

SANTA MARIA COLLEGE  
**LEARN!**

YEAR 10  
CURRICULUM  
HANDBOOK  
2017



# INTRODUCTION

Dear Parents and Students

Year 10 is a foundation year where students start to make further choices about courses to study, based on their strengths and interests. Students will begin the learning concepts, which provide the basis of courses in Year 11, and learn to manage the increased workload.

Year 10 students all study Religious Education, English, Mathematics, Science, Humanities and Social Sciences, Health & Physical Education and two electives are studied throughout the year, rather than for a semester, as in Year 9. This enables more time and hence more depth of study in these areas.

Students are also able to make choices about the units they would like to study in Science and Humanities and Social Sciences.

Year 10 should be a time of developing good study habits, trying a range of revision strategies and completing their first formal examinations. Ensuring the development of these skills and knowledge will assist students in the transition to Year 11 studies. Independent learning and responsibility for self and commitment to choices is important.

This Curriculum Handbook provides an overview of the Year 10 program of study and specific information about choices. Information regarding pathways and courses in Year 11 is also included on pages 11 - 13 of the booklet.

I encourage students and parents to read the following information and if you have further questions, please contact either myself or Mrs Claire Newton, Head of Senior School.



**Jennifer Oaten**

Deputy Principal, Teaching & Learning

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# **ACADEMIC OVERVIEW OF YEAR 10**

## ACADEMIC OVERVIEW OF YEAR 10

The goal at Santa Maria College is to excite and stimulate young adolescents to become self-directed, independent problem-solvers, who are capable of thinking critically. This requires a curriculum that provides opportunities for students to focus on their talents, extend their learning experiences and empower them to reach their full potential.

### Compulsory Courses studied in Year 10

All students in Year 10 study the following courses:

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

Students will be allocated, by Heads of Learning Areas, to an English Course and to a Mathematics Course. Each of these Learning Areas will offer courses at various levels catering for a range of abilities. Allocation to these courses will be based on Year 9 results in these areas.

Within the Humanities and Social Sciences Learning Area students need to choose **two units** from the four offered to study in Year 10. Each unit is studied for one semester.

- Economics
- Geography
- History
- Politics & Law

Global Studies will also be offered for students who prefer a more practical course and are not intending studying an ATAR Humanities & Social Sciences course in Year 11. Global Studies is offered in both Semester 1 and 2.

Within the Science Learning Area students need to choose two units from the four offered to study in Year 10. Each unit is studied for one semester.

- Biology
- Chemistry
- Human Biology
- Physics

Applied Science will be offered for students who prefer a more practical course and are not intending studying an ATAR Science course in Year 11. Applied Science is offered in both Semester 1 and 2.

Students will choose two units in each of Humanities and Social Sciences and Science during Year 9 but have some flexibility to make changes to their selections at the end of Semester 2, Year 9.

More detail regarding each of these units is available on the following pages. All Year 9 students are encouraged to discuss their choices with their teachers.

### Electives available in Year 10

In addition, students study two electives in Year 10. These electives are studied for a longer time per week and in greater depth than in Year 9. Some electives benefit from prior study in Year 9 whilst others have no prerequisites.

Elective subjects are:

- Cinema & Photography
- Investing & Enterprise
- Dance
- Design
- Drama
- Fashion & Textiles
- Food
- French
- Italian
- Music
- Outdoor Education
- Physical Education Studies
- Visual Arts

### **Skills developed in Year 10**

To facilitate independent learning, students will be provided with opportunities to develop the following skills.

- Critical thinking and questioning skills
- Inquiry and research skills
- Skills of analysis and problem solving
- Information & Communication Technology skills
- Skills of cooperation and collaboration

### **Importance of Year 10**

Student's application to their work in Semester 1, Year 10 is crucial as choices of pathways and courses for Year 11 are made based on the Semester 1 report. A key focus for Year 10 students is the consideration of future careers, setting goals and becoming knowledgeable regarding courses offered in Year 11. Many Year 10 courses also provide background to courses in Year 11 so it is advantageous for students to consider Year 11 choices.

### **Study and Homework**

Regular homework is an integral part of the Year 10 Academic Program at Santa Maria College.

The following statements summarise the purpose of homework:

- Study = Homework + Revision
- Completing unfinished class work
- Work such as assignments, set by teachers to be completed and handed in by a set date.
- Daily revision which should involve writing three key points about concepts learnt in classes each day into a revision book
- Ongoing revision of past work for tests and examinations either set by the teacher or on personal initiative

Given the four major components of home study, it would be only in very rare circumstances that a student will have a night with no homework. It is difficult to specify precisely the amount of time any student should spend on homework since abilities and the rate of work varies from one student to another; however, a recommended length of time per day for a Year 10 student would be **2 - 2.5 hours per night**.

All Year 10 students should have an appropriate quiet study area, a study plan to indicate times for study, sport and other commitments and some understanding of their preferred learning style.

### **Reporting Procedures for Year 10**

At the end of Term 1 parents receive an Interim Report for their daughter. This is not a full report but gives an indication of how she is settling into her subjects. A full Semester Report is provided at the end of Terms 2 and 4.

Parents are encouraged to contact the Head of Senior School or teachers directly if they would like to follow up on these reports.

Parent, Daughter and Teacher Interviews are held at the beginning of Terms 2 and 3. These provide parents with an opportunity to have an interview with their daughter's teacher.

Grades are awarded to indicate a student's achievement in each Learning Area.

## **A GUIDE FOR COURSES STUDIED IN YEAR 11**

The Year 11 & 12 Curriculum Handbook is available on the College website  
if further details are required.

## PATHWAYS IN YEAR 11

At Santa Maria College all Year 11 and 12 students:

- Choose an ATAR pathway or an ACCESS pathway
- Study six courses in Year 11 and a minimum of 5 in Year 12
- Study Religion & Life as one of their courses
- Select either English or Literature
- Must include at least one List A and one List B course
- Generally study the same courses in Year 11 and Year 12

In order to study most courses in Year 12, completion of the same course in Year 11 is expected.

To gain a Western Australian Certificate of Education (WACE) on graduation at the end of Year 12, students in Year 11 and 12 undertake one of the following pathways:

<b>ATAR PATHWAY</b>	<b>ACCESS PATHWAY</b>
<ul style="list-style-type: none"><li>▪ Courses are content based</li><li>▪ External exams (WACE exams) are sat at the end of Year 12</li><li>▪ ATAR score based on 50% school assessment and 50% external exams</li><li>▪ Students gain an ATAR score based on their best four courses</li><li>▪ A minimum of four ATAR subjects are required but five or six are recommended</li><li>▪ Students are aiming for University Entrance</li></ul>	<ul style="list-style-type: none"><li>▪ Courses are practical based</li><li>▪ There are no external exams</li><li>▪ Student complete a Certificate Course in Year 12</li><li>▪ High grades are important</li><li>▪ 100% school assessed</li><li>▪ Workplace Learning placements are undertaken in Year 11 and Year 12</li><li>▪ Students are required to study Career and Enterprise</li><li>▪ Students are aiming for TAFE, industry, or possibly alternative entry to University</li></ul>

### Proposed Courses

The following Year 11 Courses will be offered in 2017 (see following page. Modifications may occur when courses are offered in Year 11 2018.

