



# Curriculum Handbook 2018



Year 10

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## OTHER CONTACTS

School Curriculum and Standards Authority <http://www.scsa.wa.edu.au>

Tertiary Institutions Service Centre <http://www.tisc.edu.au>

**Please do not hesitate to contact College staff members if you require any assistance.**

This handbook provides a guide to the courses that St Mary's College intends to offer for students in 2018. However, ***it is at the discretion of the College to determine minimum student numbers required for courses to commence.***

## SECTION 1: REACHING HIGH:

### How to achieve success

- **Regular home study/learning** is an important strategy for successful Year Ten students. Year Ten students are advised to complete approximately two hours of home study per night. These two hours do not include time spent getting organised. The Student Wall Planner and Study Guide are very useful tools to assist students to develop a practical, efficient and well-organised home study routine.

Home study can be divided into the following areas:

- work set by teachers to be completed and submitted by a set date;
  - preparation of new topics either set by the teacher or through student's own initiative; and
  - Ongoing revision of past work for tests and examinations.
- **Organisation is vital!** Students are advised to start assignments upon receiving them. Larger tasks can be divided into smaller, more manageable sections. Students then plan the time required for each section. Leaving assignments to the last minute creates a stressful environment and does not allow adequate time for asking for assistance from teachers. Poor quality, rushed work produced in this situation receives the low mark it deserves.
  - **Monitor your own progress.** Ultimately students are responsible for their progress in each of the learning areas. Staff will contact parents (and parents are encouraged to contact staff) when concerns arise but students should always approach their teachers for additional assistance or further explanation when required.
  - **Students should set realistic high standards.** Achievable goal setting is crucial to success and should include short and long-term goals.
  - **Seek career advice.** Students should begin to consider and develop the career pathway that they may wish to follow after completion of Year Twelve in 2018 (which isn't that far away). Upon entering Year Ten, students should begin to consider whether they wish to go to university, TAFEWA or straight into the workplace, and most important, which destination allows them to reach their full individual potential.
  - **Be at school.** A firm commitment to attend school every day is essential for students to achieve success. Students are responsible for finding out from teachers, and then completing all work that they have missed due their absence, or to arrange additional assistance.
  - **Students are encouraged to lead a balanced lifestyle** which includes religious, sporting, and cultural activities, as well as study. Personal and family time are essential!

## SECTION 2: THE YEAR 10 CURRICULUM

### Placement of students in compulsory subjects in Year Ten

- Based on Year Nine Semester One results, all students will be placed into the compulsory subjects.
  - It is vital that Year Ten students are aware that academic results attained in English, Mathematics, Science, and Humanities and Social Science as shown on the **Semester One Year Ten Report** determine whether or not the minimum pre-requisites required in most Year Eleven courses have been met.
  - The current minimum pre-requisites for each Year Eleven course are shown in Section 6 for your information.

### Selection of elective subjects

- In addition, students select **two** of the following elective subjects. Elective subjects without enough students enrolled in them will be cancelled.
  - Dance
  - Drama
  - Food Technology
  - Materials - Design and Technology – Wood
  - Media Analysis and Production
  - Music
  - Outdoor Education
  - Physical Education
  - Visual Art
- Students will choose their elective subjects on the Year Ten Elective Subject Selection Form and will hand this back to Student Services
- When selecting elective subjects for 2017, students and their families should consider:
  - course information in this Handbook, especially pre-requisites for Year Eleven courses;
  - previous achievements in Year Nine;
  - career expectations;
  - intention (or otherwise) to study at university or other training providers; and
  - personal interests and aptitude

### Confirmation of Year Ten subjects for 2018

- A 'Year Ten Subject Notification Form' advising students and parents of the subjects they are enrolled in for Year Ten in 2016 will be distributed to all students during Term Four.

**Students may only change an elective subject if there are places available.  
All changes must be finalised by the end of Week Four Term One 2018.**

## SECTION 3: COURSE / SUBJECT PATHWAYS

### YEAR 9 (2017) INTO YEAR 11 (2019)

In preparing for your 2018 Year Ten studies, you are advised to think about your plans for 2018 and beyond.

Many students (and often adults) do not know what they want to do in future years and find it hard to make important decisions. The Year Eleven and Twelve courses are designed to provide more flexibility as some courses may be used for both university entry and to access other training providers.

At the end of their Year Twelve studies, all students receive:

- A Western Australia Statement of Student Achievements (WASSA) which records results for all Year Twelve courses completed;
- A Western Australian Certificate of Education (WACE) issued by the Curriculum Council if achieved;
- Certificate qualifications (if attained).

