La Salle College

Year 10
2015

Curriculum Handbook
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Year 10 2015 Curriculum Handbook
The Year 10 Curriculum has been designed to encourage students 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 course selection in Years 11 and 12.

It would be advantageous when selecting courses that students have some idea of the direction they might wish to take in Years 11 and 12. Factors that should be taken into consideration when planning a program of study include the student’s ability, interest and intention.

Students will study compulsory and non-compulsory courses.

**COMPULSORY**
The compulsory curriculum covers the courses:

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For English and Mathematics, students will be placed into classes by the respective Learning Area Coordinators on the basis of Year 9 achievement.
NON-COMPULSORY
Students are to select three (3) courses from those listed below:

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Each student is to indicate on the Course Selection Form his or her preferred courses and include alternatives should one or more preferences not be available. Every effort will be made to place students in their preferences, however, this is not always possible if:
- two of the selections are timetabled at the same time.
- a course is over-subscribed.
- a course is not timetabled due to low student numbers.
Overview
Year 10 Religious Education helps students develop their knowledge and understanding of the Gospel and how we are called to live as God wants. This program, which has been mandated by the Archbishop of Perth, is organised into four units of work, one being covered each term.

The units of work are as follows:

Term One:
*Vocation – Called to Be and Become*
This unit seeks to introduce students to very basic ideas that reflect Catholic teaching on vocation and on the place of work within the context of Christian vocation. It focuses more on the moral and spiritual dimensions.

Term Two:
*The Search for Freedom*
This unit seeks to introduce students to very basic ideas that reflect Catholic teaching on freedom and distinguishes Christian freedom as opposed to freedom as understood by teenagers and the wider society. Freedom is something all teenagers desire. They often think of freedom as ‘freedom from’, for example, rules, parents and obligations such as study. This may also be due to the way media and wider society portrays freedom. For Christians, however, true freedom is ‘freedom to’. People gain freedom as they grow in responsibility.

Term Three:
*The Holy Spirit’s Action through Conscience and the Church*
In Catholic teaching, conscience is where one hears God’s voice ‘echo in his or her own depths’. Conscience is the source of many human experiences, including the inner call to draw closer to God. This unit opens with the broader experiences of conscience to help students appreciate the concept of ‘echoes’ of God’s voice. The unit then explores the Church – its characteristics, growth and renewal through the Holy Spirit.

Term Four:
*Restoring God’s Justice in the World*
This unit begins with recognising that God created in humans a concern for justice and that adolescents have a strongly developed sense of justice. It outlines how Jesus came to offer people the power to restore God’s original justice in the world and the importance of Social justice in the mission of the Church.

Assessment
Each student is expected to complete one major assignment in Term 1 - 3, and one topic test in Term 1 - 4. All Year 10 students are expected to attend at least one day of reflection during the year. There is a major examination in Semester I and Semester II.
**TOUCHING HEARTS**

**Rationale**
The La Salle College Christian Service-Learning program is called *Touching Hearts*. It reflects the example of our founder, St John Baptist de La Salle, of putting faith into action. Students are expected to participate in service to their community and to reflect on what they have learnt from this experience.

**Requirements**
The program consists of twenty hours of service and the required reflection activities. There are three categories of service: College, Parish and Civic. Students are encouraged to find opportunities to directly assist those with a genuine need. This includes assisting clients at an aged care facility, participating in a Parish support group and working on an environmental regeneration project.

**Outcomes**
Students are expected to meet outcomes relating to:
- Recognition of who the marginalised are in our society
- An understanding of how members of the community respond to the needy
- Demonstrate an understanding of the Gospel call to continue the Kingdom

**Materials**
The *Touching Hearts* diary is available through the College.
Students will be participating in a program that encourages students to examine their personal strengths, interests and attitudes. They will explore different work and career options that best suit their needs and abilities. The program will begin to apply some of the basic career development skills they have acquired from the Year 8 and 9 programs and assist with looking at areas, roles and occupations that may be suited to their needs, interests, abilities and strengths.

The program is designed to emphasise self-exploration skills for students to honestly assess their performance in past years, areas of strengths and weaknesses, interests and hobbies and to set goals for their short and long term futures. It will also introduce them to the many different facets of the world of work. This will allow them the opportunity to explore the different kinds of work structures, occupational health and safety and further tertiary studies, apprenticeships or full time employment. Students will use the knowledge gained from these activities to complete career exploration activities, designed to assist students with planning for their future working lives. Students will be given the opportunity to use the Job Guide, to complete a computer-based careers package, to investigate senior school course selection and prerequisites and also the opportunity to set career goals.

