

2021

YEAR 10

CURRICULUM HANDBOOK

Own & Respect

Owning one's decision, one's values and one's relationships.

Respecting & owning the environment
of the College.

Year 10 Pastoral Care Theme

A large yellow circle with a white drop shadow, containing the number "10" in a large, white, sans-serif font.

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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 Years 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 Years 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 1 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 in the community over Years 10 to 12.

Underpinned by the spirituality of the Holy Family and College motto to 'Seek Truth', the Christian Service Learning program offers students the opportunity to grow from a Catholic faith perspective as people of service and justice. The program 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.

Students are encouraged 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 Gospel teachings as well as the core values of our College.

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:

- conducted out of school hours
- completed individually or collaboratively
- at least more than one different type of service activity
- completed over one or more years

The College provides insurance for the students while they complete their Christian Service Learning.

RECORDING HOURS

The College provides each student with a Journal which is the official record of a student's Christian Service Learning. It is the student's responsibility to maintain their Christian Service Learning Journal and to submit it to the Coordinator of Christian Service Learning by the due date so the hours can be recorded by the College. Students must also complete the guided reflection questions each year in their journal. In order to meet the College Graduation Policy, Christian Service Learning hours and reflection questions must be completed by the end of Term 2 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.

Students who complete a minimum of 55 service hours are eligible to enrol in a Certificate II in Active Volunteering or an Endorsed Program. For more information please contact the Coordinator of Christian Service Learning.

YEAR 10 MANDATED COURSES

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 mandated courses.

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

SELECTION OF ELECTIVES

Students are required to choose several electives to supplement the mandated program. 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 electives range from the practical areas to theoretical. Some are an extension of content covered in mandated courses, others are not seen before Year 10.

Most elective courses are semesterised and are undertaken for two periods each week. There are some exceptions, and these are noted in their course description.

All students must choose *at least two* Activity courses. This fulfils the government mandate for physical activity in schools from Kindergarten to Year 10. Courses that fulfil this requirement are:

AFL Studies
Dance
Drama
Outdoor Education
Physical Education
Physical Recreation

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.

Students are required to make ten (10) selections and rank them in order of preference.

Parents are emailed information on how to choose electives, with appropriate due dates. Failing to submit choices on time may result in a student missing out on high demand courses.

CONTACTS

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

ENQUIRIES ABOUT THE ACADEMIC CURRICULUM

General Enquiries	Head of Year 9 (2020) Miss Regan Dyer
Head of Learning Area - Religious Education	Mr Richard Sellwood
Head of Learning Area - English	Mr Chris Winters
Head of Learning Area - Mathematics	Mr Ricky Pedersen
Head of Learning Area - Science	Mr Andrew Proctor
Head of Learning Area - Humanities and Social Sciences	Mrs Karen Hall
Head of Learning Area - Health and Physical Education	Mr Matthew Ritikis
Head of Learning Area – Design and Digital Technologies	Mr Ian Pemberton
Head of Library Services	Mrs Sarah Love
Director of Learning Technologies	Mr Johnny Ho
Director of the Arts	Mrs Torryl Blackwell
Teacher of Italian	Mrs Megan Delpert

ENQUIRIES ABOUT:

School Dates for 2021	Student Administration
Sports	Mr Shaun Clifford Head of Sport
Course Selection	Mrs Sonia Stephenson Timetabling Co-ordinator

Should a parent desire further information, please contact:

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

Year 10
MANDATED COURSES

RELIGIOUS EDUCATION	10RE
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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 mandated learning areas and follow the same policy for missed or late work.

CAREERS EDUCATION	10CR
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COURSE DESCRIPTION

The Careers Education Program 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

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 Course 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. Courses 1 and 2 have an emphasis on interpretation and analysis and students are expected to respond to range of texts more frequently than in Courses 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 Courses 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 Course 2 must gain a minimum of 65% in their analytical responses to be recommended for ATAR.

HEALTH EDUCATION	10HE
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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 mandated 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**10HSS**

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

COURSE CONTENT

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. Students 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.

Geography focuses on human-induced environmental change and management and the geographies of human wellbeing across the world. In the first unit, students investigate the causes and consequences of climate change and the ways to slow climate change at different levels. The second unit, students examine human wellbeing, why it varies across the world and ways in which wellbeing can be improved.

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

10MAM & 10MAA & 10MAG1 & 10MAG2

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 Year 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.