Training Providers and the universities continually refine their entry requirements. For further information, students and parents are advised to go to the following websites:

For WACE information: <http://www.scsa.wa.edu.au>

For university entry information: <http://www.tisc.edu.au>

#### Explanation of Year Eleven and Year Twelve courses

1. The Year Eleven and Twelve curriculum is delivered as units. Important features include:
  - Most units are offered at three different levels
    - ATAR: for those students intending to apply for university entry
    - General: for those students intending to apply to other training providers or enter the workforce
    - Foundation: for those students that have not met the literacy and/or numeracy requirements of the Online Literacy and Numeracy Assessments (OLNA) in Year 10
  - Each unit consists of a pair of units studied during the year. Units 1 and 2 are studied during Year 11 and Units 3 and 4 during Year 12.
  - Only ATAR unit results count significantly towards university entrance.
  - Students enrolled in ATAR units in Year Twelve will be required to sit the November WACE examinations in those courses in order to achieve their WACE certificate. Students enrolled in General units will undertake the External Set Assessment during Term 1 of Year 12.
2. To help 2018
- 3.
4. Year Ten students increase their knowledge and understanding of how Year Eleven and Year Twelve courses are arranged, further information is provided on the following pages:
  - Section 3: Pathways which show how Year Nine subjects lead into Year Ten, Year Eleven, Year Twelve and beyond.
  - Section 4: The current minimum Year Ten subject prerequisites (marks and Grades required for each course offered by the College in Year Eleven).

### SECTION 3: COURSE/SUBJECT PATHWAYS:

#### YEAR 9 (2017) INTO YEAR 11 (2019)

##### Compulsory Year 9 and Year 10 Subjects

Year 9 subjects	Year 10 subjects	Year 11 Courses	Suitable for
Religious Education	Religious Education	Religious & Life General	Other training providers (OTP)
Religious Education	Religious Education	Religious & Life ATAR	University
English	English	English ATAR	University
		English General	OTP
English Modified	English Modified	English General	OTP
		English Foundation	OTP
Mathematics 9.1	Mathematics 1	Mathematics Specialist and Mathematics Methods	University
		Mathematics Methods	
		Mathematics Applications	
	Mathematics 2	Mathematics Essentials	OTP
Mathematics 9.2	Mathematics 2	Mathematics Essentials Mathematics Foundations	OTP
Mathematics Modified	Mathematics Modified	Mathematics Essentials Mathematics Foundations	OTP OTP
Science 9.1	Science	Chemistry ATAR Human Biological Science ATAR Physics ATAR	University University
			University
Science 9.2	Science	Chemistry ATAR Human Biological Science ATAR Physics ATAR	University University
	Science	Integrated Science	University OTP
Science Modified	Science Modified	Integrated Science	OTP
S&E	Humanities and Social Science	Modern History ATAR	University
		Modern History General	OTP
S&E Modified	Humanities and Social Science Modified	Modern History General	OTP
Physical Education	Physical Education	Physical Education Studies ATAR	University

**SECTION 3 cont: COURSE/SUBJECT PATHWAYS:**

**YEAR 9 (2017) INTO YEAR 11 (2019)**

**Elective Year 9 and Year 10 Subjects**

<b>Year 9 subjects</b>	<b>Year 10 subjects</b>	<b>Year 11 Courses</b>	<b>Suitable for</b>
Art	Visual Art	Visual Arts ATAR	University
		Visual Arts General	OTP
		Cert II Visual Art	
Dance	Dance	Dance ATAR/General	University / OTP
ICT/Digital Imaging	Media Production and Analysis	Media Production and Analysis ATAR	University
		Design Photography General	OTP
Drama	Drama	Drama ATAR/General	University/OTP
Food Technology	Food Technology and Textiles	Food Science and Technology General	OTP
		Hospitality Cert II	OTP
Metalwork/Woodwork	Design & Technology: Wood	Materials Design & Tech: Wood ATAR	University/OTP
		Materials Design & Tech: Wood General	
		Cert II Visual Art Wood and Furniture	
Music	Music	Music ATAR	University
		Music General	OTP
Outdoor Education	Outdoor Education	Cert II: Sport & Recreation	OTP

## SECTION 4: 2019 YEAR 11 COURSES OFFERED AND 2018 YEAR 10 PRE-REQUISITES

Year 11 Course 2019	Year 10 Subject 2018	Minimum Prerequisite	L/Area
Career and Enterprise General	Nil	Nil	T&E
Chemistry ATAR	Science	B	Science
Dance ATAR	Dance <b>or</b> If not studied Dance in Year 10, English General	High C <b>and</b> Dance Audition High C <b>and</b> Dance Audition <b>and</b> interview with Dance Teacher	Arts
Dance General	Dance <b>or</b> If not studied Dance in Year 10, English General	C <b>and</b> Dance Audition C <b>and</b> Dance Audition <b>and</b> interview with Dance Teacher	Arts
Design Photography General	Nil	Nil – interest in photography	
Drama ATAR	Drama <b>or</b> If not studied Drama in Year 10, English General	High C High C <b>and</b> interview with Drama Teacher	Arts
Drama General	Drama <b>or</b> If not studied Drama in Year 10, English General	C C <b>and</b> interview with Drama Teacher	Arts
English ATAR	English	Semester Mark of at least 60%	English
English General	English	Nil	English
Food Science & Technology General	English	C	T&E
Food Science & Technology ATAR	Food Science and Technology English	C C	T&E
Human Biological Sciences ATAR	Science Extension	High C	Science
Mat. Design and Technology Wood General	Design and Technology Wood	C <b>or</b> interview with D&T teacher	T&E
Mat. Design and Technology Wood ATAR	Design and Technology Wood	High C <b>or</b> interview with D&T teacher	T&E
Mathematics Specialist and Mathematics Methods	Mathematics 1	A	Maths
Mathematics Methods	Mathematics 1	A	Maths
Mathematics Applications	Mathematics 1	B	Maths
Mathematics Essentials	Mathematics 1, 2, or 3	Numeracy component passed	Maths
Mathematics Foundations	Mathematics 1, 2, or 3	Numeracy component NOT passed	Maths
Modern History ATAR	Humanities and Social Science	A	HASS
Physical Education Studies ATAR	Physical Education English	C High B	Health & PE
Physical Education Studies General	English	C <b>or</b> Interview with LAC H&PE	Health & PE
Physics ATAR	Science Mathematics 1 <b>or</b>	B C	Science

