



**2024**

**YEAR 10**

**CURRICULUM  
HANDBOOK**

**10**

YEAR 10

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## YEAR 10

# OWN & RESPECT

Owning one's decision, one's values and one's relationships. Respecting & owning the environment of the College.

## 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 his or her best and strive for personal excellence. The student who treats their 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 Troy Francesconi***  
**PRINCIPAL**



## YEAR 10

# 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 further training 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 cater for both their present needs and abilities, and provide 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

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 50 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, encouraging 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 more than one year

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 50 hours of Christian Service should take their Journal, as a record of their hours, to the new school.

Completion of a minimum 50 service hours plus completion of Years 10,11 and 12 Reflection Questions in the CSL Journal will qualify a student for an Endorsed Unit in *Community Service*. This is highly advantageous for TAFE/ University/employment applications. For more information please contact the Coordinator of Christian Service Learning.



## YEAR 10

# YEAR 10 CORE 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 core courses.

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

# SELECTION OF ELECTIVES

Students are required to choose several electives to supplement the core 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 core 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.

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 eight (8) 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.

YEAR 10

# CORE COURSES



# 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:

- God's Justice Leads to Peace
- A Calling from God
- Christian Conscience
- 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.



# CORE COURSES

## HEALTH AND CAREERS EDUCATION

### COURSE DESCRIPTION

In Year 10, the Health education 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.

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

### 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.

# CORE COURSES

## ENGLISH

### COURSE DESCRIPTION

There are up to four courses in English for Year 10 students, depending on student need. 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 English and Literature courses in Year 11. Course 3 is not generally an ATAR pathway but students who do well in Semester 1 can move courses at the discretion of the Head of Learning Area. Course 3 is designed to support students who wish to pursue a VET pathway or transition to employment. Course 4 is designed to support students who experience difficulty in reading comprehension and writing. This course specifically supports students who need to complete OLNA Reading and/or Writing.

### AIMS OF THE COURSE

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 their own texts and to engage with texts produced by other people. Courses 1 and 2 have an emphasis on interpretation and analysis. Students are expected to respond to range of texts more frequently than in Course 3 and at a more complex level. Course 1 provides a Pre-Literature taster for students to gain an understanding of the requirements and experiences of ATAR Literature.

### ASSESSMENT

Assessments for all courses will cover a variety of formative and summative assessment methods including in-class timed responses, take home assessments both as essays and creative writing, exams and oral production activities such as speeches and role-play. It is a requirement for all students to complete an Oral Presentation in English in all Years from Year 7 to Year 12.

### ON COMPLETION OF COURSES

Students in Courses 1 and 2 are well prepared for ATAR English courses in Year 11. Course 1 English students will be recommended to consider ATAR Literature if their results meet the minimum requirement for the course of 65%. 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. Students who are strong in other curriculum areas but not in Course 1 or 2 and are wishing to pursue an ATAR pathway are encouraged to discuss ATAR English with the Head of Learning Area.

Any student intending to attend University as part of their further study plans is encouraged to select ATAR English or Literature to develop the content knowledge, attributes and study skills desirable at University level.

### EXCURSIONS AND INCURSIONS

Students in all Year 10 classes will complete a poetry component of the programme and will be able to participate in a Poetry Incursion to enhance student understanding and engagement with the curriculum.

# CORE COURSES

## HUMANITIES AND SOCIAL SCIENCES

### COURSE DESCRIPTION

Humanities and Social Sciences (HaSS) consists of Geography, Economics and Business, History and Civics and Citizenship. Students will be placed into a HaSS course that will be working at a level commensurate with their ability displayed in Year 9.

### AIMS OF THE COURSE

Students explore coastal environmental change and management with a focus on the causes and consequences of climate change. Why human wellbeing varies is investigated with students comparing the level of wellbeing in Australia with another country.

Students will also study Australia's current economic performance and the impacts of this on living standards. They will develop an understanding of how to make major financial decisions as consumers and how businesses can improve productivity.

Students examine 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.

