



UNDER THE PATRONAGE OF THE HOLY FAMILY

MANDURAH CATHOLIC COLLEGE

Own & Respect

*Owning one's decisions, one's values
& one's relationships. Respecting
& owning the environment of
the College.*

(Year 10 Pastoral Care Theme)

2018
YEAR 10

CURRICULUM FOR PROSPECTIVE STUDENTS

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FOREWORD

Entering Year 10 as a student at Mandurah Catholic College provides many opportunities to both consolidate existing learning and engage with further flexibility in what you study. It is true that in every year, a student should give of his or her best and strive for personal excellence. The student who treats Year 10 studies with focus, steady application and commitment is setting a great foundation to tackle Year 11 and 12 with confidence. Maturity and dedication during Year 10 studies opens so many doors to the final two years at the College and allows a young learner to be in control of her or his own destiny. Students who do not focus and give of their best in-class, through homework and study, will find restricted opportunities present themselves for Year 11.

There is much to read and reflect on in this booklet and I ask that, as a family, you take the time to talk about the journey and the many course options ahead in Year 10.

Please feel free to contact the key staff should you have any queries about studies in Year 10 and beyond.

I wish you every success in planning for Year 10 and continuing your exciting learning journey at the College

Mr Chris Wallace
PRINCIPAL

INTRODUCTION

As students prepare to embark on their final 3 years of Secondary Schooling they need to be aware that the level of performance and achievement in courses during Year 10 is the critical factor by which selection of senior school courses is made. Entry to many courses in Year 11 is dependent on the levels achieved in Year 10. There are a wide variety of courses offered in Year 11 and 12 that allow entry into university and/or institutes.

Mandurah Catholic College offers courses at Year 10 that reflect:

1. A broad spectrum of study disciplines
2. A diverse range of educational skills
3. The maximum opportunity for all students to undertake courses that both caters for their present needs and abilities, and provides access to their chosen career.

Students will complete Year 10 at different levels of competence in all course areas, however, it is important to realise that the choice of courses available to each individual student in Year 11 and 12 will be based on the level of achievement gained by the end of Semester One in Year 10.

Students who have not met the minimum requirements for entry to courses will be counselled to make alternative choices to improve their chances of success. Student work habits and results in Year 10 are indicative of how they will perform in Years 11 and 12 and therefore we put great emphasis on these results when considering course suitability.

CHRISTIAN SERVICE LEARNING PROGRAM

Christian Service Learning was introduced to Mandurah Catholic College in 2007 and it is an expectation that all Mandurah Catholic College students complete a minimum of 30 hours of Christian Service Learning (volunteer work) in the community over Years 10 to 12.

Christian Service Learning enables students to grow in a Catholic faith perspective as people of service and justice and provides students with opportunities to meet people with needs. Christian Service Learning focusses on learning life skills, encourages the habit of giving and using personal gifts and abilities to care for others. It has a unique educational value for our students as well as impacts on their personal, academic and social development.

The College's Christian Service Learning program provides opportunities for young people to give something back to the community while developing the values, skills and understandings needed to contribute to civic wellbeing. By educating students to "think of other", the program enables students to address many of the core shared values outlined in the National Curriculum and the normal Christian values of the Gospel.

Christian Service is defined as:

'Activities undertaken for the benefit of individuals and/or community for no financial reward'.

The College encourages students to prioritise marginalised and vulnerable community members in the service learning activities and to also respond to the specific needs of the community at large. Community service may be initiated by the parents, student or school, or any combination of these. The service must be provided:

- Out of school time – through a non-profit community organisation
- Individually or collaboratively
- Through a variety of activities
- Over one or more years

The College provides insurance for the students while they complete their Christian Service Learning (providing they register their service with the College Director of Ministry beforehand.)

RECORDING HOURS:

A Journal, provided by the College, is the official record of a student's Christian Service Learning. The Journal is the student's record of their Christian Service Learning work and is their responsibility to maintain, keep it safe and to hand in the Journal to get the hours recorded by the College. Students must also complete the guided reflection questions each year in their journal. To fulfil Graduation requirements, all Christian Service Learning hours must be completed by the end of Term 3 Year 12. Students who change schools before they have completed 30 hours of Christian Service should take their Journal, as a record of their hours, to the new school.

For more information please contact the Director of Ministry, Mrs Susan Bentley.

CURRICULUM OVERVIEW

Core

At Year 10 level students are offered some choice in the courses that they study. All students will study courses in the following learning areas. These are considered their core courses.

Religious Education
English
Humanities and Social Sciences
Mathematics
Science
Careers Education
Health Education

Electives

Students are required to choose a number of electives to supplement the core programme. A description of each of these courses is also contained in this book. This includes an indication of where the course may lead. It is important at this stage of a student's school career that elective courses are chosen with a view to possible Year 11 and 12 courses and career options. As such there are several different types of electives and these are outlined below.

Major options are 4 periods per week. They are designed to prepare students for courses in Year 11 and 12. **Every student must study one (1) major option.**

Minor options are 2 periods per week. **Every student must study two (2) minor options.**

All students must choose *at least one* Activity course. Courses that fulfil this requirement are:

AFL Studies
Dance
Drama
Outdoor Education
Physical Education Studies
Physical Recreation
Surf Science

Since allocation to courses depends on timetable restrictions, students are asked to rank their preferences in priority order. Choice of a course does not guarantee acceptance into this course. Acceptance is conditional on there being sufficient students to form a class and satisfactory completion of the required levels of Year 9 work where specified.

For major electives, students are required to make two (2) selections and rank them in order of preference. For minor electives, students are required to make six (6) selections and rank them in order of preference. It is advisable to also list your second preference major elective as one of your early preference minor electives if you wish to study this course. If we are unable to place you in your first preference major elective we will make every effort to place you in the corresponding minor elective.

