

# ***2021 YEAR 10 CURRICULUM HANDBOOK***

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## **INTRODUCTION**

Senior School students are at a crucial stage in determining their career ambitions. Subjects that are studied in Senior School create pathways to related careers and provide important background for entry into TAFE/University courses. This Curriculum Handbook provides information about courses offered to students in Years 10, 11 and 12. It also provides information relating to the Western Australian Certificate of Education (WACE) and entry requirements for University and TAFE.

The selection of appropriate subjects that suit the student's needs is crucial. In making decisions regarding the selection of subjects, students and parents are encouraged to speak with the VET and Career Co-ordinator, Ms Maureen Johnson, any of the Learning Area Co-ordinators and/or myself.

Ursula Frayne Catholic College provides individual counselling for each student in the Senior School to facilitate the process of selecting subjects. It is compulsory for the parents of all students in Year 10 to attend a subject selection interview before entering into Year 11. Parents will be given details about how to book a subject selection interview with a course counsellor through the PTO system. Every student will be allocated a course counsellor. Students in Year 9 have the option of attending an interview whilst those in Year 11 are encouraged to come in if they are looking at changing their pathway.

Students who do not meet the entry requirements for specific subjects may not be permitted to study these in 2021. Parents and students should also be aware that College resources may restrict the accessibility of some subjects described in this handbook. Subjects that are chosen by an insufficient number of students may not be available in 2021. Ultimately, the responsibility for the subjects offered to students in 2021 rests with the College Principal.

Knowledge of the information provided in this handbook will assist the subject selection process. Parents and students are urged to thoroughly familiarise themselves with the contents of this handbook. Please do not hesitate to contact me should you wish to clarify any issues pertaining to subject selection.

Mr Joe Sciorilli  
Head of Senior School

## SENIOR SCHOOL COURSE SUMMARY – YEAR 10

LEARNING AREA	COURSE	PREREQUISITES	SEMESTER OFFERED	COST
ENGLISH	English General	C grade or better in Year 9 English	Year Length	Nil
	English Fundamentals	Nil	Year Length	Nil
HEALTH & PHYSICAL EDUCATION	Physical Education	Nil	Year Length	Nil
	Health	Nil	Year Length	Nil
	Outdoor Education	Nil	1 or 2	\$350
	Sports Science	Nil	1 or 2	Nil
HUMANITIES AND SOCIAL SCIENCE	Humanities	Nil	Year Length	Nil
	Business & Money Matters	Nil	1 or 2	Nil
LANGUAGES	Italian (A)	Completion of Year 9 Italian	1	Nil
	Italian (B)	Completion of Year 10 Italian (A)	2	Nil
	Japanese (A)	Completion of Year 9 Japanese	1	Nil
	Japanese (B)	Completion of Year 10 Japanese (A)	2	Nil
MATHEMATICS	Pre-Specialist	A satisfactory performance in 9M1	Year Length	Nil
	Pre-Methods	A satisfactory performance in 9M2.1	Year Length	Nil
	Pre-Applications	A satisfactory performance in 9M2.2 or 9M3	Year Length	Nil
	Pre-Essentials	Students in 9M3 and 9M4	Year Length	Nil
RELIGIOUS EDUCATION	Religious Education	Nil	Year Length	\$15
SCIENCE	Science	Nil	Year Length	Nil
TECHNOLOGIES / VET & CAREERS	Children, Family & Community (A)	Nil	1	\$40
	Children, Family & Community (B)	Nil	2	\$40
	IDMT (Information, Digital Media & Technology) 1	Nil	1	\$100
	IDMT (Information, Digital Media & Technology) 2	Nil	2	\$100
	Business Skills - Certificate I in Business	Nil	1	\$100
	Business Skills 2	Nil	2	\$100
	Food Specialisation	Nil	1 or 2	\$55
Pre-Hospitality Certificate II	Nil	1 or 2	\$100	

LEARNING AREA	COURSE	PREREQUISITES	SEMESTER OFFERED	COST
	Material Technology (A)	Nil	1	\$60
	Material Technology (B)	Nil	2	\$60
THE ARTS	Art (A)	C grade or better in Middle School Art	1	\$15
	Art (B)	C grade or better in Middle School Art	2	\$15
	Drama (A)	C grade or better in Middle School Drama	1	Nil
	Drama (B)	C grade or better in Middle School Drama	2	Nil
	Media	Nil	1 or 2	Nil

## **CHOOSING A CAREER PATHWAY AND SELECTING SUBJECTS**

In order to make the right choice of subjects in Senior School, it is important that students consider their future career options and post school education. Students and their parents are encouraged to gather as much information as possible. As students learn more about themselves and the opportunities available to them, their decisions and career planning will become more sharply focused. In considering their career options, students should take into account their academic ability, skills, talents, areas of interest and personality.

### **HELPFUL STEPS**

In considering a career and choosing subjects it may be helpful for students to work through the following checklist:

1. List your positive qualities and talents. Identify your interests and values.
2. List **realistic** goals for yourself.
3. Identify subjects that you have studied in which you have achieved good results.
4. Identify subject pre-requisites for specific courses at TAFE or University.
5. Consider how the subjects offered relate to work or further training.
6. List the different types of career options available to you.
7. List your aims for the foreseeable future (e.g. Employment, University, TAFE, Apprenticeship)
8. Identify the entry requirements for Post-Secondary Courses.

### **FACTORS TO CONSIDER IN SELECTING SUBJECTS**

Once you have some idea of your career path, the process of selecting your subjects in Years 10, 11 and 12 will be much easier. It is recommended that you consider the following:

- a) **Academic Ability**  
In order to achieve success in subjects, it is essential that students achieve a prerequisite standard in prescribed courses. Please take careful note of prerequisites as listed in this booklet.
- b) **Interests**  
Students should pursue their interests at their ability and performance level. Students who take subjects they like, enjoy or are passionate about are more likely to maximise their achievement.
- c) **Career Aspirations**  
Students, whether planning to seek early employment, employment after school or to continue with further studies (TAFE, University) should choose subjects which will maximise their options for the future. Students should also be aware that many TAFE qualifications can lead to university entry with advanced standing (ie ATAR is not the only avenue to university entrance).

# WACE

## FOR ALL YEAR 10 AND YEAR 11 STUDENTS/PARENTS

### *SECTION 1: Study Directions for Year 11 and Year 12*

Mapping out appropriate study directions after Year 10 is an important task for you and your parents.

Broadly, you have four options for your Year 11 and 12 studies:

- ATAR (Australian Tertiary Admission Rank) courses;
- General courses;
- Vocational Education and Training (VET) Certificates; and
- Endorsed programs

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 Courses

These courses 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.

If you intend to enrol in university study after school, you should study **at least four ATAR courses** at 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.tisccid=12862>

#### General Courses

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 SCSA) in Term 2 of Year 12.

It may be possible to enter some university undergraduate courses using your school-based General courses (or some mixture of General and ATAR courses) - you should discuss this with your school advisor.

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.

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

VET is recognised around Australia. VET programs give you 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 you 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.

## **SECTION 2: WACE**

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.

What you need to do to achieve your WACE?

From 2016, it has been enforced by SCA that to achieve a WACE, a student will need to :

- ❑ Demonstrate a minimum standard of literacy and numeracy, through achieving Band 8 or higher in NAPLAN, or by passing all areas of the OLNA;
- ❑ 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 (7 end of year grades) in Year 11 and 12 units (or equivalents); with at least 6 C grades (3 end of year grades) in Year 12 units (or equivalents).

VET and endorsed programs can contribute to the 20 unit requirement 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.

## Enrolling in Your Units

Ursula Frayne Catholic College will enrol you in your selected units, VET course and/or endorsed programs with the Authority. Changes can also be made through the school.

Note that enrolment for some language courses and English as an Additional Language or Dialect (EAL/D) are subject to eligibility criteria. Students intending to enrol in these courses should discuss these criteria with the school advisors or subject specific teachers.

## Making Realistic Choices

One of the important considerations in choosing your courses for Year 11 and Year 12 is maximising your chance of entry to universities, State Training Providers (STP) or employment. It is, therefore, important for students to carefully consider their background and capacity to undertake their chosen units. Year 11 and 12 units vary considerably in content and skills, their level of complexity and the learning styles they suit.

Ursula Frayne specifies minimum standards of achievement at Year 10 level for entry into Year 11 and 12 Courses. We do this because it has been proven that the best indicator of future success in a course is past achievement in a related course (i.e. one which develops relevant concepts and skills). These are outlined in this book.

## Year 11 and 12 Assessment and Marks

Each ATAR and General course has an assessment outline that specifies the types of assessments that can be applied in that course (e.g. classroom tests, in-class work, assignments, practical work and examinations). The marks you earn on these assessments determine the grade you receive for each unit pair completed. You will receive an A, B, C, D or E grade for each unit pair, except for preliminary units, which are not graded.

You will also receive a school mark in the range 0 to 100 for each unit pair of an ATAR or General course you complete (except Preliminary courses). If you intend to study at a university after Year 12, you should be aware that marks around 60% (ie a mid C grade) represent the minimum entry standard. Higher marks are required to access more competitive university courses.

### What if I Need to Change My Enrolment?

The school's Senior Secondary Assessment Policy covers the conditions under which a student may make changes to their program during the course of Year 11 or Year 12. Students should be aware that, although changes are possible, transferring students must complete the education and assessment program of the unit they are transferring into. This could require significant extra work outside the classroom, and the completion of additional assessment tasks.

### **SECTION 3: Your 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 school counsellors 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 Year 11 and 12 that enable you to *keep your options open*.

To discover how to identify possible career goals students can visit <http://www.dtwd.wa.gov.au/career-development>.

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 Year 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.

#### State Training Provider (STP) Entry

State Training Providers (formerly known as TAFE Colleges) account for a further 40 per cent of school leavers. STPs offer a wide range of courses, typically of shorter duration than university courses. Certificate II courses can normally be completed in one year; Certificate III or IV and Diploma courses over two years. Fees are payable, depending on the level of the qualification and its resources requirements. Employment rates for graduates vary depending on industry needs and economic circumstances at the time.

