



**CORPUS CHRISTI COLLEGE**  
**SEQUERE DOMINUM**

**YEAR 10  
SUBJECT  
HANDBOOK  
2019**

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## WELCOME

Senior School is an exciting place for students as they transition from the Middle School and begin to consider their future beyond secondary school. Students commence this journey as young adults and are empowered with greater responsibility for their subject selections and academic directions. We are very much looking forward to supporting students as they develop personally, deepening their faith and working towards their goals. Their commitment to the extra-curricular life of the College and the various pastoral initiatives which make up the Senior School program help our students to maintain a balanced lifestyle in the context of their academic progress.

It is important for students to realise that how well they achieve this year will have a direct effect on how well they manage the transition to Year 11 next year. The level of difficulty for academic work increases significantly in Year 11, and unless a student works steadily in Year 10 and develops sound study habits, they are likely to experience real difficulty in coping with the demands of senior studies.

At Corpus Christi College, we believe a holistic approach is the key to creating and sustaining the positive climate such development needs. That is why, at this stage of our students' progress, as the Deputy Principal of the Senior School, I work very closely with Heads of Year, Heads of Learning Area, classroom teachers, the Head of VET and Transition Services, the Careers Coordinator, school psychologists and parents to support the needs of each student. At the College we try to focus on what is best for our students, asking how we as a school can provide tailored stepping stones to their desired destination. When our students leave us, they may be taking their place at university, leaping into the workforce or starting a technical career – outcomes we hope they'll be passionate about. Whatever the destination, we are here to support parents in assisting students on their life-long journey.

This needs-based, developmental approach is essential to the implementation of the College's mission, which focuses on activating individual student success. Students are guided to be independent and interdependent learners who are confident, resilient and committed to achieving their potential.

It is the aim that students personally select the appropriate pathway choices as they transition into and through Years 10, 11 and 12. Over the course of Years 10 – 12, students have the opportunity to:

- Develop in their faith through their participation in the Senior School RE and Christian Service Learning programs, as well as the Retreat experiences offered each year, which ensures students maintain a balanced approach in their lives, focusing on what is important as a young, developing adult
- Continue to develop an evolving Individual Career Plan that informs pathway choices in the senior years
- Access programs that support high academic achievement such as the afterschool Homework Club, Excelsis Club, and Academic Extension Program. Striving for academic excellence is vigorously promoted at the senior school level.
- Extend themselves by accelerating their learning through the range of ATAR courses available to be selected in Year 10.
- Choose from a wide variety of Certified VET courses both on and off campus.
- Participate in a Workplace Learning program that is integrated academically with a Unit of Careers and Enterprise.
- Make informed and supported pathways choices between the General/VET program of study and the ATAR pathway.

- Attend key social and celebratory events such as the Year 10 River Cruise, Year 11 Dinner Dance, the Year 12 Ball, and the Graduation Function for students and their parents, not to mention the school's excellent calendar of Inter-house and Inter-school sporting carnivals and arts events.
- Participate in a range of educational and careers excursions and incursions.

We are committed to creating a culture of lifelong learning, teaching our students to take the lead with their own lives and within their community and to grasp all opportunities and challenges that life and the school has to offer them. I look forward to working with our students and parents to achieving this goal.

Damian Scali

A handwritten signature in cursive script, appearing to read 'Damian Scali'.

Senior School Deputy Principal

## INTRODUCTION

The context for all educational programs at Corpus is that they contribute to helping students to develop fully as Christian people. As directed by the Bishop's Mandate, the Catholic school curriculum will be distinctive by the ways in which Gospel values are integrated into the outcomes and content of all Learning Areas.

Corpus Christi College has always been focussed on providing the best learning and achievement outcomes for students and acknowledges the four principles of success: a relentless focus on building strong stable leadership, continuing to provide a strong pastoral care program to ensure student safety and wellbeing, building teacher capacity supported by personalised professional development to engage and enhance learning for the students they teach, and having high expectations for all our students.

In Years 7 to 9, students have engaged in the College Middle School Curriculum offerings. As they have developed from Year 7 to Year 9, the extent to which they have been given choice in the curriculum has increased. In Years 7 and 8 the College provided a broad based curriculum which exposed all students to a range of subjects spanning all nine Learning Areas: Religious Education, English, Mathematics, Humanities, Science, Physical and Health Education, Language, The Arts and, Technology and Enterprise. In Year 9 students are encouraged to engage in a broad based curriculum, but were given the opportunity to select six specialist curriculum subjects to study, three per semester.

In Year 10, students enter the Senior School and may have begun forming ideas regarding Year 11 and Year 12 study pathways, and post school careers. To facilitate this, the College is offering a Senior School curriculum which continues to provide appropriate breadth and depth to allow students development of a broad range of knowledge and skills, while affording students even more choice to more closely mimic the subject selection process for Years 11 and 12. In 2019, Year 10 students will choose study pathways for Religious Education, English, Mathematics, Humanities and Science, selecting classes appropriate for their ability levels, study habits and desired post school study or workplace options. Additionally, students will select two additional subjects in the Technology, Arts or Health and Physical Education areas. Additionally, students who have shown outstanding levels of achievement in Year 9 studies will have the opportunity to 'accelerate' their learning and select certain Year 11 WACE courses.

### Selection Process

This year, students will complete their selections online using "Webchoice". As part of this process, students will be emailed a Username, Password and Link to the Webchoice website.

### Curriculum Changes

Note: Some subjects incur an additional levy in accordance to the actual cost of providing the subject to students. Information regarding levies is available from the College website:  
[www.corpus.wa.edu.au/enrolments](http://www.corpus.wa.edu.au/enrolments)

## YEAR 10 CURRICULUM FOR 2019

The Year 10 curriculum offered to students in 2019 curriculum 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 2019. Implementation of this WA Curriculum is required for all WA schools from Years K-10 and is available for public access on <http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/western-australian-curriculum>

In response to the needs of students as they enter the senior phase of their secondary education, students are encouraged to begin thinking about how their secondary learning might articulate with their post school learning. The Year 10 curriculum aims to provide relevance, choice and challenge, as well as developing a relationship to subject selection in Years 11 and 12.

In selecting subjects, students should have some idea of the direction they might wish to take in Years 11 and 12. Of particular importance is to have an understanding of the difference between an ATAR and GENERAL study pathway in Years 11 and 12. This distinction is outlined in detail on page 16 of this handbook. Students wishing to complete an ATAR study pathway in Years 11 and 12 should enrol in ATAR level units in Year 10. Conversely, students wishing to complete a General study pathway in Years 11 and 12 should enrol in subjects being offered at a General level.

Appropriate subject selection in Year 10 is absolutely vital as grades obtained in Semester One 2019 will be used as prerequisites to obtain entry to Senior School subject selections for Years 11 and 12.

In 2019, Year 10 students will study the following each week:

- 3 periods of Religious Education, with choice to complete the course at an ATAR or General level
- 4 periods of English, with choice to complete the course in three different levels of difficulty
- 4 periods of Mathematics
- 4 periods of Humanities, with choice to complete the course at an ATAR or General level
- 4 periods of Science, with choice to complete the course at an ATAR or General level
- 3 periods of Health and Physical Education: two Physical Education, and one Health
- Students will select a further two subjects of four periods each. These subjects will be chosen from subject offerings in Languages, Arts, and Technology and Enterprise Learning Areas, as well as an additional Science course and accelerated Year 11 courses in some learning areas
- On these two lines of choice, students will only be able to select a maximum of two semesterised courses from a particular learning area. For example, if a student selects both music and drama in Semester One, they cannot select another Arts subject in Semester Two.

This is summarised in the following table:

<b>RE (Choice of pathway)</b>	<b>3</b>
<b>English (Choice of pathway)</b>	<b>4</b>
<b>Mathematics (Choice of pathway)</b>	<b>4</b>
Humanities (Choice of pathway)	4
Science (Choice of pathway)	4
<b>Health and PE</b>	<b>3</b>
<b>Additional Subject 1 (Choice of subject)</b>	<b>4</b>
<b>Additional Subject 2 (Choice of subject)</b>	<b>4</b>

The Requirements for Subject Selection are as follows:

**Religious Education:** All students will take Religious Education during Semester One and Semester Two. Students can select either Religion (ATAR) or General Religious Education.

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 Mathematics A, B, C or Acceleration in Semester One and Semester Two.

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

- Math A prepares students to study ATAR Mathematics Specialist and/or ATAR Mathematics Methods in Year 11
- Math B prepares students to study ATAR Mathematics Applications in Year 11
- Math C prepares students to study GENERAL Mathematics Essentials in Year 11
- Acceleration students commence the ATAR Mathematics Methods course in Year 10.

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 in Semester One and Semester Two. English subjects prepare students for Year 11 study as follows:

- Literature prepares students who wish to study ATAR Literature or English in Year 11
- English prepares students who may wish to study ATAR English or General English in Year 11
- General English prepares students who wish to study General English in Year 11
- Year 10 ATAR English is an accelerated program for capable students.

**Science:** All students will study four periods of Science. Students can select either Year 10 Science (ATAR) or Year 10 Science General.

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

**Humanities:** All students will study four periods of Humanities. Students can select either Year 10 Humanities (ATAR) or Year 10 Humanities General.

In addition to this, students may select a maximum of two semesterised Humanities subjects (for example Accelerated ATAR Economics Units 1 and 2).

**Physical and Health Education:** All students will study two Periods of Physical Education and one period of Health Education. One term of Health Education will be used to study a Careers and Enterprise unit. Students may select a maximum of two subjects in Physical Education and Outdoor Education in addition to this.

**All other learning areas:** Students may select subjects from those offered in other learning areas for one semester, or to continue for both semesters. Subjects will be offered in the areas of Languages Other Than English, the Arts, and Technology and Enterprise.

### **Accelerated Program: Year 11 WACE Subjects Offered to Year 10 Students**

Students have the opportunity to 'accelerate' their studies by completing some Year 11 English ATAR courses (pages 26-27); Humanities ATAR courses (see pages 33-34) and the Mathematics ATAR course (page 44). Where this is the case, students completing these units will have them credited by the School Curriculum and Standards Authority (SCSA) and these units will contribute to their Western Australian Certificate of Education (WACE) which they receive when they exit school.

Students intending to accelerate their program need to achieve high results in their relevant Year 9 subject. They should discuss this option with the relevant teacher and Head of Learning.

Information about these subjects and entry requirements have been included in this booklet.

## YEAR 10 SUBJECTS

Subjects offered to students in Year 10 are of one semester duration. However, they fall into three categories:

**Semester, sequential:** This indicates that the subject should be taken for the whole year, as the Semester Two subject builds on the Semester One subject, and these subjects should be studied in sequence. Examples of Semester, Sequential subjects include Religion and Life, French and Mathematics.

**Semester, repeated:** This indicates that the subject is the same for each semester, implying that a student can only take that subject for one semester, but can take it in either semester. Examples of Semester, repeated subjects include Sports Science, Food and Accounting.

**Semester, specific:** This indicates that the subject is different for each semester, so that each semester is independent of the other. Students can take the subject for one semester or both semesters. Examples of Semester, specific subjects include Dance Fine Art and Drama.

As Year 10 subjects are semesterised by nature, Year 10 students will change classes at the conclusion of Semester One. This means students may have different teachers in Semesters One and Two despite completing Semester, sequential subjects.

The degree of choice provided to students will vary from one Learning Area to another. The ability of students to gain a place in a particular class will be dependent on that class being offered, students meeting subject prerequisites and places being available in the class. Where subjects are oversubscribed it may require a student to move between semesters to gain a place in that class.