The electives available are outlined in this handbook and are listed in *Course Selection Online* (SSO).

CONTACTS

If parents have further concerns about Year 10 in 2018, they can direct them through the following departments or members of staff:

ENQUIRIES ABOUT THE ACADEMIC CURRICULUM

General Enquiries	Head of Year 9 (2017) Mrs Lea Hunter
Religious Education	Mr Richard Sellwood
English	Ms Deborah Kluczniak
Mathematics	Mr Stephen Julian & Mrs Sonia Stephenson
Science	Mr Andrew Proctor
Humanities and Social Science	Mrs Karen Hall
Visual Art	Mr Peter Martin
Drama	Mrs Joanne Hennessy
Music	Mr Adrian Doyle
Health and Physical Education	Mr Matthew Ritikis
Technology and Design	Mr Ian Pemberton
Information Services	Mrs Sarah Love

ENQUIRIES ABOUT:

School Dates for 2018	Student Administration
Sports	Mr Nick Jenkins Director of Sport
Course Selection	Mrs Sonia Stephenson Timetabling Co-ordinator

Should a parent desire further information, please contact:

Mrs Mary-Anne Reynolds Deputy of Pastoral Care	Mr Paschal McCarthy Deputy of Teaching and Learning
Mr Chris Wallace Principal	

YEAR 10 CORE COURSES

RELIGIOUS EDUCATION

Course Description

Religious Education at Mandurah Catholic College seeks to be educational, challenging and creative in approach, while being open and supportive to the growth and enrichment of Faith of all students.

The specific aims of Religious Education are to:

- integrate the Gospel Values into their everyday lives
- respond freely
- grow in faith within the Catholic community.

Course Content

Students will be challenged to explore a variety of issues through the following units:

1. God's Justice Leads to Peace
2. A Calling from God
3. Christian Conscience
4. God's Gift of Love and Sexuality

Assessment

All units of Religious Education are assessed through written assignments. These are generally completed during class and on occasion may require a homework component. All assessments in Religious Education require the same rigour as other core learning areas and follow the same policy for missed or late work.

CAREERS EDUCATION

The Careers Education Programme is based on the following format:

1. Learning About Me: developing a clear idea of values, abilities and interests about aspects of life, especially career choices.
2. Learning About Further Education and Work: gaining information about future education and work options to base decisions on.
3. Putting Career Decisions Into Practice: develop knowledge, skills and attitudes which will help put career decisions into practice.
4. Learning To Make Career Plans and Decisions: learning how to make decisions based on good information and well thought out choices.

ENGLISH

There will be four courses in English for Year 10 students. At the beginning of Year 10 students will be placed into classes that will be working at a pace commensurate with their ability as measured by performance in year 9. Content will vary accordingly but both Course 1 and Course 2 will primarily focus on preparing students for ATAR courses in Year 11. Course 3 and 4 are not ATAR pathways but students who do well in semester 1 can move courses at the discretion of the Head of Learning Area.

Aims of Courses

All courses in English are designed to enhance the critical and functional literacy ability of the student through the strands of language, literature and literacy. Students will learn about language and how to use it effectively through their engagement with and study of texts, (any form of written, spoken or visual communication involving language). The study of specific texts is the means by which students achieve the desired outcomes of English, rather than an end in itself. Students learn to create texts of their own and to engage with texts produced by other people. Course 1 and 2 has an emphasis on interpretation and analysis and students are expected to respond to range of texts more frequently than in Course 3 and 4 and at a more complex level.

Assessment

Assessments for both courses will cover a variety of assessment methods including timed responses, take home assessments both as essays and creative writing, exams and oral production activities such as speeches and role-play.

Excursions/Incursions

English requires students to participate in a viewing workshop. This workshop will have direct links to the curriculum and elements of the workshop will be assessed in exams.

On Completion of Courses

Students in Course 1 and 2 are well prepared for ATAR English courses in Year 11, however only Course 1 English students will be permitted to enter ATAR Literature if their results meet the minimum requirement for the course of 70%. Recommendations into ATAR English are done by the Head of Learning Area and students in either Course 1 or 2 must gain a minimum of 65% in their analytical responses to be recommended for ATAR.

HEALTH EDUCATION

Course Description

In Year 10, the content provides students with the opportunity to begin to focus on issues that affect the wider community. They study external influences on health decisions and evaluate their impact on personal identity and the health of the broader community.

Students continue to develop and refine communication techniques to enhance interactions with others, and apply analytical skills to scrutinise health messages in a range of contexts.

Course Content

Students will be challenged to explore a variety of issues through the following units:

Road safety including the Keys For Life program

Diversity, Gender and Cultural differences

Media Influence on healthy choices

Relationships and sexual health behaviours

Assessment

Most units of Health Education are assessed through written assignments. These are generally completed during class and on occasion may require a homework component. All assessments in Health Education require the same rigour as other core learning areas and follow the same policy for missed or late work. The Keys For Life pre driver training program is assessed by adequate completion of the KFL booklet and a multiple choice test.

HUMANITIES AND SOCIAL SCIENCES

Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and Modern History. Students develop critical thinking and skill application to investigate events and developments both historical and contemporary.

In **Civics and Citizenship** students build on their understanding of democracy, justice, and rights by exploring Australia's legal obligations of foreign aid and peacekeeping with organisations such as United Nations. In particular Australia's international agreements, policies and laws for the protection of World Heritage areas, the International Convention on the Elimination of Racial Discrimination and the Rights of the Child.

Economics and Business is concerned with the concept of the economy by focusing on, economic growth rates, unemployment trends and inflation rates. It explores the nature of the role of governments in managing economic performance to improve living standards. They inquire into the ways businesses manage their workforces to improve productivity such as investment and technology. The distribution of income and wealth in the economy and the ways in which governments can redistribute income through taxation and social welfare payments is also a focus of this unit.