<b>POSSIBLE YEAR 11 COURSES 2017</b>			
<b>ATAR PATHWAY</b>	<b>List</b>	<b>Year 10 Prerequisite Subjects</b>	<b>Year 10 Grade</b>
<b>Accounting &amp; Finance</b>	B	Mathematics Course 2 Investing & Enterprise (preferred)	B
<b>Applied Information Technology</b>	B	Cinema & Photography (preferred)	-
<b>Biology</b>	B	Physics or Chemistry or Biology or Human Biology	C B
<b>Business Management &amp; Enterprise</b>	A	Investing & Enterprise (preferred)	-
<b>Children Family &amp; the Community</b>	A	Nil	-
<b>Chemistry</b>	B	Physics or Chemistry or Biology or Human Biology	B A
<b>Dance</b>	A	Dance	B
<b>Drama</b>	A	Drama	B
<b>Economics</b>	A	Economics or Geography or History or Politics	B
<b>English</b>	A	English	60%
<b>French: Second Language</b>	A	French	B
<b>Geography</b>	A	Economics or Geography or History or Politics	B
<b>History: Modern</b>	A	Economics or Geography or History or Politics	B
<b>Human Biology</b>	B	Physics or Chemistry or Biology or Human Biology	C B
<b>Italian: Second Language</b>	A	Italian	B
<b>Literature</b>	A	English	60%
<b>Materials Design &amp; Technology</b>	B	Fashion and Textiles	B
<b>Mathematics: Specialist</b>	B	Mathematics Course 1	A
<b>Mathematics: Methods</b>	B	Mathematics Course 1.1 Mathematics Course 1.2	A-B A
<b>Mathematics: Applications</b>	B	Mathematics Course 1.1 Mathematics Course 1.2 Mathematics Course 2	A-C A-C A
<b>Physical Education Studies</b>	B	PE Studies (Interview) Science Course	B B
<b>Physics</b>	B	Physics/Mathematics Course 1 Chemistry/Mathematics Course 2	B A
<b>Politics &amp; Law</b>	A	Economics or Geography or History or Politics	B
<b>Religion &amp; Life</b>	A	Religious Education	B+
<b>Visual Arts</b>	A	Visual Arts	B+

ACCESS PATHWAY	List	Year 10 Prerequisite Subjects	Year 10 Grade
<b>GENERAL COURSES</b>			
<b>For students taking a TAFE, Employment or alternate entry pathway</b>			
Business Management & Enterprise	A	Investing & Enterprise (preferred)	-
Career & Enterprise (Compulsory for ACCESS)	A	Nil	-
Children, Family & the Community	A	Nil	-
Dance	A	Dance	-
Design	B	Design/ Visual Arts	C
English: General	A	English	-
Food Science & Technology	B	Food (preferred)	C
Integrated Science	B	Applied Science	C
Materials Design & Technology	B	Fashion & Textiles (preferred)	C
Mathematics: Essentials	B	Mathematics Course 2.2 Mathematics Course 3	A-C A-C
Music	A	Music or Interview	-
Outdoor Education	B	Outdoor Education (preferred)	-
Religion & Life	A	Religious Education	-
Visual Arts	A	Design/Visual Arts	C
<b>FOUNDATION COURSES</b>			
<b>Only students not reaching Band 8 in the Year 10 OLNA</b>			
English: Foundation	A	Only for students not reaching Band 8 in Year 10 OLNA in Reading, Writing or Numeracy	
Mathematics: Foundation	B		
<b>PRELIMINARY COURSES – Only for students with Disabilities</b>			
Please see Mrs Oaten for details			

Students who choose Physics and Chemistry for Year 10 will be able to study Biology or Human Biology in Year 11. The same applies to Humanities and Social Sciences where a student may study Economics and History in Year 10 and may choose Geography or Politics in Year 11. Students are expected to achieve B grades in Year 10 and to complete the revision pack provided to assist in this transition.

## **COURSE DESCRIPTIONS**

# RELIGIOUS EDUCATION (Compulsory Subject)

## Aims Of The Course

The general aims of Religious Education within Catholic schools is to seek to provide students with learning experiences and opportunities to reflect on:

- a. the vision of the human person within a Christian context;
- b. how the development of this vision is often hampered as a result of human weakness and social conditioning;
- c. how within Christian tradition and practice one is offered the means by which to rise above all that prevents him/her from becoming a fully integrated human being.

## Course Description and Outline

Students at Santa Maria College follow the Perth Archdiocesan Religious Education Course. Each Year group studies one unit each term. Year 10 is as follows:

- 1. *Vocation – Called To Be and Become***
  - Discovering Personal Vocation
  - The Mission of Jesus
  - Marriage, Priesthood and Religious Life as Vocations
  
- 2. *The Search for Freedom***
  - The Human Desire for Freedom
  - Responsible Choices
  - The Commandments
  - The Seven Sacraments
  
- 3. *Recognising God's Call Through Conscience***
  - Challenges to Recognising Conscience
  - Jesus Came to Free Conscience
  - The Growth and Spiritual Renewal of the Church
  
- 4. *Restoring God's Justice in the World***
  - Human Injustices In The World
  - Jesus Came To Restore God's Justice
  - Christ Calls Christians To Promote Sound Justice

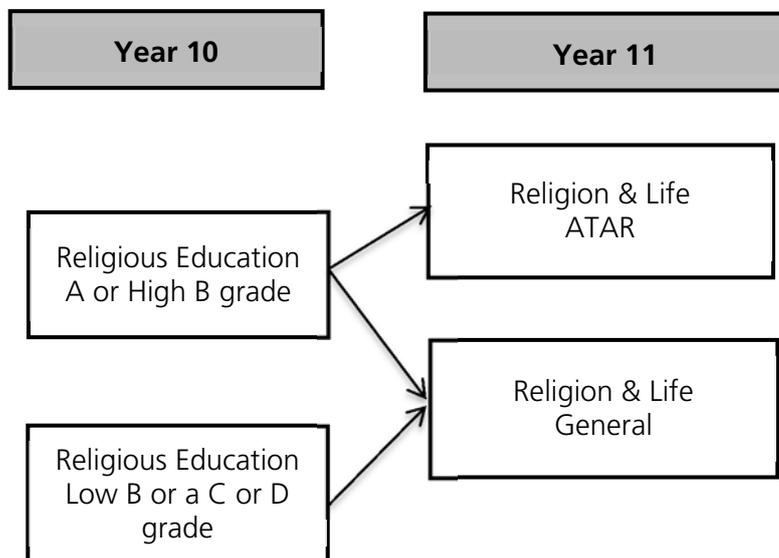
In addition to the formal classroom instruction, students are required to complete a compulsory Christian Service Learning project which includes participating in a Reflection Day.

## Assessment Structure

Students complete up to two assessments per unit. The assessments are varied to allow the students to express themselves in oral presentation, written presentation and to foster co-operative group work. In addition, Year 10 Religious Education students will sit an examination at the end of Semesters 1 and 2. Assessments are outcomes based. There are five outcomes in the Religious Education learning area:

1. Discovering God
2. Drawing on Human Experience
3. Knowing Jesus
4. Living Like Jesus
5. Catholic Practices

## Religious Education Pathway



## ENGLISH (Compulsory Subject)

In Year 10, the whole cohort will be doing the same course for Semester One, although one general class will have more scaffolding. This is to ensure that all students are provided the opportunity to demonstrate their abilities. In Semester Two students needing additional support will complete a modified course more suitable to their specific needs. Their course themes, however, will remain the same.