Students will investigate rights and freedoms, looking at the origins and significance of the Universal Declaration of Human Rights and exploring the Civil Rights movement in Australia and in the United States.

### ASSESSMENT

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

### ON COMPLETION OF COURSES

Students in Course 1 and Course 2 are well prepared for HaSS ATAR subjects, (Accounting and Finance, Geography, Modern History and ) and the Business Management and Enterprise General course. Students will develop increasing independence in critical thinking and HaSS skills, which are transferrable to other subject areas and multiple industries.

# CORE COURSES

## MATHEMATICS

### COURSE DESCRIPTION

Student will cover topics in Number, Measurement, Algebra, Space and Chance and Data. It is envisaged that students will:

- Acquire 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

### AIMS OF THE COURSE

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 consistent 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, the courses may become more divergent with content varying according to the background and ability of the students.

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.

### 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.

# CORE COURSES

## PHYSICAL EDUCATION

### UNITS A & B

#### NOTICE

Students **must** choose either Physical Education A or Physical Education B.

#### COURSE CONTENT

##### UNIT A

This course focuses being active, developing new skills and participating in sporting competitions involving **invasion sports and net/wall/striking sports**.

- Sports could include badminton, tennis, volleyball, softball, cricket, 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

##### UNIT B

This course focuses on healthy lifestyles by participating in leisure recreational activities for health and well-being. The focus is **not** on competition. 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).

#### ASSESSMENT

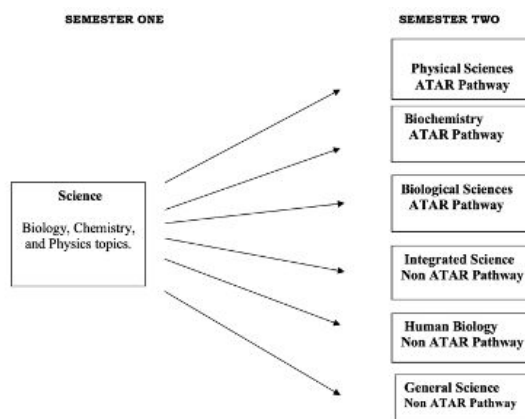
All students will be assessed on their ability to demonstrate the outcomes of the course and graded as per the SCSA judging standards.

# CORE COURSES

## 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.



### 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.

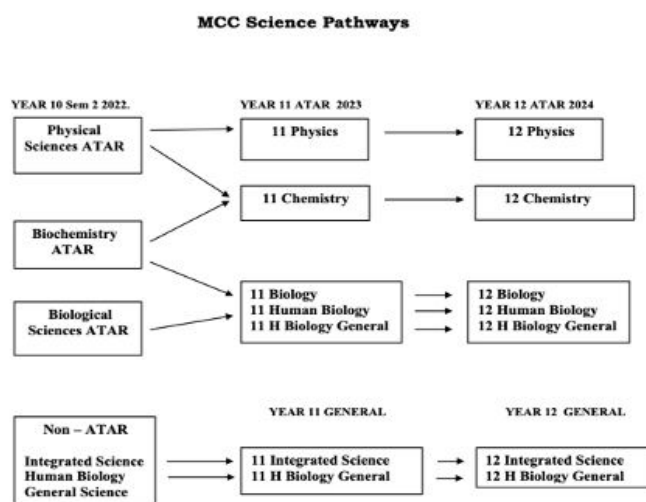
### ASSESSMENT

The forms of assessment will include:

- Assignments/research
- Semester examination / unit tests
- Investigation reports
- Homework validation tests

### ON COMPLETION OF 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 6 PERIODS OF ELECTIVES EACH WEEK



# **ELECTIVE COURSES**

## **AUSTRALIAN RULES FOOTBALL**

### **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 Physical Education and have achieved a minimum grade of A or B will be considered.



# ELECTIVE COURSES

## SUCCESS IN BUSINESS

### DURATION

This subject is a year-long course of 4 periods per week.