The emphasis in **Geography** is comprised of two units, which focus on environmental change and management and the geographies of human wellbeing across the world. In the first unit, students investigate human-induced environmental changes such as climate change and impacts of this on coastal environments. Ways to reduce climate change at individual and national levels are also examined. The second unit looks at the different measures of human wellbeing and development, and ways in which to improving wellbeing in Australia and other countries.

Modern History comprises of historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives. These concepts are investigated in two depth studies. The first, examines the experiences of Australians during World War Two, with an emphasis on the Australian home front, including the changing roles of women and use of wartime government controls such as conscription, manpower controls and rationing. The second depth study investigates rights and freedoms and looks at the origins and significance of the Universal Declaration of Human Rights. The Civil Rights movement from the US background to the struggles of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965 to present day, including the 1938 Day of Mourning, the Stolen Generations to the formal Apology is also studied.

Outcomes

- Students develop increasing independence in critical thinking and Humanities and Social Sciences skills
- Students continue to build on their understanding of the concepts of democracy
- Students will continue to further their understanding of the concepts of making choices, interdependence, specialisation, and allocation and markets through examining contemporary issues, events and/or case studies
- Students will develop their geographical knowledge and understanding through the key concepts of place, space, environment, interconnection, sustainability and change Students will develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

Assessment

A range of assessment types will be used including research assessments, topic tests, source analysis assessments and examinations.

MATHEMATICS

There will be a number of Year 10 Mathematics Courses to cater for the varying abilities, and future pathways of the students. At the beginning of Y 10 students will be placed into classes that will be working at a level commensurate with their ability displayed during Year 9. Initially content will vary only slightly from class to class to allow for student movement between classes. As the year progresses however, the courses may become more divergent with content varying according to the course, and background and ability of the students.

Aims of Course

The courses are designed to give students a broad base in mathematics education at a level of difficulty designed to offer a challenge to the students, while still allowing them the opportunity to achieve success. The various courses should provide students with the necessary background to enable them to proceed to a mathematics course in Year 11.

Course Outline

Student will cover topics in Number, Measurement, Algebra, Space and Chance and Data.

It is envisaged that students will:

- Acquire a mathematical knowledge, skills and terminology
- Interpret, organise and analyse mathematical information and data
- Apply mathematical knowledge and skills to solve problems
- Communicate mathematical information and data
- Justify mathematical results and make connections between important mathematical ideas and concepts
- Value mathematics as an important component of their lives

Technology

Students will be shown a variety of and the purpose of technology, how to apply the technology, and to evaluate the effectiveness of the application. This ability depends not only upon the students learning when and how to use technology, but also on their learning when the use of technology is inappropriate or even counterproductive.

Assessment

A range of assessment types will be used including class tests, examinations, assignments, homework, investigations, problem solving and class work.

On Completion of Courses

Pre-Methods prepares students for all Year 11 Mathematics ATAR courses. Pre-Applications prepares students for Mathematics Applications in Year 11. Mathematics General prepares students for Mathematics Essentials in Year 11. Entry into all courses in Year 11 is dependent on the student meeting the minimum requirements for that course.

SCIENCE

Aims of the Course

- To provide a sound background for both Year 11 & 12 ATAR Science and General courses.
- To enable students to gain greater competence in the processes and skills involved in Science.
- To allow students to develop an appreciation of how science affects society, the responsibilities of scientists and the limitations of Science.

Course Outline and Description

At the beginning of Year 10 students will be placed into a course where they will be working at a pace commensurate with their ability. All students will complete common units in Semester One. Selection into Semester Two courses is based upon achievement in Semester One and intended pathways beyond Year 10.

SEMESTER ONE

General Science
Course 1 & Course 2
Biology, Chemistry,
and Physics topics,
investigation and
process skills in