The criteria used to determine entry into STP Colleges are very different from those used for university entrance. The selection criteria are currently based on three main categories that add to a total of 100 points:

1. Qualification pathway – up to 29 points. Points are awarded for complete or partially completed qualifications. More points are offered for completed qualifications, and for qualifications completed in the same area of study as that you are applying for.
2. Work experience / employment – up to 29 points. You are allocated points for your employment or workplace experience. This may be for paid or unpaid work, or work experience / Workplace Learning. Documentary evidence is required.
3. Secondary education / skill development – up to 42 points. This includes secondary education (current or past), or a portfolio demonstrating skill development. The portfolio may contain qualifications or tests that you completed in the past.

Higher level STP qualifications usually have prerequisite qualifications. For example, to undertake a Certificate IV Fitness, an applicant would need to have completed a Certificate III in Fitness.

To maximise your entry prospects for STP studies, you should:

- check the selection criteria that applies to the course you wish to enter;
- where appropriate, ensure that the courses you choose at Year 11 and Year 12 satisfy the entry requirements for your proposed training course;
- undertake VET studies at school, particularly those which lead to a completed credential;
- undertake Workplace Learning;
- keep records of any part-time work undertaken; and
- get the best grades you can in school studies.

STP courses tend to be very flexible in terms of study structures, often enabling you to study part-time and work part-time.

In recent years, it has become easier to transfer between STP courses and some university courses. In general terms, transfers are possible after completion of Diploma level STP courses.

Further information about training can be found at <http://www.dtwd.wa.gov.au/training#still-at-school>.

### **Employment After Leaving School**

Approximately 20 per cent of students seek employment immediately after Year 12. Entering the workforce is competitive, and employers may require evidence of successful completion of school courses. In addition, workplace experience is well-regarded, so you should consider some form of vocational education and work placement.

## Summary

For university entry, consider:

- Your career interest and aspirations;
- Your Year 10 achievement profile;
- Any required prerequisites for you intended university course;
- Select English ATAR, Literature ATAR or English as an Additional Language/Dialect ATAR;
- Select four or five ATAR courses, bearing in mind unacceptable pairings; and
- Refer to past ATAR entry cutoffs to determine the required achievement standard.

For STP entry,

- Select an English course;
- Select other courses to maximise your grades;
- Enrol in Workplace Learning and a VET in Schools program; and
- Complete a full VET Certificate II course.

If you have no idea of your preferred career or post-Year 12 program, consider enrolling in Religion and Life, English, Mathematics, Science, Information Technology courses, and a VET course. This choice keeps most of your options open.

## **SECTION 4: Questions and Help**

Important documents that you can access online to find more detailed information:

School Curriculum and Standards Authority (SCA) – to find out about WACE requirements, Year 11 and 12 courses, assessment information, ATAR and more...	<a href="https://senior-secondary.scsa.wa.edu.au">https://senior-secondary.scsa.wa.edu.au</a>
Further information about training at State Training Providers can be found at...	<a href="http://www.dtwd.wa.gov.au/training#still-at-school">http://www.dtwd.wa.gov.au/training#still-at-school</a>
Training WA Career Centre	<a href="http://www.dtwd.wa.gov.au/career-development">http://www.dtwd.wa.gov.au/career-development</a>
Tertiary Institutions Service Centre (TISOnline)	<a href="http://www.tisc.edu.au/static/home.tisc">http://www.tisc.edu.au/static/home.tisc</a>

## **ACKNOWLEDGEMENTS**

This document draws on material provided in the following documents:

- Catholic Education Office of Western Australia, 2013. Mapping Your Future.
- School Curriculum and Standards Authority, 2018. Year 10 Online Information Handbook (draft)
- School Curriculum and Standards Authority, 2018. WACE Manual 2018. Available online at [https://scsa.wa.edu.au/data/assets/pdf\\_file/0009/438192/WACE-Manual-2018-January-2018.pdf](https://scsa.wa.edu.au/data/assets/pdf_file/0009/438192/WACE-Manual-2018-January-2018.pdf)

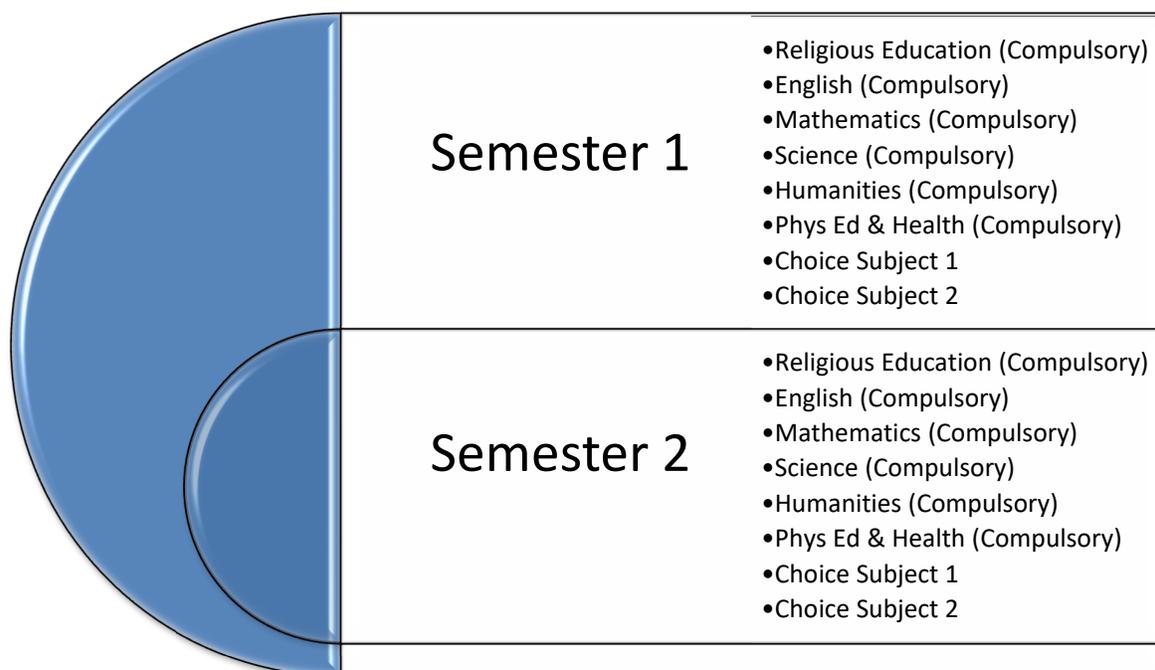
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## SUBJECT SELECTION – YEAR 10, 2021

The academic year for Year 10 students is divided into semesters. Students must choose subjects for both Semester 1 and Semester 2.

In both Semester 1 and Semester 2, students must study Religious Education, English, Mathematics, Humanities, Science, Physical & Health Education, Careers Education and **two subjects of choice**. The diagram below outlines the subject selection process for 2021.

**NOTE:** *Students should choose Year 10 electives linked to subjects they wish to study in Years 11 and 12.*



## **SUBJECTS/COURSES OFFERED TO YEAR 10 STUDENTS IN 2021**

**NOTE:** A subject listed below may not operate if selected by an insufficient number of students.

<i>SEMESTER ONE</i>	<i>SEMESTER TWO</i>
Nine (9) subjects will be studied in Semester One. Seven (7) of these subjects are compulsory. Students study <b>TWO</b> elective subjects from the list below.	Nine (9) subjects will be studied in Semester One. Seven (7) of these subjects are compulsory. Students study <b>TWO</b> elective subjects from the list below.
<b>1. English (Compulsory)</b> <i>- English: General or Fundamentals</i>	<b>1. English (Compulsory)</b> <i>- English: General or Fundamentals</i>
<b>2. Mathematics (Compulsory)</b> <i>- Streamed according to performance in Year 9</i>	<b>2. Mathematics (Compulsory)</b> <i>- Streamed according to performance in Year 9</i>
<b>3. Science (Compulsory)</b>	<b>3. Science (Compulsory)</b>
<b>4. Humanities &amp; Social Science (Compulsory)</b>	<b>4. Humanities &amp; Social Science (Compulsory)</b>
<b>5. Religious Education (Compulsory)</b>	<b>5. Religious Education (Compulsory)</b>
<b>6. Physical Education (Compulsory)</b>	<b>6. Physical Education (Compulsory)</b>
<b>7. Health Education (Compulsory)</b>	<b>7. Health Education (Compulsory)</b>
<b>8. Elective 1</b>	<b>8. Elective 1</b>
<b>9. Elective 2</b>	<b>9. Elective 2</b>
<b><i>Study TWO of the Electives Listed Below</i></b>	<b><i>Study TWO of the Electives Listed Below</i></b>
Art	Art
Business & Money Matters	Business & Money Matters
Business Skills 1	Business Skills 2
Children, Family & Community	Children, Family & Community
Drama	Drama
Foods	Foods
IDMT (Information, Digital Media & Tech) 1	IDMT (Information, Digital Media & Tech) 2
Italian	Italian
Japanese	Japanese
Materials Technology	Materials Technology
Outdoor Education	Outdoor Education
Pre-Hospitality Certificate II	Pre-Hospitality Certificate II
Sports Science	Sports Science

### **STUDENTS WITH SPECIAL NEEDS**

A combination of the following courses will be offered to students with Special Needs depending on student numbers and their specific requirements:

*English*

*Business Management & Enterprise*

*Certificate I in Horticulture*

*Mathematics*

*Food Science & Technology*

*Life Skills*

## **CHRISTIAN SERVICE LEARNING - A COLLEGE REQUIREMENT**

Christian Service Learning is a visible demonstration of the Core Values of Ursula Frayne Catholic College and a crucial way of expressing Gospel values. Each Senior School student must complete a minimum of 30 hours of Christian Service Learning between Year 10 and Year 12 in order to graduate from the College, however, it is envisaged that the majority of students will complete more than 30 hours. The College considers the completion of Christian Service Learning as an essential part of the graduation process for all students and the number of hours completed appears on students WACE Graduation Certificate.

Students will need to continue to record their hours and reflections in their Christian Service Learning Workbook located on the College website at [https://ufcc.wa.edu.au/wp-content/uploads/2019/08/CSL-Workbook\\_2016.pdf](https://ufcc.wa.edu.au/wp-content/uploads/2019/08/CSL-Workbook_2016.pdf). It is envisioned that students will select an area that they feel passionate or confident about so service can become a lifelong habit. If students have any queries about this program they can refer to their Religious Education Teacher, who will monitor and record their progress, or to the Campus Minister.

