

SANTA MARIA COLLEGE  
**LEARN!**

YEAR 10  
CURRICULUM  
HANDBOOK  
2020



# INTRODUCTION

Dear Parents and Students

Year 10 is the year when students to prepare to make choices about their future courses of study, based on their strengths and interests. Students will begin to learn new skills and concepts, which will provide the basis for their studies in Year 11 and 12. This is also an important time for developing strategies to manage the increased workloads of the senior years.

All Year 10 students will study Religious Education, English, Mathematics, Science, Humanities and Social Sciences, Health & Physical Education. Two electives are also selected to be studied for the year to enable more time and hence, more depth of study in these areas.

Students will select the units they would like to study in Science and Humanities & Social Sciences and details of the units available are included in this handbook.

Year 10 is an important time for developing good study habits, trying a range of revision strategies and gaining experience in completing formal examinations. Independent learning, responsibility for self and commitment, are important attributes to develop in Year 10 to assist in the transition to Year 11 studies.

This Curriculum Handbook provides an overview of the Year 10 courses of study and specific information about subject choices. Information regarding pathways and courses in Year 11 is also included on pages 6 - 8 of the booklet.

I encourage students and parents to read the following information and if you have further questions, please contact either myself or Mr Ben Court, Dean of Students, Year 9.



**Mrs Simone Sawiris**

Deputy Principal, Teaching & Learning

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## ACADEMIC OVERVIEW OF YEAR 10

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

### Compulsory Courses studied in Year 10

All students in Year will 10 study the following courses:

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

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

Students are required to choose **two** Year 10 units in both Humanities & Social Sciences and Science. However, there is flexibility to make changes to Year 10 selections at the end of Semester 2, Year 9 if necessary.

Within the **Humanities & Social Sciences** Learning Area, students choose **two units** from the following four, to be studied for one semester each:

- Economics
- Geography
- History
- Politics & Law

A Careers unit will also be offered for students who prefer a more practical course and are intending to select the ACCESS (non-ATAR) pathway in Year 11. The Careers course is part of our Year 10 REACH program (see page 5) and Careers is offered in both Semesters 1 and 2.

Within the **Science** Learning Area students choose **two units** from the following four, to be studied for one semester each.

- Biology
- Chemistry
- Human Biology
- Physics

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

Detailed information regarding each of these units is available on the following pages. All Year 9 students are encouraged to discuss their choices with the relevant subject teacher.

### Electives available in Year 10

Students also study two electives in Year 10. These electives are studied for a longer time period 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:

- BrainSTEM
- Business Leadership
- Dance
- Design
- Digital Media & Photography
- 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
- Analysis and problem solving techniques
- Information & Communication Technology skills
- Collaboration skills
- Goal setting and Time Management

## **Importance of Year 10**

Student's application to their work in Semester 1 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 well informed about 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 when selecting their Year 10 courses.

## **Study and Homework**

Regular study is an integral part of the Year 10 academic program at Santa Maria College.

Study = Homework + Revision

The components of effective study are:

- Completion of unfinished class work
- Completing assessment tasks for submission by the due date.
- Daily revision e.g. writing three key points about concepts learnt in classes each day into a revision book
- Ongoing revision of past work for tests and examinations.

Given the four major components of study, it would be only in very rare circumstances that a student will have a night with no study. It is difficult to specify the exact 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 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 schedule to indicate times for study, sport and other commitments and an 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. Parent, Daughter and Teacher Interviews are held during Term 2 to provide parents with an opportunity to discuss their daughter's academic progress with their teachers.

A full Semester Report is provided at the end of Terms 2 and 4. Grades are awarded to indicate a student's achievement in each course of study.

Parents are encouraged to contact the Dean of Students, or subject teachers directly if they would like to follow up on these reports.

# REACH Program 2020

## Purpose

After two very successful years, Santa Maria College will again offer the Year 10 REACH program in 2020. This program will be offered to a select group of students, providing a more practical, career-oriented curriculum to meet the particular needs of students. The pathway from Year 10 REACH will be into Year 11 ACCESS (the non-ATAR pathway), with General subjects being selected in Year 11.

## Courses

In the REACH program, students will study the traditional courses of Religious Education, English and Mathematics as well as Global Science and Careers. The Global Science course, will have a Health Science focus, particularly in Human Biology and Psychology. Careers will focus on the world of work, with an emphasis on resume writing, preparation for work and life skills. As part of this exciting program, students will complete a unit in financial literacy and also receive OLNA assistance.