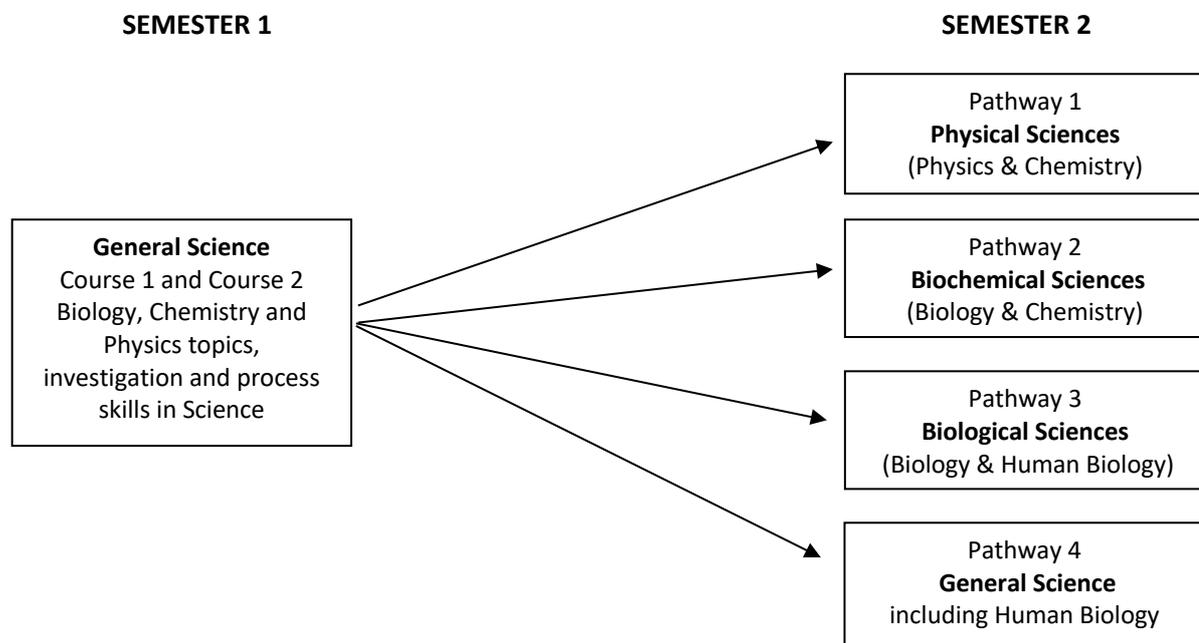
SCIENCE	10SCI
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AIMS OF THE COURSE

- to provide a sound background for both Years 11 and 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 the world works, how science affects society, the responsibilities of scientists and the limitations of science.

COURSE 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 1. Selection into Semester 2 courses is based upon achievement in Semester 1 and intended pathways beyond Year 10.



ASSESSMENT

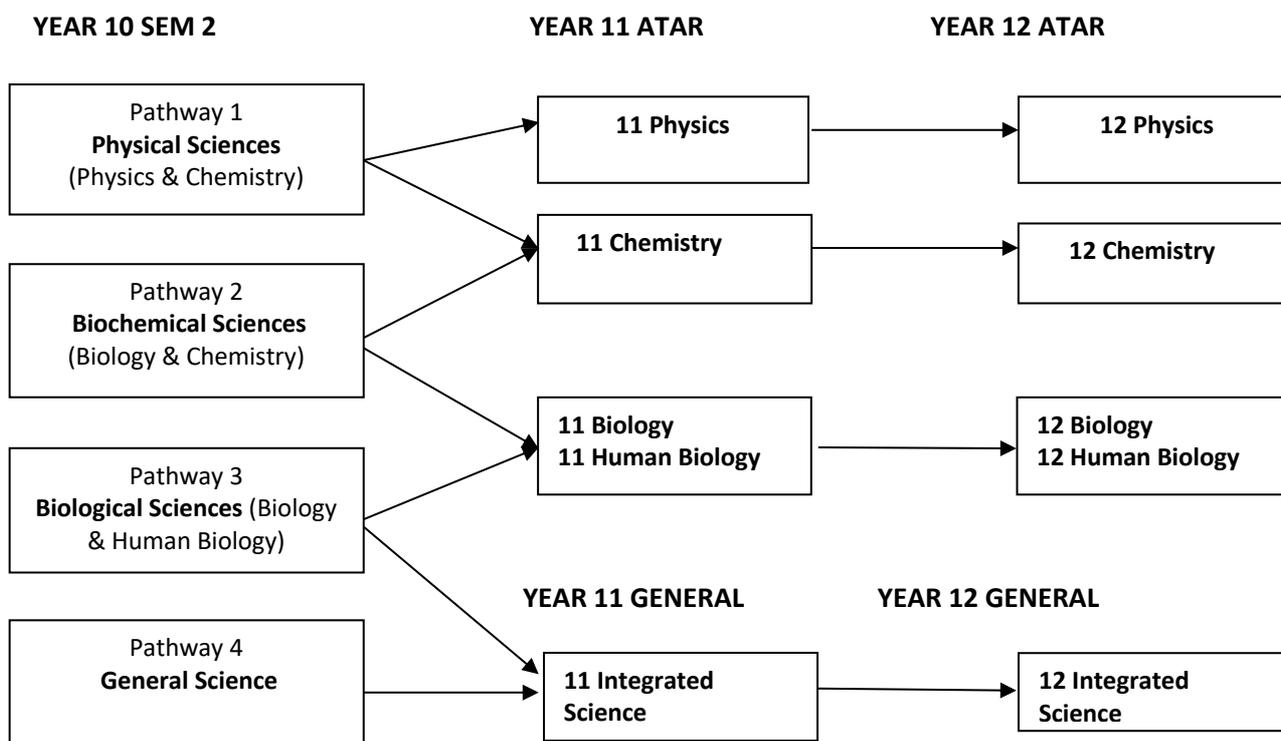
The forms of assessment will include:

- assignments/research
- semester examination / unit tests
- investigation reports
- homework validation tests

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 2 Pathways prepare students.