<b>Year 11 Course 2019</b>	<b>Year 10 Subject 2018</b>	<b>Minimum Prerequisite</b>	<b>L/Area</b>
	Mathematics 2	B	
Religion and Life ATAR	Religious Education <b>and</b> English	B C	RE
Religion and Life General	Religious Education	Nil	RE
Visual Arts ATAR	Art <b>and</b> English	A High B	Arts
Visual Arts General	Art <b>and</b> English	C C	Arts
Modern History ATAR	Humanities and Social Science	A	HASS
Physical Education Studies ATAR	Physical Education English	C High B	Health & PE
Physical Education Studies General	English	C <b>or</b> Interview with LAC H&PE	Health & PE
Physics ATAR	Science Mathematics 1 <b>or</b> Mathematics 2	B C B	Science
Religion and Life ATAR	Religious Education <b>and</b> English	B C	RE
Religion and Life General	Religious Education	Nil	RE
Visual Arts ATAR	Art <b>and</b> English	A High B	Arts
Visual Arts General	Art <b>and</b> English	C C	Arts

## **SECTION 5: CAREERS INFORMATION**

### **THE END OF YEAR TEN**

On completion of Year Ten, students return to St Mary's College (Year Eleven) to further their studies in preparation for entry into:

- a) a university course;
- b) a TAFE College course;
- c) a traineeship/apprenticeship; or
- d) employment

It is essential to plan ahead by seeking out career guidance and information that will give an understanding of the relationship between the student's present school program and their future role in society. By doing so, students gain a sense of direction regarding long-term plans'

### **THE COLLEGE'S CAREERS OFFICER**

The College's Careers Officer is available to students and parents and offers personalised information and counselling on employment, training, education and transition services.

### **ST MARY'S CAREERS RESOURCE CENTRE**

The Careers Resource Centre offers a comprehensive collection of information including computer packages, career literature, videos, pamphlets, and guides on career pathways, such as TAFE and university prospectuses, course brochures and handbooks, as well as relevant information relating to industry and employment opportunities.

### **GUEST SPEAKERS**

Throughout the school year, St Mary's College invites guest speakers to address students about careers in their area of expertise. Liaison officers from TAFE, the University of Notre Dame Australia, the University of Western Australia, Murdoch, Edith Cowan and Curtin Universities are invited each year to speak to students about tertiary entrance requirements and the selection criteria for their various courses.

### **FRIENDS AND RELATIVES**

It is important for students to talk to many people - parents, relatives, friends, teachers, neighbours or others who are actually working in their area of interest, in order to obtain as much information as possible.

### **CAREER CENTRE**

The Career Centre offers a range of services (either on-line, via telephone or in person) including:

- Career path identification and planning
- Information on vocational training and tertiary education
- Pathways through school, TAFE and university
- Information on industries and areas of skill shortages.

Visit: Monday to Friday 8.30am to 4.30pm  
City Central Building, Level2, 166 Murray Street (Mall) Perth  
Call: Monday to Friday 8.30am to 5.00pm  
T: 13 2398 TTY: (08) 9225 7832 F: (08) 9421. 1391  
Email: [career.centre@dtwd.wa.gov.au](mailto:career.centre@dtwd.wa.gov.au)

Web: [www.trainingwa.wa.gov.au/careercentre](http://www.trainingwa.wa.gov.au/careercentre)

## **MY FUTURE**

My Future is a Commonwealth campaign designed to highlight the range of activities and initiatives being brought together to provide young people with information, the right sort of skills, training and experience and advice to enable them to make and act on informed choices about their futures. To find out about My Future, visit the website [www.myfuture.edu.au](http://www.myfuture.edu.au) for the latest careers information.

**Students who are at risk of not completing school or are unsure about their future are encouraged to speak to the College's Careers Officer to discuss their options. In some instances a decision will be made to refer the student to specialist agencies. These services are government funded and there is no charge to the student as the school refers them.**

## **SKILL HIRE and KIMBERLEY GROUP TRAINING**

These are community-based enterprises which deliver careers counselling and training services. St Mary's College has established a links with both of these organisations.

Skill Hire	9191 9300
Kimberley Training Group	9192 8877

**For further information see** Mr Aidan Mitchell

## SECTION 6: SUBJECTS OFFERED IN 2018

# COMPULSORY SUBJECTS

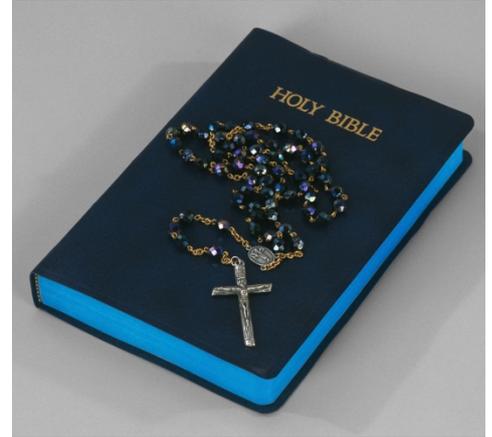
### RELIGIOUS EDUCATION

#### (No pre-requisite required)

All students of St Mary's College follow the Western Australian Diocese Religious Education Programme as the core curriculum. Students study the formation of Christian critical consciousness; this is achieved through reflection on their culture and life experiences in the light of Catholic faith, beliefs and practices.