Students are required to select choices for both semesters. However, students will have the opportunity to change their second semester preferences prior to the commencement of Semester Two. This will be possible to the extent that there are places available in classes. Where subjects are oversubscribed choice may be limited.

Be aware that whilst we ask students to nominate which subjects they would like to study in each semester, it may be necessary to move subjects between semesters where appropriate to balance class sizes.

## 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 Kathleen 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 Semester One and Semester Two. Students following a General pathway will be able to participate in the Authority Developed Workplace Learning which credits them with points towards graduation. The programme is for a minimum of eight (8) days (one day per week) or 55 hours. Students can apply to participate in either one or both programs in either one or different trades available. A fee will apply.
- **Try-a-Trade program**, offering a variety of trades by a number of agencies outside the College (eg Polytechnic West, Challenger, MPA).

Students and parents requiring further information are invited to email the Head of VET and Transition Services.

## Subject Selection Process

Mapping out appropriate directions for Years 10, 11 and 12 is an important and often complex task for parents and students. Important consideration needs to be given to the various pathways that lead to university, TAFE or the workplace. Recent years have seen the evolution of multiple entry paths to the various post-school options.

### Setting Students up for Success

The College encourages students to be realistic and decide on a pathway that **sets them up for success rather than failure**. Placement of a student in a program of study that is too difficult or does not interest them often leads to a loss of enthusiasm, self-esteem, confidence and eventually to failure.

It is important to note that:

- There is an increasing number of pathways between TAFE and university and vice versa
- There is an increased range of ways to access a university education outside of the traditional ATAR method. The range of portfolio, scholarship and enabling courses available should be given careful consideration.

Developing quality work habits is essential for success. Consistent effort and application, combined with quality organisational skills are vital. An excellent attendance record is another very important ingredient.

In making decisions, students should consider the following questions:

- What career/course would I like to pursue?
- What is my current level of academic performance?
- What subjects am I passionate about?
- What entrance requirements are needed for my preferred post-secondary destination? Have I met these?
- What are the different avenues available to me to access my preferred post-secondary destination?

### Being Realistic

The various subjects available in Senior School:

- Vary in content and skills
- Vary in the level of complexity
- The learning styles involved vary and may not suit some students.

Students are therefore advised to select subjects on the basis of, not only those that interest them, but **“mainly on the basis of those in which they have the background to achieve success”** (Mapping Your Future: CEO).

**Past history would suggest that achievement in Years 9 and 10 is a very good predictor of performance in related subjects in Years 11 and 12.** Semester One results will therefore be used to determine whether students have the necessary background to achieve success in that subject.

### Assessment

In each of the subjects or units a student completes they will receive an outline of the content to be covered and information relating to the assessment program for the unit. At the end of the semester, the levels of student achievement in the units will be reported on as grades (A to E).

The possible grades representing levels of achievement are:

A	Excellent Achievement
B	High Achievement
C	Satisfactory Achievement
D	Limited Achievement
E	Very Low Achievement.

In Year 10, students will be required to sit for examinations in Semester One and Semester Two. These will typically occur for subjects studied in the Religious Education, English, Mathematics, Humanities and Science Learning Areas however, other subjects that lead to Year 11 ATAR courses are likely to also be included. Any student in Year 10 who is completing a Year 11 ATAR course will be required to complete the examinations requirements for these also.

## **Reporting**

At the end of each semester, students in Year 10 will receive an academic report. Their level of achievement is reported in Grades and for each subject studied the teacher's name, a grade, percentage mark and course average are provided. Additional information including examination mark and average will also be provided if there was an examination as a part of the assessment structure unit. Students in Year 10 who also study Year 11 WACE subjects have these reported in the same way as the Year 10 subjects.

Please note that subject selection for students entering Year 11 2019 begins in Term Two 2019 and will be based on student achievement at the end of Semester One in Year 10.

## **EDUCATION SUPPORT STUDENTS**

Students with a disability who are eligible for the College Education Support Centre (ESC) will be provided with a customised timetable and Individual Education Plan or Individual Transition Plan. This will be planned with all relevant stakeholders at the beginning of the year and reviewed formally twice per year. Individual needs are therefore accommodated for students to access the Year 10 program with relevant adjustments.

Parents are encouraged to seek support with decision making for Year 10 (ESC) student pathway and classes with their child's case manager or the Director of Learning Support in line with this mainstream process.

**Students receive Subject Selection Handbook**

Counselling opportunities available from the  
College's Careers Advisor



**Year 10 Information Evening**

Explanation of Subject Selection process  
Continuation from Year 9 Parent Information evening in Term One



**Subject Selection Meeting (by appointment)**

Meeting with Head of Year, Deputy Principal or Careers Advisor  
Parents encouraged to attend



**Complete Subject Selection Online (WebChoice)**

Submit WebChoice printout to Student Services

## Year 9 to 10 Timeline

Week 5 Term Three	Students receive Subject Handbook
Week 5 Term Three	Parent Information Evening
Weeks 5, 6 and 7	If you would like to discuss subject selections for Year 10, appointments may be made with the Head of Year 9 or the Careers Coordinator.
Wednesday Week 7 Term Three	Subject Selection due using WebChoice. Print out confirming selections to be submitted to student services.

## Roles and Responsibilities

<b>Students/Parents</b>	<ul style="list-style-type: none"> <li>• Read the Subject Handbook</li> </ul>
	<ul style="list-style-type: none"> <li>• Determine the appropriate pathway based on demonstrated achievement. Be aware of which pre-requisites have been achieved</li> </ul>
	<ul style="list-style-type: none"> <li>• Consider subject choices required for particular post-secondary courses or careers</li> </ul>
	<ul style="list-style-type: none"> <li>• Speak with teachers or Head of Learning Areas regarding suitability of specific subjects</li> </ul>
	<ul style="list-style-type: none"> <li>• Appreciate that some subjects may not be timetabled if there is insufficient demand</li> </ul>
	<ul style="list-style-type: none"> <li>• Speak with the appropriate Head of Year, relevant Deputy Principal or Careers Coordinator if unsure or confused on any selection matter</li> </ul>
<b>Head of Year</b>	<ul style="list-style-type: none"> <li>• Oversee the process of Subject Selection for their Year group</li> </ul>
	<ul style="list-style-type: none"> <li>• Counsel students/parents regarding suitable subject selections</li> </ul>
	<ul style="list-style-type: none"> <li>• Advise students/parents where to obtain necessary relevant information</li> </ul>
<b>Deputy Principal</b>	<ul style="list-style-type: none"> <li>• Monitor student selections to ensure suitability for WACE achievement</li> </ul>
	<ul style="list-style-type: none"> <li>• Counsel students/parents regarding suitable subject selections</li> </ul>
	<ul style="list-style-type: none"> <li>• Monitor student selections to ensure suitability for WACE achievement</li> </ul>
<b>Careers Advisor</b>	<ul style="list-style-type: none"> <li>• Counsel students/parents with regards to suitable pathways, career options and subject selection</li> </ul>
	<ul style="list-style-type: none"> <li>• Monitor student selections to ensure suitability for WACE achievement</li> </ul>
<b>Heads of Learning Area</b>	<ul style="list-style-type: none"> <li>• Counsel/advise students regarding suitable subjects in their Learning Area</li> </ul>

## Subject changes:

Must be made through the Deputy Principal or Careers Advisor. It is advised that the relevant Head of Learning Area is also consulted.

Are preferably made before the commencement of the academic semester. Year 10 students/parents may not request a change after Week One Term One.

## Study directions for Year 11 and Year 12

The following information is designed to assist you and your parents to make appropriate decisions for Year 10 Subject Selection.

Broadly, there are two main pathways for Years 11 and 12 studies:

- ATAR
- General.

It is also possible 'mix and match' these options to provide yourself with the best platform to meet the requirements to achieve your Western Australian Certificate of Education (WACE) and prepare yourself for life beyond school.

### **ATAR Pathway**

These subjects are typically for students aiming to achieve entry to an Australian university directly from school. ATAR courses are examined by the Schools Curriculum and Standards Authority (SCSA).

Each course has four units:

- Units 1 and 2 (Year 11 units) and
- Units 3 and 4 (Year 12 units). Units 3 and 4 must be studied as a pair, as the ATAR examination covers both units.

Students must enrol in at least four ATAR courses in Year 12 in order to be eligible for an Australian Tertiary Admission Rank. The rank is used by universities around Australia as a selection device.

More information about the ATAR is available from the Tertiary Admissions Service Centre (TISC) – see <http://www.tisc.edu.au/static/guide/atar-about.tiscid=12862>

### **General Pathway**

General courses are typically for students aiming to enter further training or the workforce directly from school. These courses are not examined externally, although students will sit an Externally Set Task (administered by the SCSA) in Year 12.

It is possible to enter some university undergraduate courses using your school-based General courses (or some mixture of General and ATAR courses) through an Alternative Entry Pathway to university.

General courses also include:

- Foundation courses for students who have been unable to demonstrate the minimum standards for literacy and/or numeracy, and are unlikely to do so by the end of Year 12
- Preliminary courses for students who have been identified as having a learning difficulty and/or intellectual disability. They provide an option for students who cannot access the ATAR or General course content, are unable to progress directly to training from school, or who require modified and /or independent education plans.

### **Additional Options available for Years 11 and 12 students in either pathway**

#### **Vocational Education and Training (VET)**

VET is recognised around Australia. VET programs give students the opportunity to gain core skills for work and in some cases to complete training in industry through Workplace Learning. Undertaking a VET qualification means a student can begin training for your career while still at school. Some VET programs offer school-based apprenticeships and traineeships.

#### **Endorsed Programs**

Endorsed programs address areas of learning not covered by other courses. Examples include Workplace Learning, cadetships (e.g. Air Force cadets), performance in school productions and independently administered examinations in music, speech and drama. These programs are delivered in a variety of settings by schools, community organisations, universities and training organisations.