**YEAR 10
ELECTIVE COURSES**

**Students do
8 Periods of Electives each week.**

AUSTRALIAN RULES FOOTBALL	<i>Activity</i>	10ARF
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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.

CERTIFICATE II BUSINESS	10BUSC2
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This subject is 4 periods per week all year.

AIM OF COURSE

This qualification focuses on the operational knowledge and practical skills individuals who work in the business environment need to contribute to its success.

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. Through the consideration of real business scenarios, students develop knowledge, understanding and skills to help them communicate and work effectively, contribute to innovation and manage business information. This course will develop critical thinking and practical skills which will culminate in the achievement of a Certificate II in Business. Topics that may be covered in the course include:

- work health and safety in a business environment
- communicate effectively in the workplace
- working effectively with others and in a business environment
- select, use and maintain business technology
- develop, use, monitor and maintain workplace information
- contribute to business and workplace innovation
- identify the suitability for micro business
- communicating electronically in the business environment
- the Australian tax system and its application to personal and business finance
- develop, using, monitoring and assessing a personal budget
- develop a business plan for the Plan Your Own Enterprise competition
- buy and sell shares on the ASX for the ASX share market competition

All students can complete the Certificate II in Business.

ASSESSMENT

Students will complete assessments and assignments throughout the year as guided by the Certificate II in Business.

ON COMPLETION OF COURSE

This course will assist students towards study in Accounting and Finance ATAR or their selected VET studies. It will also equip students with the knowledge and skills covered in the Certificate III in Business.

CERTIFICATE II FINANCIAL SERVICES	10FIN
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This subject is 2 periods per week all year.

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 with others and in the financial services
- developing and using a budget and a savings plan
- developing knowledge of debt and consumer credit
- developing knowledge of the Australian financial system and markets
- developing knowledge of taxation

All students can complete the Certificate II in Financial Services.

ASSESSMENT

Students 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 Accounting and Finance ATAR or their selected vocational studies.

CONFLICT IN A GLOBAL WORLD

10CONA and 10CONB

“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

AIM OF COURSE

The study of political history contributes to students' intellectual, social and ethical development. Through studying terrorism, gun laws, Cold War, Women's Rights, 21st Century piracy, heroes and villains and international relationships, students gain a greater understanding of the contemporary world around them – its clashes, 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 21st 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.

COURSE CONTENT

Unit A Frightening & Fragile Frontlines

Terrorism in 20th Century

- Gun control policies
- The Cold War
- Piracy and conflict

Unit B Victims and Vicious Villains

- Suffragettes and Women's Rights
- Asylum seekers and refugees
- 20th Century Heroes and Villains
- Power and corruption

ASSESSMENT

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

ON COMPLETION OF COURSE

This course prepares students for 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.

DANCE	<i>Activity</i>	10DANA and 10DANB
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AIMS OF COURSE

Dance is designed to offer beginner to 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

In year 10, Dance students extend their technical style specific movement skills. They continue to extend their use of the elements of dance (BEST) and choreographic processes to communicate choreographic intentions through choreography.

Students continue to work on confidence, accuracy, clarity of movement and projection through learning and performing set exercises. They refine their discussion of the use of the elements of dance, choreographic processes and design concepts in their own dance and the dance of others. They investigate dance and influences of the social, cultural and historical contexts in which it exists.

Unit A: Contemporary, Ballet

Unit B: Lyrical/Acro

Satisfactory achievement in year 9 is highly recommended. The courses are designed for students for all levels including beginners through to advanced students. However, students must be prepared to perform in front of their peers and a wider audience.

ASSESSMENT

Making: Technique and Choreography

Responding: Dance Analysis Essay and Investigation

COURSE DESCRIPTION

Unit A – The expecting mother

The focus of this unit is to introduce students to a woman's health during the early life stages. Students will learn about reproductive systems, contraception, conception, prenatal development and birth. This unit is designed to provide students the ability to understand the stages of womanhood and the responsibilities of becoming a parent.

Unit A practical tasks will include:

- Meal planning and production for an expecting mother
- Baby shower designing, planning and production of games, gifts, foods and activities

Unit B – Caring for Children

The focus of this course is to introduce students to the care children need and deserve from birth to five years of age. Students will learn about developmental growth stages and the needs of infants including bathing, feeding, changing, immunisation, health and safety. Practical activities include the designing and producing of crafts and a toddler inspired birthday event. This unit is also designed to provide students the ability to understand the roles and responsibilities of parents, carers and babysitters.