### COURSE DESCRIPTION

This Certificate II level program prepares students for entry-level positions across a diverse range of business settings. Through the consideration of real business scenarios, the course develops the most common and transferable skills and knowledge required of almost any business setting. This course will develop critical thinking and practical skills which will culminate in the achievement of a Certificate II in Workplace Skills.

Topics that may be covered in the course include:

- Occupational safety and health in a business environment
- Communicating and working effectively with others in the business environment
- Use digital technologies to communicate
- Plan and apply time management strategies
- Develop and applying thinking and problem solving skills
- Participating in sustainable business practices
- Use business software applications
- Develop web presence using social media

All students can complete the Certificate II in Workplace Skills.

### AIMS OF THE COURSE

This course trains and assesses students in the transferrable skills required to contribute to a successful business environment. The course will enable students to achieve the Certificate II in Workplace Skills (BSB20120).

### ASSESSMENT

This is a competency-based course and all assessments are set by an external RTO (IVet Institute) according to the requirements of the Certificate II in Workplace Skills. Students must be deemed competent in **all** certificate units to achieve the qualification.

### 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 other Certificate courses.

# ELECTIVE COURSES

## CERTIFICATE II FINANCIAL SERVICES

### DURATION

This subject is a year-long course of 2 periods per week.

### COURSE DESCRIPTION

This qualification is intended to address the need for increased financial literacy and the basic skills to successfully manage personal finances. Students will learn about real-life affairs such as developing and using a personal budget, taxation, debt and consumer credit and working within the financial services industry. This course will develop critical financial knowledge and skills, which will culminate in the achievement of a Certificate II in Financial Services.

Topics that may be covered in the course include:

- Developing and using a personal budget and a savings plan
- Developing knowledge of debt and consumer credit
- Design and use spreadsheets using Microsoft Excel
- Developing knowledge of taxation
- Using business software applications
- Working effectively with others and in the financial services industry
- Occupational safety and health in a business environment
- Working effectively with others

All students can complete the Certificate II in Financial Services.

### AIMS OF THE COURSE

Studying Financial Services allows students to develop important financial knowledge and skills that they will use on a daily basis throughout their lives. The course will enable students to achieve the Certificate II in Financial Services (FN20120).

### ASSESSMENT

This is a competency-based course and all assessments are set by an external RTO (Skills Strategies International) according to the requirements of the Certificate II in Financial Services. Students must be deemed competent in **all** certificate units to achieve the qualification.

### 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 other Certificate courses.

# ELECTIVE COURSES

## CONFLICT AND INNOVATION IN A GLOBAL WORLD UNITS A & B

### DURATION

These courses may *each* be elected and studied for one semester in Year 10.

### COURSE CONTENT

#### UNIT A - Global Conflict

The study of political history contributes to students' intellectual, social, and ethical development. Through studying topics such as the Cold War, terrorism, gun laws, and international relationships, students gain a greater understanding of the contemporary world around them – its clashes, challenges, heroes and villains and resolutions. Students will study the processes of decision-making concerning society's collective future, within an historic context and will examine the new faces of global relationships after World War II and leading into this century.

#### UNIT B - Global Sustainability and Innovation

Students will work in teams to apply their global knowledge and use Project-based Learning (PBL) and innovation approaches, to solve a global problem. Students use global issues to act effectively to achieve a more peaceful and sustainable world. In teams, students identify and research a global sustainability issue, and plan and implement the necessary action to bring about positive change with local stakeholders. Innovation approaches and design thinking processes supporting PBL will be explained and applied to develop the skills for effective critical thinking and analysis.

The course is based on the **United Nations Association of Australian's (WA)** Global Citizenship and Sustainability Program Unit 4: Global Citizenship and Sustainable Earth. It is approved by the WA School Curriculum and Standards Authority (SCSA) as a Provider-developed Endorsed program.

### ASSESSMENT

**UNIT A** Written and research assessments, source analysis and presentations.

**UNIT B** Semester long peer project-based assessment using PBL and Design Thinking methods to solve a global sustainability problem. Students are assessed on the application of the 6-step process (define, discover, dream, design, deliver, debrief), not the project outcomes.