## UNITS AND SUBJECTS OFFERED TO YEAR 10 IN 2019

Learning Area	Subject	Course Type	General Pathway	ATAR Pathway	Accelerated
Religion	Religion and Life	Sequential		✓	
	General Religious Education	Sequential	✓		
English	English Extension	Sequential		✓	✓
	ATAR English	Sequential		✓	✓
	Pre-ATAR English	Sequential	✓	✓	
	General English	Sequential	✓		
Mathematics	Maths A	Sequential		✓	
	Maths B	Sequential		✓	
	Maths C	Sequential	✓		
	ATAR Mathematics Methods	Sequential		✓	✓
Humanities	Humanities	Sequential		✓	
	General Humanities		✓		
	ATAR Economics	Sequential		✓	✓
Science	Science	Sequential		✓	
	General Science	Sequential	✓		
	Psychology	Repeated		✓	
Languages	French	Sequential		✓	
	Indonesian	Sequential		✓	
	Italian	Sequential		✓	
Health and Physical Education	Sport Education in Physical Education	Repeated	✓		
	Sports Science	Repeated		✓	
	Outdoor Education	Repeated	✓		
Technology and Enterprise	Accounting	Specific		✓	
	Applied Information Technology	Specific	✓	✓	
	Design Graphics	Specific	✓		
	Food	Specific	✓		
	Materials: Textiles	Specific	✓		
	Materials: Wood and Metal	Specific	✓		
Arts	Dance as Entertainment	Specific		✓	
	Dance Composition	Specific		✓	
	Drama Theatre	Specific		✓	
	Media Arts	Specific	✓		
	Music	Specific		✓	
	Visual Arts: Fine Art Focus 2D and 3D	Specific	✓	✓	
	Visual Arts: Design Fundamentals Focus 2D and 3D		✓	✓	

## YEAR 10 ENTRY GUIDELINES FOR SUBJECTS

Learning Area	Subject	Academic Prerequisite
Religion	Religious Education	Nil
	General Religious Education	Nil
English	Year 10 English Extension	'C' in Year 9 English Extension or 'A' in Year 9 English
	Year 10 Pre-ATAR English	Nil
	General English	Nil
	Year 10 ATAR English	A grade in Year 9 English Extension, plus teacher recommendation.
Mathematics	Maths A	65% in Mathematics 9A or 80% in Mathematics 9B
	Maths B	55% in Mathematics 9B or 75% in Mathematics 9C
	Maths C	Nil
	ATAR Mathematics Methods	75% in Mathematics 9A
Humanities	Humanities	'C' in Year 9 Humanities or 'A' in Consolidated Humanities
	General Humanities	Nil
	ATAR Economics	'A' in Humanities
Science	Science	'C' in Year 9 Science or 'A' in Consolidated Science
	General Science	Nil
	Psychology	Nil
Languages	French	Year 9 French
	Indonesian	Year 9 Indonesian
	Italian	Year 9 Italian
Health and Physical Education	Sport Education in Physical Education	Nil
	Sports Science	'B' in Year 9 Physical Education
	Outdoor Education	Nil (See Handbook for physical requirements)
Technology and Enterprise	Accounting	Nil
	Applied Information Technology	Nil
	Design Graphics	Nil
	Materials: Wood and Metal	Nil
	Food	Nil
Arts	Dance	Nil
	Drama	Nil
	Music	Performing at Grade 3 AMEB level or Interview with Head of Music
	Visual Art	Nil
	Design Fundamentals	Nil
	Media Arts	Nil

## Achieving the WACE in Years 11 and 12

WACE stands for the Western Australian Certificate of Education. Achieving your WACE acknowledges that at the end of your compulsory schooling you have achieved the required minimum standards in an educational program that has suitable breadth and depth.

In order to achieve a WACE from 2020, you will need to:

- Demonstrate a minimum standard of literacy and numeracy
- Complete a minimum of four Year 12 ATAR courses **OR** achieve a VET Certificate at Certificate II or higher level. Note that some partially completed Certificate III qualifications may satisfy the minimum requirement under special circumstances
- Complete two Year 11 English units and complete a pair of Year 12 English units
- Complete at least one pair of units from a Year 12 List A course (arts/languages/social sciences)
- Complete at least one pair of units from a Year 12 List B course (mathematics/science/technology)
- Complete at least 20 units over Year 11 and Year 12, with a minimum of 10 Year 12 units
- Achieve at least 14 C grades in Years 11 and 12 units (or equivalents)
- Achieve at least six C grades in Year 12 units (or equivalents).

VET and endorsed programs can contribute to the unit requirements described above:

- VET can contribute to up to eight of the 20 units you need to achieve your WACE
- VET industry specific courses count towards your WACE requirements as courses which mean they can be studied in addition to the eight unit equivalents described above
- Endorsed programs may replace up to two Year 11 course units and two Year 12 course units you need to achieve your WACE.

### Literacy and numeracy requirements

There are two parts to achieving the WACE literacy and numeracy requirements. Firstly, students are required to complete two Year 11 English units and a pair of Year 12 English units.

Secondly, students must demonstrate that they have met the minimum standard for literacy and numeracy which is based on skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy. You can demonstrate the minimum standard:

- If you demonstrate Band 8 or higher in your Year 9 NAPLAN Reading, Writing and Numeracy tests, or
- Through the Online Literacy Numeracy Assessment (OLNA).

The OLNA is compulsory for students who have not prequalified in one or more of the components through Year 9 NAPLAN and want to achieve the WACE. Students have up to six opportunities between Year 10 and Year 12 to demonstrate the literacy and numeracy standard.

### Choices after Year 12

A small number of Year 10 students will have a good idea about the career path they wish to follow. These students should consult with the College Careers Advisor to determine the institution/s they can attend after Year 12 and the academic background required to access those institutions.

The majority of students, however, will not have made up their mind about a career path. If this applies to you, you should select courses in Years 11 and 12 that enable you to keep your options open.

To discover how to identify possible career goals, students can visit (add updated website link) <https://myfuture.edu.au>

All students should be aware that some university studies specify preferred courses or prerequisites and that some State Training Provider courses are highly competitive, so completing certain courses in Years 11 and 12 can be an advantage.

### What are your options after Year 12?

Students leaving school after Year 12 typically pursue one of three broad options. Obviously, your options are influenced by the courses you have completed at school and the results you have attained.

## UNIVERSITY ENTRY

About 40 per cent of Year 12 school leavers enter university direct from school. Universities offer a wide range of courses, some of which can only be studied at a university. Courses generally range in length between three and six years, with fees between \$7000 and \$12000 per annum. Salaries for university graduates are typically higher than for other options, but employment rates can vary depending on industry needs and economic circumstances at the time.

As mentioned above, if you intend to enrol in university study after school, you should study at least four ATAR courses in order to be eligible for an Australian Tertiary Admission Rank used by universities around Australia as a selection device.

## TAFE INSTITUTE ENTRY

TAFE Institutes have over 400 full-time qualifications in a range of areas: [www.tafechoices.com](http://www.tafechoices.com)

These include:

Automotive, Aerospace, Maritime and Logistics	Engineering and Mining
Agriculture, Animals, Science and Environment	English, Languages and Foundation Studies
Business and Finance	Health, Fitness, Education and Community Services
Building and Construction	Hospitality, Tourism and Events
Creative Industries	Information, Technology, Library and Digital

### TAFE Institute Entrance Qualifications

TAFE Institute courses are developed with industry to ensure graduates are ready for the workplace and have the knowledge and skills for the job. Qualifications at higher levels require an increasing level of skills and knowledge.

**Certificate I and II - job ready:** Certificates I and II are entry level qualifications giving applicants basic employability skills.

**Certificate III - trade and intermediate service workers:** With a Certificate III applicants may find employment at junior to intermediate levels in clerical, sales and service work. Most apprenticeships and traineeships lead to a trade qualification at this level.

**Certificate IV - associate professionals and supervisors:** A Certificate IV gives applicants broad knowledge in their chosen industry and substantial depth in some areas.

**Diploma and advanced diploma - professionals and managers:** Diplomas and advanced diplomas prepare applicants to work autonomously and be involved in solving technical issues.

### TAFE Institute Qualification Pathways

TAFEWA qualifications are designed in a sequence so that applicants can move from one qualification to the next, such as a Certificate II to a Certificate III to a Certificate IV to a Diploma. Generally, successfully completing one level provides applicants with the minimum entrance requirements for the next level. A student should start at the qualification level that suits your current knowledge and education level. Applicants can progress through to higher level qualifications as their needs, skills and interests develop.

School	TAFEWA	University
→	→	Doctoral Degree
		Master's Degree
		Graduate Diploma
		Graduate Certificate
		Bachelor's Degree
	Advanced Diploma	Advanced Diploma
	Diploma	Diploma
	Certificate IV	
Certificate III	Certificate III	
Certificate II	Certificate II	
Certificate I	Certificate I	
Western Australian Certificate of Education		

## Further Study

**Pathways between TAFE and University** - Many qualifications lead straight into university qualifications. In some cases, by successfully completing a TAFE qualification, applicants can reduce the time it takes to get a degree. Often Pathways are demonstrated on TAFE websites.

If applicants complete a TAFE diploma or an advanced diploma they may receive one semester or up to one year advanced standing in a three or four year bachelor's degree. In some cases applicants TAFE qualification may lead straight into university qualifications at second year.

**It is important to remember a TAFE qualification is not a guarantee of the university admission. Minimum entrance requirements need to be met for a chosen field.**

**Differences between TAFE and University Qualifications** - TAFE offers certificate, diploma an advanced diploma qualifications which can vary in length of study from six months to three years. Qualifications are practical and tailored to meet job requirements.

**Benefits of having qualifications from both TAFE and University** - Many employers value graduates with both qualifications. They value the practical skills, industry experience and technical knowledge gained through a TAFE and the analytical thinking and advanced problem solving skills gained at university.

Always check with each university for its policy on TAFE graduates.

### Admission to Full Time Courses

To enrol into a full time qualification at TAFE applicants need to meet the entrance requirements for their chosen qualification. For a number of qualifications applicants also need to address selection criteria.

### Entrance Requirements for Competitive Courses

Entrance requirements are either:

- A lower level qualification OR
- Communications (reading, writing, speaking and listening) and, if required, Mathematics skills.

The level of communication and/or Mathematics skills required for entry to a qualification are shown by dots.

- Basic skills
- Developed skills
- 
- Well-developed skills
- 
- Highly developed skills

Most courses show which subjects and results will meet these requirements.

Applicants who need to meet communication and/or mathematic skills levels, are encouraged to view the Evidence guide online at [tafe.wa.edu.au](http://tafe.wa.edu.au)

### Selection Criteria

Selection criteria are academic and other criteria, such as work experience is used to rank eligible applicants competing for entry into a qualification where there are more applications than places available.

The table below shows how many points can be scored based on education, qualifications and work experience:

<b>Selection criteria</b> Maximum score = 100 points				
<b>Qualification pathway</b> Maximum score = 29 points				
Scoring is based on an Australian Qualifications Framework (AQF) qualification according to the values listed below.				
QUALIFICATION	POINTS			
	Complete qualification in the same * field of study	Complete qualification in another field of study	Incomplete qualification in the same field of study	Incomplete qualification in another field of study
Certificate I	20.5	16	7.5	11.5
Certificate II	22	17.5	9	5.5
Certificate III	24.5	19	10.5	7
Certificate IV	26	20.5	12	8.5
Diploma	27.5	22	14.5	10
Advanced diploma, associate degree, graduate certificate, graduate diploma, bachelor degree or above	29	24.5	16	11.5
<b>Work experience/employment</b> Maximum score = 29 points				
Scoring is based on 0.0002 points per hour workload				
<ul style="list-style-type: none"> <li>● Paid/unpaid work</li> <li>● Full-time/part-time work</li> <li>● General work experience, work experience in school and VET programs and voluntary work</li> <li>● Community service obligation.</li> </ul>				
<b>Secondary education/skill development</b>				
Maximum score = 42 points				
Scoring is based on the best three two-course** unit combinations.				
One of these qualifications must be English, English literature or English as an additional language/dialect				
<b>OR</b> Portfolio demonstrating evidence of skill development.				
IMPORTANT: Scoring for certain qualifications within the arts and entertainment industry area is based ONLY on a specific portfolio of evidence.				
Telephone the TAFE Institute Admission Centre on 9224 6580 for more information.				
* The same field of study refers to any qualification in the same occupational group as published in this guide.				
** Course refers to a School Curriculum and Standards Authority developed course.				

### TAFE websites:

North Metropolitan TAFE: [www.northmetrotafe.wa.edu.au](http://www.northmetrotafe.wa.edu.au)

South Metropolitan TAFE: [www.southmetrotafe.wa.edu.au](http://www.southmetrotafe.wa.edu.au)

## Learning Area: Religious Education

All students will cover the Year 10 '*Come Follow Me*' Course of Study mandated by the Bishops of Western Australia through the Catholic Education Western Australia. This course forms as preparation for undertaking the Schools 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 is drawn from the '*Come Follow Me*' text examining 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. In 2019, the Year 10s have a choice of two (2) stages of Religious Education:

- Religious Education General (leads to Religion and Life General in Year 11)
- Religion Education (leads to Religion and Life ATAR in Year 11).

