performance skills and techniques
- Attend a professional theatre production as part of the Perth International Arts Festival
- Create and present a character using Stanislavski's techniques
- Develop an understanding of the Production Team and the roles within it; undertake a selected role
- Prepare and perform a monologue for an audition piece
- Create a piece for an arts festival
- Perform play to an audience.

Entry Requirement:

Year 8/9 Drama is an advantage.

Could lead to:

Drama ATAR Unit 1-2

YEAR 10 DRAMA - THEATRE

Type of Course:

Semester 2

Rationale:

Drama is a vibrant and varied art form found in play, storytelling, street theatre, festivals, film, television, interactive games, performance art and theatres. It is one of the oldest art forms and part of our everyday life. Through taking on roles and real and imagined events, performers engage audiences who suspend their disbelief to enter the worlds of drama. Through drama, human experience is shared. Drama entertains, informs, communicates and challenges.

Description:

In Year 10, Drama students are given opportunities to develop their knowledge and skills to present drama for purposes and wider external audiences, safely using processes, techniques and conventions of drama. Students develop drama based on devised drama processes and taken from appropriate, published script excerpts (e.g. Australian drama post-1960 or world drama), using selected drama forms and styles. Students will have opportunities to research devised drama and read in selected script excerpts in context. Student work in devised and scripted drama is the focus of reflective and responsive processes. Students are encouraged to develop their use of extended answer forms and interviews, using drama terminology, language and different forms of communication, based on own drama and the drama of others.

Students will study:

- Youth theatre and theatre in education settings
- Grotowski and the Poor Theatre
- Analyse alternative points of view are manipulated
- Stage Design
- Participate in the creative process of devising, interpreting and producing Drama
- Explore and reflect on the roles of actors, directors, play-writes
- View, read and explore a range of drama texts using scripts/script excerpts
- Perform devised plays and arts events
- Sound recording and effects.

Entry Requirement:

Year 8/9 Drama is an advantage.

YEAR 10 MUSIC

Type of course:

Semester 1 or 2

Rationale:

Music is central to the lives of young people and research has found that the study of music improves learning other subjects, and enhances skills that are used in many subject areas. The Year 10 Music class is designed to attract young musicians so they may develop written, aural and practical musicianship.

Description:

This course is designed for students interested in the Music ATAR pathway and has a greater emphasis on advanced theory, and performance practice. The main focus will be to develop the knowledge and skills required to perform, appraise and compose music in a wide variety of music styles and contexts.

In addition to performance, students will also cover other areas of study integral to the music industry.

Entry requirements:

Students should currently be performing at, or beyond a Grade 3 AMEB level or equivalent at the commencement of the year. Students should be able to read music (staff notation).

It is recommended that students have studied Year 9 Class Music Extension.

Students wishing to enrol in this course who do not meet these prerequisites are requested to contact the Head of Music to arrange an audition.

Course requirements:

All students must be receiving instrumental or vocal lessons and be a member of a College Ensemble. All students must have a genuine interest in studying Music across a wide range of genres and must also be prepared to perform to an audience.

Assessment:

The assessment will be based on performance, theory and aural tests, compositions and research tasks. The course involves both a written and practical examination in both semesters.

Could lead to:

Year 11 Music (ATAR), Year 12 Music (ATAR)

THE ART OF PODCASTING

Type of course:

Semester 1

Description:

Welcome to “The Art of Podcasting”, a course designed to equip you with the knowledge and skills needed to create captivating podcasts. Whether you’re interested in interviews, narrative storytelling, or any other podcast format, this course will provide you with the tools to produce high-quality audio content. Through engagement with this course, you will strengthen your skills in:

- **Researching:** How to gather and synthesize information effectively.
- **Interviewing:** Techniques for conducting engaging and informative interviews.
- **Speaking:** Improve your vocal delivery and presentation skills.
- **Listening:** Enhance your ability to listen actively and critically to audio content.
- **Digital Skills:** Learn how to use digital tools and editing software for podcast production.

This specialist elective is tailored for students who have a keen interest in the following fields:

- **Media:** Learn how to leverage the power of podcasts in the media landscape.
- **Journalism:** Develop the skills required for podcasting within the realm of journalism.
- **Storytelling/Story Writing:** Explore narrative techniques and apply them to your podcasting endeavors.