There will also be some emphasis placed on developing an Individual Pathway Plan and Career and Transitions Portfolio that will help them to achieve their goals for the future and on job search skills such as interview techniques, job applications, résumés and portfolios.
Two courses based on the Australian Curriculum English are offered in the English Learning Area:

- English
- English and Literature

ENGLISH

Course Outline
English caters for students with a broad range of abilities and interests. Students are extended and supported within the mainstream classroom. In general, students who complete this course are not advised to choose Literature ATAR in Year 11, unless recommended by the teacher. Students may choose English ATAR in Year 11 if they meet the prerequisites.

Students engage in the close study of various genres through which they learn about the English language: how it works and how to use it effectively in a variety of forms and situations. The Year 10 Course aims to:

a) Build on and extend the student’s ability to use and control the conventions of Standard Australian English.
b) Develop understanding about language and how to use it effectively through engagement with, and study of, a range of texts.
c) Encourage students to employ a range of processes and strategies to facilitate learning.
d) Invite students to reflect on and analyse their own use of language and the language of others in projecting beliefs and values.
e) Develop the creation of texts of their own by employing language for a range of purposes, audiences and contexts.
f) Develop a student’s capacity to listen with purpose, understanding and critical awareness.
g) Encourage students to speak with purpose and effect in a range of contexts.
h) Explore how visual texts are created for a range of purposes and audiences.
i) Foster a love of reading.
j) Extend an understanding and use of Information Technology.
ENGLISH AND LITERATURE

Course Outline
This is a demanding course which prepares students for entry to Literature ATAR and English ATAR in Year 11. It provides a good grounding in analysis, literary theory and reading practices in addition to the content described above. The course is designed to stimulate intellectual curiosity and to promote creative, logical and analytical thinking. It encourages students to relate their experience of literature to their experience of life generally and to learn that ways of reading texts and their readings of texts can enrich their understanding of identity, culture and society. Students are given the opportunity to read, enjoy and respond to literary texts, to which the genres of poetry, prose and drama are central. Extra-curricular visits to live drama productions form a part of the development of concepts in this course.

Numbers in this course are limited and entry is by invitation based on a range of indicators and results in Year 9.
MATHEMATICS

The Australian Mathematics Curriculum aims to ensure that students:

- are confident, creative users and communicators of Mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens

- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability

- recognise connections between the areas of Mathematics and other disciplines and appreciate Mathematics as an accessible and enjoyable discipline to study.

The Australian Curriculum is organised around the interaction of three content strands and four proficiency strands.

The content strands are Number and Algebra, Measurement and Geometry, and Statistics and Probability. They describe what is to be taught and learnt.

The proficiency strands are Understanding, Fluency, Problem Solving, and Reasoning. They describe how content is explored or developed; that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above. This approach has been adopted to ensure students’ proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

Year 10 Achievement Standard

Students will have the opportunity to:

- recognise the connection between simple and compound interest
- solve problems involving linear equations and inequalities
- make the connections between algebraic and graphical representations of relations
- solve surface area and volume problems relating to composite solids
- recognise the relationships between parallel and perpendicular lines
- apply deductive reasoning to proofs and numerical exercises involving plane shapes
- compare data sets by referring to the shapes of the various data displays
- describe bivariate data where the independent variable is time
- describe statistical relationships between two continuous variables
- evaluate statistical reports
- expand binomial expressions and factorise monic quadratic expressions
- find unknown values after substitution into formulas
- perform the four operations with simple algebraic fractions
• solve simple quadratic equations and pairs of simultaneous equations
• use triangle and angle properties to prove congruence and similarity
• use trigonometry to calculate unknown angles in right-angled triangles
• list outcomes for multi-step chance experiments and assign probabilities for these experiments
• calculate quartiles and inter-quartile ranges.

Mathematics, more than most subjects, is sequential in nature. Thorough understanding of one level is necessary before success can be expected at the next level.

When allocating students to a mathematics class, we will take into consideration information gained from a range of assessment items based upon their results in Year 9. Students will be placed in a class which best suits the level of mathematics which they have demonstrated. During the course of the year, outcomes relating to all strands will be addressed, at an appropriate level.

Mathematics Extension
This is the most demanding course and prepares students for the study of any of the upper school Mathematics courses. It provides a good grounding in the essentials of Algebra, Number, Measurement, Space and Chance and Data for students who wish to study the ATAR courses Mathematics Methods and/or Mathematics Specialist in Year 11.