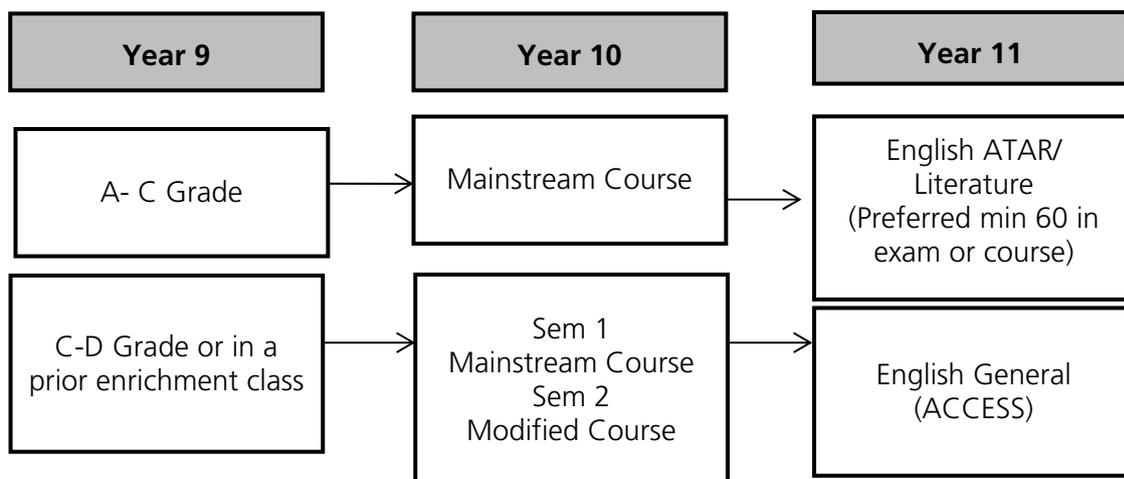
In English, students will participate in a range of reading, writing, viewing, speaking and listening activities. We cover a range of text types and skills. Further information regarding our programs is available for viewing on CONEQT and on the English Wiki. These new courses strongly link with the ACARA strands and the cross-curricular priorities. These themed courses will also build on students' cultural knowledge, which is very useful in the English subject area. The themes are as follows:

Term 1: Indigenous Perspectives in Australia and the Region

Term 2: Crime and Justice

Term 3: Shakespeare: A Play in Depth

Term 4: Elizabethan to Victorian Times: A Literary Journey



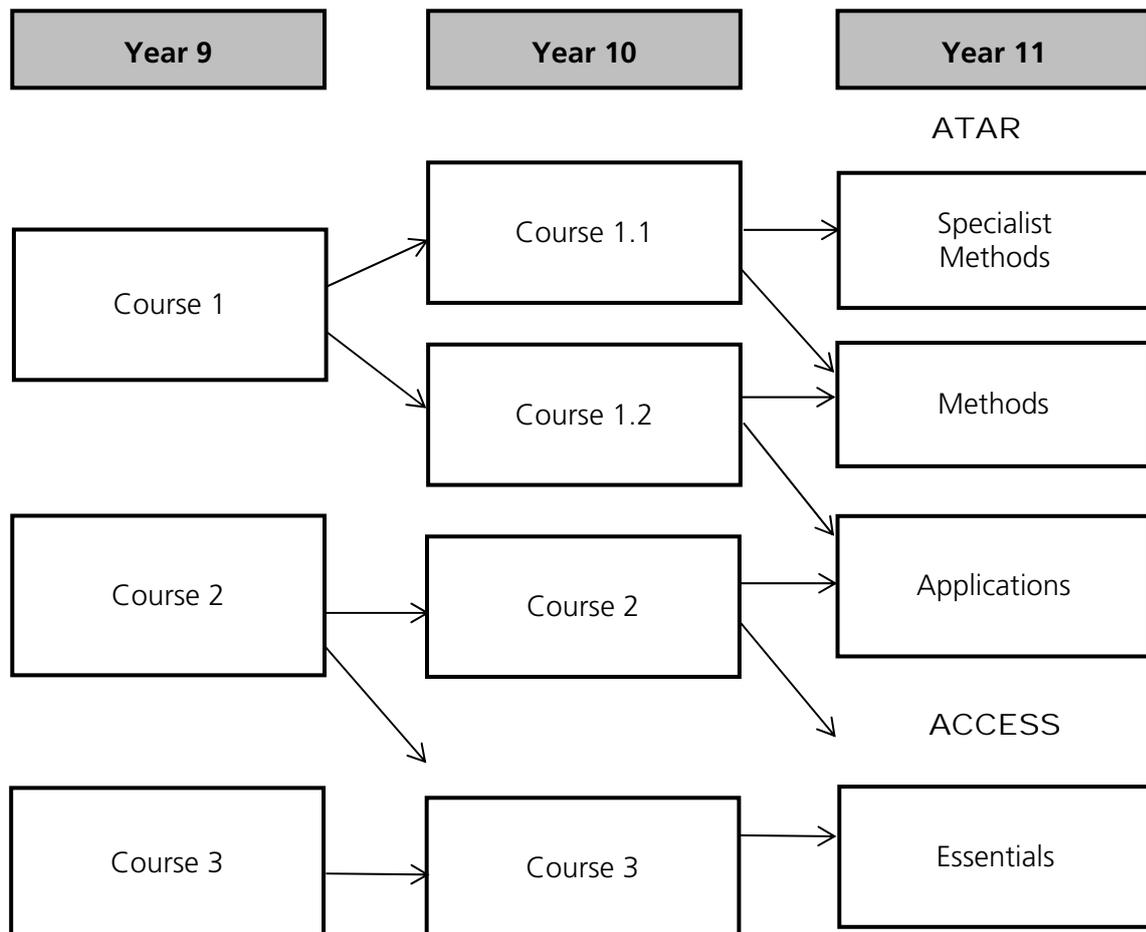
## MATHEMATICS (Compulsory Subject)

In Year 10 four different courses will be offered in 2017

- Course 1.1
- Course 1.2
- Course 2
- Course 3

Students are allocated to courses based on their achievements at the end of Year 9 by the Head of Mathematics, in consultation with the expertise of the teachers and a review of standards reached. Transfer between courses is possible during the year if a student's performance indicates that such a movement is needed.

### Pathways



## **MATHEMATICS (Continued)**

### **Course Structure**

Within the Mathematics Department we endeavour to optimise the range of available courses for our students. This variety allows us to provide opportunities for our students to have the background to undertake the most appropriate mathematical studies in Years 11 and 12.

With this in mind we have written four courses; each designed to stretch and challenge each student at an appropriate level, building on previous skills and confidence.

### **Aims Of The Course**

The aims of each of the Mathematics courses are to:

- prepare students with numerical skills needed to survive in a highly technological society;
- make the students aware that mathematics is an essential tool for other subject areas where mathematical computational skills and concepts are needed;
- realise that mathematics is an activity requiring the observation, representation and application of patterns;
- develop the skills in presenting and interpreting mathematical arguments;
- possess sufficient command of mathematical expressions, representations and technology;
- learn mathematics independently and collaboratively;
- appreciate that mathematics is a dynamic field with its roots in many cultures;
- develop the whole person, which is the aim in education within a Catholic school.