### **LEADERSHIP**

Students and parents are advised that only students who demonstrate a significant commitment to Christian Service Learning are considered for leadership roles at the College. It is expected that Year 11 students applying for leadership positions in Term 3 will have completed a significant amount of Christian Service.

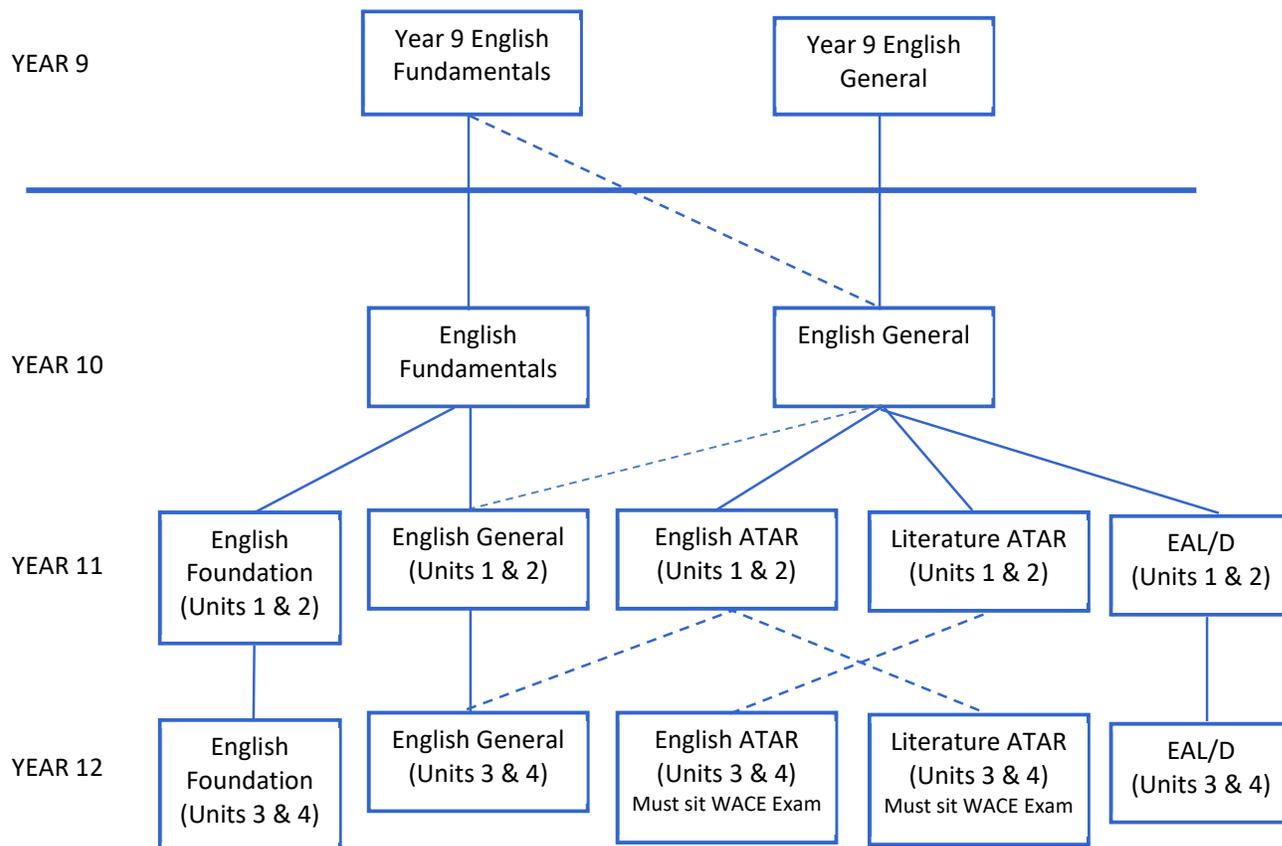
# YEAR 10

# SUBJECTS

## *COURSE OUTLINES*

## ENGLISH LEARNING AREA

YEARS 7 and 8 ENGLISH



Please note: Students who wish to gain direct entry into University are advised to select **English ATAR in Year 11 and 12**.

**Learning Area Co-ordinator, English : Ms Margaret Rath** ([margaret.rath@ufcc.wa.edu.au](mailto:margaret.rath@ufcc.wa.edu.au))

### YEAR 10 ENGLISH GENERAL

**Year Length Course**

**Prerequisite:** C grade or better in Year 9 English

**Required for:** English ATAR, English General or Literature ATAR

The purpose of this course is to teach students that language can have inclusive and exclusive social effects, empowering or disempowering people in our society. Through the study of a range of print and visual texts, students realise that their response to issues is influenced by their own personal values and attitudes, as well as societal beliefs. Students will evaluate how people, cultures, places, objects and concepts are represented in texts, examining social, moral, cultural and historical contexts. Furthermore, they will explore how the use of ‘voice’ in literary texts can provoke particular responses from audiences. Students will engage with a variety of enjoyable texts, these include: media texts, feature film, short stories, novels, poems, works of non-fiction and plays. They will have the opportunity to create a range of imaginative, informative and persuasive texts including narratives, expository, performances, discussions, and literary analyses.

## **YEAR 10 ENGLISH FUNDAMENTALS**

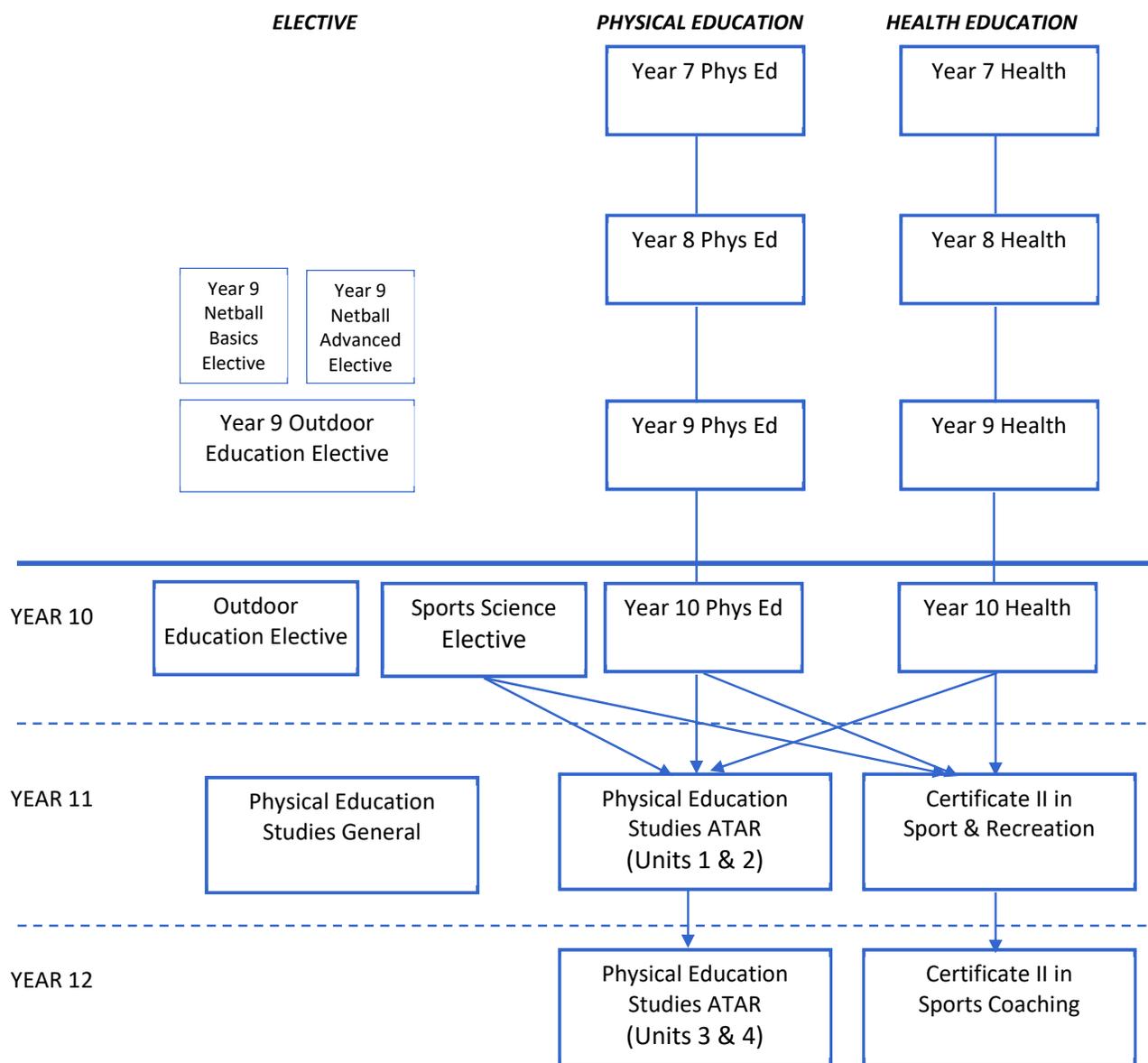
**Year Length Course**

**Prerequisite:** Nil

**Required for:** English General

This course is designed for students that wish to study English General in Year 11. It focuses on writing skills, reading and analysing texts such as poetry, the novel, short story, stage drama, film and media texts. Students will engage in creative writing tasks and produce responses to texts. They will also complete oral tasks. The course is a foundational course for students who are choosing a non-university bound pathway and it develops basic writing and analytical skills.

## HEALTH AND PHYSICAL EDUCATION LEARNING AREA



**Learning Area Co-ordinator, Health and Physical Education: Mrs Jodie Walsh**  
[jodie.walsh@ufcc.wa.edu.au](mailto:jodie.walsh@ufcc.wa.edu.au)

### YEAR 10 PHYSICAL EDUCATION

**Year Length Course:** Compulsory Unit

**Prerequisite:** Nil

**Required for:** Nil

The Year 10 Health and Physical Education program 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.

The Year 10 students also complete Keys for Life, which helps promote safety and road awareness. 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. This also allows the students to be one step closer to attaining their Learners' permit.

**Assessment**

Throughout the units of work students will be required to complete a variety of assessments including practical, assignments and tests.

**SPORTS SCIENCE****Course Outline**

The Sports Science course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course.

The course includes a variety of subjects including motor learning and coaching, exercise physiology, biomechanics, Anatomy and Physiology and Sports Psychology. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Sports Science course cannot be separated from active participation in physical activities and involves students in closely integrated written, oral and physical learning experiences based upon the study of selected physical activities.