Mathematics
This is slower paced than Mathematics Extension but still covers the rudiments of the higher pathway to offer sufficient preparation for the ATAR course Mathematics Applications in Year 11.

Mathematics for Life
This is designed for those students who are aspiring to university-bound Mathematics courses but who may wish to study the General course Mathematics Essential in Year 11.

Assessment
Assessment will vary through the courses. A selection of projects, investigations, problem solving activities, tests and examinations are used for the purpose of assessment.

Materials
Students studying Mathematics Extension and Mathematics are required to purchase a CAS calculator (Casio Classpad 400 recommended).

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Mathematics Specialists must be paired with Mathematics Methods Foundation courses are only available to students who have not passed the OLA Numeracy Assessment. Preliminary courses are for students with special needs.

Note:
The Australian Curriculum in Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge of science’s contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers. Depending on the results attained students can opt for one of the ATAR Science courses in Year 11 & 12 or the General Integrated Science course in Year 11& 12.

The course is divided into four sections.

**Biological Sciences**
The biological sciences sub-strand is concerned with understanding living things. The key concepts developed within this sub-strand are that: a diverse range of living things have evolved on Earth over hundreds of millions of years; living things are interdependent and interact with each other and their environment; and the form and features of living things are related to the functions that their body systems perform. Through this sub-strand, students investigate living things, including animals, plants, and micro-organisms, and their interdependence and interactions within ecosystems. They explore their life cycles, body systems, structural adaptations and behaviours, how these features aid survival, and how their characteristics are inherited from one generation to the next. Students are introduced to the cell as the basic unit of life and the processes that are central to its function.

**Chemical Sciences**
The chemical sciences sub-strand is concerned with understanding the composition and behaviour of substances. The key concepts developed within this sub-strand are that: the chemical and physical properties of substances are determined by their structure at an atomic scale; and that substances change and new substances are produced by rearranging atoms through atomic interactions and energy transfer. In this sub-strand, students classify substances based on their properties, such as solids, liquids and gases, or their composition, such as elements, compounds and mixtures. They explore physical changes such as changes of state and dissolving, and investigate how chemical reactions result in the production of new substances. Students recognise that all substances consist of atoms which can combine to form molecules, and chemical reactions involve atoms being rearranged and recombined to form new substances. They explore the relationship between the way in which atoms are arranged and the properties of substances, and the effect of energy transfers on these arrangements.
Earth and Space Sciences
The Earth and space sciences sub-strand is concerned with Earth’s dynamic structure and its place in the cosmos. The key concepts developed within this sub-strand are that: Earth is part of a solar system that is part of a larger universe; and Earth is subject to change within and on its surface, over a range of timescales as a result of natural processes and human use of resources. Through this sub-strand, students view Earth as part of a solar system, which is part of a galaxy, which is one of many in the universe and explore the immense scales associated with space. They explore how changes on Earth, such as day and night and the seasons relate to Earth’s rotation and its orbit around the sun. Students investigate the processes that result in change to Earth’s surface, recognising that Earth has evolved over 4.5 billion years and that the effect of some of these processes is only evident when viewed over extremely long timescales. They explore the ways in which humans use resources from the Earth and appreciate the influence of human activity on the surface of the Earth and the atmosphere.

Physical Sciences
The physical sciences sub-strand is concerned with understanding the nature of forces and motion, and matter and energy. The two key concepts developed within this sub-strand are that: forces affect the behaviour of objects; and that energy can be transferred and transformed from one form to another. Through this sub-strand students gain an understanding of how an object’s motion (direction, speed and acceleration) is influenced by a range of contact and non-contact forces such as friction, magnetism, gravity and electrostatic forces. They develop an understanding of the concept of energy and how energy transfer is associated with phenomena involving motion, heat, sound, light and electricity. They appreciate that concepts of force, motion, matter and energy apply to systems ranging in scale from atoms to the universe itself.

Assessments will take the form of: Quizzes/Tests/Examinations/Practical Investigations and Research Projects
Students will study ‘The Globalising World: The Study of Popular Culture through Film’ for one semester.

**AUSTRALIAN CURRICULUM HISTORY**

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia’s social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region, and its global standing.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The depth study that is covered in this unit is The Globalising World: The Study of Popular Culture through Film

**The Globalising World: The Study of Popular Culture through Film**

Students investigate popular culture and take a look into the key factors that have shaped generations around the world since 1945 including the baby boomers, generation X & generation Y. Students will compare key changes and developments during this time period such as technology, music, film fashion and world events. This course uses film in order to visualise each generation and understand these factors.
ITALIAN

Semester I
The focus in the Year 10 Italian course for Semester I is *Questo mio mondo (Here and now)*. Students explore the Italian language and culture from a personal perspective, enabling them to share information related to personal identity, aspects of everyday life and popular culture. They begin to develop an understanding of what it is to be Italian and Italian-speaking and compare their own lives to those of others in Italian-speaking communities.