In general, emphasis will be placed on students to approach their learning with confidence and to be able to work both individually and collaboratively.

The level of difficulty and complexity with problem solving and investigative work will vary according to the course. Wherever possible the use of technology will be incorporated into the classroom as a computational tool and as an instructional aid in the learning process.

### **Assessment Structure**

This will be a continuing process, providing ongoing opportunities for students to demonstrate understanding and achievement. Both mathematics and numeracy skills will be assessed through investigations, tests and examinations both with and without a calculator.

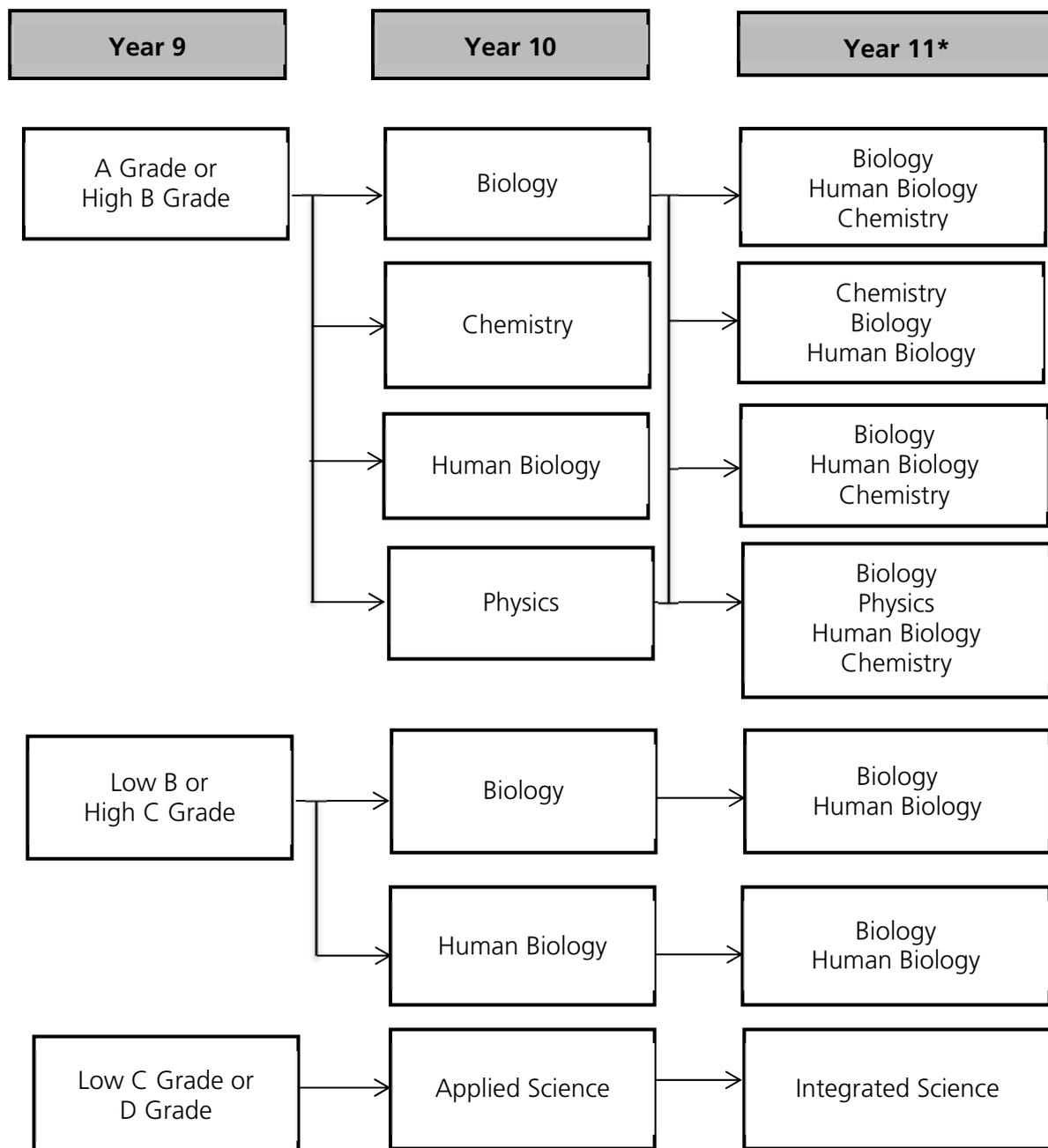
## SCIENCE (Compulsory Subject)

Year 10 Science in 2017 will provide students with an opportunity to develop their skills and knowledge in the areas of Science that they are interested in and most talented in.

**All students will study Science in both semesters of Year 10. Students select either two of the following units, one for each semester or may study Applied Science, which is a year long course.**

### Science Pathways

Grades achieved during Year 9 determine which Year 10 courses can be selected. This is shown in the diagram.



**\* Subject to meeting pre-requisite grade in Year 10**

## **SCIENCE (Continued)**

Choose two of the following:

### **1. Biology**

Biology is the study of living things and the ecosystems they are part of. Concepts such as adaptations for reproduction, natural selection and evolution will be studied. The role of DNA, mutations and variation in evolution will be explored. Biodiversity and conservation of Australia's flora and fauna are also a focus of the Biology course. Ecology and biological fieldwork techniques are conducted in the local environment and include testing of chemical and physical properties of water and population studies.

### **2. Chemistry**

Chemistry is the study of the composition, structure, properties and reactions of matter. It is an important subject as it plays an essential role in all of the other sciences. The unit will address the structure of the atom, bonding, formula writing and chemical reactions. It also introduces students to calculations involving the mole, which is an essential concept for those considering studying Chemistry in Years 11 and 12. The unit incorporates experiments, investigations and practical activities so that students gain a sound understanding of the fundamentals of Chemistry.

### **3. Human Biology**

This course gives students a chance to explore what it is to be human. It is designed to provide an introduction to human anatomy, the structure and function of organ systems and the inheritance of human variations. The course topics include cells, life processes, body systems, reproduction, genetics and inheritance. Science inquiry skills are an integral part of this course and will cover a range of laboratory skills and microscope techniques.

### **4. Physics**

We are surrounded by physics all the time and we use it every day. The Year 10 Physics course seeks to remind students of this through the study of Waves and Heat. In the study of Waves, students will examine the relationship between waves, sound and motion and the reflection and refraction of waves. In the Heat unit, students will learn about internal energy and random motion of matter with students performing thermal equilibrium investigations and calculations. Experiments will include the determination of various quantities using data logging software

**Or**

### **Applied Science (by invitation)**

This year-long course is designed for students who have an interest in Science but do not intend studying an ATAR Science course in Year 11. It is a hands-on course that covers a range of science topics which may include Cosmetics, Sports Science, Environmental Science, Consumer Science or Forensics. The course links science concepts to their application in daily life by carrying out case studies, research and investigations. This course is assessed using tests, investigations and assignment work.