SEMESTER TWO

Pathway 1
Physical Sciences

Pathway 2A/B
**Biological &
Chemical Sciences**

Pathway 3
General Science

Pathway 4
Science for Life

Assessment

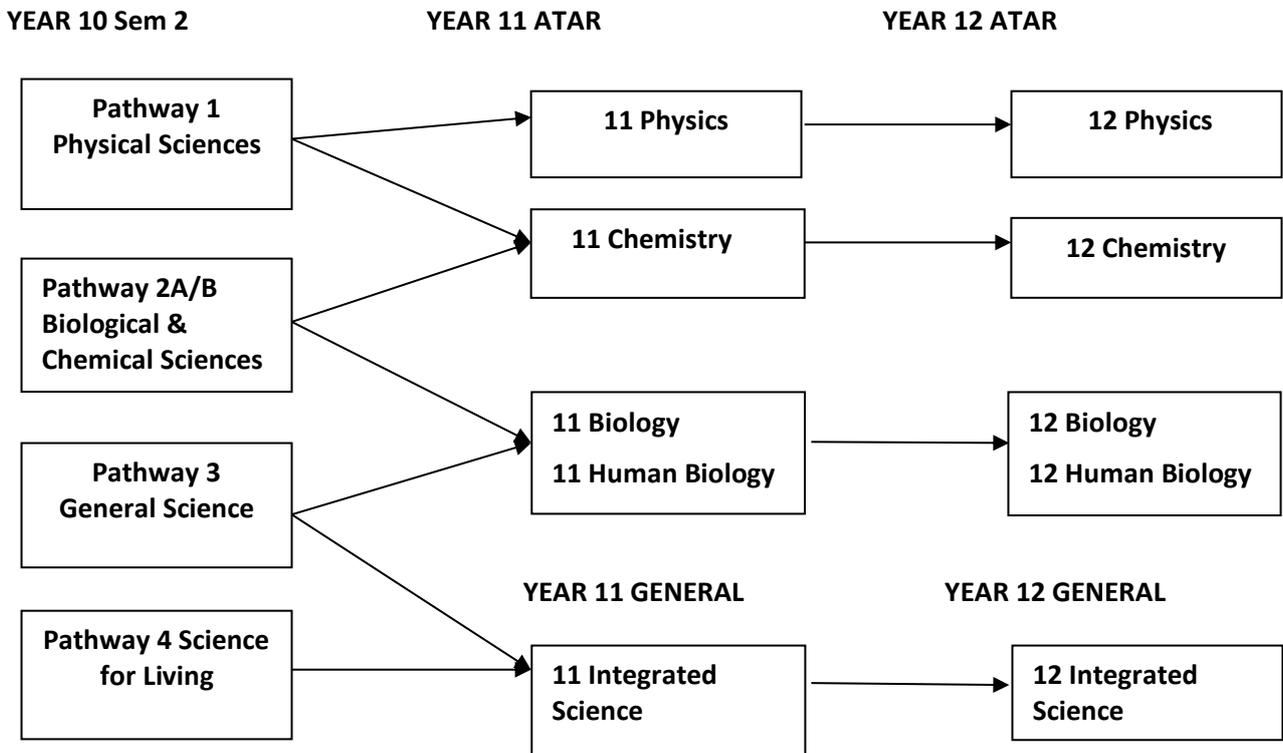
The forms of assessment will include

- Assignments/Research
- Semester Examination / Unit tests
- Investigation reports
- Homework Validations
- Practical folios
- Scenario analysis and interpretation

On completion of these courses

Based upon performance, students will be counselled into Physics, Chemistry, Biology, Human Biology or Integrated Science. Entry into all courses in Year 11 is dependent on the student meeting the minimum requirements for that course.

The diagram below indicates the courses for which Semester Two Pathways prepare students.



YEAR 10 ELECTIVE COURSES

Students do

One (1) Major elective

and

Two (2) minor electives

AUSTRALIAN RULES FOOTBALL (MINOR)**ACTIVITY****Course Content**

This course is for students who have a keen interest in Australian Rules Football. It is not just about playing "the game", but covers every aspect from pre-season fitness through to performance analysis.

- Skills acquisition
- Umpiring
- Game Analysis
- Fitness
- Game play

Assessment

All students will be assessed on their ability to demonstrate the outcomes of the course through observation in the field.

Entry Requirements

Selection for this course will be based on the recommendation from the student's current physical education teacher, involvement in Football and the number of applicants for the course. Only students who have demonstrated positive behaviour and a keen attitude in Year 9 Health and Physical Education and have achieved a minimum grade of A or B will be considered.

BUSINESS (MAJOR AND MINOR)

Aim of Course

Studying Business allows students to develop important skills that they will use on a daily basis throughout their lives.

Course Description

This course incorporates elements of Economics, Accounting, Financial Literacy and Entrepreneurship to equip students with the knowledge and skills required to be active and informed citizens. Students will learn about real-life affairs such as the role of the Reserve Bank of Australia, how interest rates and the value of the Australian dollar affect us, and the impact of the Government on how we live our lives. This course will develop critical thinking and analytical skills, in addition to simple bookkeeping and financial literacy, which will culminate in the development of a business plan proposal with the potential to be implemented if approved.

Topics that may be covered in the course include:

- The economy and how it affects our everyday lives.
- Financial literacy skills including simple bookkeeping and budgeting.
- Elements of business, including marketing, managerial and financial analysis skills.
- Elements of a small business and what affects the potential for success/failure.
- Business plan preparation and presentation for a small business of their choosing.

The Major course will cover similar areas of study and activities, but in far greater depth.

All students in the Business major course will complete the Certificate II in Business.

Assessment

Students studying the Business major will complete in-class tests, assessments and assignments throughout the year. Students will also have the opportunity in groups to present a small business concept to an executive panel for consideration.

On completion of course

This course will assist students towards study in Economics ATAR and Accounting & Finance ATAR. It will also equip students with the knowledge and skills covered in the Business Certificate II and III.

DANCE (MINOR)	ACTIVITY
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Aims of Course

Dance is designed to offer beginner and more advanced dance students a wide variety of dance experiences. It is also designed to improve fitness, flexibility, rhythm and skill levels in varied dance genres. The course will involve both theoretical and practical components.

Course Description and Objectives

Emphasis is on the practical component in the studio, performance and technique. The students will cover choreography of dance and performance. The following dance genres will be covered:

- Jazz
- Contemporary
- Modern – including hip hop, Latin ballroom and salsa
- Tap

The theory component of the course will cover the following areas:

- Watching and evaluating dance forms such as ballet, jazz and tap
- Basic science of movement
- Safe dance practices

No prior experience is necessary, just a desire on the part of students to learn and extend their dance skills. However, students must be prepared to perform in front of their peers and a wider audience.

Assessment

Students will demonstrate their outcome coverage through a variety of assessment structures including one written assignment per term (the dance journal), choreography activities and class based skills and performance improvement.

DESIGN	(MAJOR AND MINOR)
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Your role as a Designer is to communicate, solve problems and create things for humanity and our environment. By understanding the rules for good design we can make things that are beautiful, durable and functional whilst remaining environmentally sustainable.

Course Description

Tasks in Year 10 are designed to provide a broad understanding of Design principles and drawing techniques used in Industry. The Introductory Design work and skills acquisition provides a solid foundation for students seeking a career in Architecture, Manufacturing or any type of Design genre. Course content will include design theory; however, both design courses will be design and manufacture driven.

Tasks include:

- Industrial and Product design: 3 Dimensional modelling using 3D software to produce lamp concepts and solutions
- Graphic Design: Principles and Elements of design including typography, colour and layout, to design and produce an advertising poster and personal Logo
- Computer Aided Manufacturing: Production of a personalised Music or Sport influenced T-Shirt and laser cut & 3D printed lamp
- Dimensional Design: 2D CAD work designing a Company Brand image and producing a heat transfer vinyl T-Shirt.
- Major course students will also use more advanced CAD software for Graphical and manufacturing projects.