### ON COMPLETION OF COURSE

This course will assist students towards study in HaSS ATAR subjects, or selected VET studies, such as the Business Management and Enterprise General course. Additionally, students who study Unit B may be eligible to receive a WACE point towards their Year 12 Graduation Certificate.

# ELECTIVE COURSES

## DANCE UNITS A & B

### DURATION

These courses may *each* be elected and studied for one semester in Year 10.

### COURSE DESCRIPTION AND OBJECTIVES

Dance students extend their technical dance skills to include style-specific movement skills. Students continue to work on confidence, accuracy, clarity of movement and projection through learning and performing set work. They continue to extend their use of the elements of dance (BEST) and choreographic processes to expand their choreographic intentions in their choreography.

Students 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: Acrobatics/Body Conditioning**

#### **UNIT B: Commercial Contemporary**

Unit Weightings for both Units:

70% Practical (Making)

30% Written (Responding)

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.

### AIMS OF THE 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.

# ELECTIVE COURSES

## DESIGN TECHNOLOGY - CHILDREN, FAMILY & COMMUNITY UNITS A & B

### DURATION

These courses may *each* be elected and studied for one semester in Year 10.

### COURSE DESCRIPTION

#### UNIT A – Blossoming Maternity

The focus of this unit is to familiarise students with the various aspects of women's health during the young adult life stages. Through this course, students will gain knowledge about reproductive systems, contraception, conception, prenatal development, and birth.

Furthermore, they will explore current trends in sustainable products and essential services required during the first year of a child's life. This unit aims to equip students with an understanding of the stages of womanhood and the responsibilities associated with parenthood.

Unit A practical tasks will include:

- Crafting nutritious meal plans tailored for expectant mothers.
- Crafting and contributing pregnancy pillows for expectant mothers in need.
- Designing and producing personalised baby mobiles for individual use.

#### UNIT B – Nurturing Childhood

The objective of this course is to acquaint students with the essential aspects of caring for children from birth to the age of five. Through this unit, students will gain knowledge about the growth and development of children, as well as the fundamental needs of infants, including bathing, feeding, changing, immunisation, health, and safety. Moreover, this unit aims to cultivate an understanding among students regarding the roles and responsibilities of parents, caregivers, and babysitters in creating an optimal environment for a child's holistic development.

Unit B practical tasks will include:

- Creating a personal weighted Rice Baby simulation.
- Engaging in interactive sessions with a Virtual Baby.
- Designing and producing a nutritious snack food suitable for toddlers.
- Crafting and presenting an age-appropriate activity for a child.

### 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.

## YEAR 10

# ELECTIVE COURSES

## DESIGN TECHNOLOGY - DESIGN UNITS A & B

### DURATION

These courses may *each* be elected and studied for one semester in Year 10.

### COURSE DESCRIPTION

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.

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 principles 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 functional 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 cutting, 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.

# ELECTIVE COURSES

## DESIGN TECHNOLOGY - FOOD

### UNITS A, B & C

#### DURATION

These courses may *each* be elected and studied for one semester in Year 10.

#### COURSE DESCRIPTION

##### **UNIT A – Multicultural Foods**

Embark on a captivating culinary journey as we delve into the rich history of food in Australia. In this unit, we will traverse the realms of diverse cultural influences that have shaped the Australian gastronomic landscape. From the intriguing world of Bush Tucker crafted by Aboriginal and/or Torres Strait Islander Peoples to the fascinating culinary legacies of early European settlers and other cultures contributing to Australia's vibrant tapestry, students will unravel the tantalising stories behind these cuisines.

Through engaging investigations and hands-on culinary experiences, students will acquire the art of preparing a captivating array of dishes from various cultural backgrounds. Each dish will encapsulate the distinctive ingredients, equipment, cooking techniques, and presentation styles unique to its respective culture, thereby enriching the culinary fabric of Australia. Moreover, students will develop indispensable skills in safe food preparation and exquisite presentation, becoming culinary connoisseurs in their own right.