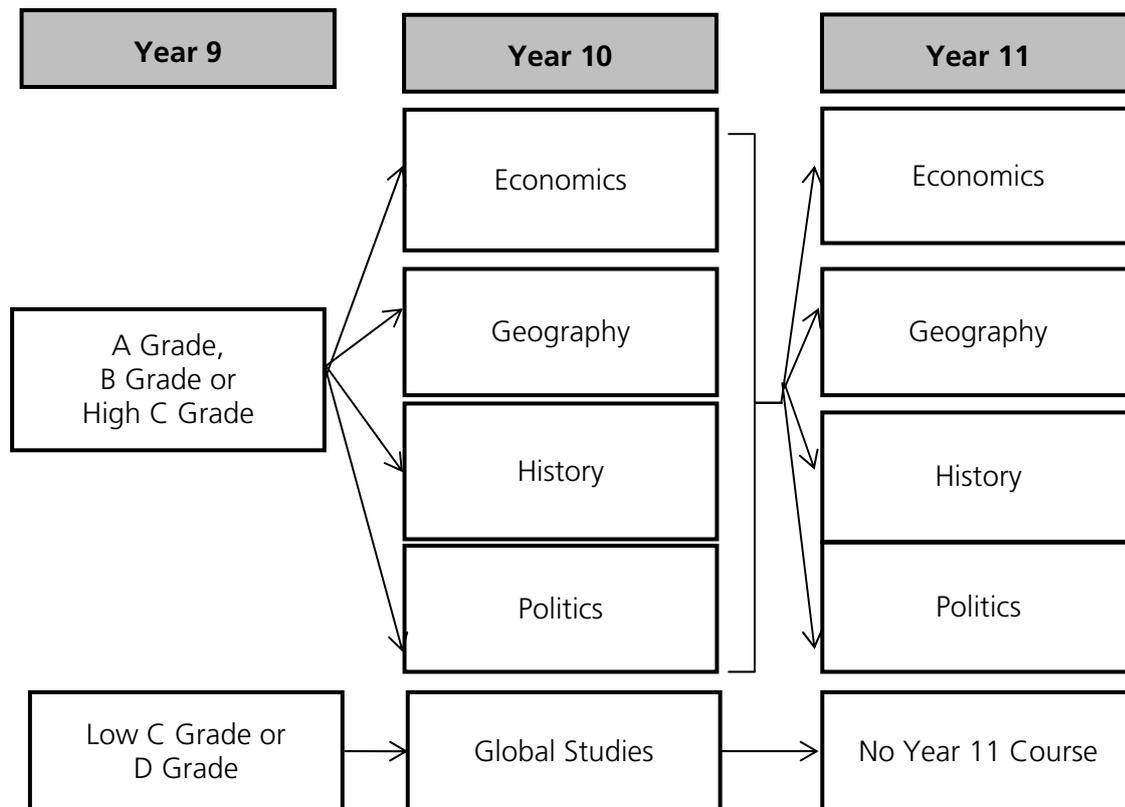
## HUMANITIES & SOCIAL SCIENCES (Compulsory Subject)

### Aims of the Course

The Humanities and Social Sciences Learning Area develops students' understanding of how individuals and groups live together and interact with their environment. Students develop a respect for cultural heritage and a commitment to social justice, the democratic process and ecological sustainability. In Humanities and Social Sciences particular emphasis is placed on the development of literacy, thinking skills and the application of Information and Communication technologies.

**All students will study Humanities & Social Sciences in both semesters of Year 10. Students select either two of the following units, one for each semester or select Global Studies which is a year long course.**

### Humanities & Social Sciences Pathways



Choose two of the following:

#### 1. Economics - Making 'cents' of Economics

All around us we are faced with choices such as "How should I spend my time on the weekend?" "What subjects should I choose in Year 11?" or "Do I buy the iTunes voucher or the dress?" Economics pervades nearly all of the choices you will face. In order to make informed choices it is important to have an understanding of the world of economics. Economics investigates the choices that all people, groups and societies face when dealing with the world's limited resources and unlimited wants. In order to maximise our wealth and wellbeing it is important to understand how to allocate, utilise and distribute our resources efficiently. This unit aims to give Year 10 students a broad overview of several important economic concepts that they will be exposed to in the Year 11 and 12 Economics Courses and the real world. From basic economic problems to demand and supply, the Share Market game, unemployment and globalisation, the students will study the economic world around them.

## **2. Geography – Coastal Environments and Natural Hazards**

Environmental change is a challenge that we continue to face in the world in which we live. This course investigates environmental geography through the in depth study of coastal environments. Students learn about the processes of a coastline, the natural and human induced pressures placed on this environment and the major challenges for the future. Through understanding the different values placed on these environments students recognise the challenges to sustainability and mitigation practices. A comparison of Australia and the Maldives is conducted to study the issue of sea level rise and possible scenarios for the future.

Students also gain an understanding of hazard geography by looking at natural disasters that affect our world. Geomorphic hazards including tsunamis, earthquakes and volcanoes and atmospheric hazards such as tropical cyclones and floods are studied on different scales to gain global context.

This course helps students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

## **3. History - The Modern World and Australia**

What role has Australia played in the global conflicts of the twentieth century? How do other countries view Australia and how has our identity been shaped by other nations? These are some of the questions investigated by History students. The Year 10 History course provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing.

## **4. Politics & Law - Human Rights: Australia and the World**

Human rights are fundamental rights that are mandatory to all humans regardless of age, sex, race, disability, nationality and religion. The United Nations is the peak body responsible for ensuring that human rights are protected around the world. However, this does not prevent abuses taking place such as those in China, Guantanamo Bay and North Korea. Gender discrimination and inequality in countries such as Afghanistan and India are also addressed in the United Nation's Human Rights System. Australia does not have a perfect record when it comes to human rights. This can be seen when looking at the treatment of Asylum Seekers and Aboriginal and Torres Strait Islanders, in particular, in the issue of indefinite mandatory detention and land rights. Legislation, government policies and how the Australian political and legal system protects rights will be examined to determine Australia's human rights record. In this unit students will explore a variety of case studies of human rights issues in an Australian and international context.

**OR**

## **Global Studies**

The Global Studies Course is a year long course designed to introduce students to a range of disciplines studied in Humanities and Social Sciences, using a hands on, student centred discovery approach. Taking a diverse approach to geographical, historical, economic and political topics, as well as developing research and study skills. The Global Studies course allows students to use inquiry learning to emphasise the abilities of students, and allow them to creatively view, problem solve, question, explore and reflect on various perspectives of today and yesterday. This year long course is for students not intending studying an ATAR Humanities and Social Sciences course in Year 11.

# HEALTH & PHYSICAL EDUCATION (Compulsory Subject)

## Unit Description

Health & Physical Education will be assessed and reported on as two separate courses. During the year in Physical Education, students will be involved in the development of skills in sports such as swimming & water polo, football, badminton, netball, basketball, ultimate, touch and athletics. They will also be involved in fitness testing, which they will use to create an exercise program.

## Student Requirements

### 1. Physical Education

- Students must wear **school bathers and a school bathing cap** to swimming activities. Students are permitted to wear rash tops and College Board shorts in the pool. Students are required to bring appropriate footwear for walking between the pool and change rooms (eg thongs).
- In general Physical Education classes, students are required to wear their school PE uniform and **must** wear a hat whilst participating in the outdoors during the entire year.
- Students who are not participating must provide the teacher with a note from their parent/guardian stating the reason for non-participation. These students are still required to wear a hat while they are sitting outside observing the lesson. They are not to bring their laptops.
- Students who have a long-term (more than two weeks) illness/injury must provide the teacher with a medical certificate.
- Students who fail to bring a note will be given a 'U'. Students who fail to bring a hat for outdoor lessons will also be given a 'U'. If the student accumulates **three** 'U's for the term, they will be required to attend a PE detention.