Assessment

Students will demonstrate their coverage of the course outcomes through a variety of tasks including design folio work, product analysis, focused research tasks, Laser cut and 3D Printed practical products.

On Completion of Course

This course specifically prepares students for Design ATAR. Entry into all courses in Year 11 is dependent on the student meeting the minimum requirements for that course.

DIGITAL TECHNOLOGIES	(MAJOR AND MINOR)
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Course Description

The course advances skills from the Year 9 course, with modifications and projects tailored to a higher level. The students are required to select, identify and justify appropriate hardware, peripherals, operating systems and software applications for a specified client, produce a range of multimedia design projects using the technology process, undertake a basic introduction to programming in both Gaming and Web based applications, use and create data in spreadsheets and databases that focus on metadata and how this can be utilised for company profit, longevity, meeting, maintaining and expanding on consumers wants and needs, a look into the use of Robotics and Drones in Industry and how this will shape the future way everyday tasks are completed. Students will have an active and personal role in their projects.

The areas of study and activities include: -

- Hardware & Peripherals Requirements for clients
- Operating System and Software Requirements for clients
- Software Applications [Advanced word-processing, spreadsheet, database]
- Robotics/Drones
- Game Making
- Web Programming/HTML Editing
- Graphics
- Photographic Works and Editing
- Short film editing
- Sketchup technical drawing
 - Concept
 - Presentation

Assessment

As the course progresses, students will have two assessment tasks per term covering a range of outcomes of the Digital Technologies Curriculum. Students will demonstrate these outcomes through a variety of assessment tools, such as hard and soft copies of work, specialist print work, individual and group based projects, folio work and tests.

On Completion of Course

This course specifically prepares students for Applied Information Technology General in Year 11.

DRAMA (MAJOR)	ACTIVITY
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Aim of Course

Drama is a course that allows for practical and theoretical exploration of the skills, conventions and processes of acting and theatre. Drama engages students in the processes of creating, exploring, analysing and devising to form a deeper understanding of society and human interaction.

Course Description

This course is aimed at students who wish to do Drama at higher levels in Year 11 and 12. The content is both practical and theory based. Potential Careers include: Actor, Director, Designer, Teacher or any job requiring great communication skills, creativity and teamwork.

Students will be involved in:

- Scripted plays in-class
- Group-devised performances for a public viewing
- Technical elements of productions: lighting, sound, costume and make-up.
- Reflective responses
- Performance reviews

Assessment

Students will complete practical performance assessments and written components made up of reflective responses and performance reviews.

On Completion of Course

This course specifically prepares students for Drama ATAR and Drama General. Entry into all courses in Year 11 is dependent on the student meeting the minimum requirements for that course.

DRAMA (MINOR)	ACTIVITY
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Aim of Course

In Drama, students learn about themselves and others by creating characters and situations. Drama will help to develop and enhance skills of communication and performance.

Course Description

This course is aimed at students who have a general interest in Drama, but not necessarily wishing to advance to university entrance level. The minor course is designed to have a stronger emphasis on practical components with one written task.

Students will be given the opportunity to:

- Explore selected styles of drama throughout history
- Scripted Plays
- Group devised performances
- Improvisation

Assessment

Students will engage in both performance and written assessment tasks aimed at understanding and developing skills relating to live theatre.

CERTIFICATE II FINANCIAL SERVICES (MINOR)

Aim of Course

Studying Financial Services allows students to develop important financial knowledge and skills that they will use on a daily basis throughout their lives.

Course Description

This course incorporates elements of Financial Literacy, Economics and Accounting to equip students with the knowledge and skills required to be active and informed citizens. Students will learn about real-life affairs such as developing and using a personal budget and savings plan, taxation, debt and consumer credit and working within the financial services industry. This course will develop critical knowledge and skills to be used both in managing their personal finances and handling finances in the workplace.

Topics that may be covered in the course include:

- Using business technology
- Working effectively in the financial services
- Developing and using a budget and a savings plan
- Developing knowledge of debt and consumer credit
- Developing knowledge of taxation

All students in the Financial Services Minor course will complete the Certificate II in Financial Services.

Assessment

Students studying the Financial Services Minor will complete assessments and assignments throughout the year as guided by the Certificate II in Financial Services.

On Completion of Course

This course will assist students towards study in Economics ATAR and Accounting & Finance ATAR or their selected VET studies. It will also equip students with the knowledge and skills covered in the Certificate II in Financial Services.

FOOD SCIENCE AND TECHNOLOGY (MAJOR)

Aim of Course

This course is designed to give students an introduction into the hospitality industry.

Course Description

Students will work individually and in groups to develop their knowledge and skills related to food preparation for private and commercial purposes.

Areas to be covered include:

- Basic food preparation
- Cookery methods
- Cookery skills
- Food presentation
- Food preparation and cooking equipment
- Menu planning

Assessment

Students will be assessed throughout the year on a variety of investigative, theoretical and practical tasks.

On Completion of Course

This course specifically prepares students for Food Science & Technology General in Year 11.

FOOD SCIENCE AND TECHNOLOGY (MINOR)

Aim of Course

This course is a practical based course that provides students with opportunities to extend their prior knowledge through the design and preparation of food for specific purposes and uses. Student attitudes and behaviours regarding healthy living can be influenced by providing opportunities to learn about where food comes from, how it is produced and how to prepare it.

Course Description

Students will cover the following:

- The formal menu – the menu will be broken down into individual courses and each course will be investigated, e.g. appetisers, entrée, main courses and desserts
- Multicultural cooking – different countries will be studied including the different methods of preparation each country has and their typical foods.
- Recipe development– students plan, develop and produce a new food product.
- Cake decorating – students study the basic methods of cake decorating by designing, making and decorating a celebration cake.