Get ready to embark on a creative journey into the world of podcasting, where you will learn how to turn ideas into captivating audio experiences. Whether you aspire to be a podcaster, journalist, storyteller, or simply want to enhance your media skills, “The Art of Podcasting” will be an exciting and enriching experience.

Visual Arts

YEAR 10 VISUAL ARTS

Art Forms:

2D - Printmaking, painting, photo and digital media, textiles collage and glass.

3D - Sculpture, ceramics, textiles.

Art styles:

Realism, Modernism (Dadaism, Surrealism, Futurism), contemporary Australian art; Postmodernism, international art.

Type of Course:

Semester 1 or 2

Rationale:

In Year 10, students use visual art language and artistic conventions, in both written and practical work. They further develop and refine their ideas and techniques to resolve artwork by documenting the design, production and evaluation processes of their artwork. Students will extend their knowledge of art practices such as adaptation, manipulation, deconstruction and reinvention techniques, and use their understanding of a variety of art styles in the making of their 2D, 3D and/or 4D artwork. Students extend their knowledge and practise of safe and sustainable visual arts practice. Resolved artwork is exhibited and appraised, with consideration to their own artistic intentions, personal expression, and audience.

Course content:

Students develop greater understanding of how contexts of culture, time and place impact on the development of ideas and production of art forms in the artistic process. They continue to explore artistic influences, while being encouraged to express greater individualism in their application of ideas and materials.

Students are provided with opportunities to reflect on traditional and contemporary artwork using a breadth of critical analysis frameworks, incorporating visual art language, art terminology and conventions; engaging in inquiry, emphasising creative critical thinking and problem-solving skills, whilst making and responding.

Could lead to:

Leads to Year 11 ATAR Unit One and Unit Two (ATAR or GENERAL) and Visual Arts Units 3 and 4 (ATAR or General) in Year 12.

Visual Arts

DESIGN FUNDAMENTALS

Art forms:

2D - Silk screening, spray painting, mural, collages, graphic design, landscape architecture, architectural and cartooning with marketing design emphasis.

3D - Public art, sculpture, ceramics, installation and mixed media, mosaics, murals, installations, 3D graphic design, adornment/embellishments, skateboard designs, artefacts, glass and product design

Art styles:

Realism, Modernism (Dadaism, Surrealism, Futurism), contemporary Australian art; Postmodernism, international art.

Type of Course:

Semester, repeated.

Rationale:

Design involves the strategic development, planning and production of visual and tactile communication. It deals with the effective and efficient communication of ideas, values, beliefs, attitudes, messages and information to specific audiences, for specific purposes and with specific intentions.

Students use visual art language and artistic conventions of greater complexity during their design and production process. They document their ideas applying understanding of compositional structure to create a unique personal response, while representing either a theme/concept or subject matter.

Course content:

In the Year 10 Visual Arts: Design Fundamentals course, students develop skills and processes for current and future industry and employment markets. Students are equipped with the knowledge and skills to understand design principles and processes, analyse problems and possibilities, and devise innovative strategies within design contexts. This course aims to achieve these goals by exposing students to a variety of communication forms and a thorough exploration of design. In the design course, students engage in inquiry, emphasising creative critical thinking and problem-solving skills, whilst making and responding.

Students are provided with opportunities to reflect on traditional and contemporary artwork using a breadth of analysis frameworks, incorporating visual art language, art terminology and conventions; engaging in inquiry.

Future study:

Leads to Year 11 ATAR Unit One and Unit Two (ATAR or GENERAL) and Visual Arts Units 3 and 4 (ATAR or General) in Year 12.

Visual Arts

YEAR 10 MEDIA ARTS

Type of course:

Semester 1 and 2 as a full-year course

Rationale:

Media is a vibrant and varied art form found in design, media, film, journalism social/trans-media advertising and games design. Through taking on roles in real and imagined events, Media students engage many varied audiences, across many layers and platforms. Through Media, human experience and ideas are modelled, shaped and packaged. Media sells, entertains, informs, communicates and challenges.

Description:

Media Arts Conventions and Society.