### 2. Health Education

- Students are required to bring their laptop, College Planner and workbook to all lessons.

## Assessment

Health & Physical Education results will be given in marks and will be available for both parents and students to see on CONEQT. The marks will be distributed to allow an even weighting between practical and written assessments. Students are assessed in; Self-Management, Interpersonal Skills as well as Skills for Physical Activity, all complying with National Curriculum. It will be presented as a percentage and a grade in the semester and end of year report.

## **BRAINSTEM (Elective Subject)**

### **Aims of the Course:**

This course aims to extend our science students, allowing them to explore cutting edge areas of science above and beyond what is offered in the regular science curriculum; particularly in the areas of Neuroscience and Biotechnology. These two fields of research have been of great interest to those searching for possible causes and treatments of diseases that have remained a mystery in the past. Students will have the opportunity to investigate the current research into the human brain and how biotechnology may offer hope to those suffering diseases of the brain and other conditions affecting the body.

### **Course Description**

This new elective will focus on two main themes throughout the year. The first will be Neuroscience and will allow students to explore the fascinating world of the human brain. Students will study the structure of the brain and it's function in coordinating the human body, they will also research the causes and effects of neurological diseases and drugs on brain function and the possibilities for treating these conditions in the future. This part of the program will also prepare students to participate in the National Brain Bee competition in Semester 1.

In Semester 2, students will focus on the area of Biotechnology. This section of the course will introduce the principles of genetic engineering, genetic screening and the developing potential of biotechnology for identifying and curing genetic diseases. There is also the possibility of visiting the Bio-discovery Centre at the Harry Perkins Institute to engage with biomedical researchers working on finding a cure for various cancers.

The development of science Inquiry skills will be a strong focus of this course and students will have the opportunity to design and conduct research relating to their studies of the brain, nervous system and biotechnology.

### **Assessment**

Students will be assessed on content knowledge through quizzes, short tests, research projects and presentations in areas of their choice.

Please note: Students will be invited to select this course based on their Year 9 Science results and teacher's recommendation. Invitations to enter the BrainSTEM course will be sent to students early in Term 3.

## DANCE (Elective Subject)

### Aims of the Course

Dance acknowledges the interrelationship between practical and theoretical aspects of dance - the making and performing of movement and the appreciation of its meaning. Through decision-making, in individual and group work, students use a wide range of creative processes, such as improvisation and the use of choreographic elements to create dance works. They also learn cultural and historical value of different dance forms and styles. Through dance, students experience an intrinsic sense of enjoyment and have an opportunity to achieve a high level of movement skills.

Students will:

- Develop transferable skills essential to their future such as communication skills, collaborative teamwork skills, negotiation and conflict resolution skills and problem solving skills.
- Develop and manipulate the language of Dance.
- Learn to respond to their own work and the work of others.
- Learn safe dance practices, improve their physical competencies and acquire genre-specific technique.
- Develop performance qualities and etiquette, which is integral to their development as performers.
- Explore the elements of dance and processes of choreography.
- Solve structured choreographic tasks to produce Dance works for performance.
- Discover first hand experience of Dance-making, which actively engages them in exploration, improvisation, research, reflection and response.
- Explore technologies and design concepts in relation to Dance creation.

In Year 10 the focus for this unit is **exploring the components of dance**. Within this broad focus, selected learning contexts are chosen to tap into the interests of students and build upon the understandings they have already acquired.

### Homework

Homework is focused on task work.

### Assessment

Students undertake formal performance assessments. In Year 10, these assessments are both group and solo based, and serve to highlight the development of the fundamental performance skills relating to that topic. Following performance assessment tasks, students are required to reflect on their own and others' process and product in the form of a written report.

## DESIGN (Elective Subject)

### Aims of the Course

#### *Design is not for philosophy, it's for life. Issey Miyake*

Are you passionate about architecture, graphic design, digital design, jewellery, product, set or interior design? Then look no further! This is the course for you!

In this course you will use your understanding of design principles to develop and deliver exciting new designs. These design opportunities could have you producing concept drawings and prototype set designs for a musical, designing laser cut contemporary jewellery, creating elaborate costume designs for a film character; you may be asked to create a model for the next best innovative architectural building in Perth! .....And you will definitely be challenged to present and produce a winning design for the 2017 Art Exhibition Invitation! Opportunities also exist to be involved in large scale works such as murals and larger community based projects.

In Year 10 Design, you will develop that competitive edge and skills essential for the current and future design industry. By studying this course you will be equipped with the knowledge and fundamental skills necessary to understand design principles and processes, analysing problems and devising innovative strategies through exciting design projects. The themes for each project will be innovative and varied; with the opportunity to explore and interpret ideas in your own chosen design studio focus.

Studying Year 10 Design is a highly desirable foundation for the Year 11 Design course. The Year 10 course builds on the knowledge, skills and processes acquired in Year 9. Detailed documentation of the project tasks will be presented in a portfolio. You will be required to explore your ideas using both traditional drawing media and digital enhancement. A solid understanding of the design elements and principles is essential.

### Assessment Structure

Assessment is based on folio work, studio submission and on-screen assessment. All projects are written in outcomes and assessed according to stated criteria. Students will be assessed using the following four outcomes:

- Outcome 1: Design understandings**
- Outcome 2: Design process**
- Outcome 3: Application of design**
- Outcome 4: Design in society**

## **DRAMA (Elective Subject)**

### **Aims of the Course**

Drama provides an exciting opportunity for students to develop life skills and dramatic ability in a fun, supportive and safe environment. In undertaking a course in Drama, students are exposed to a wide range of practical skills and are encouraged to develop their critical thinking.

Students will:

- Develop transferable skills essential to their future such as communication skills, collaborative teamwork skills, negotiation and conflict resolution skills and problem solving skills.
- Establish a strong sense of self and develop confidence and trust in themselves and others;
- Explore and develop their own, and others' ideas within a structured, teacher facilitated environment.
- Learn to work both collaboratively and individually in set tasks.
- Recognise and manipulate elements of performance to express their ideas.
- Develop skills of inquiry through discussion, brainstorming and analysis.
- Explore dramatic forms and styles through past and present eras in theatre history.
- Experiment with space, voice and body to create dramatic meaning and dramatic action.
- Develop and manipulate appropriate Drama terminology to communicate about and evaluate their own and others' work.
- Develop an understanding and appreciation for Drama and its place and purpose in the wider world.
- Explore technologies and design concepts in relation to Drama creation.

In Year 10, the emphasis is on extending and challenging students. They are exposed to both group and individual work, with an emphasis on broadening their performance skills. Students are exposed to the study of dramatic text; character development from past and present theatre forms; solo performance and monologue; and design and production. The level of rigour in Year 10 Drama is such that students achieve a solid foundation for continuing their Drama studies in Year 11 and 12. The emphasis of Drama in the classroom is both practical and theory based, with students learning concrete skills and then workshopping for performance. They will also develop their skills in critical analysis through evaluating their own, and others' work in both verbal and written form.