Physical activity and sport are used to develop skills and performance, along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.

The course prepares students for a variety of post-school pathways, including immediate employment or tertiary studies. It provides students with an increasingly diverse range of employment opportunities in the sport, leisure and recreation industries, education, sport development, youth work and health and medical fields linked to physical activity and sport. The course also equips students to take on volunteer and leadership roles in community activities.

**Practical Component**

For students studying the Physical Education Studies syllabus, the focus of study is on 2 or 3 sports from the prescribed list. Appropriate footwear and the correct College Sports uniform, including a hat and socks, is necessary for this course.

**Possible prescribed list of sports for practical (performance):**

Badminton • Basketball • Netball • Touch • Volleyball

**Assessment**

Students will be assessed on their practical performance (50%) and their theoretical knowledge (50%)

## **OUTDOOR EDUCATION**

### **Course Outline**

**Approximate Course Cost: \$350**

This elective subject allows students the opportunity to participate in activities beyond the normal range of the school Physical Education programme. Through interaction with the natural world, Outdoor Education aims to develop an understanding of our relationships with the environment, others and ourselves. The Outdoor Education General course focuses on outdoor activities in a range of environments. It provides students with an opportunity to develop essential life skills and physical activity skills, and an opportunity to develop a comprehensive understanding of the environment and develop a positive relationship with nature. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and careers in outdoor pursuits, environmental management, or eco-tourism. 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)
- Co-operative Games/Self-management and group dynamics
- Camp Preparation
- Abseiling/Rock Climbing
- 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.

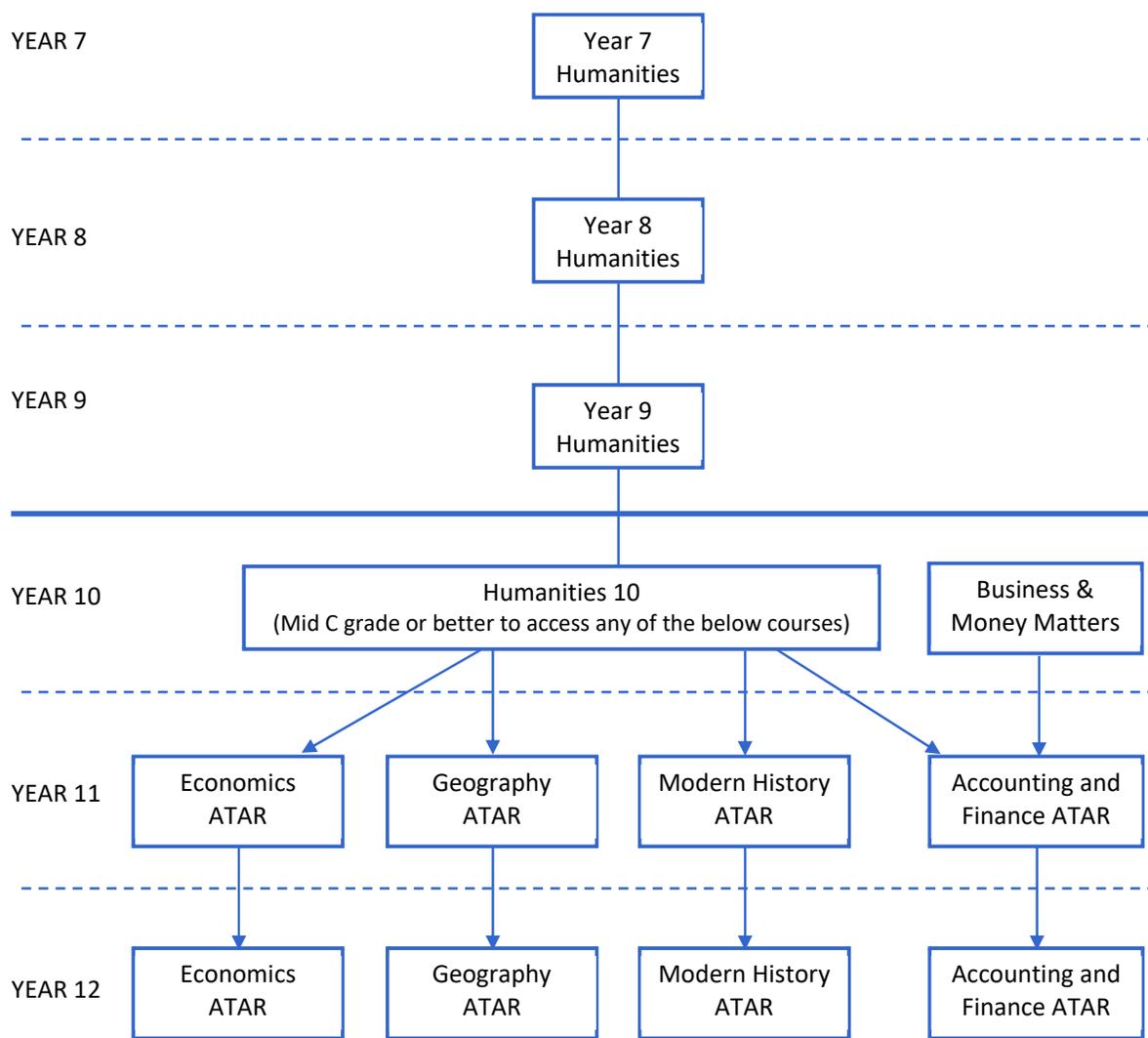
### **Assessment**

Class assessments, camp assessments, theory assessments.

### **Materials**

All gear and equipment is supplied. Students are to wear their full Physical Education uniform. There is a **levy of approximately \$350** to cover facility hire, excursions and camp. It is an expectation that students participate in the camp and all excursions.

## **HUMANITIES AND SOCIAL SCIENCES LEARNING AREA**



**Learning Area Co-ordinator, Humanities and Social Sciences : Mr Paul Colombini**  
[paul.colombini@ufcc.wa.edu.au](mailto:paul.colombini@ufcc.wa.edu.au)

**Learning Area Co-ordinator, Technologies (Accounting Units) : Miss Natali Mikulic**  
[natali.mikulic@ufcc.wa.edu.au](mailto:natali.mikulic@ufcc.wa.edu.au)

### **YEAR 10 HUMANITIES AND SOCIAL SCIENCES**

**Year Length Course**

**Prerequisite:** Nil

This course gives the students an insight into the Social Science subjects of History, Geography, Economics and Political/Legal Studies. It is intended that students will be given the opportunity to reinforce their understanding of the main concepts and skills that will be used in subsequent years. A major focus is placed on developing research skills, analysis of historical sources, the understanding of key economic issues and a practical use of topographic maps and aerial photographs.

The first part of the course will focus upon Modern History (1918-1945) and in particular, Australia's involvement in World War II. In addition to exploring the effects the conflict had on Australians at both the war and home fronts, it is intended that students will gain an appreciation of how conflicts have far reaching consequences on both domestic and international affairs. The unit will also examine human rights and freedom since 1945, with a specific focus on Aborigines and Torres Strait Islanders in Australian society.

The geographical component of the course contains elements of both physical and human geography. The unit will firstly examine the impact of human activities on the physical environment and in particular the atmosphere and coastal landscapes. An emphasis will be placed on their management and sustainability for the future. The unit will also attempt to develop students' geographical skills such as interpreting topographic maps, aerial photographs and synoptic charts. The human geographical component will focus on the wellbeing of humans in both developed and less developed nations and the issues that emerge from an uneven distribution of wealth.

The third part of the course will introduce students to the concept of measuring economic performance. In addition to examining economic growth, unemployment trends and inflation rates, the unit will also cover the variations that occur between economies in terms of performance and living standards. The ways that governments and businesses attempt to improve economic performance will also be addressed.

The Legal Studies section of the course begins by identifying the key features of Australia's political and legal systems and comparing them with those of Indonesia. The course will then examine Australia's legal responsibilities on a global level and how its legal system protects the rights of the individual.

### **BUSINESS AND MONEY MATTERS – YEAR 10**

**Semester Length Course:** Semester One and repeated in Semester Two

**Prerequisite:** Nil

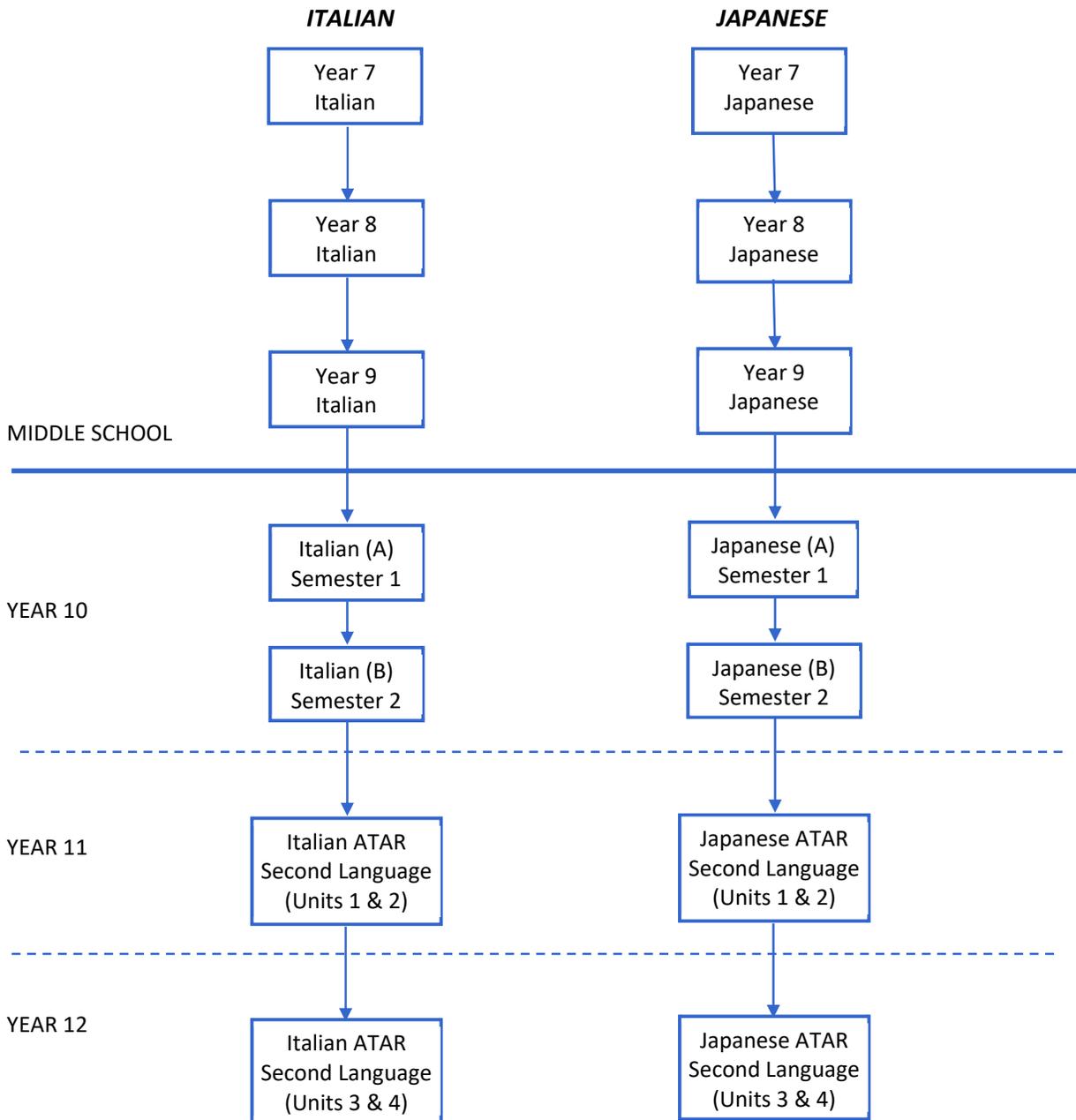
**Preferred for:** Accounting and Finance ATAR