Unit B practical tasks will include:

- Personal weighted Rice Baby
- Virtual Baby interactions
- Designing, planning and producing a toddler's birthday

ASSESSMENT

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

ON COMPLETION OF COURSE

This course specifically prepares students who wish to study Children, Family & Community General in Year 11.

DESIGN TECHNOLOGY DESIGN Units A and B

10DESA & 10DESB

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, product design, graphic design, 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:

Unit A

- Graphic Design: demonstrating the principals and elements of design in the use of layout, line, colour tone to design and develop a product
- Dimensional Design: 2D CAD work designing a vector graphic image and producing a heat transfer vinyl T-Shirt

Unit B

- Product Design: researching a 'real life' product, redesigning to suit new client-based needs and evaluating its success
- Industrial and Product Design: three-dimensional modelling using 3D software and 3D Printing technologies to produce a Camping Lamp or Nursery Lamp

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. It is recommended that any student interested in Design ATAR study Unit A and Unit B in Year 10.

DESIGN TECHNOLOGY FOOD Units A, B and C**10DTFA, 10DTFB & 10DTFC****COURSE DESCRIPTION****Unit A – Multicultural Foods**

The focus of this unit is to examine the history of food in Australia, including Bush Tucker prepared by Aboriginal and/or Torres Strait Islander Peoples, the influence of early European settlers, as well as other countries that contribute to Australia's cultural diversity. Through investigative and practical activities, students will learn to prepare a variety of dishes from different cuisines, incorporating ingredients, equipment, cooking and presentation techniques unique to those cultures and countries that enhance the foods we eat in Australia. Students will also develop skills in safe food preparation and presentation.

Unit A practical tasks will include:

- Australian Pavlova
- Italian homemade Pasta dish
- French Profiteroles
- Indigenous traditional meats and bush tucker
- German Currywurst

Unit B – Dazzling Desserts

The focus of this unit is to provide students with an opportunity to expand their food knowledge and skills in the specialized area of desserts. Through a variety of practical cooking activities, students will explore a range of complex food production techniques, such as pastry making, doughs, meringues, cake baking and decorating. Students will develop skills in food costing, presentation and recipe development as well as consider the role of nutrition and food selection in enhancing product appeal.

Unit B Practical tasks will include:

- Celebration Cake and Decorations
- Cheesecakes, Mud cakes, Sponges, Pop cakes
- Pastries, Tarts and Pies

Unit C – Specialty Catering

The focus of this unit is to examine the food service and catering industry. Through a variety of investigative and practical activities, students will develop a range of hospitality specialist skills and knowledge in the areas of food and beverage production and service, menu planning, food costing, food presentation and recipe development. Students will also learn safe work practices and develop skills for working effectively with others, interacting with customers, and demonstrating social and cultural sensitivity. Students will also be provided with an opportunity to plan, prepare and serve a variety of food and beverage items for small scale functions, demonstrating appropriate food handling and presentation skills.

Unit C Practical tasks will include:

- A themed function
- Café food trends and styles
- Restaurant servicing and menu planning

A pre-requisite of enrolling in this course is the completion of Year 9 Food Science and Technology.

ASSESSMENT

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

ON COMPLETION OF COURSE

These courses prepare students for General Food Science & Technology and General Children Family & the Community courses in Year 11.

DESIGN TECHNOLOGY MATERIALS: METAL Units A and B

10DTMMA & 10DTMMB

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 brief-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 the product students will experience working in mainly 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 different materials by using different methods of cutting, shaping and joining. The course is aimed at those interested in a career in the mining, fabrication, manufacturing and design industries.

Unit A Practical tasks include:

- barbecue spatula

Unit B Practical tasks include:

- camping shovel

ASSESSMENT

Students will demonstrate their coverage of the course outcomes through a variety of tasks including a design folio and a completed practical project.

ON COMPLETION OF COURSE

This course prepares students for Materials Design and Technology Metal General, Materials Design and Technology Wood General and Design ATAR. Entry into ATAR courses in Year 11 is dependent on the student meeting the minimum requirements for that course.

DESIGN TECHNOLOGY MATERIALS: WOOD Units A and B	10DTMWA & 10DTMWB
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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.

Unit A Practical tasks include:

- design and manufacture of a Hardwood cutting board

Unit B Practical tasks include:

- design and manufacture of a laminated display platter
- design and manufacture of laminated kitchen aid

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 Materials Design and Technology Wood General, Materials Design and Technology Metal General and Design ATAR. Entry into ATAR courses in Year 11 is dependent on the student meeting the minimum requirements for that course.

DIGITAL TECHNOLOGY

10DIGA & 10DIGB

COURSE DESCRIPTION

In Year 10, learning in digital technologies focuses on developing understanding and skills in Digital Systems and Representation of data. Digital Technologies, through the development of Project Management skills, aims to provide the Systems Thinking, Design Thinking and Computational Thinking skills and knowledge to create a Digital Solution.