Unit A practical tasks will include:

- Unveiling the treasures of multicultural cuisines, such as crafting homemade pasta and creating delightful profiteroles through the innovative 'FoodTiki' project.
- Unleashing creativity by designing and producing an original food product that incorporates a Bush Tucker ingredient, adding a touch of indigenous flair.

##### **UNIT B – Decadent Delights**

Indulge your senses and embark on a tantalising adventure through the realm of desserts in our captivating unit, 'Decadent Delights'. Prepare to elevate your culinary prowess as we explore the intricacies of crafting exquisite desserts that are sure to dazzle and captivate. Through a series of exhilarating practical cooking activities, students will uncover the secrets behind an array of complex dessert production techniques, including the mastery of pastry making, doughs, meringues, cake baking, and decorating.

As students embark on this delectable journey, they will not only acquire advanced culinary skills but also delve into the fascinating world of food costing, presentation, and recipe development. The significance of nutrition and its role in enhancing the appeal of dessert creations will also be explored, ensuring a balanced and captivating gastronomic experience.

Unit B Practical tasks will include:

- Crafting personalised celebration cakes adorned with intricate fondant decorations, transforming them into edible works of art.
- Unleashing the spirit of innovation by modifying, designing, and producing a bespoke dessert creation, showcasing individual flair and ingenuity.
- Mastering the art of preparing and presenting a tantalising array of desserts, ranging from delightful pastries and decadent cheesecakes to indulgent ice cream creations.
- Delving into the world of Pastries, Tarts, and Pies, mastering the techniques to create stunning and irresistible treats.

*Continued on the next page...*



# ELECTIVE COURSES

## DESIGN TECHNOLOGY - FOOD

### UNITS A, B & C (CONTINUED)

#### COURSE DESCRIPTION (CONTINUED)

##### UNIT C – Epicurean Soirée

Immerse yourself in the captivating realm of the food service and catering industry in our exhilarating unit, 'Epicurean Soirée'. Unveil the secrets behind creating unforgettable culinary experiences and master the art of hospitality specialisation. Through an array of captivating investigations and practical activities, students will acquire a wide range of specialised skills and knowledge in the realms of food and beverage production, menu planning, food costing, food presentation, and recipe development.

In addition to developing essential skills for safe work practices, students will learn the art of effective collaboration, customer interaction, and the delicate balance of social and cultural sensitivity. An exciting highlight of this unit will be the opportunity to plan, prepare, and serve a variety of delectable food and beverage items for small-scale functions, showcasing impeccable food handling and presentation skills.

UNIT C Practical tasks will include:

- Crafting an unforgettable themed function, transforming a mere gathering into an epicurean spectacle that tantalises the senses.
- Exploring the latest café food trends and styles, unravelling the secrets behind creating captivating culinary experiences in trendy café settings.
- Embarking on a culinary voyage into the realm of restaurant servicing and menu planning, acquiring the skills necessary to curate unforgettable dining experiences

A prerequisite for enrolling in this course is the successful completion of Year 9 Food Science and Technology.

#### ASSESSMENT

Assessment for this course will encompass a diverse range of tasks, including engaging design briefs, portfolio work, and practical skill demonstrations.

#### ON COMPLETION OF COURSE

Successful completion of these courses will pave the way for students to pursue General Food Science & Technology and General Children, Family & the Community courses in Year 11, allowing them to further expand their culinary and family-related knowledge and skills.



# ELECTIVE COURSES

## DESIGN TECHNOLOGY MATERIALS - METAL UNITS A & B

### DURATION

These courses may *each* be elected and studied for one semester in Year 10.

### 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 to determine its suitability for its purpose. In designing and manufacturing the product students will experience working in mainly Metal, using the available tools, machinery and electric welding equipment 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:

- Folding camping shovel or traditional business sign

### 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.

# ELECTIVE COURSES

## DESIGN TECHNOLOGY MATERIALS - TEXTILES

### DURATION

These courses may *each* be elected and studied for one semester in Year 10.