Semester II
The focus in the Year 10 Italian course for Semester II is *Cose da fare, luoghi da visitare (Things to do, places to go)*. Students have the opportunity to share information about their own sense of their personal, social and community environment. They begin to develop the skills to travel within Italy and learn more about Italian-speaking communities and cultures. Students examine popular free-time activities and share information about their 'space', from the more personal perspectives of home, to the local neighbourhood, shopping and leisure.

Assessment
A variety of assessment types will be used to determine the student’s achievement in the Year 10 Italian course, including:

- Oral Communication
- Response (Listening and Responding)
- Response (Viewing, Reading and Responding)
- Written Communication
- Semester Examinations
MUSIC

Course Outline
Through preparation for performance and class work, each student will be expected to develop the knowledge and skills involved in listening to, reading, writing and creating music.

All students must be receiving instrumental lessons.

It is recommended that students have studied either Year 9 Music Studies or Music Performance as a prerequisite. However, students wishing to enrol in this course are to contact the Director of Music to arrange an audition.

The main focus will be to develop the skills required to compose and perform music in a wide variety of music styles and contexts. Each student will be required to prepare and perform in front of an audience. In addition to performance, students will also cover other areas integral to the music industry. Theory and perception skills will be developed using the Kodaly methodology.

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.

Materials
Master Your Theory Grade Three – Dulcie Holland (Students continuing from Music Studies)
Master Your Theory Grade Two - Dulcie Holland (Students continuing from Music Performance)
1 x Manuscript paper book
2 x Project books
2 x 2B pencils
Eraser
Black fine liner
HEALTH EDUCATION

Health Education focuses on the study of health as a dynamic quality of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health.

Course Outline
The influence of social, environmental, economic and biological determinants of health is a key focus of the course. Other course content includes the influence of beliefs, attitudes and values on health behaviour, and the importance of self-management and interpersonal skills in making healthy decisions.

This course will prepare students for career and employment pathways in a range of health and community service industries. Students will have the opportunity to develop key employability and life skills including communication, leadership, initiative and enterprise. Inquiry skills will equip students well to adapt to current and future studies and work environments.

Assessment
Class assessments and examinations.

Materials
On occasions students will be required to wear the full College Physical Education uniform.
OUTDOOR EDUCATION

Course Outline
This elective subject allows students the opportunity to participate in activities beyond the normal range of the school Physical Education programme. The activities are meant to be challenging and are structured to extend the individual. The activities covered in Year 10 include:

- Team Building Activities (Initiative Games)
- Cooperative Games/Self-management and group dynamics
- Camp Preparation
- Abseiling/Rock Climbing
- Mountain Biking
- Rope work
- Navigation & Orienteering

Students should be aware that Year 10 Outdoor Education will have an in-class theory component (approx. 25%). Due to the nature of activities in this course, students’ levels of behaviour are paramount in order to ensure everyone’s safety.

Assessment
Class assessments

Materials
All gear and equipment is supplied. Students are to wear their full Physical Education uniform. There is a levy of approximately $200 to cover facility hire, excursions and another fee for the camp (approximately $400). It is an expectation that students participate in the camp and all excursions.

Approximate course cost: $600.
PHYSICAL EDUCATION STUDIES – GENERAL

Course Outline
The course is designed to provide senior students with a more in-depth study of Physical Education than that experienced in Years 7 – 9. The course is both practical (40%) and theoretical (60%) in nature, extending the sports skills learned in lower school, or introducing students to new sports skills, and exposing students to the theoretical aspects of Physical Education and Health. Students should be prepared for the theoretical aspects of the course and be willing to contribute to this component of the course. The theoretical components of the course are identical to Physical Education Studies – Specialised Football; therefore, students can only select ONE (1) Physical Education Studies course.

Theory units concentrate on six main areas: Biomechanics, Functional Anatomy, Exercise Physiology, Motor Learning and Coaching, Sports Psychology and Strategies and Tactics. Practical sports units are selected according to the teacher’s preferences, expertise, facilities available and in conjunction with students.

Practical Units
Athletics, Tennis, Netball, Basketball, Volleyball or Swimming

Assessment
Class assessments and examinations.