The focus of this course is to expose students to personal money matters such as first job necessities - tax and superannuation, resumes, cover letters and email etiquette. They will also learn about debit and credit cards, interest rates and credit ratings. An additional focus of the course will be the essentials of E-Commerce as well as budgeting for personal and business purposes. Spreadsheets skills will be incorporated and form an integral component of the course.

The second part of the course focusses on business matters. Basic financial statements including the Income Statement and Statement of Financial Position and bank reconciliations are covered. There will also be a focus upon small business planning including business plans, SWOT analysis, marketing and finance. This course allows an opportunity to study a course that gives students important transferable life skills and knowledge.

# LANGUAGES

❑ A subject may not operate if an insufficient number of students select it.



**Learning Area Co-ordinator, Languages : Mrs Veronica Parker**  
[veronica.parker@ufcc.wa.edu.au](mailto:veronica.parker@ufcc.wa.edu.au)

## **ITALIAN A: La creatività degli Italiani nel mondo (Italian Creativity in the World)**

**Semester Length Course:** Semester One

**Prerequisite:** Completion of Year 9 Italian

This course looks at the Italian language and culture from a global perspective. Students will engage in the creativity, sense of style and lifestyle of the Italian people and their impact on the culture, traditions and language of Australia and the world.

Topics include:

- Italian creativity – contribution to the world
- Made in Italy – being fashionable
- Italian migration – impact on destination countries

## **ITALIAN B: La cultura Italiana oggi (Italian Culture Today)**

**Semester Length Course:** Semester Two

**Prerequisite:** Completion of Year 10 Italian A

This course looks at the changing nature of the Italian culture and language through the impact of globalisation and changing migration trends.

Topics include:

- Immigration to Italy – the changing nature of Italian society
- Dreams and aspirations of young people – similarities and differences
- Italian: a changing language – transformation and influence of English and other languages

## **JAPANESE A: Teenagers**

**Semester Length Course:** Semester One

**Prerequisite:** Completion of Year 9 Japanese

This course looks at the Japanese language and culture from a personal perspective, enabling students to share personal information and obtain information from others. Students develop their understanding of what it means to be Japanese and Japanese-speaking, and compare their own lives to those of teenagers in Japan. Beneath initial contrasts between the cultures lie fundamental similarities, highlighting the fact that Japanese and Australian students share some common values.

Topics include:

- Personal world (relationships and surroundings)
- School life
- Daily routine
- Around my home

## **JAPANESE B: Neighbourhood**

**Semester Length Course:** Semester Two

**Prerequisite:** Completion of Year 10 Japanese A

In this course students build on their developing language skills in order to share information about their own sense of place and space. They begin to develop the skills needed to travel within Japan, and learn more about Japanese-speaking communities and cultures.

Topics include:

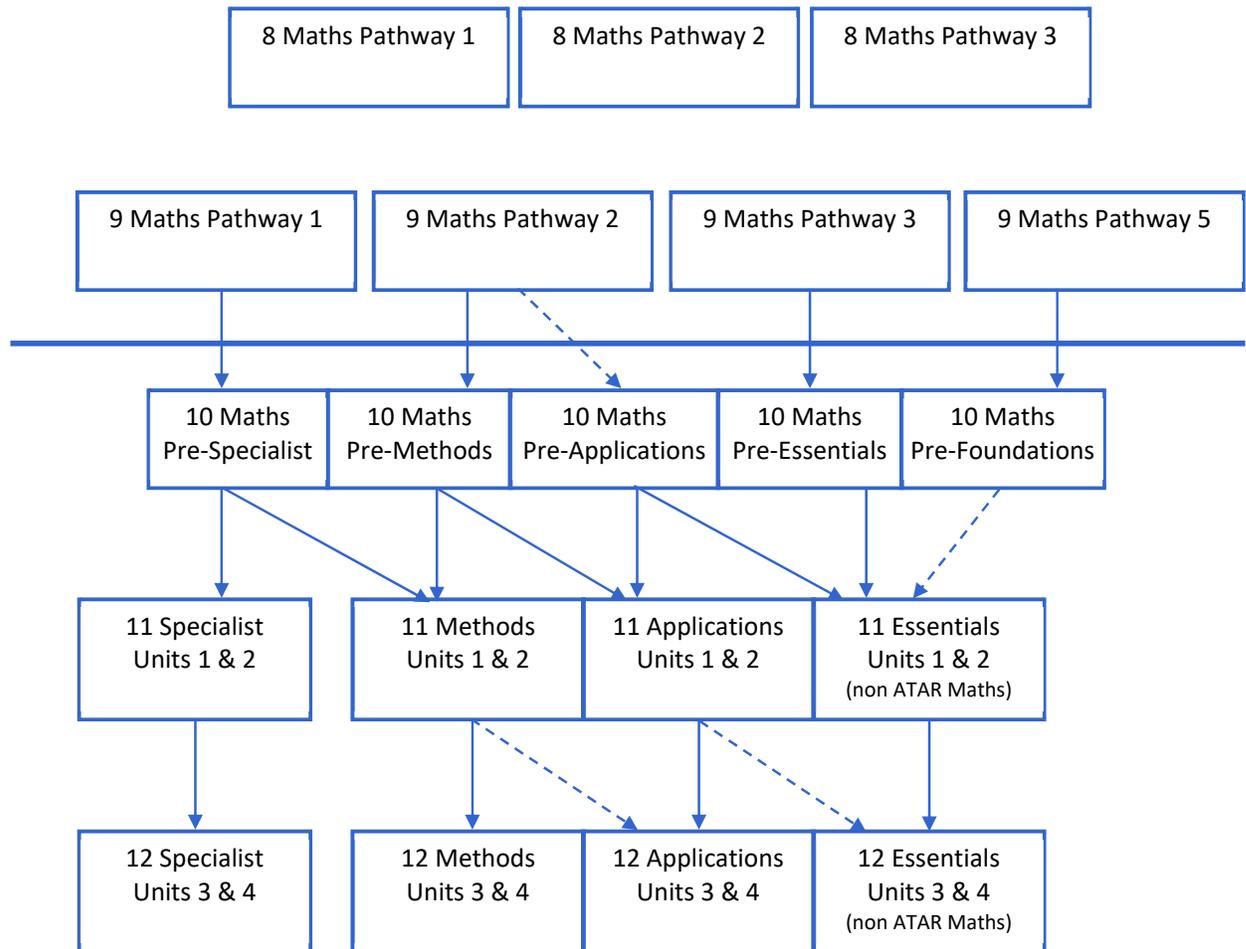
- Seasons
- Descriptions
- My local neighbourhood
- Leisure time
- Shopping

## **APPLICATION FOR ENROLMENT IN A LANGUAGE COURSE**

All students wishing to study a Western Australian Certificate of Education (WACE) language course are required to complete an application for permission to enrol in a WACE language course in the year prior to first enrolment in the course. Information about the process, including an application form, will be posted home to Year 10 Language students.

Further guidance and advice related to enrolments in a language course can be found on the School Curriculum and Authority website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au).

## MATHEMATICS LEARNING AREA



— Solid line indicates recommended pathway when the student reaches Year 11.  
 - - - Dashed line indicates a pathway that is not recommended in Year 11, but may be suitable for students in particular circumstances.

**Learning Area Co-ordinator, Mathematics : Mrs Kerry Ellis ([kerry.ellis@ufcc.wa.edu.au](mailto:kerry.ellis@ufcc.wa.edu.au))**

By the end of Year 10, students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make connections between algebraic and graphical representations of relationships. Students solve surface area and volume problems relating to composite solids. They recognize the relationship between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of various data displays. They describe bivariate data where independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports.

Students expand binomial expressions and factorise monic quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students list outcomes for multi-step chance experiments and assign possibilities for these experiments. They calculate quartiles and inter-quartile ranges.

### **MATHEMATICS 1 (PRE-SPECIALIST)**

#### **Year Length Course**

**Prerequisite:** Satisfactory performance in 9M1

**Required for:** Mathematics Specialist and Mathematics Methods

Students will focus on the Year 10 Advanced mathematics course. Students solve problems involving the properties of circles and polygons including similarity and congruence. Trigonometry is extended to include non-right triangles. The unit circle and exact values is introduced along with radian measure. Direct and inverse proportion, rates and ratios are studied. Simplification of algebraic expressions is extended from Year 9 including surds, indices and equation solving of all types. The introduction of logarithms is included. Graphs of linear, quadratic, cubic, exponential, reciprocal and trigonometric functions are drawn both manually and on the CAS calculator. To continue on to Mathematics Specialist students should have an A or B grade, and are also required to do Mathematics Methods.