All content in both courses is mandated by the Bishops through the Catholic Education Office Course '*Come Follow Me*', however, pedagogy and assessments will differ appropriately to the desired Year 11 Pathway.

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 module.

### 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

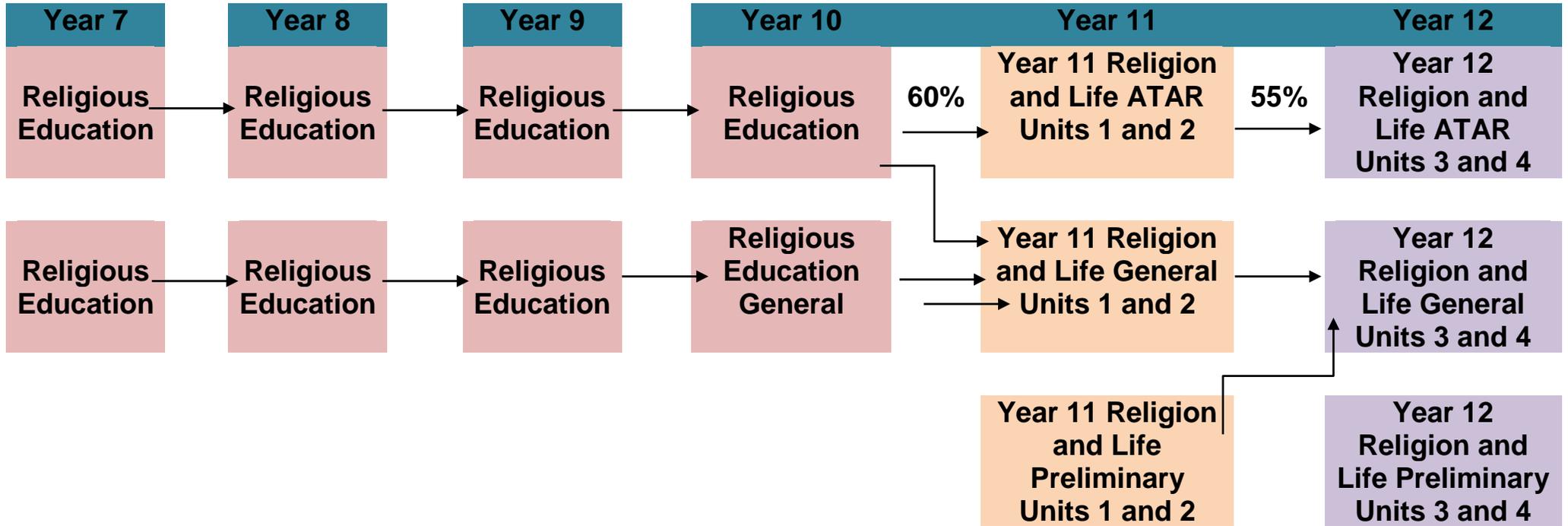
#### Term Three: The Search for Freedom and Conscience

- 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.

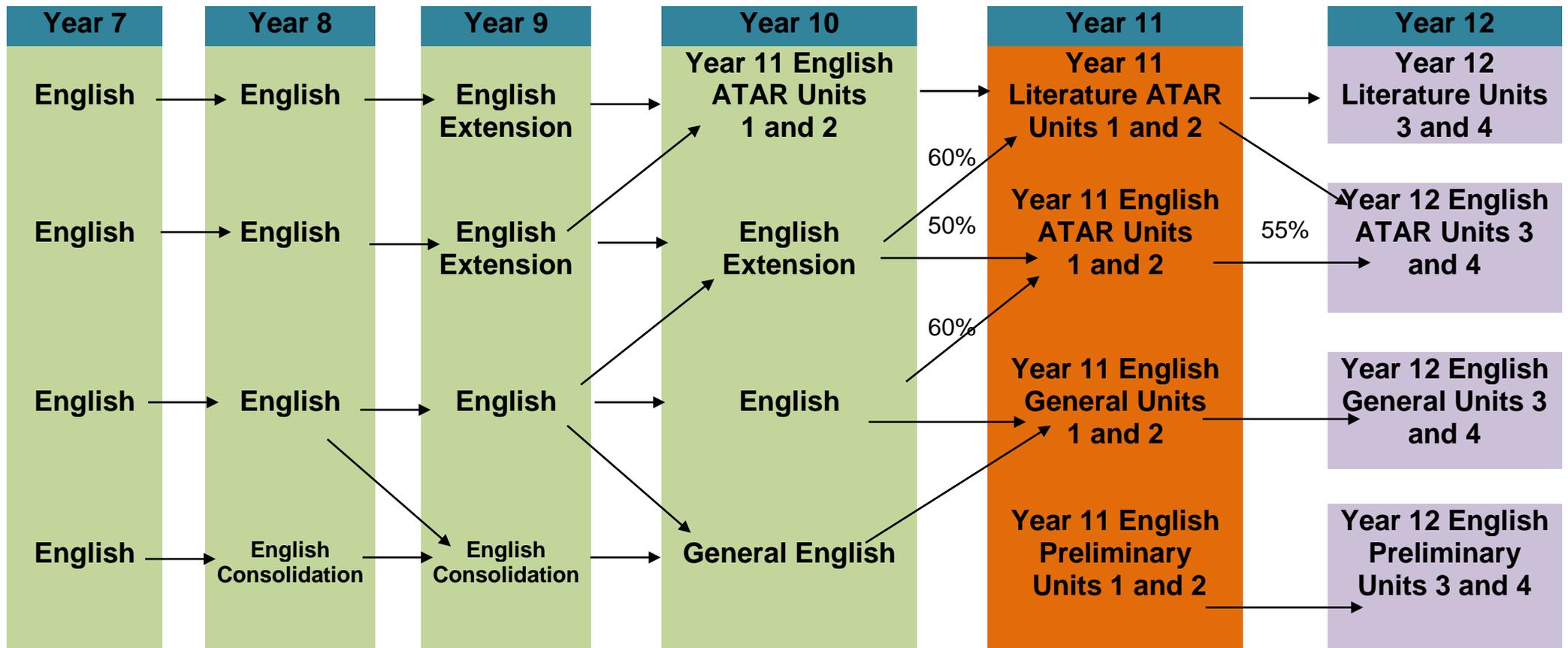
#### Term Four: The Church

- Characteristics of the Church
- The Growth of the Church
- The renewal of the Church through the Holy Spirit.

# RELIGIOUS EDUCATION LEARNING AREA PATHWAYS



# ENGLISH LEARNING AREA PATHWAYS



## Learning Area: English

In 2019, the Year 10s have a choice of four (4) levels of English:

- Year 10 Pre ATAR English leads to ATAR English in Year 11
- Year 10 English Extension leads to ATAR English or ATAR Literature in Year 11
- Year 10 General English leads to General English in Year 11
- Year 10 ATAR English leads to ATAR Literature in Year 11.

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.

### Course Name      **YEAR 10 GENERAL ENGLISH**

**Type of Course:** Semester One and Semester Two.

**Rationale:** Year 10 General English is designed to consolidate the communication and literacy skills of students needed for a variety of post-school destinations including further study, and the workforce. 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 multimodal 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.

## **Course Name**      **YEAR 10 ENGLISH**

**Type of Course:**      Semester One and Semester Two.

**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.

ENGLISH is suitable for those students wishing to study ATAR or Non-ATAR 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 multimodal 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:**      Nil.

## **Course Name**      **YEAR 10 ENGLISH EXTENSION**

**Type of Course:**                      Semester One and Semester Two.

**Rationale:**                              Year 10 English Extension is effectively designed as a 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.

Year 10 English Extension is suitable for those students who wish to study ATAR Literature or ATAR English in Year 11.

**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 Extension is a university pathway course.

**Entry Requirements:**                      'C' Grade Year 9 English Extension or an 'A' Grade in Year 9 English.

### Course Name: Year 10 ATAR English – Unit One

**Type of Course:** Semester One.

**Rationale:** Year 10 ATAR English is designed for students who have displayed high academic achievement in Year 9 Extension English. Year 10 ATAR English is an accelerated academic programme designed to support the Senior School structure of the College.

Students studying Year 10 ATAR English will commit to the following pathway:

- Year 10:** ATAR English Units One and Two (cannot be repeated in Year 11).
- Year 11:** ATAR Literature Units One and Two.  
*(See Year 11 Handbook 2019 for course description).*
- Year 12:** **Either** ATAR English or ATAR Literature Units Three and Four.

This pathway offers accelerated learning opportunities designed to deepen the rigour and breadth of study for students as they study both ATAR English and Literature, and then choose their preferred study option for Year 12. Students who enjoy English, have achieved high grades in Year 9 Extension English, are competent writers, display high levels of motivation and a mature outlook will enjoy the challenges of ATAR English.

Students studying ATAR English will be required to sit a 3-hour examination per unit.

**Description:** Students learn to explore how meaning is communicated through the relationships between language, text, purpose, context and audience. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts. Study in this unit focuses on the similarities and differences between texts, and how visual elements combine with spoken and written elements to create meaning. Students develop an understanding of stylistic features and apply skills of analysis and creativity. They are able to respond to texts in a variety of ways, creating their own texts and reflecting on their own learning.

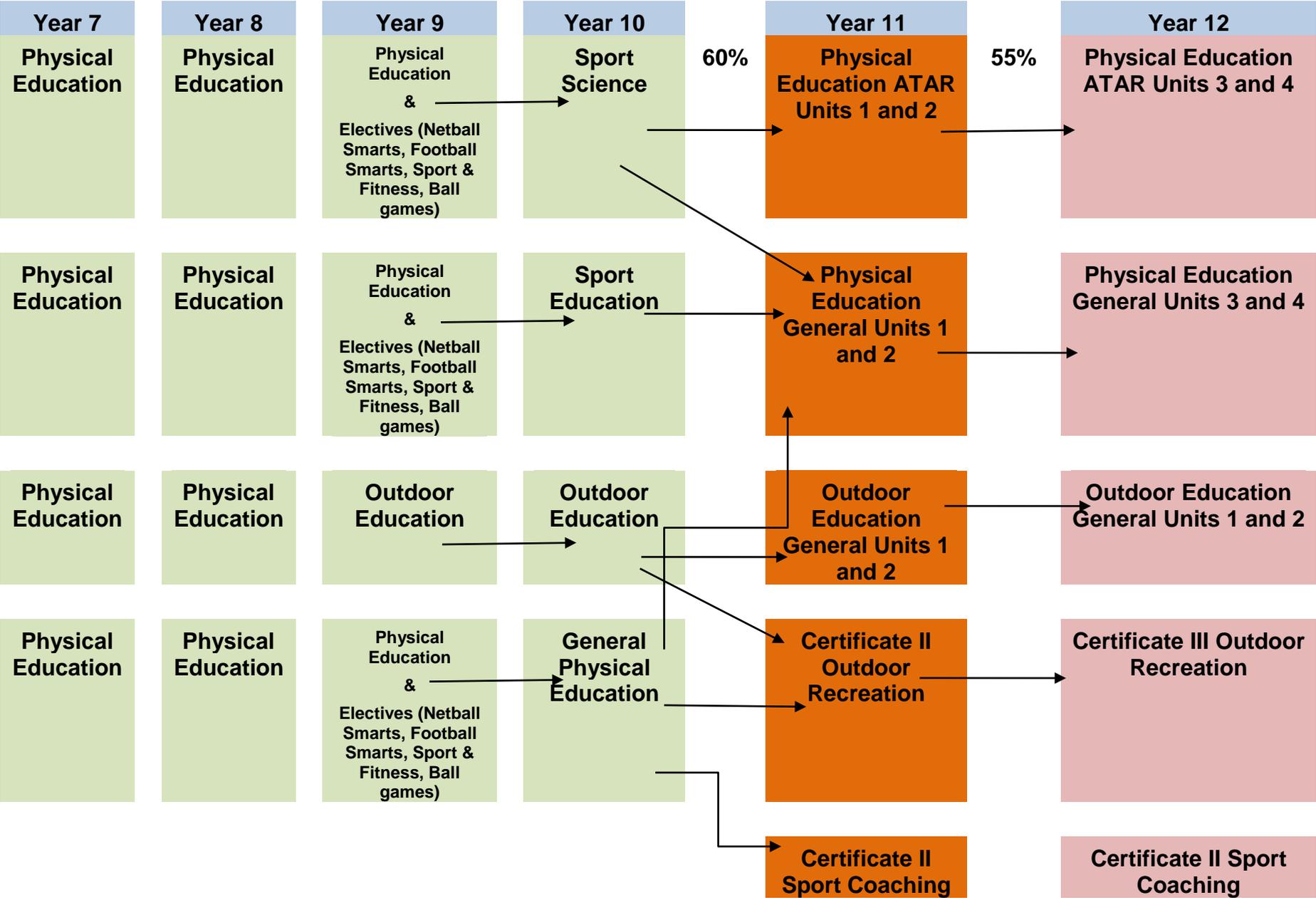
### Course Name: Year 10 ATAR English – Unit Two