Assessment

Students will be assessed throughout the year on a variety of investigative, theoretical and practical tasks.

On Completion of Course

This course specifically prepares students for Food Science & Technology General in Year 11.

INTERNATIONAL CONFLICT IN A GLOBAL WORLD (MAJOR)

Aim of Course

The study of political history contributes to students' intellectual, social and ethical development. When studied in conjunction with terrorism, 21st piracy and international relationships, students gain a greater understanding of the contemporary world around them – its conflicts, challenges and resolutions.

Course Description

Students will study the processes of decision-making concerning society's collective future, within an historic context. Australia's political history will be analysed and compared to the often-turbulent political histories of other nations. Then, tracing the development of one of the Twenty First Century's most imminent world issues, students will examine the historical roots of terrorism and the new face of global conflict after World War II. The focus of this course will be on causes, consequences, solutions and change. Why are some rebels considered 'freedom fighters'? And who defines 'terrorism' anyway? This course will answer these questions and many more.

"Critical to the fight against global terrorism is an ability to move beyond presumptions and stereotypes in our attitudes and policies and to form partnerships that transcend an "us" and "them" view of the world."
John L. Esposito

Assessment

Written, source analysis, IT presentation both take home and in-class.

On Completion of Course

This course prepares students for Year 11 Politics and Law ATAR and Modern History ATAR and Religion and Life ATAR. Entry into all courses in Year 11 is dependent on the student meeting the minimum requirements for that course.

MATERIALS DESIGN TECHNOLOGY: METAL (MINOR)**Course Description**

Your role as a designer within Design Technology is to use creativity and imagination to come up with a solution, in the form of a suitable product, to the design briefs that you are given. You will then be tasked not only with building that product, but also with testing and evaluating it in order to determine its suitability for its purpose.

In designing and manufacturing these products students will experience working in Metal, using the available tools and machinery required for manufacture. They will also develop their presentation and communication skills through simple design and drawing activities.

Tasks in Year 10 are designed to introduce the fabulous world of fabrication and manufacturing in metals by using different methods of cutting, shaping and joining metals using welding techniques. The course is aimed at those interested in a career in the mining, fabrication, manufacturing and design industries.

Tasks are

- barbecue spatula
- camping shovel

Assessment

Students will demonstrate their coverage of the course outcomes through a variety of tasks including design folio work, accurate technical drawings and completed practical projects.

On Completion of Course

This course prepares students for Engineering Pathways (metal) Certificate II, Design ATAR and Materials Design Technology ATAR. Entry into ATAR courses in Year 11 is dependent on the student meeting the minimum requirements for that course.

MATERIALS DESIGN TECHNOLOGY – TEXTILES (MINOR)**Course Description**

The focus of this course builds on the skills developed in years 8 and 9 with the emphasis on using the sewing machine and overlocker competently.

The course is predominantly “hands on” which will facilitate you in developing an understanding of commercially produced patterns together with becoming skilled in the areas of clothing construction and decoration. These skills will enable you to produce articles that meet your needs and which are both fashionable and functional.

Students in this course will cover the following:

- Introduction to fashion design – Year 10 Dance Dress Design
- P J pants & bag
- Creative Cushion
- Craft Project
- Own choice project

Assessment

A range of tasks will be assessed including design briefs, portfolio work and practical skills.

MATERIALS DESIGN TECHNOLOGY: WOOD (MINOR)

Course Description

Your role as a designer within Design Technology is to use creativity and imagination to come up with a solution, in the form of a suitable product, to the design briefs that you are given. You will then be tasked not only with building that product, but also with testing and evaluating it in order to determine its suitability for its purpose.

In designing and manufacturing these products students will experience working in woods, using the available tools and machinery required for manufacture. They will also develop their presentation and communication skills through the design portfolio.

Work in Year 10 builds on the knowledge and skills acquired in Years 8 and 9. The course is mainly “hands-on” and is aimed at those considering a practical trade and students who may wish to study this course at ATAR level.

The main tasks are:

- Design and manufacture of a Cutting Board and Laminated Fruit Platter

Assessment

Students will demonstrate their coverage of the course outcomes through a variety of tasks including design folio work, but principally through the development of practical skills.

On Completion of Course

This course prepares students for Year 11 Materials Design Technology (Wood) ATAR, Certificate II Visual Arts (Wood focus) and Design ATAR. Entry into ATAR courses in Year 11 is dependent on the student meeting the minimum requirements for that course.

MATHEMATICS EXTENSION (MINOR)

Aim

To broaden the understanding and knowledge of students who have a keen interest in mathematics.
To allow students to become better problem solvers by exploring mathematical concepts in real life contexts.

To give students an opportunity to experience some of the content from Mathematics Methods and Mathematics Specialist in Years 11 and 12 and prepare them for senior studies.

Course Description

This course is intended for students who have a strong understanding of Year 9 Mathematics. Topics may include:

- Exponential and Logarithmic functions
- Bivariate data, Linear and non-linear regression
- Surds
- Circle Geometry
- Coding and programming using CAS calculators
- Data Science
- Combinatorics
- Logic
- Careers in Mathematics - guest speakers working or studying in mathematically-based careers.

Assessment

The range of tasks will include
Investigations
Tests

Entry Requirements

Entry to this course will be based on achieving at least a C grade in Year 9 Mathematics (Course 1).

MEDIA (MAJOR)

Course Description

This course is designed for those students who have a keen interest in the study of media texts and are looking to further study this changing medium in Year 11 and 12 at a tertiary entrance level. This course has a 50/50 theoretical and practical approach.

The course is divided into semesterised units with the first unit focusing on suspense films and multi-camera television productions. The main production task for this unit will be to produce, using the MCC TV Studio, a quiz show. Students will also produce a short thriller movie. There is a strong emphasis on developing practical skills with Adobe Premier Pro, vision switching equipment and the high definition video cameras. In addition, students will also have the opportunity to develop their understanding of DSLR cameras with a specialised unit on photography.