Materials
Sports uniform - including College and House sport shirts, College cap, College tracksuit and socks and running shoes (not basketball or skate shoes)

File

Textbook
PHYSICAL EDUCATION STUDIES – SPECIALISED FOOTBALL

Course Outline
The course is designed to provide senior students with a more in-depth study of Physical Education than that experienced in Years 7 – 9. The course is both practical (40%) and theoretical (60%) in nature, extending the sports skills learned in lower school, or introducing students to new sports skills, and exposing students to the theoretical aspects of physical education and health. Students should be prepared for the theoretical aspects of the course and be willing to contribute to this component of the course. The theoretical components of the course are identical to Physical Education Studies – General; therefore, students can only select ONE (1) Physical Education Studies course.

Theory units concentrate on six main areas: Biomechanics, Functional Anatomy, Exercise Physiology, Motor Learning and Coaching, Sports Psychology and Strategies and Tactics. Practical activities will be aimed around reinforcing theoretical concepts in the course.

Practical Units
Australian Rules Football

Assessment
Class assessments and examinations.

Materials
Sports uniform - including College and House sport shirts, College cap, College tracksuit and socks and running shoes (not basketball or skate shoes). Football boots are permitted and encouraged.
File
Textbook
Football jumper
Mouthguard
The following options are available in the Society & Environment Learning Area:

Option One: Geography 1/Economics
Option Two: Geography 2/Australian Curriculum History (World War II)
Option Three: Politics & Law / Australian Curriculum History (Rights & Freedoms)

ECONOMICS

Personal Economics and Finance

Course Outline
The focus for this course is personal economics and finance. To survive economically, people require economic and financial knowledge, effective planning and the skills to select and interact with providers of goods, services and information. This course explores how individuals derive income and make decisions about how to spend and save; focusing on consumption, investment and savings decisions.

A major component of the course focuses on the demand for products. This is a crucial concept in Economics and students will learn how it is determined, the factors which influence it and what happens when demand changes. This introduces students to the importance of models in Economics to explain and interpret economic concepts.

The course also explores the operation of the financial system and the services provided. The students will participate in the Share Market Game, which encourages them to think about real life trading and investment. This state-wide competition amongst Economics students is a fun and interactive way to learn how to invest and spend your income.

The role of the government and their task of redistributing income is discussed in this course. Real life case studies of the government and their influence over the economy and its people are analysed and discussed. This is increasingly relevant in Australia where the government’s actions are constantly scrutinised and discussed in a public forum.
GEOGRAPHY

There are two units of study in the Year 10 curriculum for Geography:
- Geography 1 - Environmental Change and Management
- Geography 2 - Geographies of Human Wellbeing.

Course Outline
Environmental Change and Management focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews - including those of Aboriginal and Torres Strait Islander Peoples - that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia and across the world as appropriate.

Units of study will include but not be limited to
- Geographical Mapping
- Threatened Environments and Endangered Species
- Urban Development
- Developing World Studies
- Climate Change
- Tourism

In addition to this, students will be required to attend excursions and fieldtrips.
HISTORY

1. World War II
Students investigate wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia’s involvement. Students will look at major events such as the use of the Atomic bomb and the holocaust while also investigating the threat to Australia posed by Japan during this conflict.

2. Rights and Freedoms
Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context. The unit focuses on civil rights movements in Australia, the USA and South Africa while also investigating the key people and groups behind these movements.

POLITICS AND LAW

The focus for this unit is political and legal systems.

Course Outline
In the first half of the course, students are introduced to concepts regarding law making, justice and the court system. Australia’s adversarial legal system is compared with other legal systems around the world, including France, Germany and Holland. Students have the opportunity to analyse and apply their knowledge to real-life case law. In class, a focus on discussion of current legal events and cases is encouraged.

In the second half of the course, students are introduced to political concepts centred on the characteristics of democratic government. Students learn about the origins and central features of Australia’s democracy and then go on to compare Australia with other non-democratic governments, such as North Korea and Iran.

Students enrolled in Year 10 Politics and Law are encouraged (but not required) to participate in the Interschool Mock Trial Competition run by the Law Society of Western Australia during Semester One. This competition allows students to conduct legal trials based on fictitious legal matter against other schools. Trials are held at the Supreme Court of Western Australia and judged by members of Western Australia’s legal community. This competition is an excellent opportunity for students to build on their legal knowledge from class and develop confidence in their public speaking skills.