Units studied are: Vocation, Justice, Freedom and Conscience

**For further information see:** Mr Joseph Eastgate



### CAREERS

Students are given the opportunity to gain critical career development and employability skills in a context directly related their own future employment and career aspirations. They identify realistic life goals and reflect on how their individual interests and passions can be harnessed to achieve them.

Drawing on nationally acknowledged benchmarks such as the *Australian Employability Skills Framework* and the *Australian Blueprint for Career Development*, students analyse their current life circumstances and construct a pathway of goals and achievement for their academic, employment and career goals. With the help of audio-visual resources, web-based programs and proven career development tools, students are able to articulate their personal desires for the lifestyle, occupations and interests they wish for.

The program is supported by one week of Work Experience, enabling students to explore working environments and industry areas of personal interest.

Students also learn that:

- Learning is a *lifelong activity*
- Their 'career' involves *all aspects* of their life – not just work
- Successful *personal development* is the foundation for successful *career development*
- Achievement of life goals is a *step-by-step process*
- *Employability skills* can be demonstrated in their daily school life

**For further information see:** Mr Aidan Mitchell



## ENGLISH

English is a compulsory subject offered to all students from Years 7 - 12. The students learn about the variety of uses of the English language through the study of written, spoken and visual texts.

Throughout Year 10 English, students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Students develop critical understanding of the contemporary media, and the differences between media texts. Students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

The course program is divided into four units.

### Contemporary and classic literature

Students compare and contrast the social, moral and ethical themes in a range of contemporary and classic literature texts, including short story, crime fiction and through the close study of a classic novel. Students consider what classic literature is and why some novels are still relevant to readers long after they were written. Students examine the way in which the crime genre has developed. Students read and examine a range of texts from a range of different time periods.



### Perspectives on issues and events in media texts

Students analyse and evaluate how human experience is represented in new media texts, documentaries and mockumentaries, including the use of images. Students develop a critical understanding of the contemporary media and analyse the differences between news media texts. Students consider popular media texts as well as the sometimes controversial genre of documentary and its satirical counterpart, 'mockumentary'. Students investigate purpose, audience and context as well as persuasive techniques used in these text types.

### Exploring Shakespeare

Students investigate the relevance and history of classic world literature, including poetry and 'Romeo and Juliet' by Shakespeare, to explore themes of human experience and cultural significance. Students develop an understanding of the structures and features of a play. They also develop their ability to use the conventions of script writing to apply to their own original pieces of writing

### Power of Persuasion

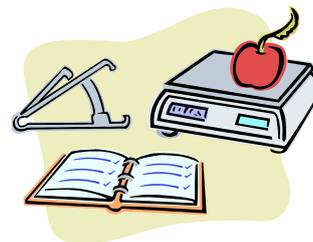
Students learn the skills of oral presentation. They will learn to plan, research, write and present in oral formats, as well as practise recitation and debating skills. Students will develop the skills to understand and use elements of speeches, write palm cards, conduct research, present ideas in formal situations and cite sources appropriately.

**For further information see:** Ms Nupur Davis

## HEALTH

This unit focuses on the development of a healthy lifestyle that will continue on after students leave school. It is primarily aimed at the most pressing health issues in our society at present and looks to identify the problem areas and provide simple long term solutions that can be applied in the future. Topic areas are:

1. Personal Identity
2. The Obesity epidemic
3. The Fitness Revolution
4. Mental health



### Unit Organisation

These units are studied sequentially. The time commitment is 1 period per week.

The unit has elements of practical application involved but these are included in the theoretical classroom. Assessment is based around the completion of workbook, completion of class tasks, a written research task and a short topic test at the end of the unit.

**For further information see:** Mr Mark Dellar

## MATHEMATICS

Students in Mathematics 1 follow the National Curriculum so that they can then study ATAR Mathematics in Years 11 and 12.

### Year 10 Achievement Standard

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

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



Students in Mathematics 2 follow a modified Curriculum which will enable students to study GENERAL mathematics in Years 11 and 12. Students wishing to study an ATAR mathematics in Years 11 and 12 should be enrolled in Mathematics 1.

**For further information see:** Ms Sally Sharp or Mrs Carrie-Ann Phillips

## SCIENCE

The Year 10 Science curriculum is based on the Australian Curriculum and is organised into three main strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills.

Throughout the course students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical [evidence](#) for different theories, such as the theories of natural selection and the Big Bang. Atomic [theory](#) is developed to

understand relationships within the periodic [table](#). Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

St Mary's offer two courses covering this curriculum. Extension Science is offered for those students who have excelled at Science in Year 9 and General Science is offered for those students who want to continue with Science in Year 10, but who are not expecting to study further sciences in Upper school.