**Type of Course:** Semester Two.

**Description:** In Unit Two, students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit. By responding to and creating texts in different modes and media, students consider the interplay of imaginative, interpretive and persuasive elements in a range of texts, and present their own analyses. Students critically examine the effect of stylistic choices and the ways in which these choices position audiences for particular purposes, revealing and/or shaping attitudes, values and perspectives. Through the creation of their own texts, students are encouraged to reflect on their language choices and consider why they have represented ideas in particular ways.

**Entry Requirements:** A grade in Year 9 English Extension, plus teacher recommendation

# PHYSICAL EDUCATION LEARNING AREA- PATHWAYS



**Course Name: YEAR 10 SPORTS SCIENCE**

**Type of Course:** Semester, repeated.

**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 the area of 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 of 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.

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

**Modules:**

1. Strategies and Tactics
2. Functional Anatomy
3. Biomechanics
4. Exercise Physiology
5. Motor Learning and Coaching
6. Sports Psychology.

**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.

**Course Name: YEAR 10 SPORT EDUCATION IN PHYSICAL EDUCATION**

**Type of Course:** Semester, repeated.

**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.

## **Course Name: YEAR 10 OUTDOOR EDUCATION**

**Type of Course:** Semester, repeated.

**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.

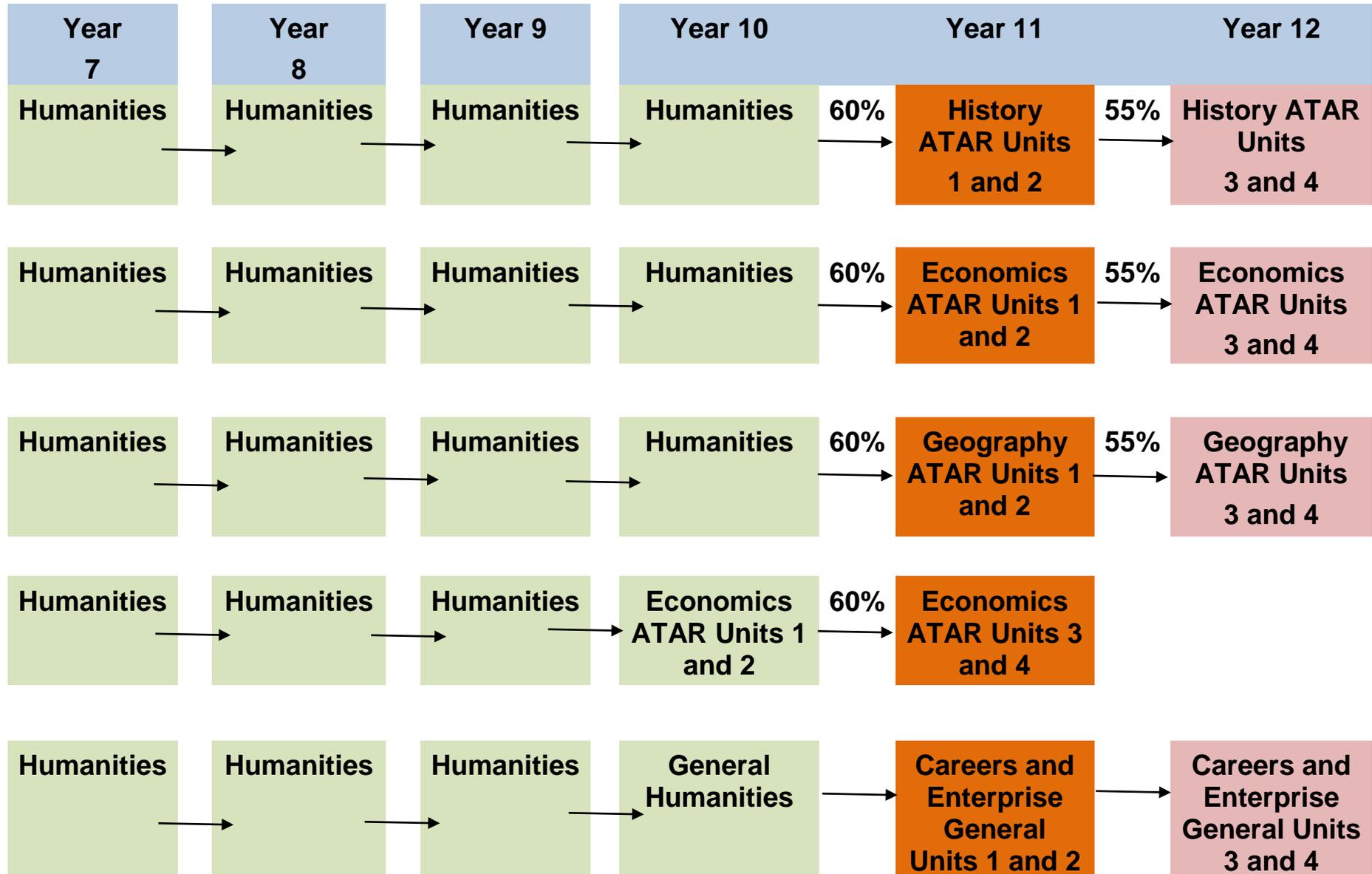
**Description:** This Year 10 Outdoor Education module not only uses theoretical concepts in the development of understandings, skills and attitudes about the outdoors but also provides opportunities for the application of these concepts through a variety of learning experiences. The focus is on the 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 LEARNING AREA- PATHWAYS



## Learning Area: Humanities

### Course Name: YEAR 10 HUMANITIES

All Year 10 students are required to study Humanities and Social Sciences as part of the West Australian Curriculum. Students will study Civics and Citizenship, Economics and Business, Geography and History.

The Humanities and Social Sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The Humanities and Social Sciences subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21<sup>st</sup> century. The syllabus introduces all these disciplines to students in a variety of relevant and stimulating contexts.

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.

In 2019, the Year 10s have a choice of two (2) levels of Humanities:

- Year 10 Humanities (leads to Humanities ATAR in Year 11)
- Year 10 Humanities General.

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 and 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.

#### **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.

#### **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 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 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. Students learn about the US civil rights movement and its influences on Australia, and the methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander people. 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.

## ACCELERATION – ATAR UNITS YEARS 10/11

### ECONOMICS – ATAR Units One and Two

High performing students who are currently in a Year 9 Humanities Extension class have the opportunity to choose ATAR Economics and ATAR Modern History as a Year 10 student in 2019. This is an accelerated pathway for students who have demonstrated strong academic performance in Middle School Humanities. If students achieve success in this course, they can complete these ATAR courses as a Year 11 student. The results in these courses can count towards students final ATAR score.

Please note that in order to select these courses, students need to achieve an A grade in Year 9 Humanities Extension at the end of 2017. They also need to demonstrate maturity, a strong work ethic, a high level of organisation and enthusiasm for the chosen subject. Students who select this course will be in a class with other Year 10 acceleration students four times a week and are required to sit an examination for both the Unit One and Unit Two course.

#### **ATAR ECO1 Unit One – Microeconomics**

##### **Description:**

ATAR Economics Unit 1 introduces the broad area of markets. Students will develop the skills to illustrate, describe and critically analyse the use of demand and supply in a number of relevant markets. This unit focuses on other topics such as elasticity, market efficiency, market failure and government policies, market power, externalities, public goods and common resources, equity and the effects of government policies.

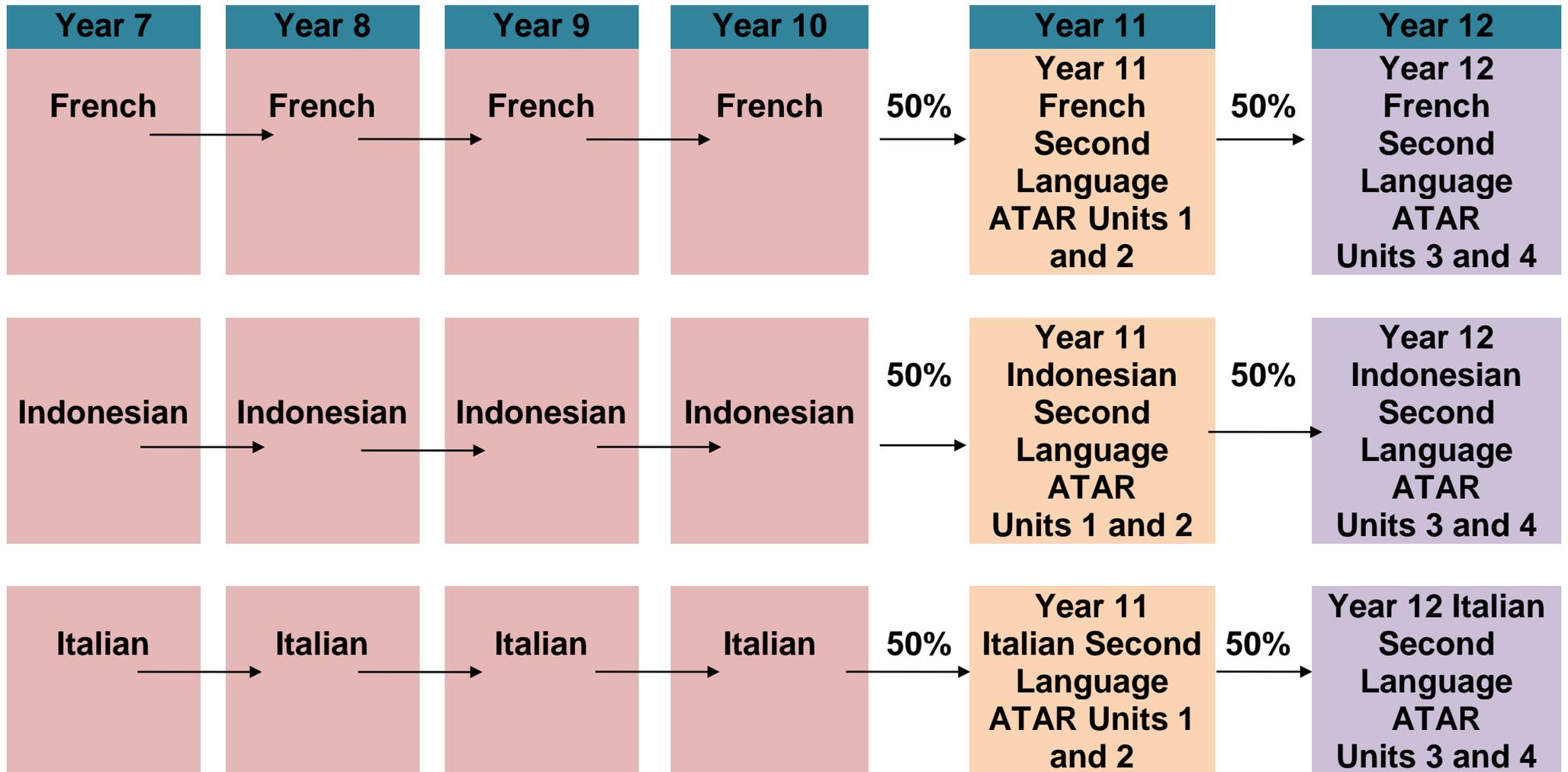
#### **ATAR ECO2 Unit Two – Macroeconomics**

##### **Description:**

ATAR Economics Unit 2 examines the role of governments in economies with a focus on the Australian economy. Within this context, students will examine past and current trends in Australia's economic performance, focusing on economic indicators such as unemployment, inflation, economic growth, income distribution and government spending and taxation. This unit covers topics such as macroeconomic activity, the business cycle, economic growth, unemployment, inflation, the public sector, taxation and Australia's macroeconomic performance.