### COURSE DESCRIPTION

#### Reviving Threads

Reviving Threads revolves around honing sewing and overlocking skills, with a keen focus on sustainable fashion. The primary objective is to equip students with the ability to repurpose and reuse materials and garments, delving into the transformative power of upcycling. By delving into the realm of sustainable fashion, students will gain a profound understanding of the detrimental impacts of fast fashion and embrace the art of deconstruction as well as the beauty of breathing new life into existing pieces.

Throughout this unit, students will be introduced to cutting-edge industry technologies such as CAD and CAM, as well as laser cutting techniques. By incorporating unique materials into their everyday apparel, students will unleash their creativity and develop garments that perfectly align with their needs, personal taste, and individual preferences.

Practical projects may include:

- Crafting a custom laptop case that reflects personal style and offers functional protection.
- Engaging in a captivating, recycled project, aptly named "Injeanious," where students will transform discarded denim into remarkable fashion creations, demonstrating the endless possibilities of sustainable fashion.

### 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.



# ELECTIVE COURSES

## DESIGN TECHNOLOGY MATERIALS - WOOD UNITS A & B

### DURATION

These courses may *each* be elected and studied for one semester in Year 10.

### 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.

# ELECTIVE COURSES

## DIGITAL TECHNOLOGY UNITS A & B

### DURATION

These courses may *each* be elected and studied for one semester in Year 10.

### COURSE DESCRIPTION

#### UNIT A

In this course, we'll explore the exciting world of coding and its applications. Throughout the year, students will gain essential programming skills and knowledge that can be applied to various real-world scenarios. Below is an overview of the topics we'll cover and some hands-on coding projects to enhance learning and engagement.

Examples of projects will include:

- Introduction to Programming Concepts: Understanding the fundamentals of programming, algorithms, and logic using Minecraft Education.
- Python Programming: Learning the Python language, a versatile and beginner-friendly language widely used in industry and academia.
- Web Development: Exploring HTML, CSS, and JavaScript to create dynamic and interactive websites.

#### UNIT B

Students investigate components/resources to develop increasingly sophisticated solutions, identifying and considering associated constraints. They apply design thinking, creativity, enterprise skills and innovation to develop, modify and communicate design ideas of increasing sophistication. Students design possible solutions, analysing designs against criteria, including functionality, accessibility, usability and aesthetics, using appropriate technical terms and technology.

Examples of projects will include:

- Data Manipulation and Visualisation: Utilising Python libraries for data processing and visualisation.
- Game Development: Introducing the basics of game development using platforms like Pygame and other game creation platforms.
- Raspberry Pi Robotics project.
- Minecraft Education Coding in Javascript

### ASSESSMENT

#### UNIT A

Application of knowledge will be demonstrated through completion of projects using the Integrated Development Environments provided and software programs such as [code.org](https://code.org), [scratch](https://scratch.mit.edu), [python.org](https://python.org) and Minecraft Education

#### UNIT B

Application of knowledge will be demonstrated through completion of projects using the Raspberry Pi circuit board and software programs [code.org](https://code.org), [pygame](https://pygame.org), [scratch](https://scratch.mit.edu) and Minecraft Education.

# ELECTIVE COURSES

## DRAMA UNITS A & B

### DURATION

These courses may *each* be elected and studied for one semester in Year 10.

### COURSE DESCRIPTION

#### **UNIT A - Youth Theatre**

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.

#### **UNIT B - Performance for the Stage**

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

#### **UNIT A**

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

#### **UNIT B**

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

# ELECTIVE COURSES

## ITALIAN

### DURATION

This subject is 2 periods per week all year.

### 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 tasks, an excursion to the Italian Film Festival and engaging with native speakers.

#### Exchange Program

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.

Note: Selections are usually conducted in the previous year (i.e. Year 9) so see the Italian teacher if you are interested but not currently studying Year 9 Italian.

### AIMS OF THE 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.

### ON COMPLETION OF COURSE

**This course is a prerequisite for Year 11 Italian.**

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.

# ELECTIVE COURSES

## MEDIA UNITS A & B

### DURATION

These courses may *each* be elected and studied for one semester in Year 10.