## Science Understanding

The transmission of heritable characteristics from one generation to the next involves DNA and genes. The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence.

The atomic structure and properties of elements are used to organise them in the Periodic Table. Different types of chemical reactions are used to produce a range of products and can occur at different rates.

The universe contains features including galaxies, stars and solar systems and the Big Bang theory can be used to explain the origin of the universe. Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere.

Energy conservation in a system can be explained by describing energy transfers and transformations. The motion of objects can be described and predicted using the laws of physics.

## Science as a human endeavour

Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community.

Advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries.

People can use scientific knowledge to evaluate whether they should accept claims, explanations or predictions. Advances in science and emerging sciences and technologies can significantly affect people's lives, including generating new career opportunities. The values and needs of contemporary society can influence the focus of scientific research.

## Science Inquiry skills

Formulate questions or hypotheses that can be investigated scientifically.

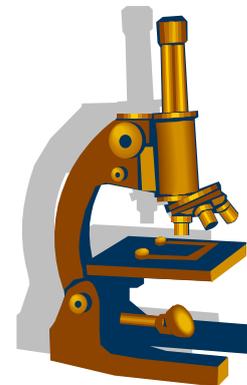
Plan, select and use appropriate investigation methods, including field work and laboratory experimentation, to collect reliable data; assess risk and address ethical issues associated with these methods. Select and use appropriate equipment, including digital technologies, to systematically and accurately collect and record data.

Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies. Use knowledge of scientific concepts to draw conclusions that are consistent with evidence.

Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of the data. Critically analyse the validity of information in secondary sources and evaluate the approaches used to solve problems.

Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations.

**For further information see:** Ms Diane Latchman



## HUMANITIES AND SOCIAL SCIENCE

This subject includes a mixture of the four defined subject area listed below. Although some of the content is integrated it is also taught within its own discipline.

### History approx. 40%

History is based on developing students Historical Skills and Historical Understanding. This is designed to develop students' capacities and attitudes to be active and informed citizens, to understand the forces that shape societies, and to use transferable concepts and skills associated with the process of historical inquiry.



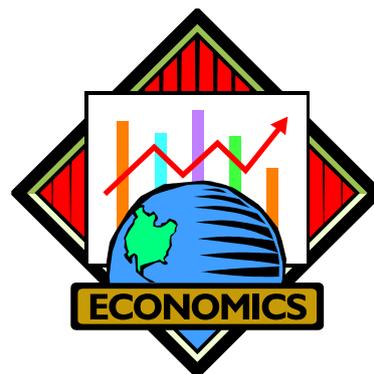
### Geography approx. 30%



Geography is organised in two interrelated strands. Geographical Knowledge and Understanding and Geographical Inquiry and Skills. This is consistent with the other subjects of the Humanities and Social Sciences learning areas.

### Economics approx. 15%

Economics and Business provides students with an opportunity to explore the way individuals, families, the community, businesses and governments make decisions in relation to the allocation of resources and to consider the effects of these decisions both now and in the future.



### Civic and Citizenship approx. 15%

Civics and Citizenship provides students with an opportunity to study Australia's political and legal systems and explore the meaning of citizenship in contemporary Australian society.

**For further information see:** Ms Emily Criddle or Ms Angela Anderson.



# SECTION SEVEN: ELECTIVES

## DANCE

This class will include the following:

Nutrition  
Stretching and Flexibility methods  
Coordination exercises  
Dance technique – Jazz / Hip Hop / Slow Modern –Lyrical / Creative/ Narrative/Cultural / Spiritual  
Musicality  
Spatial awareness  
Working within a touring group  
Preparing self for performance  
Developing stage presence and awareness.



The performing arts subject is designed to initiate confidence within each student. The students will have creative input when developing performance work and will be involved in all aspects of performance making.

### SEMESTER 1

The focus for this unit is **exploring the components of dance**. Within this broad focus, teachers select learning contexts that tap into the interests of their students and build upon the understandings they have already acquired.

Students are introduced to the language of dance to reflect on and respond to their own work and the work of others. Through practical lessons, they learn safe dance practices, improve their physical competencies and acquire genre-specific technique. The introduction of performance qualities and etiquette is integral to their development as performers.

The elements of dance and processes of choreography are explored and students solve structured choreographic tasks to produce dance works for performance. They have firsthand experience of dance-making which actively engages them in exploration, improvisation, research, reflection and response. Technologies and design concepts are introduced to the planning stage of dance creation.

A broad introduction to dance genres enables students to place dance in its time and place and begin to understand its functions within this context.

### SEMESTER 2

The focus for this unit is **dance as entertainment**. Within this broad focus, teachers select learning contexts that tap into the interests of students and build upon the understandings that they have already acquired.

Students have the opportunity to further develop their knowledge and understanding of dance language and apply it to both dance-making and dance interpretation. In particular, students explore the entertainment potential of dance and choreography. In practical lessons they improve safe dance practices and their physical competencies while acquiring genre-specific technique. The exploration of dance as entertainment further develops students as competent performers.

Students explore and investigate the elements of dance and processes of choreography to solve choreographic tasks for performance. They investigate ways to document their thinking and working practices to resolve personal ideas and refine reflection and decision-making skills.