Digital Solutions provide students with the opportunities to analyse problems and design, implement and evaluate a range of solutions, artificial intelligence engines and simulations.

Students learn how to develop multilevel abstractions; identify standard elements, such as searching and sorting in algorithms. At the completion of the course, students will gain the general capabilities that encompass the knowledge, skills, behaviours and dispositions that will assist them to live and work successfully in the twenty-first century. These encompass; Literacy, Numeracy, Information and Communication technology capability, Critical and Creative Thinking, Personal and Social Capability and Ethical Understanding about Digital Technology

Unit A - App Design and Development.

This course teaches students how to code through developing SwiftUI application i.e. weather app. These apps utilise fundamental programming constructs which student can then apply to their projects.

Tasks will include:

- System Networking
- User Case Study and Analysis
- Programming in Swift
- Design Process application
- Agile Development

Unit B - Artificial Intelligence in Robotics

In this course, student learn how to use fundamental electrical circuit construction with Arduino C language sequence to develop a Smart Home project. This project uses fundamental programming constructs that students can apply to their projects.

Tasks will include:

- Data Communication
- Programming in C
- Design Process application
- Building Robotic Projects
- Agile Development
- Data Modelling

ASSESSMENT

Application of knowledge will be demonstrated through design briefs throughout the semester. These will incorporate theory and practical tasks.

ON COMPLETION OF COURSE

This course prepares students for Computer Science General in Year 11.

DRAMA UNIT A Youth Theatre	<i>Activity</i>	10DRAA
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COURSE DESCRIPTION

This course allows students to develop skills for performance with a focus on voice and movement. Students work collaboratively to create their own performance pieces based on issues relating to Youth. Students further develop skills with production elements including lighting, sound, backstage and costume. The course allows students to advance their improvisation skills learned in previous years.

ASSESSMENT

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

DRAMA UNIT B Performance for the Stage	<i>Activity</i>	10DRAB
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COURSE DESCRIPTION

Students will develop skills for performance in the theatre. Students will work and perform a range of scripts and will develop skills for senior Drama. They will also be introduced to techniques of theatre practitioners. Students are supported to develop their confidence when performing in front of live audiences. This course provides students with the opportunity to work with lighting, sound and costume.

ASSESSMENT

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

This subject is 2 periods per week all year.

AIM OF COURSE

Italian provides the opportunity for students to explore a different culture and improve their employability in an increasingly interconnected world. They develop the skills and knowledge that will allow them to engage with others and will improve their English in the process.

COURSE DESCRIPTION

Students build on their knowledge of the Italian language with an emphasis on improving their speaking skills. Students will continue to develop their intercultural understanding through the pen pal communication started in Year 9. The focus of Semester One is the Italian language and culture from a personal perspective, enabling them to share information related to personal identity, aspects of everyday life, and popular culture. They begin to develop an understanding of what it is to be Italian and a speaker of the language and compare their own lives to those of others in Italian-speaking communities. In Semester Two students will analyse how Italians are portrayed in print, media and film and will consider how a working knowledge of Italian will benefit them in their future.

The Italian course provides opportunities for direct interaction with Italian students as well as cooking classes, participation in the 'Languages for my Future' Forum, an excursion to the Italian Film Festival and preparation for the College's Cultural Trip to Italy and Exchange Program.

Exchange Programme

Students in Year 10 (and Year 11) have the opportunity of participating in the exciting WAATI/Intercultura Exchange Programme. Typically, this involves hosting an Italian student for 8 weeks (July and August), followed by an 8-week stay in Italy (December and January) where students are fully immersed in the language and experience the life of an Italian teenager.

ASSESSMENT

Students will be assessed on their ability to read, write, listen and speak in Italian. They will complete a variety of independent and collaborative assessments with a focus on ICT competence and comprehensive use of the target language.

ON COMPLETION OF COURSE

This course will assist students towards study in Year 11 Italian Second Language ATAR and prepare them for a cultural trip and the exchange program.

It is important to note that UWA, Curtin University and Edith Cowan University all now award a 10% bonus to any student who sits the WACE examination in a language in Year 12. This LOTE bonus is added even if Italian isn't one of the top 4 examination results that contribute to the student's ATAR score.

ENTRY REQUIREMENTS

Entry to this course will be based on achieving at least a C grade in Year 9 Italian. Students wishing to enter Italian in Year 10 should speak to the Italian teacher regarding their suitability.

MEDIA UNIT A: MAJOR PRODUCTION

10MEDA

COURSE DESCRIPTION

Get ready to say lights, camera and action with the Media A Course! Perfect your cinematography or editing skill as you produce a 5 minute short film in any style or genre of your choice. You will script and plan your masterpiece and using the expertise of the Drama A students as the actors, produce a short film. You will develop your skill and understanding of high-end equipment such as the camera crane, stabiliser and lighting kit. Opportunities to film on location will also guarantee your films are set for the Oscars.