Students will also choose two year-long electives to complete with their cohort, as well as completing Health/Physical Education.

## VET Certificate and Work Experience

While completing this subject, students will also have the opportunity to gain their Certificate II in Information, Digital Media and Technology, a nationally recognised VET qualification. Through Careers, students will also experience the “hands on” world of work by completing **two work placements over the course of the year**. With the guidance and support of staff, students will select two industries they would like to learn more about and complete one week of work experience in each of these areas.

REACH will be offered to students identified by the Dean of Year 9, Head of Enrichment and the Deputy Principal of Teaching and Learning. Letters of offer will be posted in **Week 3**. Parents are encouraged to contact any of the staff members listed above (contact details at end of booklet) to discuss their daughter’s suitability for the REACH program.

Classes for REACH students are intended to remain small, however, if insufficient numbers of students elect to participate in the REACH program, it will not run in 2020. An information session will be held in **Week 5 of Term 3**.



# A GUIDE FOR COURSES STUDIED IN YEAR 11

The Year 11 & 12 Curriculum Handbook is available on SEQTA 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 recommended.

To gain a Western Australian Certificate of Education (WACE) for 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>▪ Students are aiming for University Entrance</li><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></ul>	<ul style="list-style-type: none"><li>▪ Students are aiming for TAFE, industry, or possibly alternative entry to University</li><li>▪ Courses are practical based</li><li>▪ There are no external exams</li><li>▪ Students may 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-General</li></ul>

**POSSIBLE YEAR 11 COURSES 2021**

<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	B
<b>Applied Information Technology</b>	B	Nil	-
<b>Biology</b>	B	Physics or Chemistry Biology or Human Biology	C B
<b>Business Management &amp; Enterprise</b>	A	Business Leadership (preferred)	-
<b>Careers &amp; Enterprise</b>	A	Nil	-
<b>Chemistry</b>	B	Physics or Chemistry Biology or Human Biology	B A
<b>Children Family &amp; the Community</b>	A	Nil	-
<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% in Year 10 in either exam or final score)	C+
<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 Biology or Human Biology	C B
<b>Italian: Second Language</b>	A	Italian	B
<b>Literature</b>	A	English (60% in Year 10 in either exam or final score)	C+
<b>Materials Design &amp; Technology</b>	B	Fashion and Textiles (preferred)	-
<b>Mathematics: Applications</b>	B	Mathematics Course 1.1 Mathematics Course 1.2 Mathematics Course 2	A-C A-C A
<b>Mathematics: Methods</b>	B	Mathematics Course 1.1 Mathematics Course 1.2	A-B A
<b>Mathematics: Specialist</b>	B	Mathematics Course 1.1	A
<b>Physical Education Studies</b>	B	Physical Education Studies (preferred)	B
<b>Physics</b>	B	Physics or Chemistry or Mathematics Course 2 or Mathematics Course 1	A B
<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	Nil	-
Career & Enterprise (Compulsory for ACCESS)	A	Nil	-
Children, Family & the Community	A	Nil	-
Dance	A	Dance	B
Design	B	Design/ Visual Arts	C
English: General	A	English	C
Food Science & Technology	B	Nil	-
Human Biology	B	Nil	-
Materials Design & Technology	B	Fashion & Textiles (preferred)	C
Mathematics: Essentials	B	Mathematics Course 2 Mathematics Course 3	C A-C
Music	A	Music or Interview	-
Outdoor Education	B	Outdoor Education (preferred) Recreational Skippers Ticket required	-
Religion & Life	A	Religious Education	-

Students who choose Physics and Chemistry for Year 10 will be able to study ATAR Biology or ATAR Human Biology in Year 11. The same applies to Humanities & Social Sciences where a student may study Economics and History in Year 10 and may choose ATAR Geography or ATAR 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

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 and participate in a Retreat Day.