This subject would be a desirable prerequisite for students wishing to take Politics & Law and/or History in Years 11 and 12.
ACCOUNTING AND FINANCE

Course Outline
The course focuses on financial literacy and aims to provide students with a range of skills that enable them to make sound financial judgements personally and in the context of small cash based businesses. This subject leads to the ATAR course of Accounting and Finance in Years 11 and 12.

The topic of personal finance is covered in Semester I. Students are introduced to the concepts, principles and terminology used in personal finance. They learn about the main institutions that operate in financial markets and how governments and other community bodies can affect the way individuals and groups make financial decisions. Practical personal financial recordkeeping and budgeting using specific software will be covered.

The focus in second semester is accounting for small cash entities using the student run business “Simply Stationery” as the main context. Students learn about financial record-keeping on a cash basis for small entities using accounting software MYOB, as well as the main financial documents and reports used in the financial transactions of small business. They learn the main issues involved in business decision-making and carry out simple analyses of given information to determine the financial performance and position of a business.

Assessment
Class assessments
Examinations
BUSINESS STUDIES

Course Outline
The course helps students to develop practical skills as well as knowledge and understanding of business activity by focussing on innovation, initiative and entrepreneurship. This course uses real businesses and scenarios to develop financial and business literacy. Business concepts will be studied in the context of the Tourism industry with particular focus on the Swan Valley region. Given our location in the Swan Valley it is an ideal opportunity for students to experience firsthand the importance of the tourism industry to the region and to recognise the factors that contribute to business success. This course provides a good background for entry into the Business Management and Enterprise (General) or the Certificate II in Business offered in Year 11 and 12.

Assessment
Task work throughout the year.

CHILDCARE AND DEVELOPMENT

Course Outline
This course focuses on child development from pregnancy into early childhood. Students investigate prenatal development and influences on the foetus, considering how these nine months can impact a person’s future outcomes. An excursion to King Edward Memorial Hospital is part of exploring the services available to expecting parents and consideration of different birthing options. The needs of infants are considered from a theoretical and practical perspective, including the experience of the Virtual Parenting Program. The importance of play for child development is a feature through learning about childhood milestones and the students will develop products to assist a child’s language development, these products will then be trialled in a playgroup. The idea of child development is then examined from a broader perspective with the consideration of family, culture and the broader community. Students will consider the needs of groups in the community and fundraise and produce care packages for people in need.

Throughout the course, students engage in group work using different research methods and communication skills.
INFORMATION TECHNOLOGY

Course Outline
This course aims to provide students with opportunities to build upon their existing skills and knowledge to enable them to develop a greater appreciation for computers and their many roles in business and society. Students will learn more about website development and produce them at a more professional level. They will learn about computer programming and create their own native windows applications.

Students will continue to develop their image manipulation and editing techniques, including the opportunity to participate in a state-wide competition that will validate their skills at a public level. They will learn about relational databases and how to design and create them, including how to write queries to make use of the data and how to export that information for use in other applications.

The knowledge and skills gained in this course will equip students for further study in Applied Information Technology (VET) or Computer Science (ATAR) for Year 11 and 12.

Assessment
A variety of in class tasks.
METALWORK

Course Outline
Metalwork is a practical course with a flexible format. It is structured to allow for a diverse choice of exploration when using metal in the design and manufacture of products as its major focus. Working with materials, students are able to develop a range of manipulative, processing, manufacturing and organisational skills. It aims to prepare students for a future in a technological and material world by providing the foundations for learning relating to how materials are developed and used. Future areas include machining, sheet metal work, boiler making and welding.

The course is made up of both a practical component concentrating on fabrication, turning and sheet metalwork as well as a written component relating to the production of materials and design.

PHOTOGRAPHY

Course Outline
This course introduces students to the Design principles, techniques, materials and equipment used in Photography. The Course has a high practical content and students are provided with the opportunity to use photographic equipment to make photographs and to develop digital photographic skills and Photoshop techniques.

Assessment
Project task work, tests and assignments.

TECHNICAL GRAPHICS

Course Outline
This course provides students with an opportunity to develop both freehand sketching and computer drafting skills and techniques and apply them to pictorial, orthogonal and geometrical drawing. The Technical Graphics room is fully equipped with Computer Assisted Drafting (CAD) and students’ work with industry standard software packages.

Students will also learn colour rendering techniques and include these in a formalised approach when developing design and drawing styles. There is also the opportunity to programme computer assisted machines to produce products from laser cutting and routing.

Assessment
Class work, folio drawings and tests.
TECHNOLOGY AND FASHION

Course Outline
Technology and Fashion is a partial course that introduces students to production techniques required to produce products and garments. Students will use the Technology Process to investigate, design, produce and evaluate their items throughout the course.