### **Homework**

Homework is focused on task work.

### **Assessment**

Students undertake a formal performance assessment at the conclusion of a topic. In Year 10 these assessments are both group and solo based, and serve to highlight the development of the fundamental performance skills relating to that topic. Following performance, assessment tasks, students are required to reflect on their own and others' process and product in the form of a written report.

## **FASHION & TEXTILES (Elective Subject)**

### **Aims of the Course**

The aim of the Year 10 Fashion & Textiles Course is to develop and consolidate skills in the planning and construction of fashion and textiles products. The aim is to give students the opportunity to design and create items that they can use or wear.

### **Course Description**

The Year 10 Fashion and Textiles Course has a strong practical focus with many sewing techniques and design concepts embedded into practical tasks. Throughout the year, textiles construction is a main focus where students develop skills in the following areas:

- Fabric selection
- Use of a variety of textiles products
- Following a commercial pattern
- Inserting an invisible zip
- Inserting eyelets
- Using interfacing
- Lining a garment
- Pleating
- Gathering
- Boning
- Sewing with plastics
- Buttons and button holes
- Overlocking
- Inserting darts
- Patchwork Quilting

Over the course of the year students will utilise the above techniques and construct items such as a beach bag, a summer top, a quilt, and a party dress working from a commercial pattern. The final task of the year enables students to select a project of their own to complete. Designs, tasks and patterns change each year to reflect current fashions.

This course is an excellent opportunity for students to continue to develop skills they can apply in Year 11 in the Materials, Design and Technology course offered at both the General and ATAR levels.

### **Assessment**

Students are assigned numerical marks and grades at the end of each semester based on both practical skill and written task work.

## **FOOD (Elective Subject)**

### **Aims of the Course**

The aim of the Year 10 Food Course is to develop and consolidate students' skills and techniques in food and beverage preparation and production.

### **Course Description**

The Year 10 Food Course has a hospitality and catering focus. It is a highly practical subject with relevant theory to support learning. Students will develop skills and knowledge in the following areas:

- Food preparation
- Food presentation
- Preparation and service of espresso coffee
- Cake production
- Customer service
- A variety of cookery methods

A large component of this course is centered around the Café. Students will prepare both coffee and cakes to be served in the Café over the course of the year.

During the year the girls will use their hospitality skills to plan, prepare and cater for a variety of functions including morning tea events and a class picnic where they will attend the picnic as guests, hosted by other Year 10 students. The year culminates with girls first digitally designing, and then baking and decorating a ginger bread house.

### **Assessment**

Students are assigned numerical marks and grades at the end of each semester based on both practical skill and theory knowledge through task work and small quizzes.

Students will be assessed on practical skills demonstrated throughout the year in all practical sessions. Additionally, students will be assessed in a practical food preparation assessment and also in their ability to prepare and serve espresso and all related beverages.

## FRENCH (Elective Subject)

### Aims of the course

French is not only the language of France but of many other countries. An ability to communicate in French provides opportunities for students to learn about the rich and diverse French culture, traditions and belief systems throughout the world. This in turn supports students' development of a sense of global interconnectedness. Students explore, from the perspective of their individual areas of interest, French-speaking communities and the changing world.

The French course connects to the world of work, further vocational education and training, and university studies. It also connects to the many school study trips and exchange opportunities that exist between Western Australia and France, and French-speaking communities, which may enhance travel, work and study options both here and overseas.

### Description of the Course

The course will cover the broad areas of 'the world of youth' and 'the francophone world' and the topics to be covered over the course of the year include:

- My world, your world
- Who am I? Who are you?
- Youth culture in francophone countries
- Communicating in a modern world
- Socialising with a French family

### Pre-requisites

It is expected that students will have attained a B grade or higher in Year 9 French

### Assessment

Students will be assessed in the following areas:

- Listening and responding
- Oral communication
- Viewing, reading and responding
- Written communication

Year 10 students will sit an examination at the end of each semester.

In Year 11 French: Second Language is offered.

### Other

- **Language Bonus Scheme:**  
To encourage students to continue with their language studies at a tertiary level, the University of Western Australia, Edith Cowan University, Curtin University and Murdoch University will offer a bonus to students who study a language in Year 11 and 12. 10% of the student's scale score for the language is added to their aggregate score.
- **Exchange Programs, Cultural Tours and language examinations:**  
Students will also be encouraged to take part in annual language examinations and, where possible, take part in an Exchange Program or Study Tour to France.

## **INVESTING & ENTERPRISE (Elective Subject)**

### **Aims of the Course**

This course provides an insight into the small business environment and aims to develop student initiative, individual and group decision making skills and group cooperation. Investing & Enterprise is designed to provide students with the opportunity to gain an introductory perspective to Year 11 and 12 studies in the technologies and accounting areas.

### **Course Description**

Investing & Enterprise gives students the opportunity to understand how vital Business is and how it impacts on many aspects of our lives. The course uses engaging techniques to develop the student's astute business nature and to make them well equipped to be proactive participants in the dynamic world of business, behaving responsibly and demonstrating integrity in business activities. The course also covers financial matters, including the personal management of credit decisions with the aim of making students financially literate. It helps students to analyse and make informed decisions about their finances, both personal and business. The course aims to empower students to make business decisions based on critical thinking, which are in line with their own values and the values of the society.

Topics covered may include:

- Sales/Marketing/Advertising
- Operating a small business
- Advanced Budgeting Adobe InDesign
- Introduction to Accounting and Finance
- Introduction to Business Management & Enterprise
- Corporate Social Responsibility
- Use of appropriate business software
  - Excel
  - Word
  - Photoshop
  - InDesign

### **Assessment Structure**

Assessment will be based on marks and grades taken from the outcomes in the Technology & Commerce Learning Area.

Please note that there are no prerequisites for this course.

## **ITALIAN [Elective Subject]**

### **Aims of the course**

Italian is the language of Italy and one of the official languages of the European Union. As a result of extensive Italian migration, speakers of Italian can be found around the world. Italian, together with its dialects, is also one of the most widely spoken of the community languages found in Australia. Through the study of the language, students can also develop a stronger sense of their personal identity and greater respect for people of Italian-speaking communities.

This Italian Course connects to the world of work, further vocational and training and university studies. It also connects to the many study trips and exchange opportunities that exist between Western Australia and Italy, which may enhance travel, work and study options both here and overseas.

### **Description of the Course**

The course will cover the broad areas of 'here and now' and 'things to do, places to go' and the topics to be covered over the course of the year include:

- My world, your world: Who am I? Who are you?
- Things I do in a day
- Communicating in a modern world
- Italian arts and entertainment
- Travel
- Discussing food and healthy eating

### **Pre-requisites**

It is expected that students will have attained a B grade or higher in Year 9

### **Assessment**

Students will be assessed in the following areas:

- Listening and responding
- Oral communication
- Viewing, reading and responding
- Written communication

Year 10 students will also sit an examination at the end of each semester.

### **Pathway: ATAR**

In Year 11 Italian: Second Language is offered

### **Other**

#### **Language Bonus Scheme:**

To encourage students to continue with their language studies at a tertiary level, the University of Western Australia, Edith Cowan University, Curtin University and Murdoch University will offer a bonus to students who study a language in Year 11 and 12. 10% of the student's scale score for the language is added to their aggregate score.