**(NOTE: THIS COURSE WILL ONLY BE RUN IF SUFFICIENT NUMBERS OF SUITABLE STUDENTS  
SELECT THE COURSE)**

# LANGUAGES LEARNING AREA PATHWAYS



**FRENCH            YEAR 10**

**Course Name:    *Mon Monde (My World)***

**Type of Course:**       Semester Sequential.

**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.

**Course Name:    *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.

## INDONESIAN YEAR 10

### Course Name: *Dunia Remaja (The World of Youth)*

**Type of Course:** Semester sequential

**Rationale:** Indonesian is the official language of Australia's nearest northern neighbour, being spoken by more than 260 million people throughout the Indonesian archipelago, as either their first or second language. It is also closely related to Malay, official languages of Malaysia, Brunei and Singapore. Studying Indonesian means being able to communicate, understand and interact with our nearest neighbours, only a small percentage of whom are able to speak English.

The Indonesian: Second Language course connects to the world of work, further vocational education and training, and university studies. With increasing numbers of Australians living and working in Indonesia, and Indonesians living, working and holidaying in Australia, employers are recognising the usefulness of Indonesian language knowledge and skills.

**Description:** The focus of this unit is *Dunia remaja (The world of youth)*. Students explore the Indonesian language and culture, enabling them to share information about personal identity, relationships, daily activities, aspects of living in Indonesia, youth life and popular culture. Students begin to develop an understanding of what it is to be Indonesian and Indonesian-speaking, and compare their own lives to those of others in Indonesia.

**Entry Requirement:** Students must achieve an appropriate grade in Year 9 Indonesian.

### Course Name *Berjalan-jalan di Indonesia (Out and about in Indonesia)*

**Type of Course:** Semester sequential.

**Description:** The focus for this unit is *Berjalan-jalan di Indonesia (Out and about in Indonesia)*. Students build on their developing language skills in order to share information about places, environments and culture in Australia and Indonesia. They develop the skills needed to interact in Indonesia with a focus on environmentally aware travel and intercultural skills.

**Entry requirement:** Students must achieve an appropriate grade in Year 9 Indonesian. However, it is desirable that a student has also completed one of the Year 10 course units.

**Could lead to:** Year 11 Indonesian Second Language ATAR and Year 11 Indonesian Background Language ATAR. It is recommended that a student continuing with an ATAR Indonesian course has completed both units and achieved at least a C result in either or both Year 10 units.

## ITALIAN YEAR 10

### Course Name: *Questo Mio Mondo (Here and Now)*

**Type of Course:** Semester, sequential.

**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)**. Student 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.

### Course Name: *Un personaggio famoso - cinema, arte, sport, storia ecc. (a famous person in film, art, sport and history)*

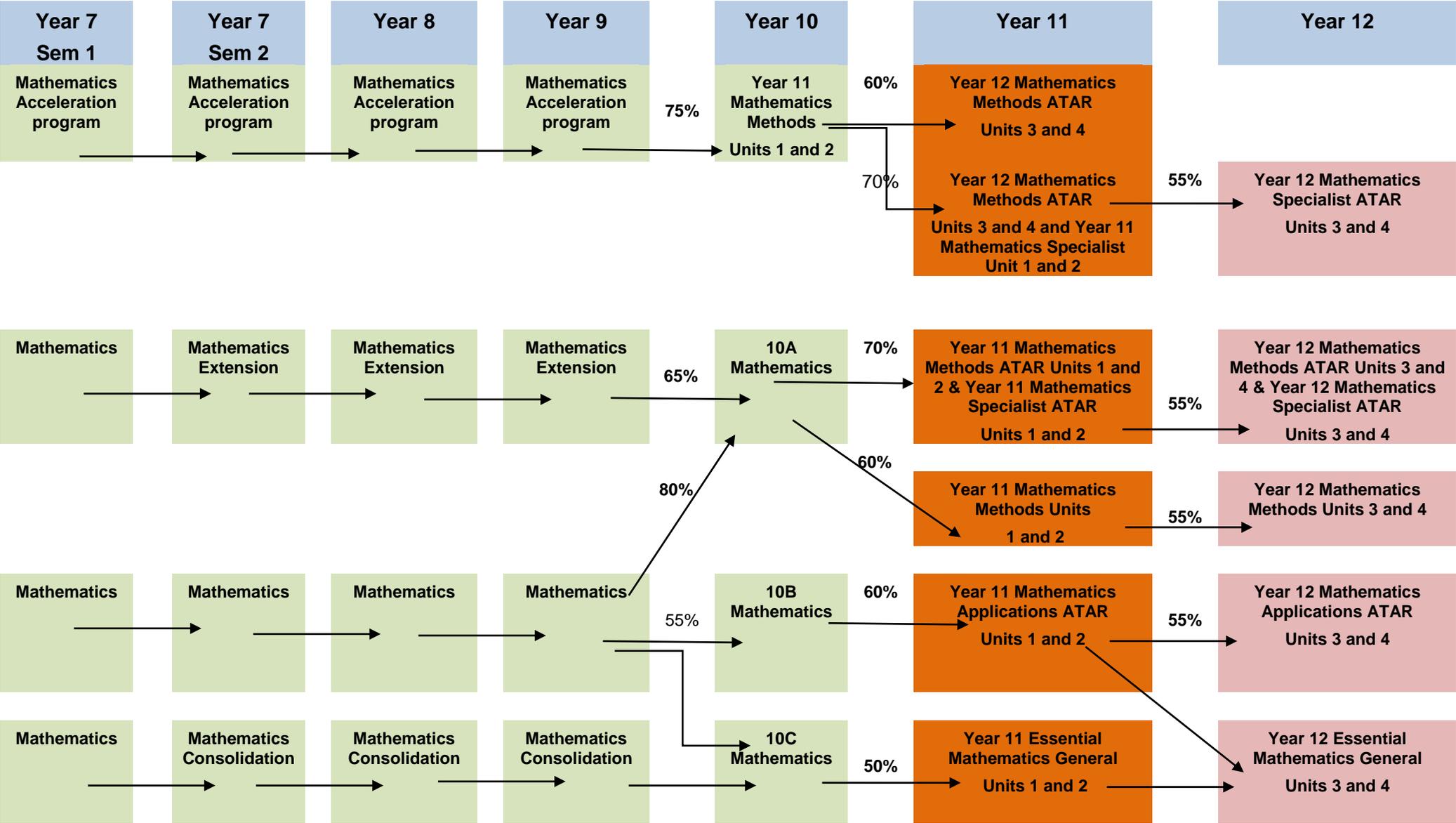
**Type of Course:** Semester, sequential.

**Description:** The focus on this unit is to look at famous Italian people in history, film, sport and in art. Students will begin to understand how these famous people have influenced the Italian culture and other cultures in the world. The students can explore the stereotypes that have developed because of these people and compare to see if they are fact or myth. Students will be introduced to a more modern image of Italy.

**Entry requirement:** Students must achieve an appropriate grade in Year 9 Italian.

**Could lead to:** Year 11 Italian Second Language ATAR and Year 11 Italian Background 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 LEARNING AREA- PATHWAYS



### Course Name: YEAR 10 MATHEMATICS A

**Type of Course:** Semester One and Semester Two.

**Rationale:** To provide students with the opportunities to develop more advanced skills necessary to achieve outcomes at an extended level. 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 80% in Mathematics 9B.

**Could lead to:** Mathematics Methods and Mathematics Specialist in Year 11.

### Course Name: YEAR 10 MATHEMATICS B

**Type of Course:** Semester One and Semester Two.

**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 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.

## **Course Name: YEAR 10 MATHEMATICS C**

**Type of Course:** Semester One and Semester Two.

**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 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.

High performing students who are currently in the Year 9 Mathematics Acceleration class have the opportunity to choose ATAR Mathematics Methods as a Year 10 student in 2019. This is an accelerated pathway for students who have demonstrated strong academic performance in Middle School Mathematics. If students achieve success in this course, they can complete this ATAR course as a Year 11 student and the result can count towards their final ATAR score.

Mathematics Methods focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

### **ATAR MAM Unit One**

#### **Description:**

This unit has three topics:

- Functions and graphs
- Trigonometric functions
- Counting and probability.

The unit begins with a review of the basic algebraic concepts and techniques required for a successful introduction to the study of functions and calculus. Simple relationships between variable quantities are reviewed and these are used to introduce the key concepts of a function and its graph.

The study of the trigonometric functions begins with a consideration of the unit circle using degrees and the trigonometry of triangles and its application. Radian measure is introduced, and the graphs of the trigonometric functions are examined and their applications in a wide range of settings are explored.

The study of probability and statistics begins in this unit with a review of the fundamentals of probability, and the introduction of the concepts of conditional probability and independence.

### **ATAR MAM Unit Two**

#### **Description:**

This unit has three topics:

- Exponential functions
- Arithmetic and geometric sequences and series
- Introduction to differential calculus.

The algebra section of this unit focuses on exponentials. Their graphs are examined and their applications in a wide range of settings are explored.

Arithmetic and geometric sequences and their applications are introduced, and their recursive definitions applied. Rates and average rates of change are introduced and this is followed by the key concept of the derivative as an 'instantaneous rate of change'. These concepts are reinforced numerically (by calculating difference quotients), geometrically (as slopes of chords and tangents), and algebraically.