### **MATHEMATICS 2 (PRE-METHODS)**

#### **Year Length Course**

**Prerequisite:** Satisfactory performance in 9M2

**Required for:** Mathematics Methods (A or B grade) or Mathematics Applications

Students will focus on the Year 10 Advanced mathematics course. Students do the same topics as in Mathematics 1 with the exception of logarithms and radian measure but at a simplified level.

### **MATHEMATICS 3 (PRE-APPLICATIONS)**

#### **Year Length Course**

**Prerequisite:** Satisfactory performance in 9M3

**Required for:** Mathematics Applications

Students will focus on the Year 10 course topics suited to the Mathematics Applications (ATAR) pathway requirements. Emphasis is placed on consolidating those skills required for Data Analysis, Financial Maths, Graph Theory, Sequences, Measurement and Linear Functions. Students will either study Mathematics Applications (ATAR) or Mathematics Essentials (non ATAR).

## **MATHEMATICS 4 (PRE-ESSENTIALS)**

### **Year Length Course**

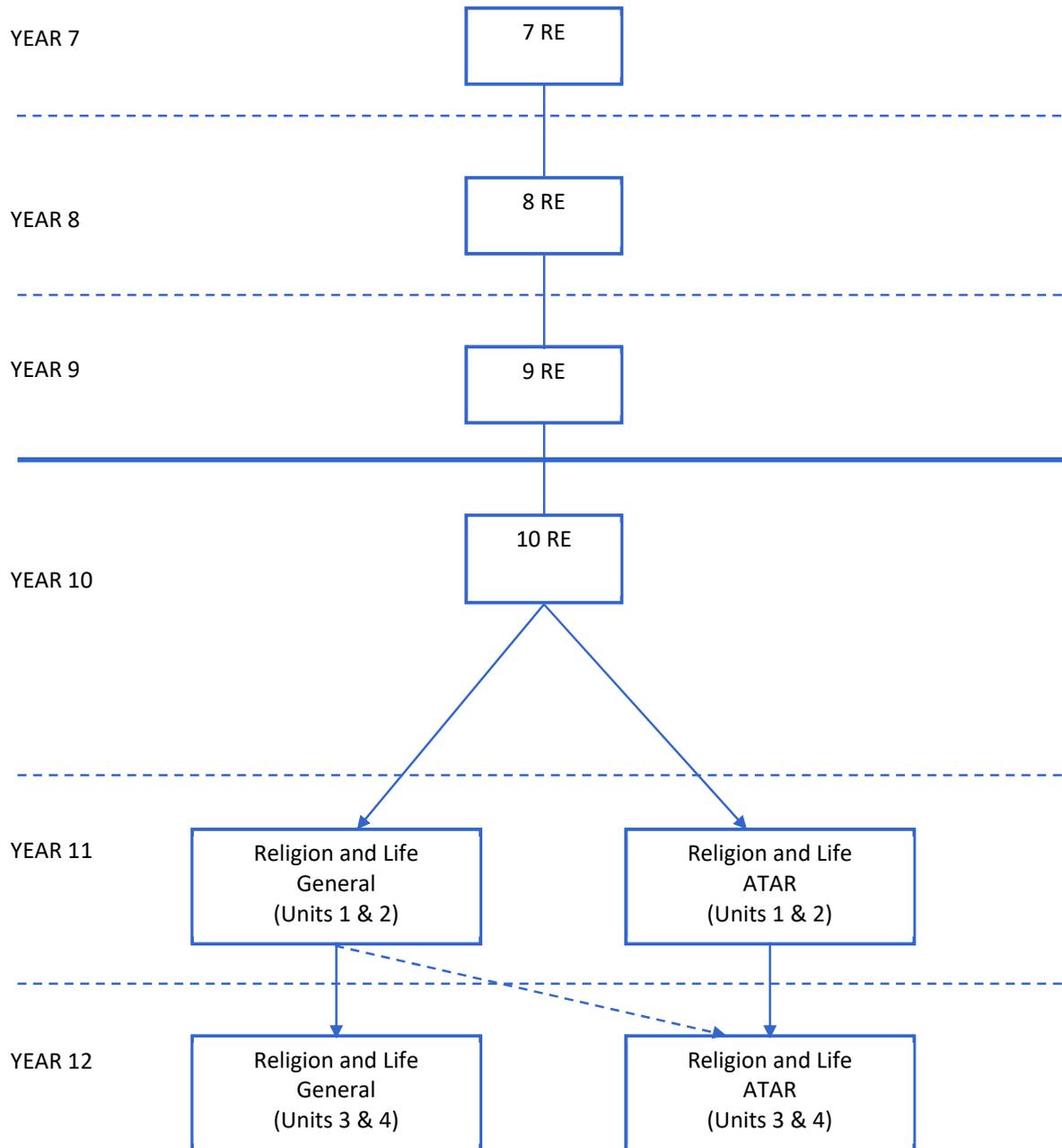
**Required for:** Mathematics Essentials

Students will focus on the Year 10 course topics suited to the general or VET pathway for Mathematics Essentials (non ATAR). Students choosing this subject will not go on to any examinable Mathematics courses in Year 11 and 12. Topics covered are Number, Space, Chance and Data, Measurement and Working Mathematically. Students must achieve a C grade in Year 10 in order to continue on to Mathematics Essentials.

## **OLNA NUMERACY**

All students must gain their OLNA numeracy in order to achieve WACE graduation. Those who have not achieved OLNA numeracy at the end of Year 10 may have the option of selecting Mathematics Foundations in Year 11. Students are given two opportunities to demonstrate competency in OLNA numeracy per year from Year 10 to Year 12.

## RELIGIOUS EDUCATION LEARNING AREA



**Learning Area Co-ordinator, Religious Education : Mr Joshua Stock**  
[joshua.stock@ufcc.wa.edu.au](mailto:joshua.stock@ufcc.wa.edu.au)

## **YEAR 10 RELIGIOUS EDUCATION**

**Year Length Course**

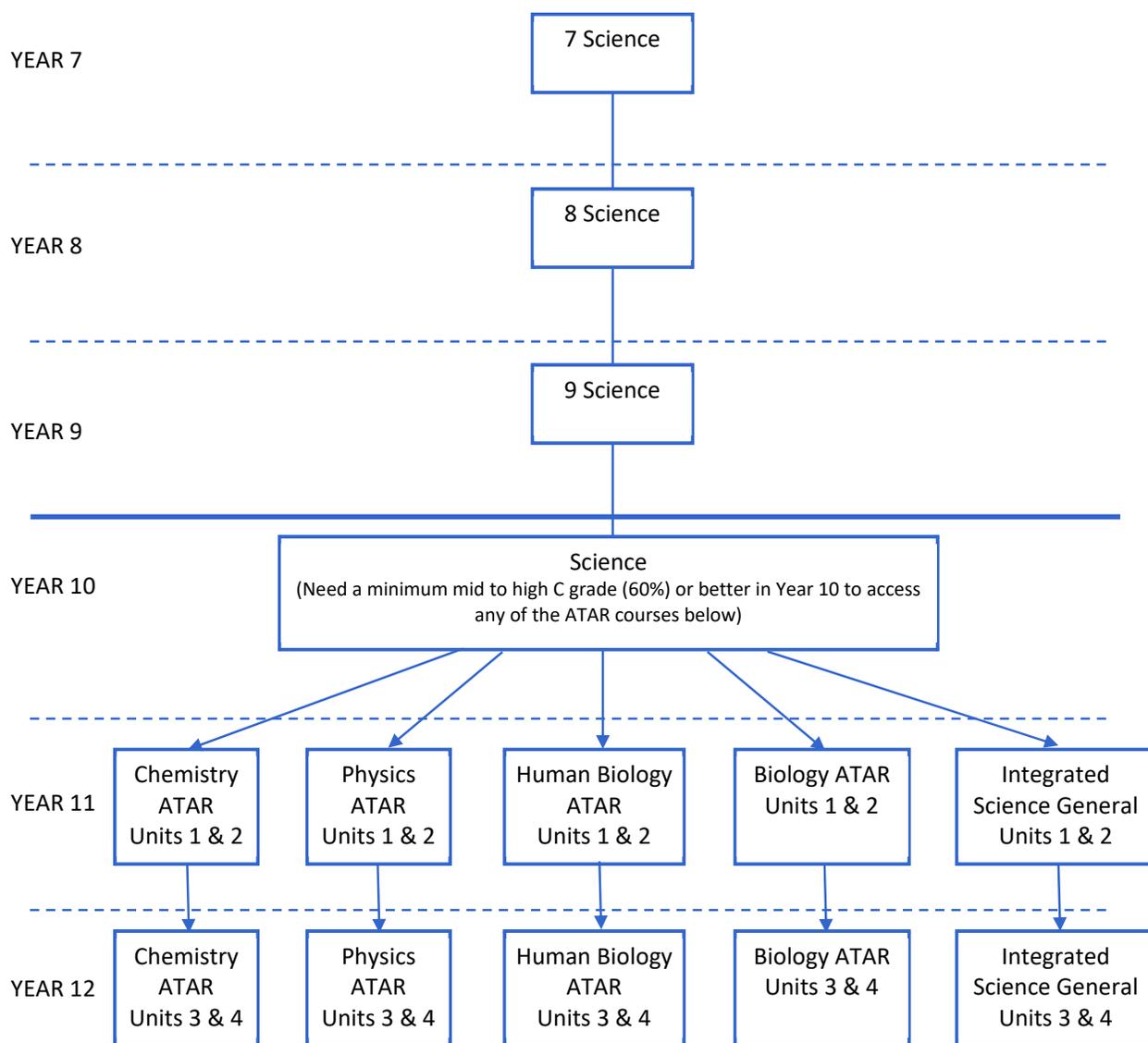
**Prerequisite:** Nil

At the completion of this course, students identify how human desires can lead people to contemplate the meaning and purpose of life. They provide examples of how Catholics come to know God, and by doing so, address important questions about the meaning and purpose of life. Students recall the Christian belief that God creates each person with a conscience that calls them into a personal and loving relationship with God. They explore the Judeo-Christian beliefs about God's original plan for creation and describe how people who are created in God's own image and likeness can contribute to God's ongoing work of creation. They identify how Jesus, the Son of God, shows people how to bring creation to fulfilment and offers salvation.