In Media Arts, students will:

1. Analyse how social and cultural values, and alternative points of view are portrayed in media artworks others make, interact with and distribute.
2. Evaluate how genre and media conventions, and technical and symbolic elements are manipulated to make representations and meaning.
3. Produce representations that communicate alternative points of view in media artworks for different community and institutional contexts.

Students will have the opportunity to manipulate genre and media conventions, and integrate and shape the technical and symbolic elements for specific purposes, meaning and style.

Students will study:

- Develop Media Arts skills and techniques
- Film editing and camera processes
- Camera Operation for Film
- Music Video development
- Trans- media Advertising
- Explore and reflect on the roles of artists and advertisers
- View, read and explore a range of media texts using information technology
- Attend a professional media studio
- Produce for a range of College events.

Entry Requirement:

Year 9 Media Art, Lights, Camera, Action, or Technology is an advantage.

Visual Arts

YEAR 10 DANCE AS ENTERTAINMENT

Type of course:

Semester 1

In this unit, students explore the entertainment potential of dance in a variety of contexts. Classes within the unit include practical and theoretical components which will explore the dance styles of Theatrical Jazz and Contemporary Dance. The unit includes participating in Broadway Jazz works and Contemporary Dance performances to develop a greater appreciation of choreographic process and choreographic intent. Practical lessons will focus on developing physical competencies in the Jazz and Contemporary genres. Students will also have the opportunity to perform in a public performance (Dance Gala).

YEAR 10 DANCE FUNDAMENTALS

Type of course:

Full year

This unit is a multi-disciplinary study of Dance, with physical and theoretical study of Broadway Jazz, Theatrical Jazz, and Contemporary Dance. The unit will study all aspects of health and safety for dancers, including a focus on physical fitness and competencies in a range of dance genres. The unit is designed for students to become engaged in the choreographic process by developing their own performance work with a focus on student choreography with a performance outcome.

Students of this course will also participate in a practical and written exam aimed at preparing their skills and knowledge for Year 11 General and ATAR dance.

Future Study:

This course provides a solid foundation for Dance ATAR year 11 and 12.

Visual Arts

YEAR 10 SPARK PATH VISUAL ARTS

Type of course:

Full Year

This program offers students the opportunity to immerse themselves in a range of highly specialised studio disciplines in both 2D and 3D forms. Students will be exposed to drawing, oil painting and ceramics. They will also participate in workshops conducted by professional artists and practising crafts people and be exposed to international art exhibitions that tour Perth.

This differentiated curriculum offers participants exposure to contemporary Visual Arts practice, current exhibitions, excursions and collaborative involvement in studio workshops that provide a stimulating and supportive environment for the student to skill build and develop exceptional skills for a Senior Visual Art pathway.

We help our students achieve their potential by encouraging them to conceptualise, explore sophisticated visual communication techniques, and develop a breadth and depth of personal investigation.

Students of this course will also participate in a practical and written exam aimed at preparing their skills and knowledge for Year 11 and 12 ATAR

Entry Requirement:

An interest Visual Art and a 'A' grade in Year 9 Art, Public Art, Glass making and Experimental Drawing.

Future Study:

This course provides a solid foundation for ATAR year 11 and 12 Visual Art

DESIGN - DIMENSIONAL & PRODUCT DESIGN

Type of course:

Semester Specific (can choose a full year)

Series of design tasks exploring the elements and principles resulting in three-dimensional product design. Within the course, students will be given a design brief they will need to execute through the design process to execute a refined work. Products and designs may include; Beach umbrellas, cushion chairs, tables setting, event design, visual merchandising, homewares and wearable art.

Entry Requirement:

Nil

Future Study:

This course provides a solid foundation for Design General year 11 and 12

Decision Time

How do I select my subjects?

1

Read Year 10 Handbook and discuss subject options with my parents.

2

Contact my teachers if I have any questions about subjects or selections.

3

Make a final decision on which 6 subjects I would like to study. Order these subjects in terms of preference.

4

Complete subject selection using the login and code sent via email.



**CORPUS CHRISTI
COLLEGE**

Murdoch Drive, Bateman
PO Box 279, Willetton 6955
Western Australia
Phone: 08 6332 2500

www.corpus.wa.edu.au