Students will be provided the opportunity to develop their skills from making a cushion and pajamas in Semester One to a summer dress in Semester Two. This practical course enables students to be creative and develop their understanding and fashion illustration and rendering techniques, fabrics, designers and manufacturing.

Assessment
Design brief assignments, practical work and portfolio.

Materials
Students must provide basic sewing kit. Students will be required to purchase their own fabric and notions for projects, and a commercial pattern for final garment.

VOCATIONAL FOOD TECHNOLOGY

Course Outline
The study of this course provides students with a broad knowledge and understanding of food commodities, food properties, preparation and processing. It addresses the importance of nutritional considerations, hygiene and safe working practices in the production of food. Students will develop food-specific skills, which can then be applied in a range of contexts and enable students to produce quality food products. It also provides students with a context through which to explore the functions of food and how it contributes to both general life experiences and vocational opportunities. This course provides a good background for entry into the Certificate I in Hospitality or the Food Science and Technology courses offered in Year 11 and 12.

Assessment
Task work, practical work and in class tests.
WOODWORK

Course Description
Woodwork is a practical course structured to allow for exploration when using timber and timber based materials in the design and manufacture of products. Working with materials, students are able to develop a range of manipulative, processing, manufacturing and organisational skills. The course aims to prepare students for a future in a technological and material world by providing the foundations for learning and relating how materials are developed and used. Future areas include cabinet making, furniture construction, furniture finishing and carpentry.

The course is divided into three context areas: Materials, which explores the nature of materials; Design fundamentals; and use of Technology which focuses on skills, safety and production. A combination of traditional woodworking skills and new technology, such as the CNC laser and CNC Router, are used to complete projects and expose students to the production methods of the modern world.
DANCE

Course Outline
The Dance course has been designed to be a ‘hands-on’ subject that develops and presents ideas through a variety of genres, styles and forms, as it provides a unique way in which to express our cultural views and understanding of the world. Through critical decision-making in individual and group work, movement is developed and refined to reflect the choreographer’s intent/meaning. Students use a wide range of creative processes, such as improvisation and the use of choreographic elements and tools, and draw on their own physicality and the interpretation of existing works of others to make dance works.

The students also gain an understanding of the physical competencies specific to dance, including experiential anatomy (movement specific alignment), strength, flexibility, coordination and rhythmic understanding, while learning to use the body as a medium for artistic expression. They also acquire genre-specific technique, improve their physical competencies and learn safe dance practices, which helps them prolong their careers as a dancer.

The course content is divided into three content areas: choreography, performance and contextual knowledge (theory).

Assessment
Students will complete a variety of Performance/Production (60%), Response (15%) and Investigation (25%) tasks. These will be a mixture of practical and theoretical work.

Materials
Black T-shirt
Black Leggings
2 Project Books for Folios

The course fee includes a $60 levy, as students are required to view live performances, as part of their assessments and have a number of visiting specialists throughout the year.
DRAMA

Course Outline
Students are introduced to the skills, techniques and conventions of story and storytelling enactment, improvisation and play building, including the structure of ‘process drama’ moving from pretext to devising a drama work. They explore drama conventions, techniques and technologies. Through small-scale drama performance projects, they develop their understanding and application of voice and movement skills and techniques and the way that stories and ideas are communicated in and through actors interacting in and with the performance space, using technologies such as sets, lighting and sound.

Students extend their skills in improvisation and relate these to playwriting structures through a focus on characterisation, use of dialogue and creating drama narratives with dramatic tension. They further develop their voice and movement skills and techniques appropriate to the drama event, audience and performance space. Students consider the relationship between drama performances and events and their intended audience and explore how different performance spaces reflect their cultural value, investigating purpose-built and/or everyday locations used to stage drama.

In participating in drama performances and/or events, students work independently and in teams to learn how the creative process of devising, interpreting and producing drama is collaborative and productive. They explore and reflect on the roles of actors, directors, playwrights, designers, managers, dramaturges and directors and consider how they work together in production practices.

Students view, read and explore relevant drama works and texts using scripts and/or script excerpts from Australian and/or world sources.

Assessment
Students will complete a variety of Performance/Production (60%), Response (20%) and Investigation (20%) tasks. These will be a mixture of practical and theoretical work.