Students describe how the Church is One Body in Christ, focused on the Gospel message of the life and mission of Jesus. They describe how Jesus is ever present with his Church and how the life of Jesus and his mission as priest, prophet and king, offers guidance and support to all people. Students identify the Christian belief in the Holy Spirit and describe how people who choose to share in the Gospel message are guided by the Spirit. They research Christian vocation as a call for spiritual discernment. Students describe how Christians develop the influence of the Spirit's gifts in their lives, through daily prayer and worship, through their participation in liturgies and the Sacraments.

Students describe important moments in the Church's history and the influence they have had on Christian practices. They identify the Holy Spirit as the source of the Church's growth throughout the world. Students describe Church structures and teachings that enable the Church to engage with and respond to developments and issues in the world. They explain how Church structures and teachings adhere to God's natural and divine laws and the Catholic principles of decision making. Students explore the scriptural basis of Church teachings. They describe how Church teachings help develop people's consciences to act with concern and justice towards God and society and bring about the restoration of God's original plan for creation. They recall the factors that hinder a person's ability to follow God's laws and apply an examination of conscience to reflect on whether they are living according to God's laws.

## SCIENCE LEARNING AREA



**Learning Area Co-ordinator, Science : Mrs Paula Weston** ([paula.weston@ufcc.wa.edu.au](mailto:paula.weston@ufcc.wa.edu.au))

## **YEAR 10 SCIENCE**

### **Year Length Course**

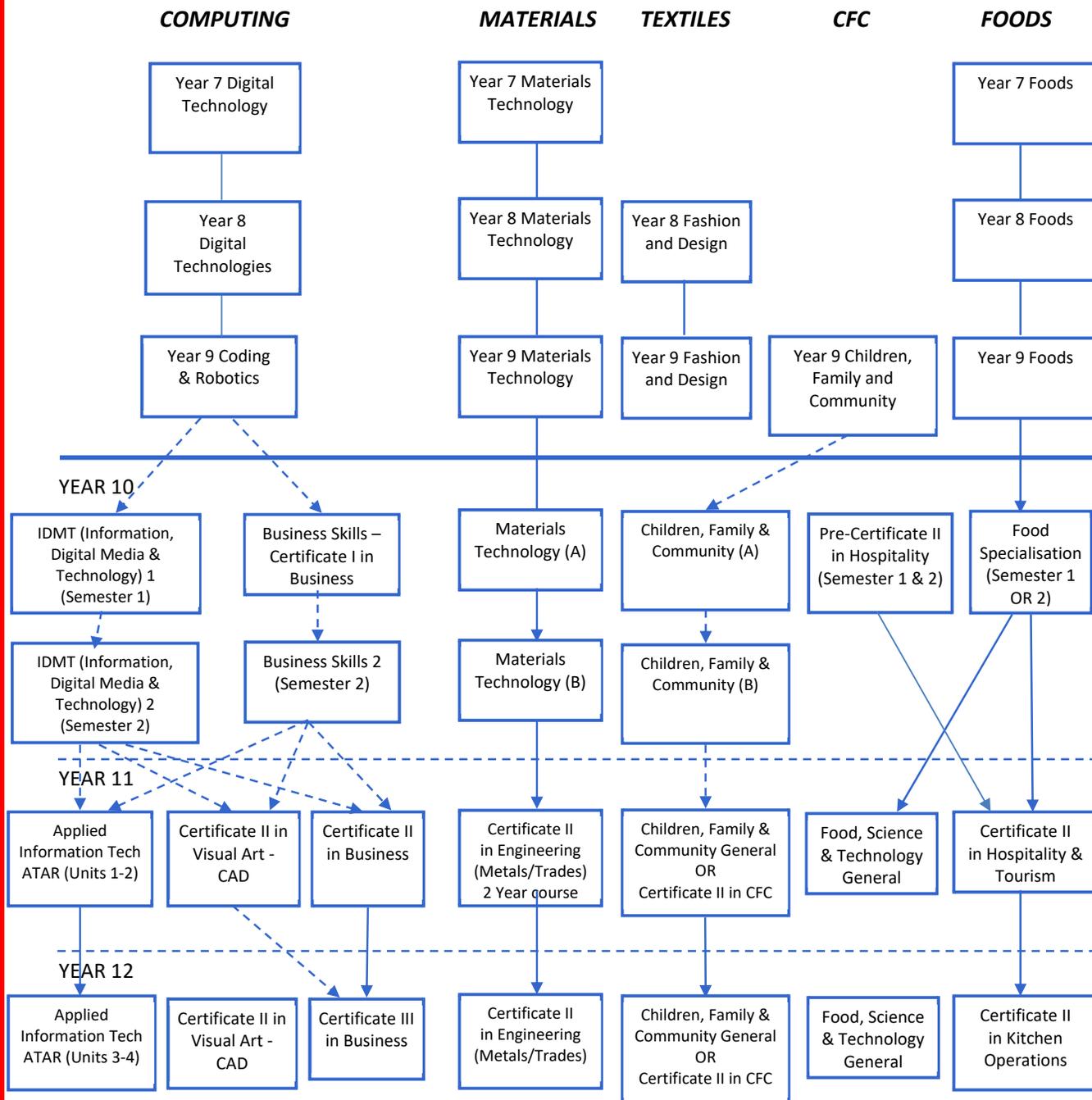
**Required for:** Mathematics Essentials

The year 10 curriculum focusses on the four main areas of Science – Biological Science, Chemical Science, Earth & Space Science and Physical Science. 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.

Students develop questions and hypotheses and independently design and improve appropriate methods of investigation, including field work and laboratory experimentation. When analysing data, selecting evidence and developing and justifying conclusions, they identify alternative explanations for findings and explain any sources of uncertainty. Students 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 construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.

## TECHNOLOGIES / VET AND CAREERS

- ❑ All Technologies units are semester length duration.
- ❑ Students cannot repeat a unit they have previously completed.



**Learning Area Co-ordinator of VET and Careers : Ms Maureen Johnson**  
[maureen.johnson@ufcc.wa.edu.au](mailto:maureen.johnson@ufcc.wa.edu.au)

**Learning Area Co-ordinator of Technologies : Ms Natali Mikulic**  
[natali.mikulic@ufcc.wa.edu.au](mailto:natali.mikulic@ufcc.wa.edu.au)

**IDMT (INFORMATION, DIGITAL MEDIA AND TECHNOLOGY) 1****Semester Length Course:** Semester One**Cost:** \$100

Students will have the opportunity to learn foundation IT and Media skills through studying some nationally accredited Cert II IDMT units of competency. Students may choose to enrol in IDMT (2) in Second Semester which will provide them with the opportunity to study the remaining units and receive the Cert II IDMT qualification or select Cert II in IDMT as an elective in Year 11.

**IDMT (INFORMATION, DIGITAL MEDIA AND TECHNOLOGY) 2****Semester Length Course:** Semester Two**Cost:** \$100

Students will have the opportunity to consolidate and expand their IT and Media Skills by completing the remaining nationally accredited unit and completing the Cert II in IDMT.

**BUSINESS SKILLS 1****Semester Length Course:** Semester One**Cost:** \$100

Students will have the opportunity to learn foundation business skills through studying some nationally accredited Cert II in Business units of competency. Students may choose to enrol in Business Skills (2) in second semester which will provide them with the opportunity to study the remaining units and receive the Cert II in Business qualification or select Cert II in Business as an elective in Year 11.

**BUSINESS SKILLS 2****Semester Length Course:** Semester Two**Cost:** \$100

Students will have the opportunity to consolidate their business skills through studying the remaining nationally accredited Cert II Business units of competency in this qualification.

**MATERIALS TECHNOLOGY (A) – DESIGN FOR HOME****Semester Length Course:** Semester One**Prerequisite:** Nil**Cost:** \$60

In this course students have opportunities to design and produce products for the home using wood as the main material. They incorporate hand skills and the use of power tools to perform tasks quickly and safely. Students will continue to refine their skills and knowledge of appropriate techniques and machinery /tool selection needed for the manufacturing process. Traditional wood working skills will be developed together with the use of newer technologies such as the 3D printer and Laser Cutter/engraver.

Students identify the steps involved in planning the production of designed solutions. They develop detailed project management plans incorporating elements, such as sequenced time, cost and action plans to manage a range of design tasks safely. Final plans are drawn using computer drawing software called AutoCAD which is widely used in Industry. They continue to identify and establish safety procedures that minimise risk and manage projects maintaining safety standards and management procedures to ensure success.

## **MATERIALS TECHNOLOGY (B) – DESIGN FOR LEISURE**

**Semester Length Course:** Semester Two

**Prerequisite:** Nil

**Cost:** \$60

In this course students have opportunities to design and produce products for Leisure using a variety of materials. Working in Metal will become a focus point in Term Four. They will learn new fabrication techniques and metal specific power tools to perform tasks safely. Student's will have the opportunity to develop new skills such as welding, bending, shaping and using the metal work lathe to manipulate and join metals. Students will continue to refine their skills and knowledge of appropriate techniques and machinery /tool selection needed for the manufacturing process.

Students apply management plans, to successfully complete design tasks. They continue to identify and establish safety procedures that minimise risk and manage projects maintaining safety standards and management procedures to ensure success. Learning experiences require students to transfer theoretical knowledge to practical activities across a range of projects.

## **FOOD SPECIALISATION**

**Semester Length Course:** Semester One OR Two

**Prerequisite:** Nil

**Cost:** \$55

Food Specialisation focuses on healthy eating through the development of skills and knowledge of nutrients and the application of the principles of food safety, preservation, preparation, presentation and sensory perceptions. Students will develop their interests and skills through the production of food-related tasks and exploring the changing patterns of food consumption in Australia. During the course students will be given the opportunity to work with and explore ingredients and recipes that they are familiar with, but also from a variety of cultures from all around the world. This course will prepare students knowledge and skills for Food Science and Technology in Years 11 and 12.

## **PRE-CERTIFICATE II HOSPITALITY**

**Taster Course**

**Semester Length Course:** Offered in both Semester One and Semester Two

**Cost:** \$100

This semesterised elective provides students with the opportunity to study core competencies included in most Hospitality Industry certificates. Students study these units while learning practical hospitality skills that will assist them in securing either casual work and/or can be credited towards a Cert II in Hospitality - offered as a Year 11 elective. All students who achieve competency in units will receive a Certificate of Attainment from our RTO (Registered Training Organisation) - IVET. These nationally accredited unit completions will be accepted by all RTO's in Australia if the student chooses to study externally.

Note: This is the recommended pre-requisite for Year 11 Cert II Hospitality.