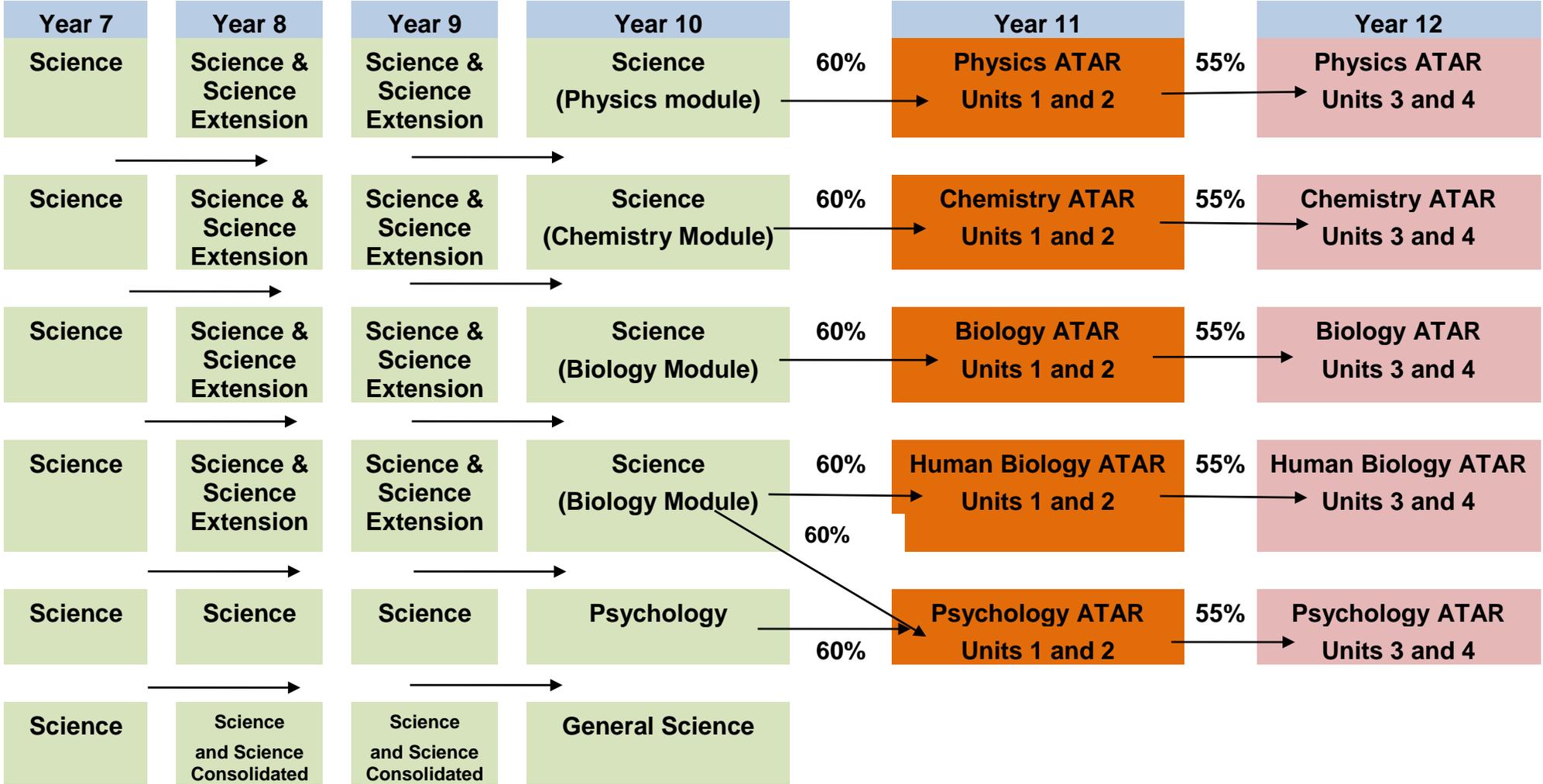
Calculus is developed to study the derivatives of polynomial functions, using simple applications of the derivative to sketch curves, calculate slopes and equations of tangents, determine instantaneous velocities, and solve optimisation problems.

#### **Entry Requirement:**

75% in Year 9 Mathematics Acceleration. Students also need to demonstrate maturity, a strong work ethic, a high level of organisation and enthusiasm for mathematics. Students who select this course will be in a class with other Year 10 acceleration students four times a week and are required to sit an examination for both the Unit One and Unit Two course.

**Could lead to:** Mathematics Methods Unit 3 &4 and Mathematics Specialist in Year 11.

# SCIENCE LEARNING AREA- PATHWAYS



### Course Name: YEAR 10 SCIENCE

All Year 10 students are required to study Science as part of the West Australian Curriculum.

In 2019, the Year 10s have a choice of two (2) levels of Science:

- Year 10 ATAR Science (leads to Science ATAR in Year 11)
- Year 10 General Science.

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.

In the Year 10 curriculum students will explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students will explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang.

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 AS A HUMAN ENDEAVOUR**

### **Nature and Development of Science**

Scientific understanding, including models and theories, is contestable and is refined over time through a process of review by the scientific community. Advances in scientific understanding often rely on technological advances and are often linked to scientific discoveries.

### **Use and Influence of Science**

People use scientific knowledge to evaluate whether they accept claims, explanations or predictions, and advances in science can affect people's lives, including generating new career opportunities. Values and needs of contemporary society can influence the focus of scientific research.

## **SCIENCE INQUIRY SKILLS**

### **Questioning and Predicting**

Formulate questions or hypotheses that can be investigated scientifically.

### **Planning and Conducting**

Plan, select and use appropriate investigation types, including field work and laboratory experimentation, to collect reliable data; assess risk and address ethical issues associated with these methods. Select and use appropriate equipment, including digital technologies, to collect and record data systematically and accurately.

### **Processing and Analysing Data and Information**

Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies. Use knowledge of scientific concepts to draw conclusions that are consistent with evidence.

### **Evaluating**

Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of the data. Critically analyse the validity of information in primary and secondary sources, and evaluate the approaches used to solve problems (AC SIS206).

### **Communicating**

Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations.

## **YEAR 10 ACHIEVEMENT STANDARD**

By the end of Year 10, students analyse how the periodic table organises elements and use it to make predictions about the properties of elements. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions. They explain the concept of energy conservation and represent energy transfer and transformation within systems. They apply relationships between force, mass and acceleration to predict changes in the motion of objects. Students describe and analyse interactions and cycles within and between Earth's spheres. They evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth. They explain the processes that underpin heredity and evolution. Students analyse how the models and theories they use have developed over time and discuss the factors that prompted their review.

In addition to the study of Year 10 Science, students may also choose to study Year 10 Psychology. This will occupy one line of student choice in their individual timetable.

## **Course Name: YEAR 10 PSYCHOLOGY**

**Type of Course:** Semester repeated.

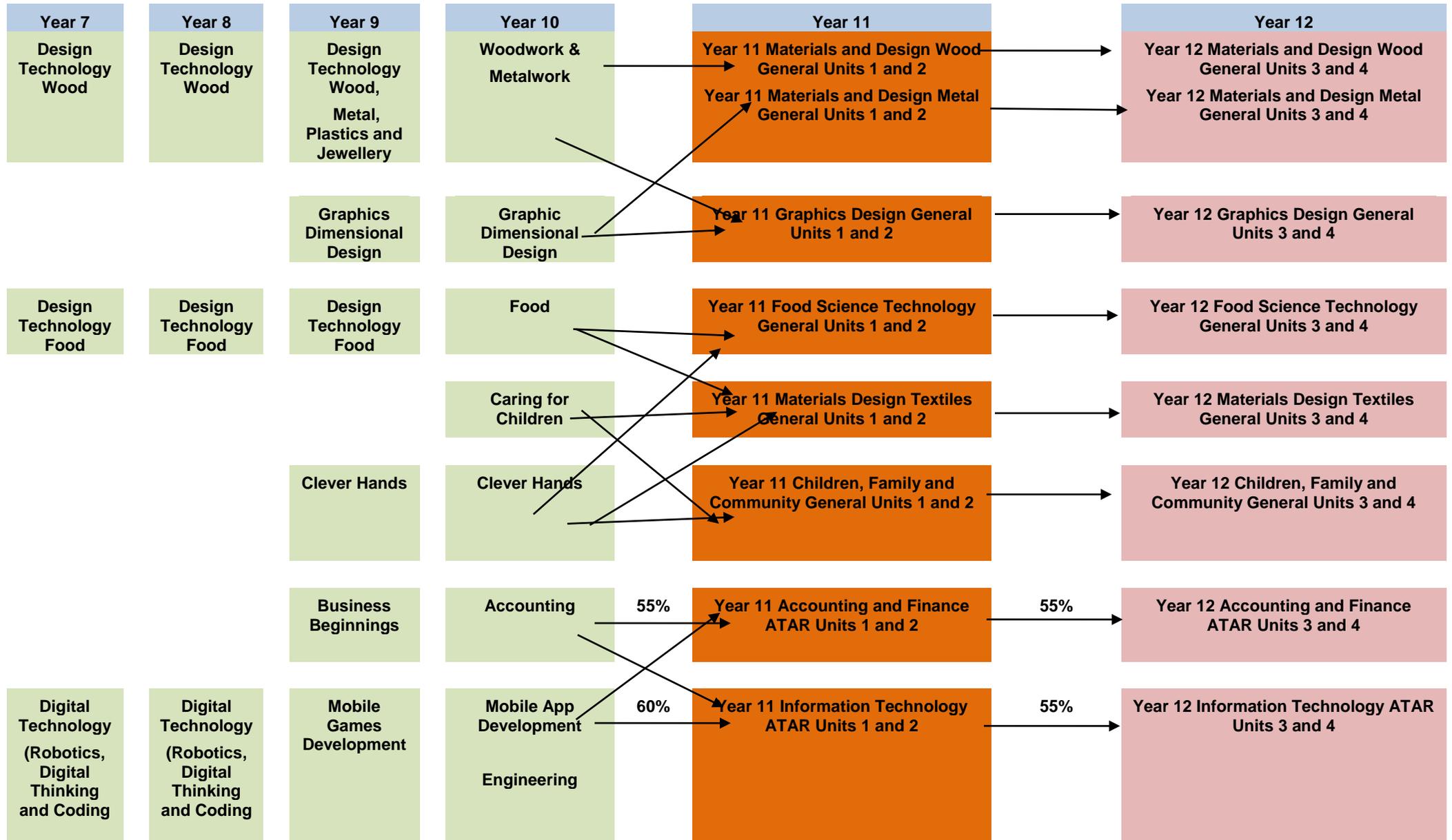
**Rationale** The brain is made up of over 100 billion, constantly changing, interconnected cells making it the most complex information processing system. All of your thoughts, beliefs, opinions, behaviours, intelligence, personality – indeed everything that you are – is the result of how these brain 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 Psychology.

# TECHNOLOGY AND ENTERPRISE LEARNING AREA- PATHWAYS





## Course Name: ACCOUNTING

### **UNIT 1 SEMESTER 1 PERSONAL FINANCE**

#### **Unit description**

The focus for this unit is personal finance. The concepts, principles and terminology used in financial decision making and management on a personal basis are introduced. The unit addresses main institutions that operate in financial markets and how governments and other bodies can affect the way individuals and groups make financial decisions. The main financial documents and reports used in personal financial transactions and decision making and the systems that facilitate individuals to carry out their financial transactions are considered. Topics studied by students include

- Earning
- Saving
- Spending and Personal Budgeting
- Investing
- The Share market including the Share market Game
- Insurance
- Personal Taxation

### **UNIT 2 SEMESTER 2 ACCOUNTING FOR A SMALL BUSINESS**

#### **Unit description**

The unit description provides the focus for teaching the specific unit content.

The focus for this unit is accounting for small cash entities. It addresses the fundamental accounting and finance principles and the application of these to the establishment and operation of small cash entities, including small incorporated bodies. The main financial institutions that small cash entities deal with are introduced and the methods that governments and other community bodies use to influence decision-making processes are considered. It also addresses financial record keeping on a cash basis for small entities, as well as the main financial documents and reports used in the financial transactions of small incorporated entities. The unit explores the main issues involved in business decision making and considers simple analysis of given information to determine the financial performance and position of a business.