Major productions may also involve the students spending additional time such as break times and after school to complete productions. This would only be during the practical component of the course.

On Completion of Course

This course prepares students for Year 11 Media Production and Analysis ATAR and Media Production and Analysis General. Entry into ATAR courses in Year 11 is dependent on the student meeting the minimum requirements for that course.

MEDIA (MINOR)

Course Description

This course is designed for those students who would like a taste of media. Both theoretical and practical components will be undertaken but the focus of this course will be practical through the production of media forms. Students will learn to plan, shoot and produce their own productions based on the media form studied, such as television, sitcoms and suspense films.

On Completion of Course

This course prepares students for Year 11 Media Production and Analysis ATAR and Media Production and Analysis General. Entry into ATAR courses in Year 11 is dependent on the student meeting the minimum requirements for that course.

MUSIC (MAJOR)

Course Outline

Students will embark on a study of Contemporary Music based on the following outcomes:

1. Performing – students perform in a group and solo setting
2. Composing/Arranging – using technology, applying music language and stylistic awareness to contemporary composition and arranging
3. Listening & Responding – students respond to and reflect on and evaluate music in the contemporary context
4. Culture & Society – students understand how social, cultural and historical factors shape contemporary music.

Styles studied are Rock, Pop, Blues/Jazz and Parody

Students will be encouraged to perform regularly as part of this exciting unit of music and will have an opportunity to develop their own playing skills in ensemble and solo work. They may also have the opportunity to learn instruments other than what they usually play like guitar, bass guitar, keyboard and drums.

Assessment	Practical	50%
	Written	50%

Entry Requirements

Students should have completed Year 9 Music or an interview with the Head of Music and previously completed a minimum of two years instrumental tuition.

On Completion of Course

This course prepares students for Year 11 Music ATAR and Music Certificate II. Entry into ATAR courses in Year 11 is dependent on the student meeting the minimum requirements for that course.

CERTIFICATE II MUSIC (MINOR)

Course Outline

This qualification reflects the role of individuals who perform a range of mainly routine tasks in the music industry, work under direct supervision, and use limited practical skills and fundamental operational knowledge in a defined context. It is a preparatory qualification that can be used as a pathway into specialist Certificate III qualifications within the music industry.

Assessment

Music Certificate II will be assessed using Competences. To achieve a full certificate, students must be passed as 'Competent' in all Core and Elective Units studied.

Entry Requirements

It is an advantage to have studied Music in Year 9.

On Completion of Course

This course prepares students for Year 11 Music ATAR and Music Certificate II. Entry into ATAR courses in Year 11 is dependent on the student meeting the minimum requirements for that course.

OUTDOOR EDUCATION (MINOR)**ACTIVITY**

This course is for students who are keen on being outdoors and learning outdoor pursuits. The majority of these pursuits are water based and students must be prepared to participate in all weather conditions over the entire year.

They are also given the opportunity to be self-reliant and to work as a team. Students will participate in a 3 day camp at the end of this course.

Course Content

- Surfing
- Canoeing
- Kayaking
- Snorkelling
- Camp cooking with portable stoves
- Climbing
- First Aid

Assessment

All students will be assessed on their ability to demonstrate the outcomes of the course by observation in the field.

Cost

Approximately \$300 plus a school rash vest and own snorkelling equipment

Approximately \$120 for 3 Day camp.

Entry Requirements

Selection for this course will be based on the recommendation from the student's current Physical Education and/or Outdoor Education teacher. Only students who have demonstrated positive behaviour and a keen attitude in Year 9 will be considered.

On Completion of Course

This course prepares students for Year 11 Outdoor Education ATAR and Outdoor Education General. Entry into ATAR courses in Year 11 is dependent on the student meeting the minimum requirements for that course.

PHILOSOPHY (MINOR)**Course Outline**

How do we know? What is real? And how should we live? Does life have meaning? Philosophy is the oldest academic discipline, which explores questions that are deep, meaningful and significant. This highly practical course delves into those ideas that significantly impact human life. Philosophy is a course like no other that teaches students how to think not what to think.

Ideas march through the corridors of history, with good ideas helping humanity and bad ideas doing much harm. The course develops creativity and logical and critical thinking skills as students explore what the wisest people in history have said about the most important questions.

PHYSICAL EDUCATION STUDIES (MAJOR)	ACTIVITY
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This course is for students interested in studying Physical Education Studies for University entry in Years 11 and 12. It will have the time allocation of two electives. There is a significant theoretical component to this course with associated assessment.

Practical component (50% time allocation) Students will develop skills and tactics in team and individual sports as well as umpiring and game analysis.

Theory component (50% time allocation)

Lessons will involve learning about Exercise and Sport Science

- Skeletal and muscular system
- Circulatory system
- Respiratory system
- Coaching
- Sport psychology

Assessment

All students will be assessed on their ability to demonstrate the outcomes of this course.

Entry Requirements

Selection for this course will be based on the recommendation from the student’s current physical education teacher. Only students who have demonstrated positive behaviour and a keen attitude in Year 9 Health and Physical Education and have achieved a minimum grade of A or B will be considered. Students must also have demonstrated sound competency to at least a C level in English.

On Completion of Course

This course prepares students for Year 11 Physical Education Studies ATAR and Physical Education Studies General. Entry into ATAR courses in Year 11 is dependent on the student meeting the minimum requirements for that course.

PHYSICAL EDUCATION STUDIES (MINOR)	ACTIVITY
-------------------------------------------	-----------------

This course focuses being active, developing new skills and participating in sporting competitions.

Course Content

- Team sports
- Introduction to umpiring
- Organisation of competitions

Assessment

All students will be assessed on their ability to demonstrate the outcomes of the course.