ON COMPLETION OF COURSE

This unit is modelled on the production component of the Year 11 and 12 ATAR Media courses, and therefore is the best way to prepare for Media Production and Analysis ATAR in Year 11.

MEDIA UNIT B: CINEMA APPRECIATION

10MEDB

COURSE DESCRIPTION

Do you love the cinema? Do you love watching movies with a big bowl of popcorn; discussing scenes, characters, sets and everything else related to cinema? Do you want to recreate your favourite scenes from the best films? Then this course is for you. The Media B course will see students viewing a number of iconic, notable and significant films from the 1920's to the latest modern blockbuster films. Students will also be given the opportunity to film sequences and scenes in the style of their favourite director or genre. This course is for the fans of cinema, and those who enjoy watching, critiquing and filming.

ON COMPLETION OF COURSE

You will develop your analytical skill and hone your production techniques with this course – the perfect course to prepare for the analytical skills needed for ATAR. The course is modelled on the analysis component of the Year 11 & 12 ATAR Media courses, and therefore is the best way to prepare for Media Production and Analysis ATAR in Year 11.

MUSIC	10MUSA and 10MUSB
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COURSE OUTLINE

Unit A: Performance Skills

This course will develop performance skills for students, both individually and when working with an ensemble. Students will evaluate performances and study Music techniques. There will be an emphasis on aural and theory training so students will be prepared for future music studies. Students will develop their composition skills, through standard notation (handwritten) and through the use of music technologies. They will also participate in activities exploring music of different styles. Class activities are tailored to complement student growth on their chosen instrument.

Unit B: Music Ensembles

Music students will continue to develop their knowledge of a range of performance techniques, performing in both solo and group ensembles. They will gain further skills to assist them to work in an ensemble. Students will study aural, theory and analysis and extend on their composing and arranging techniques. They will also study music in its historical and social context. Technical skills will be linked to practical activities and students will have the opportunity to extend their technique on their chosen instruments, through performances inside and outside classroom environments.

ASSESSMENT

Practical	70%
Written	30%

ON COMPLETION OF COURSE

This course prepares students for Year 11 Music courses.

OUTDOOR EDUCATION UNIT A	<i>Activity</i>	10OEDA
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This course is for students who are keen on being outdoors and learning outdoor pursuits. All these pursuits are water based and students must be prepared to participate in all weather conditions over the entire semester. They are also given the opportunity to be self-reliant and to work as a team. Students will have the opportunity to participate in a 3 day camp at the end of the year.

COURSE CONTENT

- surfing
- canoeing
- snorkelling/ underwater hockey

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
- 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.

OUTDOOR EDUCATION UNIT B	<i>Activity</i>	10OEDB
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This course is for students who are keen on being outdoors and learning outdoor pursuits. All these pursuits are water based and students must be prepared to participate in all weather conditions over the entire semester. They are also given the opportunity to be self-reliant and to work as a team. Students will have the opportunity to participate in a 3 day camp at the end of the year.

COURSE CONTENT

- bronze medallion
- kayaking
- stand-up paddle boarding

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
- 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.

PHYSICAL EDUCATION UNIT A	Activity	10PEA
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This course focuses being active, developing new skills and participating in sporting competitions involving invasion sports.

COURSE CONTENT

- Sports could include AFL, soccer, Touch rugby, ModX, Ultimate, Gridiron, Netball, Floor Hockey (will be determined by size, resource availability, competence, interest of the group)
- 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 EDUCATION UNIT B	Activity	10PEB
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This course focuses being active, developing new skills and participating in sporting competitions involving net/wall/striking sports.

COURSE CONTENT

- Sports could include badminton, tennis, volleyball, softball, cricket (will be determined by size, resource availability, competence, interest of the group)
- 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 EDUCATION UNIT C	Activity	10PEC
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This course focuses on being active, developing personal fitness and participating in **individual sports**.

COURSE CONTENT

- Training to improve athletic performance
- Fitness and Athletics
- Fitness Testing regimes
- plyometric training
- weights/circuit training
- heart rate training
- resistance training

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 UNIT A & UNIT B	Activity	10PRCA
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This course focuses on healthy lifestyles by participating in leisure recreational activities for health and well-being. The focus is not on competition.

COURSE CONTENT

May include lawn bowls, badminton, table tennis, low impact fitness, walking, game creation, Frisbee golf, tennis (will be determined by size, resource availability, competence and interest of the group)

ENTRY REQUIREMENT

This course is designed for students who have not chosen any of the Physical Education courses. Students enrolled in a Physical Education subjects are not eligible to do Physical Recreation, except with permission of the Head of Learning Area - Health and Physical Education.

ASSESSMENT

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

PSYCHOLOGY	10PSYA and 10PSYB
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COURSE DESCRIPTION

Psychology is the scientific study of people and their behaviour. Students studying Psychology will question why people act or react the way they do? How does the human mind work? Why do we have emotions? And more interestingly why do some people not? What is normal? What makes a serial killer? The big questions and more will be answered through investigating the following units.