Students identify and explore technologies and design concepts, which enhance the entertainment value of the dance and place it in its social, historical, political and economic context. The investigation of selected dance works, past and present, addresses issues of style and form, and analysis develops students' understanding of the concepts embedded in dance.

**For further information see:** Mrs Vicki Thompson

## DRAMA

This class will focus on developing skills which are valuable not just for performance, but for personal development and everyday life. These include working as part of a team, communication skills and an acceptance of individuality. The skills focus will include:

Developing focus and concentration  
Improvisation skills  
Small scene study and analysis  
Relaxation techniques  
Movement for actors  
Breathe awareness and support  
Vocal techniques  
Drama games  
Text study  
Accessing imagination  
Storytelling  
Characterisation  
Listening  
Spontaneity  
Stage craft knowledge.



**For further information see:** Ms Emily Criddle

## FOOD TECHNOLOGY

Food Technology aims at developing the key concepts of nutrition, health, safety, healthy eating and the design process. Some environmentally friendly approaches to food preparation in both the home and the community are provided.

Throughout this course, students gain knowledge as consumers and information on how their food behaviours contribute to environmental issues. Essentially, students are on their way to becoming informed and responsible global citizens.

**For further information see:** Mrs Bette Lake

## MATERIALS - DESIGN & TECHNOLOGY: WOOD

**Pre-requisite/s:** Having successfully undertaken previous studies in Design & Technologies area, particularly in Year 9.

### SEMESTER ONE: ARTISTIC/FREEFORM OBJECTS

Students are introduced to principles and practices of design, learning about fundamental concepts related to the designing and production of an artistic/freeform object from wood. Techniques taught will include various methods of shaping, sculpturing, turning, texturing and finishing of timber. Leads to CUV20111 Certificate II in Visual Arts (Wood and Furniture).



### SEMESTER TWO: CABINET CONSTRUCTION

Students develop and enhance their production skills in furniture making focusing on the use of machines to produce a quality product for a consumer. Students learn to conceptualise and communicate their own ideas and various aspects of the design process especially, the ergonomic interface between user and product. Leads to CUV20111 Certificate II in Visual Arts (Wood and Furniture)



**For further information see:** Mr Michael Lake

## MEDIA PRODUCTION AND ANALYSIS

Being 'media savvy' is an important skill in today's society. Students are introduced to the language of the media, learning how particular forms, codes and conventions are used to construct stories. They examine the process of representation and the way values are constructed in media works. Students consider how the cultural experiences of audiences influence their responses to media and how media works are shaped by the production context.

Students view, listen to and analyse interesting and relevant media texts, including reality television productions. They also generate ideas and learn basic production skills and processes as they apply their knowledge and creativity in productions using a range of audio visual equipment and computer applications. Students are introduced to the language of media and learn how audiences' cultural experiences influence their responses to media. They also learn basic production processes and create their own productions.

Students will be responsible for producing their own work, both in groups and independently. We will examine, and then create, reality television productions using iMovie, wiki site blogs and Photoshop projects.

**For further information see:** Mr Samuel Malak.

## MUSIC

**Pre-requisite/s:** None required however it is preferable that the student has completed Year 9 Music.

In Music, students study the development and use of music in society. Students will work with the language of music to compose, arrange and perform music and to develop skills. Through listening, students will recognise various styles of music and their characteristics, as well as exploring historical developments.

**Aim:** The unit focusses on developing solo and group performance skills, as well as developing theoretical understanding in preparation for further music study and lifelong music enjoyment. To gain experience in making music and developing an understanding of how music is created.

**Objectives:** develop skills in practical music and performance. Introduce students to a broader range of musical styles/composers, develop skills in creative composition. Gain an awareness of their instrument and performers, and develop aural comprehension.

**Solo Performance:** prepare and present an informal or formal performance on their chosen instrument. This will be a minimum of 2 pieces and a maximum of 4 pieces that demonstrate a variety of styles and/or characters. 30%

**Ensemble or Group Performance:** regularly participate in a group rehearsal developing empathy and co-operation with other ensemble members and take part in a prepared group performance. This will be a minimum of 2 pieces showing a variety of styles and/or characters. 30%

**Creative organisation:** identifying musical ideas and elements (rhythm, melody, harmony, style etc.) through listening and performing. Experimenting and shaping their own ideas into a musical composition/improvisation. Maintain a folio of these ideas. 15%

**Aural and Theory Comprehension:** maintain an up to date workbook of the aural exercises and theory components studied in class, such as traditional and non-traditional notation, historical perspectives, scale and chord structures. 25%

### Unit Organisation

The performance units are studied concurrently while the theory components are sequential. The time commitment is 4 periods per week. This is split into 2 practical based periods and 2 theory/aural periods per week. Assessment is based around the completion of performance skills which include informal and formal performance as well as a 'folio' of works. Completion of class tasks in theory and aural exercises, a research piece and short topic test at the end of the unit.

### Special Requirements

It is preferable that the student has the ability to practise at home on their own instrument. It is an advantage to also have private lessons on the chosen instrument from an approved tutor where possible.

**For further information see:** Ms Robyn Christie



## OUTDOOR EDUCATION

**Pre-requisite/s:** Achieved a C grade in Health and Physical Education and a C for English.

Outdoor Education is designed as an introductory course that will develop an interest, basic skills and knowledge that can be applied in the outdoors.