Topics studied by students include:

- Introduction to Small Business
- Business Legal Structures
- Basic Record Keeping for a Small Business
- Financial Reports prepared by a business
- Cash Control
- Computerised Accounting

# Course Name: MATERIALS WOOD AND METAL

## *Product Design*

### **Course selection information:**

Students may select both courses **or** one semester only.

### **Type of course: Course Description:**

Students who select a course for one semester will have the opportunity to learn and develop practical work shop skills and gain in-depth knowledge of timbers 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 context.

### **Semester One**

The main content of this course is the practical element. Students will develop a range of wasting, 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 and timber project or a larger combined metal wood project using a range of materials.

### **Course Assessment:**

Planning & Design e-folio 25%

Practical Work 65%

Written Work 10%.

**Entry Requirements:** Nil.

## **Semester Two**

The main content of this course is the practical element. Students will develop a range of wasting, 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 and timber project or a larger combined metal wood project using a range of materials.

### **Course Assessment:**

Planning & Design e-folio 25%

Practical Work 65%

Written Work 10%.

**Entry Requirements:** Nil.

## **Course Name: MOBILE APP 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

## **Course Name: Engineering (ENG)**

### **Course selection information:**

One semester course

### **Course 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.

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

### **Entry Requirements:**

Passing grade in Year 9 Engineering and Mathematics

## Course Name: 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: 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.

## **Course Name: CARING FOR CHILDREN**

### **Type of Course: 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.

Through the study of child development students develop an understanding of human growth and development. They research how the creation of environments promotes optimal growth and development of individuals and families

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.

## Course Name: FOOD

### *Food Technology- Café Culture*

#### **Course selection information:**

Students may select both semester courses **or** one semester only.

#### **Type of Course: 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.

Semester One.

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 cafes 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.

## Course Name:

## YEAR 10 DESIGN and TECHNOLOGIES: FOOD

### *Food around the World* Semester Two.

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:** Ni

## **Course Name: CLEVER HANDS**

### **Semester repeated**

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.

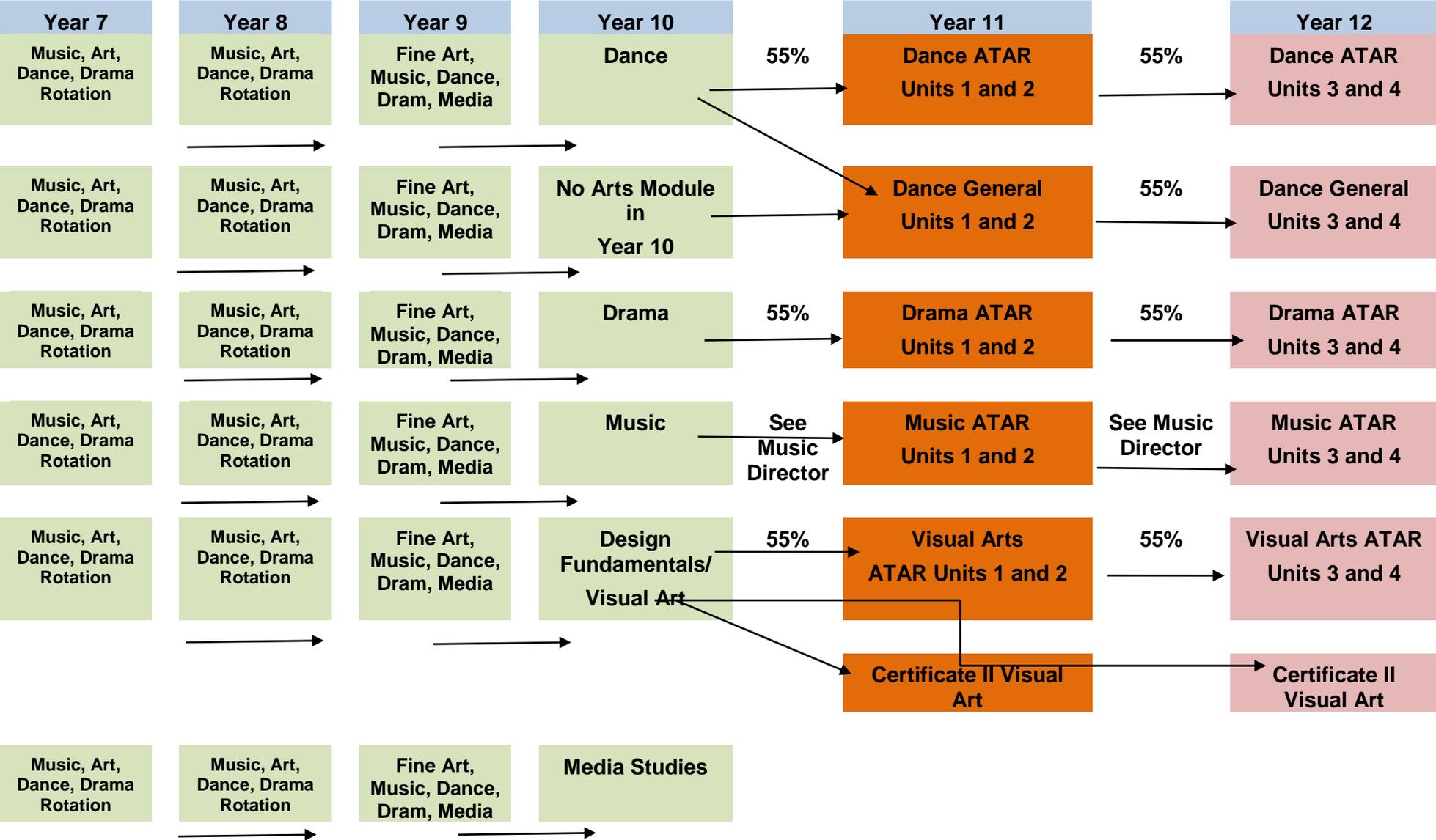
Students will focus on the emerging world of niche markets for bespoke items (eg: Etsy) and discover how they can meet the needs of a changing society and develop the entrepreneurial skills to do this.

Students will investigate changing societal needs and concerns (eg: 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.

# ARTS LEARNING AREA- PATHWAYS



### Course Name: **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, Tap and Contemporary Dance. The unit includes participating in Musical Theatre 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, Tap 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 Musical Theatre 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
- Attend a professional Dance performance by STEPS Youth Dance Company and/or touring companies
- Critically reflect on viewed performances analysing the Elements of Dance, Production Elements and Choreographic intent
- Conduct research projects on prominent musical theatre identities and a Contemporary Dance company
- Perform at a range of College events including the liturgical events, community events and the College Dance Showcase.

**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. It is recommended that students study Year 10 Dance for the duration of the year if they want to continue with Dance as an ATAR subject.

## Course Name: YEAR 10 DANCE COMPOSITION

**Type of Course:** Semester Two.

**Description:** This unit is a multi-disciplinary study of Dance, with physical and theoretical study of Contemporary Dance, Classical Ballet, Street Dance/Hip Hop and Theatrical Jazz. 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. The dance work will be based on stimuli from a collaboration of art forms and will develop works aimed for a variety of audiences.

Students will:

- Engage in technique classes in Contemporary, Theatrical Jazz, Classical Ballet and Street Dance in order to develop physical competencies in all genres
- Enhance their levels of physical fitness through gym sessions, yoga and pilates workshops
- Participate in improvisation workshops as a tool for developing original movement
- Engage and collaborate with their peers to develop a choreographic intent for a Dance work
- Engage with a variety of choreographic structures and devices in order to organize and manipulate original movement for the Dance work
- Collaborate with their peers to develop costume design and incorporate technology to enhance the Dance work
- Attend a professional Dance show performed by WAAPA and/or touring companies
- Focus on Safe Dance Practice and apply these principles in a practical context
- Study the Biomechanics of Dance, the Muscular and Skeletal Systems and Dance Injury Prevention and apply these theories to practical experiences
- Perform at a range of College events as well as performances at the Primary School Tour and/or Carnevale.

**Could lead to:** 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. It is recommended that students study Year 10 Dance for the duration of the year if they want to continue with Dance as an ATAR subject.

## **Course Name: YEAR 10 DRAMA THEATRE**

**Type of Course:** Semester One.

**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.

## **Course Name: YEAR 10 DRAMA THEATRE**

**Type of Course:** Semester Two.

**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.

## Course Name: YEAR 10 MEDIA ARTS

**Type of course:** Semester One

**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, 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
- Design and Marketing
- Music Video development
- Trans- media Advertising
- Participate in the creative process of investigating, collaborating and manipulating Media works
- 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 8/9 Photography, Visual Art and Technology is an advantage.

## Course Name: YEAR 10 MEDIA ARTS

**Type of Course:** Semester Two

**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 Production and Distribution.

In Media, students will:

1. Analyse how social and cultural values, and alternative points of view are portrayed in media artworks you 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 for specific purposes 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
- Photographic and film editing and camera processes
- Trans-media advertising
- Analyse alternative points of view are manipulated
- Game design
- Event design
- Participate in the creative process of investigating, collaborating and manipulating Media works
- 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 event
- Produce for a range of College events.

**Entry Requirement:** Year 8/9 Photography, Visual Art and Technology is an advantage.

**Course Name:** YEAR 10 MUSIC

**Type of course:** Semester, specific.

**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 or General), Year 12 Music (ATAR or General).

## YEAR 10 VISUAL ARTS COURSES

Students interested in Visual Art should consider a Visual Arts pathway. Historically, students choosing Visual Arts subjects use them as one of their highest point scores for University entry. There are more than 20,000 different career pathways associated with the Arts industry. An Arts ATAR equips many with the creative capacity demanded for today's workplace.

### Course Name: YEAR 10 VISUAL ARTS

<b>Art forms</b>	<b>2D:</b> Printmaking, painting, photo and digital media, textiles collages). <b>3D:</b> Sculpture, ceramics, textiles.
<b>Art styles:</b>	Realism, Modernism (Dadaism, Surrealism, Futurism), contemporary Australian art; Postmodernism, international art.
<b>Type of Course:</b>	Semester, repeated.
<b>Rationale:</b>	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.
<b>Course content:</b>	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.
<b>Future study:</b>	Leads to Year 11 ATAR Unit One and Unit Two, and Year 11 Certificate II Visual Arts and Contemporary Craft, or Visual Arts subjects (ATAR or General) in Year 12.

## **Course Name: DESIGN FUNDAMENTALS**

<b>Art forms</b>	<p><b>2D:</b> Silk screening, spray painting, mural, collages, graphic design, landscape architecture, architectural and cartooning with marketing design emphasis.</p> <p><b>3D:</b> Public art, sculpture, ceramics, installation and mixed media, mosaics, murals, installations, 3D graphic design, adornment/embellishments, skateboard designs, artefacts and product design</p>
<b>Art styles:</b>	Realism, Modernism (Dadaism, Surrealism, Futurism), contemporary Australian art; Postmodernism, international art.
<b>Type of Course:</b>	Semester, repeated.
<b>Rationale:</b>	<p>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.</p> <p>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.</p>
<b>Course content:</b>	<p>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.</p> <p>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.</p>
<b>Future study:</b>	Leads to Year 11 ATAR Unit One and Unit Two and Year 11 Certificate II Visual Arts and Contemporary Craft, or Visual Arts subjects (ATAR or General) in Year 12.

## Questions and Help

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