On Completion of Course

This course prepares students for Year 11 Physical Education Studies ATAR and Physical Education Studies General. Entry into ATAR courses in Year 11 is dependent on the student meeting the minimum requirements for that course.

PHYSICAL RECREATION (MINOR)	ACTIVITY
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This course focuses on being active and developing fitness through participating in individual and passive sports.

Course Content

- Individual sports
- Passive sports
- General Fitness

Assessment

All students will be assessed on their ability to demonstrate the outcomes of the course.

PSYCHOLOGY (MINOR)

Course Description

Psychology is the scientific study of people. Students studying Psychology will have the opportunity to look closely at themselves and the way they and others think and fit into society. While studying varying areas of psychology, students will examine the cognitive, developmental and biological influences and their effect on the individual.

Using topics such as conflict, fashion and appearance, extreme sports and resilience students will develop strong analytical and research skills, as they become efficient statisticians.

Course content

- Developmental psychology across the lifespan
- Culture- race & prejudice
- Social psychology – how individuals interact in groups
- Criminology- criminal profiling and forensics
- Communication studies

Assessment

Students will sit midyear and end of year assessments as well as participate in oral presentations and in-class tests and submit assignments.

On Completion of Course

This course specifically prepares students for Year 11 Psychology ATAR and assists towards study in Human Biology ATAR.

SCIENCE EXTENSION (MINOR)

Course Description

This course is intended for students who have made good progress in year nine Science and who have an interest in recent science based technologies and the issues that arise from their application. It will present a balance of coverage between the major branches of science i.e. Astronomy, Biology, Chemistry, Earth Science and Physics. Topics may include:

- Biotechnologies such as genetic engineering, cloning, gene therapy, stem cell research.
- Chemistry in local industry - monitoring water chemistry, refining processes, pollution controls.
- Physics in Health e.g. nuclear medicine, x-ray laser, ultra-sound

The approach to teaching, learning and assessment will be varied. Major aims will be to:

- Encourage independent investigation by student teams
- Encourage critical analysis of issues that the applications of recent technologies raise.
- View science and scientists at work in a variety of fields in the Perth region.
- Complete fieldwork using some of the latest technologies in monitoring equipment.
- Allow students to become better problem solvers using the scientific method of enquiry.

Assessment

The range of tasks will include

- Fieldwork reports
- Scenario analysis
- Practical reports
- Presentations
- Experimental design

Excursions

Science Extension will involve some field work (e.g., Scitech, Mandurah Sustainable Centre, and Museum) and consequently an excursion cost is associated with this option.

Entry Requirements

Entry to this course will be based on achieving a grade of B or better in Year 9 Science.

SURF SCIENCE (MINOR)	ACTIVITY
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Course Content

This course is for students who have a genuine interest in surfing and the surfing industry. This is not a “learn to surf” option. It is essential that students who choose this course have their own board and wetsuit. Students who select this course will have to be prepared to participate in all weather conditions and are currently confident surfers or body boarders.

- Fitness for surfing
- Surf condition awareness
- Sun safe behaviour
- Environmental awareness and Weather
- Equipment for surfing and manufacture
- Surfing skills
- Working in the surfing industry

Assessment

All students will be assessed on their ability to demonstrate the outcomes of this course.

VISUAL ARTS (MAJOR AND MINOR)

Aim

Visual Arts knowledge and skills ensure that, individually and collaboratively, students demonstrate confidence, curiosity, imagination and enjoyment when engaged in visual arts making

- apply visual arts techniques, materials, processes and technologies to create artworks through the design and inquiry process
- apply visual language and critical creative thinking skills when creating and responding to artwork develop aesthetic, artistic and cultural appreciation of visual arts in past and contemporary contexts, both as artists and art critics.

Course Description

- 2-Dimensional art forms are drawing, collage, painting, printmaking, digital media, graphics and/or textiles.
- 3-Dimensional art forms are ceramics, sculpture, jewellery and/or Installation.
- Year 10 sees the addition of 4-Dimensional performance, video and/or animation.

Art styles may include Aboriginal and Torres Strait Islander art, Asian art, contemporary Australian/international artists, craftspeople, photographers, Realism and/or Modernism.

Assessment

Both practical and theory work will be produced under set tasks across two major course outcomes;

Art Making - arts ideas, skills and processes; up to 70% weighting

Art Responses - arts research and analysis; up to 30% weighting

Exhibition

Art work will be kept at school and likely included in the annual visual art exhibition held at The College in Term Three. All Art students and their parents will be invited to attend. Artwork will be returned and taken home afterward.

On Completion of Course

This course prepares students for the Year 11 and 12 Visual Art ATAR and General courses. Entry into Upper School art is dependent on the student meeting the minimum requirements for this course.

CERTIFICATE I VISUAL ARTS (WOOD) (MAJOR)

Course Description

The Certificate I in Visual Art (Wood focus) is an appropriate qualification for a person planning to work in the furniture making, cabinet making, roof carpentry and general joinery industries. It is the first step towards an apprenticeship. This course is also suitable for any student who may wish to pursue related courses in Year 11. This programme provides students with the fundamental knowledge on all facets of building furniture and working effectively and safely in a workshop environment. This qualification is designed to reflect the role of entry level employees who perform routine tasks under direct supervision in the industry sector.

Practical projects will include:

- Cutting Board
- Picture frame
- Occasional table

The units of study will be:

Three Core Units

- Contribute to health and safety of self and others
- Use basic drawing techniques
- Use ideas and techniques to develop creative work

Three Industry-specific Elective Units

- Make Measurements
- Communicate in the workplace
- Make a small furniture item from timber

On Completion of Course

This course assists towards study in Materials Design Technology ATAR, Design ATAR and Visual Art Contemporary Craft (Furniture – Wood) Certificate II. Entry into ATAR courses in Year 11 is dependent on the student meeting the minimum requirements for that course.