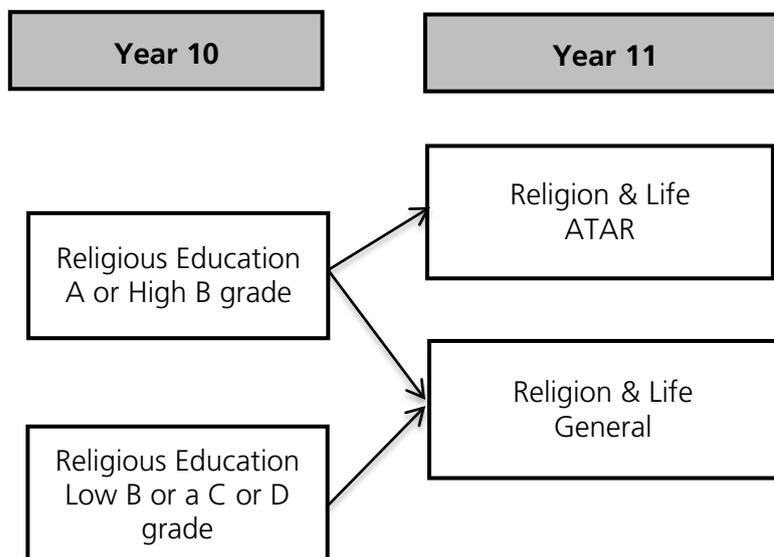
## RELIGIOUS EDUCATION (Continued)

### Assessment

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)

### Course Description

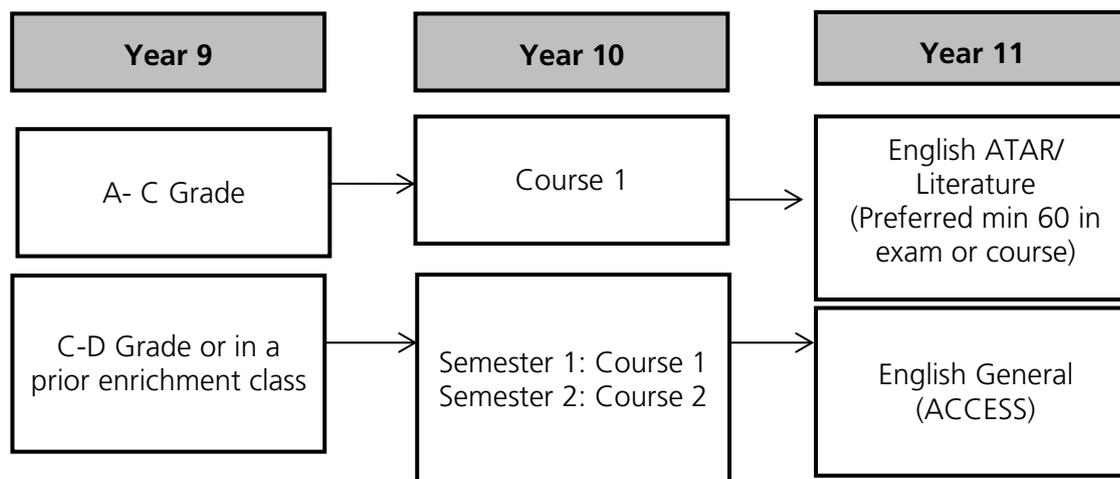
In Year 10, the whole cohort will be doing the same course for Semester One. This is to ensure that all students are provided the opportunity to demonstrate their abilities, along with their growth. In Semester Two students needing additional support will complete a modified course more suitable to their specific needs.

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. 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:

<b>Semester 1</b>	All students do <b>Course 1</b>
Term 1:	Indigenous Perspectives in Australia and the Region
Term 2:	Crime and Justice

<b>Semester 2</b>	<b>Course 1</b>	<b>Course 2</b>
Term 3:	Shakespeare: A Play in Depth	Exploring Community
Term 4:	Elizabethan to Victorian Times: A literary Journey	My Adolescent World

### English Pathway



# MATHEMATICS (Compulsory Subject)

## Course Description

In Year 10 four different courses will be offered in 2019:

- 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.

## Mathematics Pathways

Year 9	Year 10	Year 11
Course 1.1	Course 1.1	<b>ATAR</b> Specialist and Methods
Course 1.2	Course 1.2	Methods
Course 2	Course 2	Applications
Course 3	Course 3	<b>ACCESS</b> Essentials

## **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 of 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**

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 2020 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 Global Science, which is a year long course.**