### COURSE DESCRIPTION

#### UNIT A - Studio Production

Get ready to say lights, camera and action with the Media A course! You will choose a production role and specialise in it as the class works to plan, produce and broadcast a studio multi-camera television show. Throughout the semester, you will work with the class to decide the content for the TV show and work to prepare for the live broadcast. The TV show will broadcast live. There is a greater focus on practical skills within this course, but some individual written work will also occur concurrently.

#### UNIT B - Suspense

Get ready to hold onto the edge of your seats as you learn about the thrilling world of suspense horror. Students will learn how audio, lighting, editing, and acting are manipulated to create suspense productions. You will learn how the professionals create their films, and then manipulate codes and conventions to create your own productions. This course is designed to have equal weighting for both practical and written components, and will prepare you for the Media, Production and Analysis ATAR and General courses.

### ASSESSMENT

The breakdown of assessment for the course is:

Written	60%
Practical	40%

### ON COMPLETION OF COURSE

#### UNIT A

This unit is designed to hone practical media filmmaking skills and therefore is the best way to prepare for Media Production and Analysis ATAR in Year 11.

#### UNIT B

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.

# ELECTIVE COURSES

## MUSIC

### UNITS A & B

#### DURATION

These courses may *each* be elected and studied for one semester in Year 10.

#### 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.



# ELECTIVE COURSES

## OUTDOOR EDUCATION UNITS A & B

### DURATION

These courses may *each* be elected and studied for one semester in Year 10.

### COURSE CONTENT

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.

#### UNIT A

- Bronze medallion
- Sailing
- Stand-up paddle boarding

#### UNIT B

- Surfing
- Canoeing
- Sea kayaking

### 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.

# ELECTIVE COURSES

## PHYSICAL FITNESS

### COURSE CONTENT

This course focuses on being active, developing personal fitness and participating in **individual sports**.

- 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.

# ELECTIVE COURSES

## PSYCHOLOGY UNITS A & B

### DURATION

These courses may *each* be elected and studied for one semester in Year 10.

### COURSE DESCRIPTION

This subject offers two units (2 periods per week) – Unit A and Unit B.

### COURSE CONTENT

#### UNIT A - Me, Myself & Others!

- Ethics in psychology – looking at past psychological research that is unethical.
- Me and myself:
  - Attraction – what attracts us to others?
  - Developmental psychology: The nature/nurture debate looking at “Three Identical Strangers”.
  - Personality: What personality do I have? Can I be influenced by social media?
- Others:
  - Culture: Looking at different cultures around the world, customs, and cults
  - Social: Could I become a dictator? Social influence and the BBC Prison Study

#### UNIT B: Dare to Delve Into...Criminology

- Biological Influences –the human brain and its parts and investigating brain disorders
- Mental health – the concept of normal, wellbeing and investigating disorders
- Forensic psychology- criminal profiling and offending behaviours
- Stalking and impacts of stalking
- Eye-witness accounts

### ASSESSMENT

Assessment types will include group presentations, in-class tests, and research assignments.

### ON COMPLETION OF COURSE

This course specifically prepares students for Year 11 Psychology ATAR and assists towards study in Human Biology ATAR, Outdoor Education ATAR/General and Physical Education Studies ATAR/General.

# ELECTIVE COURSES

## SPORT SCIENCE UNITS A & B

### DURATION

These courses may *each* be elected and studied for one semester in Year 10.

### COURSE CONTENT

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.

#### 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 B

##### 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 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.

# ELECTIVE COURSES

## STEM FUTURE

### 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.

### 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.

### 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.

# ELECTIVE COURSES

## STEM - SOLVE

### 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.

### 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.

### 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.

# ELECTIVE COURSES

## VISUAL ART UNITS A & B

### DURATION

These courses may *each* be elected and studied for one semester in Year 10.

### COURSE DESCRIPTION

#### UNIT A - A Fine Arts Focus

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.

#### UNIT B - A Focus on Craft and Community Based Artworks

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

#### UNIT A

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

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

#### UNIT B

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

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

### ON COMPLETION OF COURSE

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