COURSE CONTENT

Unit A: Classic Experiments- The good, the bad and the absurd

- Ethics in Psychology
- Unethical experiments
- Self: Developmental & Cognitive psychology
- Others: Social & Relational psychology

Unit B: Dare to delve into....Criminology

- Biological Influences –the human brain and its parts
- Mental health –wellbeing and disorders
- Forensic psychology- criminal profiling and offending behaviours
- Stalking and Stalkers
- Eye-witness accounts

ASSESSMENT

Students will sit midyear and end of year assessments as well as participate in group presentations, in-class tests and take-home assignments.

ON COMPLETION OF COURSE

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

SPORT SCIENCE**10SSCA and 10SSCB**

This course is for students interested in studying Physical Education Studies for University entry in Years 11 and 12. The course is a theory-based course, with practical elements coming from a series of sport science focussed labs, which serve to investigate the theoretical course content.

COURSE CONTENT**Unit A**Theory component 70%

Units will include sport science content which focus on the how the body responds to physical activity to improve athletic performance:

- Introduction to Anatomy & Physiology
- Introduction to Biomechanics

Practical Lab Based Investigations 30%

Practical labs will investigate how the body responds and adapts to physical activity and how the understanding of this can lead to improvements in athletic performance.

- The response of the musculoskeletal, circulatory and respiratory system to physical activity
- How the body moves through the application of fundamental biomechanical principles

Unit BTheory component 70%

Units will include sport science content which focus on the how the body responds to physical activity to improve athletic performance:

- Introduction to Exercise Physiology
- Introduction to Motor Learning & Coaching / Sport Psychology

Practical Lab Based Investigations 30%

Practical labs will investigate the physiological capacities of the body and the influences of the energy systems to improve athletic performance. How effective instruction and coaching can be explored through skill practices and designing strategic and tactical elements. In addition, students will explore how the implementation of psychological skills can impact and improve overall performance.

ASSESSMENT

All students will be assessed on their ability to demonstrate the outcomes of this course in both the theoretical content and the practical lab-based investigations.

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.

Please note: While this course contains an active, practical component, it does not contain sufficient activity time to meet the requirements as an activity subject.

AIMS OF THE COURSE

The aim of this course is to extend students who enjoy and are seen to be talented in Science, Technology, Engineering and/or Mathematics. Students will not only acquire skills in STEM, but will develop skills in collaboration, critical thinking and creativity while using augmented reality, virtual reality, robotics, rockets and other future technologies.

COURSE DESCRIPTION

Students will engage in a variety of activities based on technology of today and the future. They will learn about current & future applications for robotics and will design, code and build a battle-bot for a robot wars style competition. Students will also learn about the physics of flight before building and launching water and gun-powder fuelled model rockets.

ASSESSMENT

The range of tasks will include:

- scenario analysis
- practical reports
- experimental design

ENTRY REQUIREMENTS

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

ON COMPLETION OF COURSE

This course specifically prepares students for Physics ATAR and assists towards study in Biology, Chemistry and Human Biology ATAR.

STEM – SOLVE**10STS****AIMS OF THE COURSE**

The aim of this course is to extend students who enjoy and are seen to be talented in Science, Technology, Engineering and/or Mathematics. Students will not only acquire skills in STEM, but will develop skills in collaboration, critical thinking and creativity by solving real world problems in a makerspace setting.

COURSE DESCRIPTION

Students will engage in a variety of activities based on solving problems of today and the future. They will make a musical instrument out of fruit, play Tetris with water and design and build an accessible video game controller suitable for a person who cannot use an ordinary game controller. Students will also learn about how to use biotechnological techniques like the polymerase chain reaction, gel electrophoresis and genetic engineering to solve crimes, cure diseases and potentially create super humans.

ASSESSMENT

The range of tasks will include:

- fieldwork reports
- practical reports
- experimental design

EXCURSION

STEM Solve will involve some field work at the Harry Perkins Institute of Medical Research and consequently an approximate fee of \$50 is associated with this option.

ENTRY REQUIREMENTS

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

ON COMPLETION OF COURSE

This course specifically prepares students for Human Biology & Biology ATAR and assists towards study in Chemistry & Physics ATAR.

VISUAL ART UNIT A - A Fine Arts Focus

10 VARA

COURSE DESCRIPTION

This course encourages creative students to develop their ideas into resolved artworks of a 2D or 3D nature. Students will engage in using an extensive range of wet and dry media for their own self-expression. This course will teach visual art language and conventions, for both theoretical and practical work. Students will extend any prior knowledge of art practices and have the opportunity to work with a variety of art styles to make 2D and 3D artwork. Resolved artwork will be exhibited in the annual student art exhibition, and potentially external exhibitions that the College participates in.