The Outdoor Education course aims to

- i. Provide students with basic knowledge, awareness and skills which can be applied in the outdoors
- ii. Develop and promote skills including leadership, organisation, independence, cooperation, decision making and problem solving.
- iii. Challenge students through activities and experiences that are not a part of their normal lives
- iv. Extend students beyond what they perceive as their physical and mental limits
- v. Develop an appreciation and concern for the natural environment and its conservation.

The Year 10 Outdoor Education Unit offers students with practical and theory based opportunities, students complete one theory based lesson and two practical based lessons per week. The units of work covered explore outdoor activities such as snorkelling, surfing, first aid, camping expedition preparation, orienteering and roping. The theory based component of this unit makes up 30% of the overall grade and the practical component makes up 70% of the final grade.



### Special Requirements

Students must be prepared to participate in all practical based units. In particular snorkelling and surfing require students to change into the required attire and students must be able to competently swim in an open water environment.

**For further information see:** Mr Braden Famlonga

## PHYSICAL EDUCATION

**Pre-requisite:** Achieved a C grade in Year 9 Health and Physical Education.

### Semester One

The focus of this semester is the development of students' knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activities.

On completion of this unit, students should be able to:

- develop and apply basic skills associated with their chosen sports
- understand the basic process of coaching and/or teaching a skill
- understand the phases of learning and the classifications of motor skills
- identify the major bones in the human body
- understand the reasons for learning biomechanics
- understand components of fitness and apply simple tests to measure these
- identify and apply characteristics of warm-up and cool down
- understand skills and strategies for team building and preparing mentally for physical activity.



3 Periods a week are allocated to this unit for 1 semester. During that time the week is divided into 2 theoretical sessions and 1 practical session.

### Semester Two

The focus of this semester is the impact of physical activity on the body's anatomical and physiological systems. Students are introduced to these concepts which support them to improve their performance as team members and/or individuals.

On completion of this unit, students should be able to:

- identify fundamental tactical problems associated with specific types of physical activity
- apply solutions to basic tactical problems
- understand the different physical activity classifications
- explain the structure and function of the circulatory and respiratory systems
- identify the major skeletal muscles in the body
- understand basic biomechanical principles relating to motion
- define anaerobic, aerobic and lactic acid energy systems
- have a basic understanding of the responses of the circulatory and respiratory systems to physical activity
- apply observation skills to assess personal performance
- understand the elements of a training session
- explain the relationship between fitness levels and skill development
- understand the role of mental skills in creating a mind set to enhance performance.

3 Periods a week are allocated to this unit for 1 semester. During that time the week is divided into 2 theoretical sessions and 1 practical session.

### Unit Organisation

The units are studied concurrently. Assessment is over two semesters. It takes the shape of:

**30-50% Practical performance.** For practical performance tasks, students are to be assessed in the selected sports within the nominal hours. The practical assessment must be completed by the teacher and conducted within the school environment.

**25-35% Investigation.** Investigation findings may be communicated in any appropriate form, including written (journals, training diaries, essays and lab reports), oral, video, or various combinations of these.

**25-35% Response.** Student responses may be oral, written (topics tests, exams, summaries, essays) or multimedia.

## Special Requirements

Students must be prepared to be changed and involved in all practical sessions. A satisfactory literacy standard will be necessary to meet the written demands of this subject.

**For further information see:** Mr Mark Dellar

## VISUAL ART

Art encourages students to develop basic skills in all areas of art and to provide a solid base upon which students can build their artistic knowledge through production, writing and talking, about Art.

Students will develop their understanding and knowledge of art through drawing, painting, sculpture, printmaking, ceramics or printing. Students will be given the opportunity to express themselves in various ways. They will also learn about other artists and art periods, analysing their works and becoming more critical of their own artworks.

**All students will take part in the annual Secondary Art Exhibition and other art exhibitions and competitions as they arise within the community and statewide. Presentation and display of artwork is an important component of the course.**

The Visual Arts course is designed to facilitate the achievement of four outcomes;

- **Outcome 1: Visual arts ideas**
- **Outcome 2: Visual arts skills, techniques and processes**
- **Outcome 3: Responses to visual arts**
- **Outcome 4: Visual arts in society**

### COURSE CONTENT

The course content is divided into two content areas:

- **art making:-** Inquiry, visual language, visual influence, art forms, media and techniques, art practice, presentation, reflection.
- **art interpretation:-** Visual analysis, personal responses, meaning and purpose, social, cultural and historical contexts.

**Unit Organisation:** Sequential: Weightings are 70% Production and 30% Written.



### Semester One: The Wet Season

Students develop artworks primarily concerned with experiences of the self and observations of the immediate environment. They discover ways to compile and record their experiences through a range of art activities and projects that promote a fundamental understanding of art language and appreciation of the visual arts in their everyday life. Students record and express their own response to their environment, particularly 'The Wet Season'. Students look at the artwork of Lin Onus.

### Semester Two: The Historical Town of Broome

In developing subject matter for artworks, students explore ways to express personal beliefs, opinions and feelings. They explore a variety of media and materials in a range of art forms when generating and extending ideas. Students research, record and express a particular view of 'The Historical Town of Broome'. Students look at the artwork of Leon Pericles.