#### **Exchange Programs, Cultural Tours and language examinations:**

Students will also be encouraged to take part in annual language examinations and, where possible, take part in an Exchange Program or Study Tour to Italy.

## **MEDIA & PHOTOGRAPHY (Elective Subject)**

### **Aims of the Course**

Students will gain a wide range of technological skills, focusing on photography, film and web design.

### **Course Description**

Students will use a variety of equipment, including DSLR cameras, to create a multitude of digital presentations. This may include but is not limited to, the development and creation of websites, animations, film editing and photo manipulation. There is also the opportunity to explore game making using software and a combination of technologies.

Students will utilise but are not limited to the following software and hardware:

- Adobe Photoshop
- Digital Photography
- Digital Sound
- Video editing and film production (Adobe Premier Pro)
- Game making
- Adobe After Effects
- Adobe Flash

### **Assessment Structure**

Assessment will be based on marks and grades taken from the outcomes in the Technology & Commerce Learning Area.

Please note that there are no prerequisites for this course.

## **MUSIC (Elective Subject)**

### **Aims of the Course**

To encourage students to explore new musical concepts and styles and involve them in practical music making.

### **Course Description**

Students will:

- Study the history of a broad range of Western Art and Contemporary musical styles and genres.
- Be encouraged to develop aural skills through vocal and practical activities including class choir and band tasks and formal aural exercises.
- Develop their vocal skills through the study and performance of songs chosen from various styles and eras.
- Develop practical skills through individual and ensemble performance.
- Extend their knowledge and practical understanding of aural, theoretical and notational language.
- Be encouraged to demonstrate their understanding of different musical styles through composition and arrangement tasks.

### **Pre-Requisites**

It is advisable, but not essential, that students should have studied Music in Year 8 and Year 9. It is necessary for students to undertake vocal/instrumental tuition in addition to this class. Entry to the course for new students is by interview with the Head of Music.

### **Assessment**

Students will be evaluated in the following areas:

- Aural/perception
- Basic music knowledge
- Composition/arrangement
- Historical contexts
- Individual Performance
- Group/Band performance

## **OUTDOOR EDUCATION (Elective Subject)**

### **Aims of the Course**

The Year 10 Outdoor Education Course continues to develop skills learned in Year 9 Recreation Studies. Students will participate in activities such as abseiling, roping, camp craft, canoeing and small boat handling. They will have the opportunity to gain their Recreational Skippers Ticket (RST) and Bronze Medallion during the year. In Term 3 the students will go on a four day camp, which gives the students the opportunity to engage in canoeing, climbing, abseiling, bush walking and camping.

This course focuses on experiencing the outdoors & facing challenges in the outdoors. Outdoor activities are introduced where basic technical skills are developed and improved and appropriate practices are applied to ensure safe participation. Self-awareness, interpersonal and leadership skills are developed through various challenging activities throughout the year. Students will also work to develop time management and goal setting skills. Students gain an understanding of minimal impact practices and environmental awareness – which is a particular focus of the expedition in Term 3. They are invited to acknowledge their relationship with nature.

Any interested students seeking more information, are encouraged to speak to Miss Barter.

### **Student Requirements**

It is preferable that students have participated in the Year 9 Recreation Studies course, however it is not a prerequisite.

As this course involves water-based activities, it is essential that students are both proficient and confident swimmers.

In some instances, students may be required to arrive at school early or stay late, to allow for time lost in transportation to activities that are conducted outside of the school grounds. All students must ensure that they are able to make their way to and from school, allowing for these possible time variations.

### **Assessment**

- Investigation- research assignment (various topics)
- Performance- canoeing, abseiling, RST
- Camp- Menu planning, weather interpretation, first aid, camp craft
- Response- reflections, journaling

## PHYSICAL EDUCATION STUDIES (Elective Subject)

### Aims of the Course

The course has an emphasis on understanding and improving performance in a practical context. The integration of both theory and practice is central to studies in this course. Physical Education Studies focuses on psychological, biomechanical and physiological factors that influence individual and team physical performance. Students engage as performers, analysts and planners, through physical activity.

The course content is divided into six content areas:

- **Developing physical skills, strategies and tactics**

Students explore the practical and theoretical components required to improve the performance of themselves and others in skills, strategies and tactics related to physical activities. They examine basic and advanced movement patterns, apply strategic and tactical awareness and understand the analysis of movement in order to improve the quality of skill performance.

- **Motor learning and coaching**

Effective instruction and coaching is explored through appropriate skill practices, design, strategic and tactical challenges.

- **Functional anatomy**

Knowledge of functional anatomy provides knowledge about how the body responds to exercise and the structure of systems in our body.

- **Biomechanics**

Observation, description and biomechanical analysis of movement are underpinned by movement principles and concepts.

- **Exercise physiology**

Students study physiological capacities and the influence of energy systems to improve performance in physical activity and structured training.

- **Sports psychology**

The development of mental skills is recognised as being essential to improving performance and facilitating positive group dynamics.

The focus of this course is the development of anatomical, physiological and practical factors associated with performing in physical activities. The students will be assessed in both the theory and practical components.

This course is a prerequisite for Physical Education Studies in Year 11.

## **VISUAL ARTS (Elective Subject)**

### **Aims of the Course**

Visual Arts in Year 10 is a rigorous course that enables serious and passionate artists to further develop their creative skills in this area. It will provide a strong base for the Visual Arts courses in Year 11 and 12.

Students will refine the skills and techniques developed in Year 9 and will become more adept in drawing, painting, printmaking, textiles, sculpture and ceramics. Visual Arts incorporates a wide range of exciting tasks, which will challenge students in the inquiry, design and production stages in four substantial projects throughout the year. Opportunities exist for students to partake in the Artist-In-Residence Program, which encourages specialisation of skills. Student artwork will be showcased in the College's Art Exhibition and Fashion Parade.

### **Outcomes**

#### **1 Arts Ideas**

Creating 2D & 3D works using elements & principles of design

- Interpreting own experiences and ideas of others and applying to own artwork
- Exploring elements & principles, techniques, media and materials
- Developing and problem solving independently and collaboratively
- Presenting authentic artworks for a variety of audiences and purposes

#### **2 Arts Skills and Processes**

- Skills, techniques and processes – experimenting and exploring with these aspects
- Conventions – awareness and use of correct art conventions
- Technologies – exploring and using new technologies and a variety of media & materials

#### **3 Arts Responses**

- Responding to art experiences using processes of inquiry
- Reflecting by identifying and discussing the thinking and creative processes of arts experiences
- Evaluating artworks and experiences using critical reflection and cultural values

#### **4 Arts in Society**

- Valuing the arts – recognising the different values and purposes of traditional and contemporary art
- Australian arts – recognising and identifying Australian art
- Context – recognises that artworks have features that place them in a particular time, culture or movement
- Economic considerations – identifying various roles in the production and presentation of artworks

### **Homework**

Students will be required to complete homework on a regular basis. This involves the completion of class work and any additional tasks, deemed necessary for the development of the project.

### **Assessment**

All projects are written in outcomes and assessed according to stated criteria.

## STAFF CONTACTS

If you have further inquiries you can contact the following members of staff on 6330 0200 or by email

*Please note that the list below is current at the time of printing. Changes may occur due to staff movements.*

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