In this unit students will gain knowledge and skills from a focus on 2D and 3D art forms including - painting, printmaking, sculpture drawing, photo and digital media/graphics. Responding to art is also required where students will look at art from other cultures, context and place. This includes using critical analysis frameworks to understand traditional and contemporary art artworks. Art styles include - Realism, Modernism, Contemporary Australian art, Postmodernism and International art.

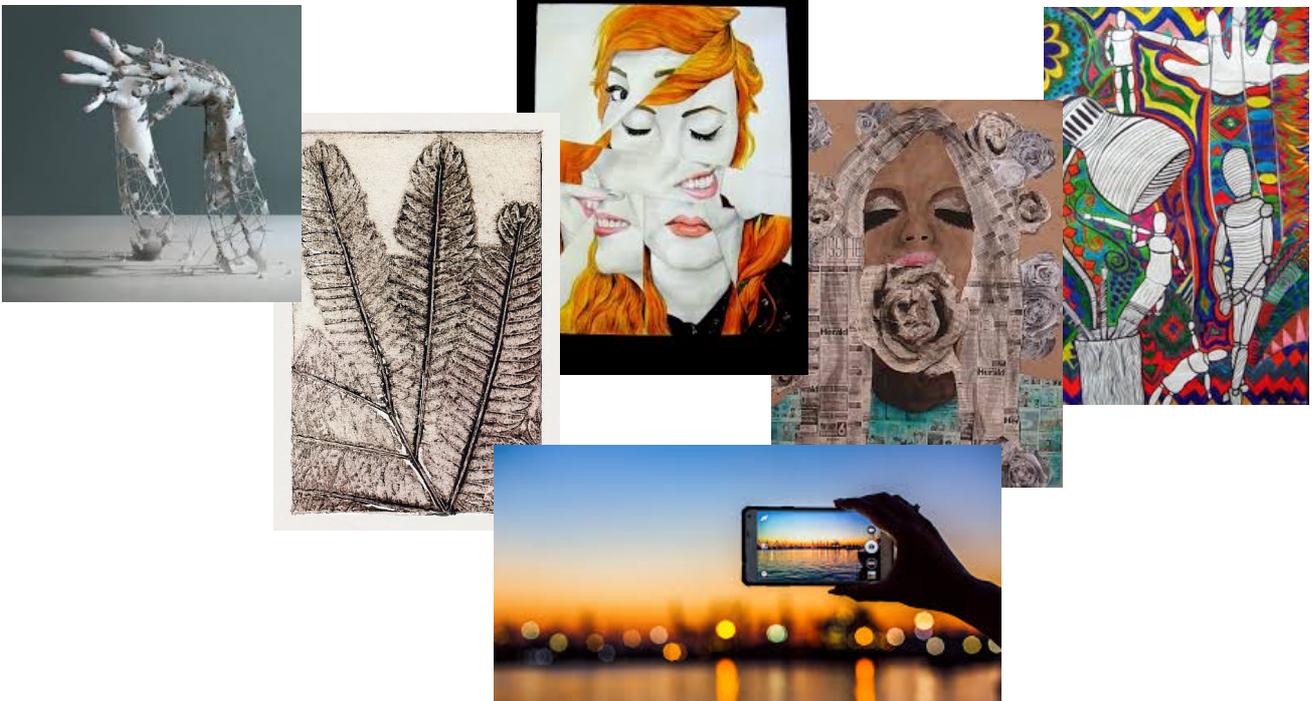
ASSESSMENT

Arts Making: 75% (Visual Enquiry, Art practice, Presentation)

Arts Responses: 25% (Analysis, Investigation and Reflection)

ON COMPLETION OF COURSE

Students who are successful in this subject will be prepared to consider Art in the ATAR and General pathways run in both Years 11 and 12.



VISUAL ART UNIT B - A focus on Craft and Community based Artworks **10VARB**

COURSE DESCRIPTION

This course encourages creative students to develop their ideas into resolved works of art/craft or become involved in a community artwork. Students can get their hands dirty by using a variety of media in construction artworks.

This course will teach visual art language and conventions, for both theoretical and practical work. Students will extend any prior knowledge of art practices and have the opportunity to work with a variety of art styles to make mostly 3D artwork. Resolved artwork will be exhibited in the annual student art exhibition, and potentially external exhibitions that the College participates in.

Students will gain knowledge and skills from a focus mainly on 3D art forms including - ceramics, sculpture, installations, textiles and jewellery. This unit also involves responding to art where students will look at art from other cultures, context and place. This includes using critical analysis frameworks to understand traditional and contemporary art artworks. Art styles include - Realism, Modernism, Contemporary Australian art, Postmodernism and International art.

ASSESSMENT

Arts Making: 75% (Visual Enquiry, Art practice, Presentation)

Arts Responses: 25% (Analysis, Investigation and Reflection)

ON COMPLETION OF THIS COURSE

Students who are successful in this subject will be prepared to consider Art in the ATAR and General pathways run in both Years 11 and 12.