This course will be the basis for the study of Art in Years 11 & 12 in either of the ATAR, General or Certificate Courses.

Students will strengthen their skills and manipulate their artwork through some of the following:

Visual	DiaryDrawing	Painting
Art	HistoryCeramics	Printmaking
Sculpture	Mixed Media	

**For further information see:** Mrs Helen Capsalis-D'Alton

## SECTION EIGHT: WALARBA-BUGARRI

### FOLLOW THE DREAM: PARTNERSHIPS FOR SUCCESS PROGRAM

In 2011, St Mary's College implemented the Follow the Dream: Partnerships for Success Program on the Secondary Campus. Nyamba Buru Yawuru named the program 'Walarba Bugarri', which is literally translated as 'Follow the Dream'.

The Department of Education has supported this program in their schools for some time, the first program starting in 1997. St Mary's is fortunate to be the first Catholic school that the Polly Farmer Foundation, jointly with the Catholic Education Office is supporting with such a program.

The program incorporates an enrichment centre which is open to provide academic support to the most capable aspiring Indigenous students. This support will potentially lift the academic standards across the whole school.

The program at St Mary's involves students receiving out-of-hours and some in-school tutoring to assist them with their studies. Students are also given careers advice and each student on the program will be mentored to develop their own educational and personal goals. The progress of students is tracked over the year with and regular parent meetings established. The program also includes cultural experiences and excursions to academic institutions. This includes two camps during the year: a Middle School Cultural Camp to Port Smith and an Upper School Year 10 -12 Camp to visit post-school educational institutions and workplace options in Perth.

The FTD/PFS program has been running successfully in many locations around Australia. Programs operate across 26 sites nationally, with over 1000 students enrolled in such programs. The programs are backed by research in the form of a five year longitudinal study, conducted by Edith Cowan University. The findings of this study outlined the successes in addressing student retention and academic performance in high school.

The program requires a strong commitment from the selected students. Students must

- have a minimum of 85% attendance,
- have a positive attitude to their work,
- complete all assignments and homework ,
- attend the enrichment centre regularly.

This program will further enhance the successes we are experiencing at St Mary's and we look forward to celebrating the wonderful results that I know will generate from the efforts of our students involved in this program.

Dave Wilkinson

Follow the Dream: Partnerships for Success Coordinator

[dave.wilkinson@cewa.edu.au](mailto:dave.wilkinson@cewa.edu.au)

## **SECTION NINE: CLONTARF FOUNDATION WEST KIMBERLEY FOOTBALL ACADEMY**

### **Purpose and what we do**

The Clontarf Foundation exists to improve the education, discipline, self esteem, life skills and employment prospects of young Aboriginal men and by doing so, equip them to participate more meaningfully in society.

**Using the passion that Aboriginal boys have for football allows Clontarf to attract the boys to school. But it is not a sporting program.**

Each Clontarf Academy, formed in partnership with the local school, is focussed on encouraging behavioural change, developing positive attitudes, assisting students to complete school and secure employment. Fundamental to this, is the development of values, skills and abilities that will assist the boys to achieve better life outcomes.

Through a diverse mix of activities, the full-time, local Clontarf staff mentor and counsel students while the school caters for the educational needs of each student.

Since opening its first Academy for 25 boys on the campus of the Clontarf Aboriginal College in Perth, Western Australia in 2000, the Foundation has grown rapidly and has been consistently successful.

**We now cater for over 2,500 boys in 45 schools across Western Australia, Northern Territory and Victoria.**

**Academy members are not selected on football ability, though obviously most of those attracted to the academy have some aptitude for the game. In order to remain in the academy members must consistently endeavour to:**

- **Attend school regularly**
- **Apply themselves to the study of appropriate courses**
- **Embrace the Academy's requirements for behaviour and self discipline**

**For further information see:** Mr Jack Reagan or Mr Slade Sibosado

## **SECTION TEN: WIRRPANDA FOUNDATION**

### **DEADLY SISTA GIRLZ PROGRAM**

The Deadly Sista Girlz Program engages, inspires and empowers Aboriginal and Torres Strait Islander girls between 11-17 years.

We aim to connect with the girls as a friend, confidant, and a mentor to encourage the girls to become great role models in their community and achieve every success with their chosen career paths.

The Deadly Sista Girlz Program offers girls a stable environment in which they can discuss current and personal issues they may be facing and it allows the girls to trust and receive guidance in a safe environment.

Each girl has the opportunity to be personally mentored throughout the program and it is our goal to develop confidence and resilience so that they believe in themselves and the abilities to achieve success.

Deadly Sista Girlz addresses the issues of:

- Self esteem
- Identity
- Communication
- Women's health
- Drug and alcohol abuse
- Healthy nutrition
- Financial literacy

#### **Aim:**

The purpose of the Deadly Sista Girlz Program is to use our female role models to empower young Aboriginal and Torres Strait Islander girls to make informed decisions about their personal health and wellbeing to lead a positive and healthy lifestyle.

We want to give more opportunity to young Aboriginal and Torres Strait Islander girls to expand their thinking and dare to dream to be active members and leaders in their communities and create a brighter future for themselves, their families, their communities and the generations to come.

Project Coordinator – ***Ms Halina Kolatowicz***



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