### **CHILDREN, FAMILY AND COMMUNITY (A)**

**Semester Length Course:** Semester One

**Prerequisite:** Nil

**Pathway:** Students who choose this course are possibly considering future career pathways working with children. This course leads to the Year 11 and 12 course, Children, Family and Community General.

**Cost:** \$40

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. We explore 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. Students will also investigate the preparations required to bring a baby home such as safety and nursery design.

### **CHILDREN, FAMILY AND COMMUNITY (B)**

**Semester Length Course:** Semester Two

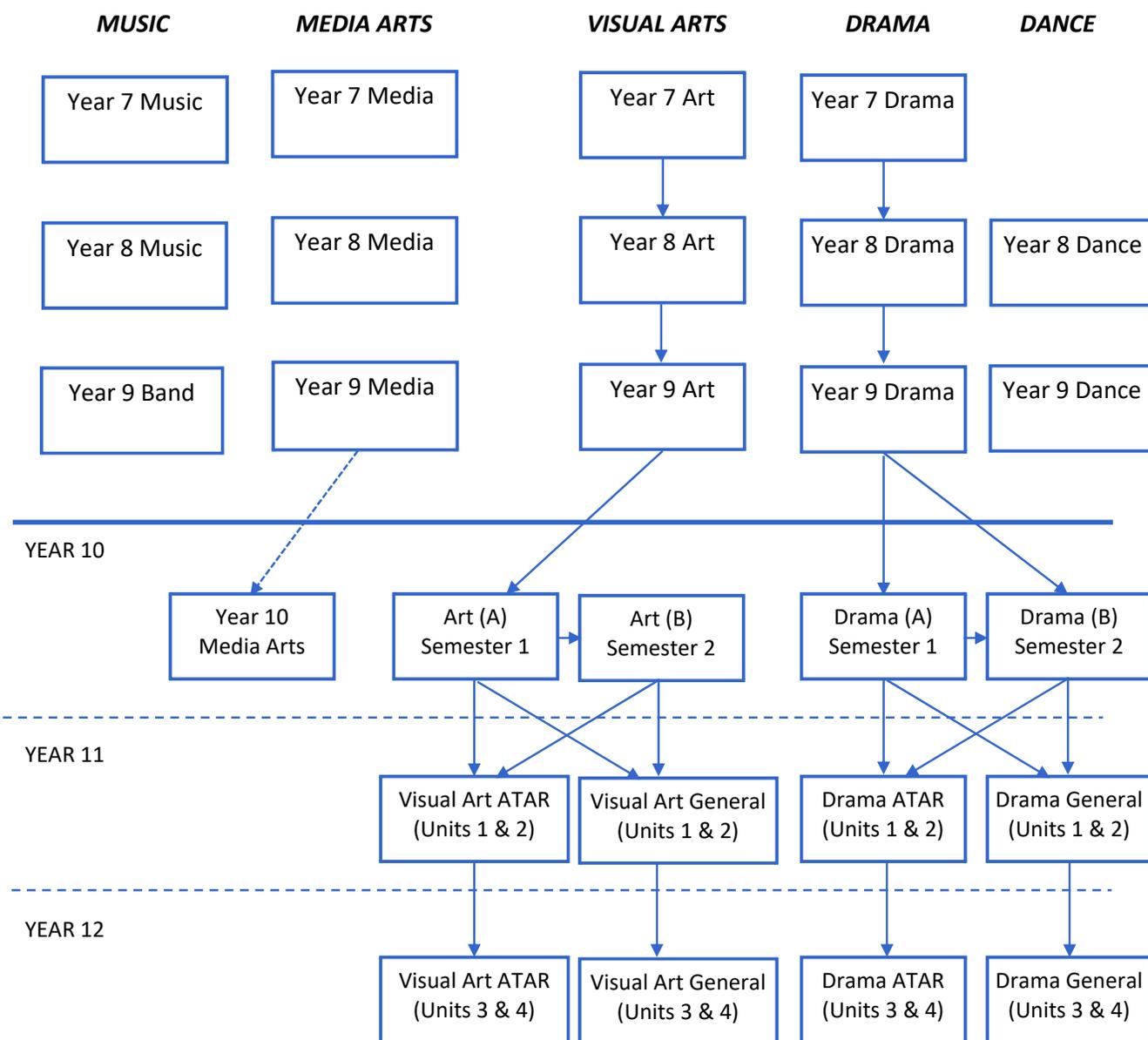
**Prerequisite:** Nil

**Pathway:** Students who choose this course are possibly considering future career pathways working with children. This course leads to the Year 11 and 12 course, Children, Family and Community General.

**Cost:** \$40

This course focuses on the importance of play for child development as 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 at the primary campus. The idea of child development is then examined from a broader perspective with the consideration of family, culture and the broader community by inviting children in for a series of playgroups. 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.

# THE ARTS



**Learning Area Co-ordinator of The Arts : Ms Judy Davies-Moore**  
 ([judy.davies-moore@ufcc.wa.edu.au](mailto:judy.davies-moore@ufcc.wa.edu.au))

## ART (A)

**Semester Length Course:** Semester One

**Prerequisite:** Engagement in studies of Middle School Art preferred

Highly recommended for students considering further studies in ATAR Visual Art or General Art in Years 11 and 12.

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 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. There is a different focus of Art style explored each term - Realism, Modernism (Dadaism, Surrealism, Futurism), contemporary Australian art; Postmodernism, international art.

## ART (B)

**Semester Length Course:** Semester Two

**Preferred grade:** Engagement in studies of Middle School Art and/or Year 10 Art (A) preferred

Highly recommended for students considering further studies in ATAR Visual Art or General Art in Years 11 and 12 to completed both (A) and (B).

This course builds upon studies in Art (A) with a different focus on Art styles each term. 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 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.

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## DRAMA (A)

**Semester Length Course:** Semester One

**Prerequisite:** Engagement in studies of Middle School Drama preferred

Highly recommended for students considering further studies in ATAR Drama or General Drama in Years 11 and 12.

In Year 10, Drama students will be given the opportunities to develop their knowledge and skills to prepare drama for purposes and wider external audiences, safely using procedures, techniques and conventions of drama. Students develop drama based on devised drama processes using selected drama forms and styles. Students will have the opportunities to research and explore relevant resources in order to create meaning for a contemporary audience. Excerpts from Australian scripts will also explore **realistic acting**. Students will develop reflective processes using extended answer and interviews, using drama terminology and different forms of reflective response processes.

## DRAMA (B)

**Semester Length Course:** Semester Two

**Prerequisite:** Engagement in studies of Middle School Drama and/or Drama (A) is preferred

Highly recommended for students considering further studies in ATAR Drama or General Drama in Years 11 and 12 to have completed both (A) and (B).

In Year 10, Drama students will be given the opportunities to develop their knowledge and skills to prepare drama for purposes and wider external audiences, safely using procedures, techniques and conventions of drama. Students develop drama based on devised drama processes using selected drama forms and styles. Students will have the opportunities to research and explore relevant resources in order to create meaning for a contemporary audience. Students will read and interpret selected script excerpts from Australian scripts and will explore **presentational acting**. Students will develop reflective processes using extended answer and interviews, using drama terminology and different forms of reflective response processes.

## MEDIA

**Semester Length Course:** Semester Length

**Prerequisite:** Year 9 Media is beneficial

Communication is central to Media Arts; how we communicate, why we communicate in different ways, within different contexts and how we select what we communicate. In Media Arts, students are provided with opportunities to explore in more depth the way media work is constructed in different contexts and how it can be used to challenge the values of an audience. They explore past and current media trends on audience use of media.

Students continue to make and respond to their own media productions and professional media work within the selected media type, genre or style studied, using refined media production skills and processes: problem solving, working as a team, or independently; setting and following personal and group timelines; and independently using media equipment safely and responsibly.

This will be explored in Year 10 within the focus of Media Non-Fiction in Film. Students will analyse and respond to the construction of narrative within a variety of contexts by selecting and using codes effectively to construct meaning. These skills will be applied in the planning, development and construction of their own project. Students will learn the technical skills required to produce a short film working through the process of pre-production (planning), production (development) and post-production (construction) considering both context and audience response.

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## **VET (VOCATIONAL EDUCATION & TRAINING)**

Ursula Frayne Catholic College offers a range of VET opportunities both on and off the College campus. Students and parents should contact the Career/VET Co-ordinator, Maureen Johnson, to discuss the most suitable options available which will assist them with their individual career pathway. The Workplace Learning course aims to prepare students for employment by providing them with knowledge about what is valued in a work environment. Employers value generic work skills which are transferable and vital in all forms of employment. These employability skills are developed over a lifetime and are valued in education, training, workplaces and the community. Participating in a supported structured Workplace Learning program based on employability skills and involving a number of different workplaces, assists students to make informed decisions about their future. These decisions are vitally important for students to move successfully from school to further education, training, employment and participation in the community.

### ***WORKPLACE LEARNING***

Workplace Learning is a quality monitored course for Year 11 and Year 12 students. It can assist students in selecting a career choice, gaining invaluable experience in their chosen career and motivating students to improve their overall academic performance.

#### **Benefits:**

- ❑ Develops responsible work skills
- ❑ Assists in career planning
- ❑ Increases self-esteem and confidence and develops broader communication skills
- ❑ Complements and reinforces school learning
- ❑ Increases awareness of the link between school, further education and employment
- ❑ Enhances further education, training and employment prospects
- ❑ Provides a realistic understanding of the expectations of specific industries.

#### **How does Workplace Learning work?**

- ❑ Potential Workplace Learning students undergo a selection interview to ensure their enthusiasm and motivation are of a high standard
- ❑ A well-documented portfolio must be presented at the interview
- ❑ Successful applicants participate in an induction seminar at the start of the school year
- ❑ Students spend one day per week in the workplace for a minimum of 14 weeks (8 hours per day).
- ❑ On the four other days they are at school, students will have tutorial lessons, with their Workplace Learning teacher, during which time they can catch up on any theory that they have missed during their work-placement day.
- ❑ Student manage their Workplace Learning by using a log book to record the skills and hours required to meet the School Curriculum and Standards Authority requirements.
- ❑ Workplace Learning can be a one year or two year program.

***Learning Area Co-ordinator of VET and Careers – Ms Maureen Johnson***

***([maureen.johnson@ufcc.wa.edu.au](mailto:maureen.johnson@ufcc.wa.edu.au))***