Materials
4 Project books
Textbook: Performance: A practical approach to Drama. Tourelle
Coloured pencils
Glue stick

The course fee includes a $60 levy, as students are required to view live performances, as part of their assessments and have a number of visiting specialists throughout the year.
VISUAL ART

Course Outline
Art is a fundamental dimension of human life. Throughout history the visual arts have given form and meaning to ideas and feelings and provided ways for people to express and communicate experience. The Visual Arts course encompasses the practice and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination and develop personal imagery, develop skills, and engage in the making and presentation of artworks. They develop aesthetic understandings and a critical awareness that assists them to appreciate and make informed evaluations of art. The Visual Arts course aims to enable students to make connections to relevant fields of study and to more generally prepare them for creative thinking and problem-solving in future work and life.

This course allows students to engage in traditional, modern and contemporary art forms and conventions, such as sculpture, painting, drawing, graphic design, printmaking, collage, ceramics, textiles and montage.

Students gain knowledge, understanding and appreciation of art and culture, both in Australian and international contexts. They analyse and evaluate their own works and the works of others from a range of historical and cultural viewpoints, and develop an appreciation of the role of art in the community and their daily lives.

Assessment
The course content is divided into two content areas:
- Art Making (60-70%).
- Art Interpretation (30-40%)

Students will submit a body of work throughout and at the end of each unit which comprises of a sketchbook, portfolio and final resolved artwork(s). Art Interpretation comprises of critical analysis and investigation (case study) tasks.

Materials
Various art equipment (detailed list will be provided at the beginning of the course)
Textbook

The course fee includes a $25 levy, as students are required to view and analyse other art works as part of their assessment.
CERTIFICATE I IN GENERAL EDUCATION FOR ADULTS (CGEA)

Special programme in literacy and numeracy combined with Certificate II in Conservation and Land Management.

The purpose of this certificate is to enable students to develop skills and knowledge to read and write a range of texts on everyday subjects. It also assists students to develop everyday numeracy in order to make sense of their personal and public lives. The Certificate I in General Education for Adults will better prepare students for the literacy and numeracy demands of everyday life and the workplace. The CGEA is a VET based course which is delivered through the College and assessment is based on attainment of units of competencies. This course is not open to all students and is based on invitation only and an interview.
# 2016 YEAR 11 COURSE PREREQUISITES

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<th>PREREQUISITES (based on Year 10 2014 courses)</th>
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<td>General</td>
<td>No prerequisites</td>
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<tr>
<td></td>
<td>ATAR</td>
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<tr>
<td>Accounting &amp; Finance</td>
<td>ATAR</td>
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<td>Mathematics Extension – Grade C or Mathematics – Grade B</td>
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<tr>
<td>Applied Information Technology</td>
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<tr>
<td>Business Management &amp; Enterprise</td>
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<td>Chemistry</td>
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<tr>
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<tr>
<td>Computer Science</td>
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<tr>
<td></td>
<td></td>
<td>Mathematics Extension - Grade C or Mathematics - Grade B</td>
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<tr>
<td>Dance</td>
<td>ATAR</td>
<td>**Dance</td>
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<tr>
<td></td>
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<td>Dance Background</td>
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<tr>
<td>Design - Photography</td>
<td>General</td>
<td>No prerequisites</td>
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<tr>
<td>Design - Technical Graphics</td>
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<td>No prerequisites</td>
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<tr>
<td>Drama</td>
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<tr>
<td>Drama</td>
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<td>English and Literature – Grade C</td>
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<td>**Drama</td>
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<tr>
<td>Earth &amp; Environmental Science</td>
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<tr>
<td>Food Science &amp; Technology</td>
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<tr>
<td>Geography</td>
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<tr>
<td>History - Modern</td>
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<tr>
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<tr>
<td>Integrated Science</td>
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<tr>
<td>Literature</td>
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<tr>
<td>Mathematics (Foundation)</td>
<td>General</td>
<td>OLNA Category 1 Year 10</td>
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<td>Mathematics</td>
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<tr>
<td>Mathematics (Applications ATAR)</td>
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<td>Physical Education</td>
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<td>**Physical Education or Outdoor Education - Grade B</td>
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<tr>
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<td>**Politics and Law – Grade C</td>
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<tr>
<td>Psychology</td>
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<td>Science – Grade C</td>
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<tr>
<td>Visual Arts</td>
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<td>English – Grade C</td>
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<tr>
<td></td>
<td></td>
<td>**Visual Art – Grade C</td>
</tr>
<tr>
<td>Career &amp; Enterprise</td>
<td>General</td>
<td>No prerequisites</td>
</tr>
</tbody>
</table>

** If this course has not been studied in Year 10, please consult relevant Learning Area Coordinator.

These prerequisites provide a guide for entry to Year 11 Courses