### Course Descriptions:

#### 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

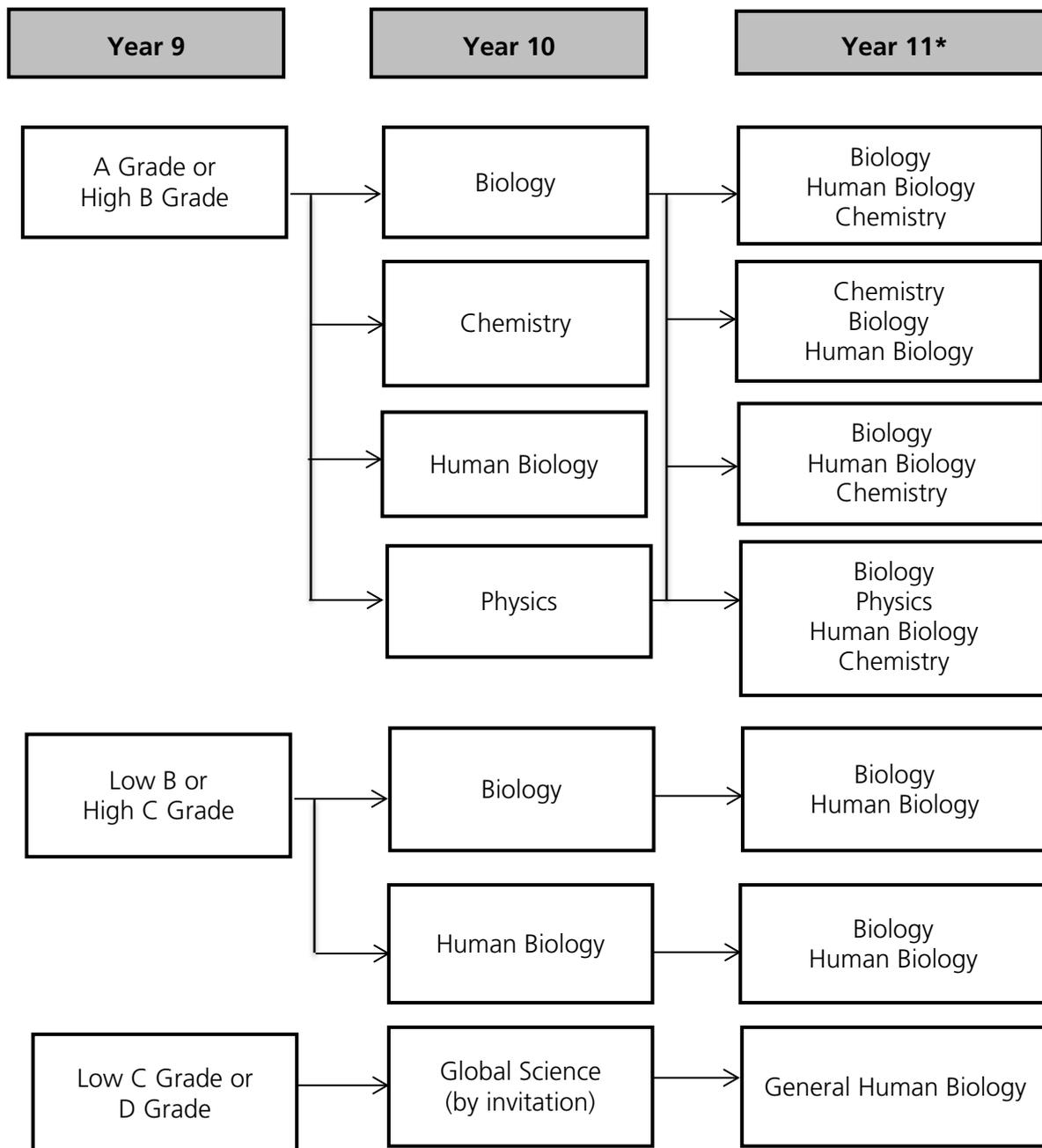
#### Global Science (by invitation)

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 focus on Health Sciences. This includes Human Biology, Global Diseases and Prevention, Psychology and Laboratory Practices. 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.

## SCIENCE (Continued)

### 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

## **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.**

### **Course Descriptions:**

#### **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 Spotify or a new 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 – Global Challenges: Environmental Sustainability and Human Wellbeing**

Geography studies the diversity of the world's places and their peoples, cultures and environments. It enables students to appreciate the complexity of the world and the diversity of its environments, economies and cultures and use this knowledge to promote a more sustainable way of life and an awareness of social and spatial inequalities. The unit "Environmental Change and Management" investigates environmental geography through a detailed study of the physical and human geography of coastal landscapes in Australia and overseas, as well as the ways people perceive, and respond to, current and future challenges to the sustainability of these environments. The second unit "Geographies of Human Wellbeing" examines the causes of local, national and global differences in human wellbeing between places, as well as programs designed to reduce these gaps. Case studies are drawn from around the world, with a particular focus on India.

#### **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.

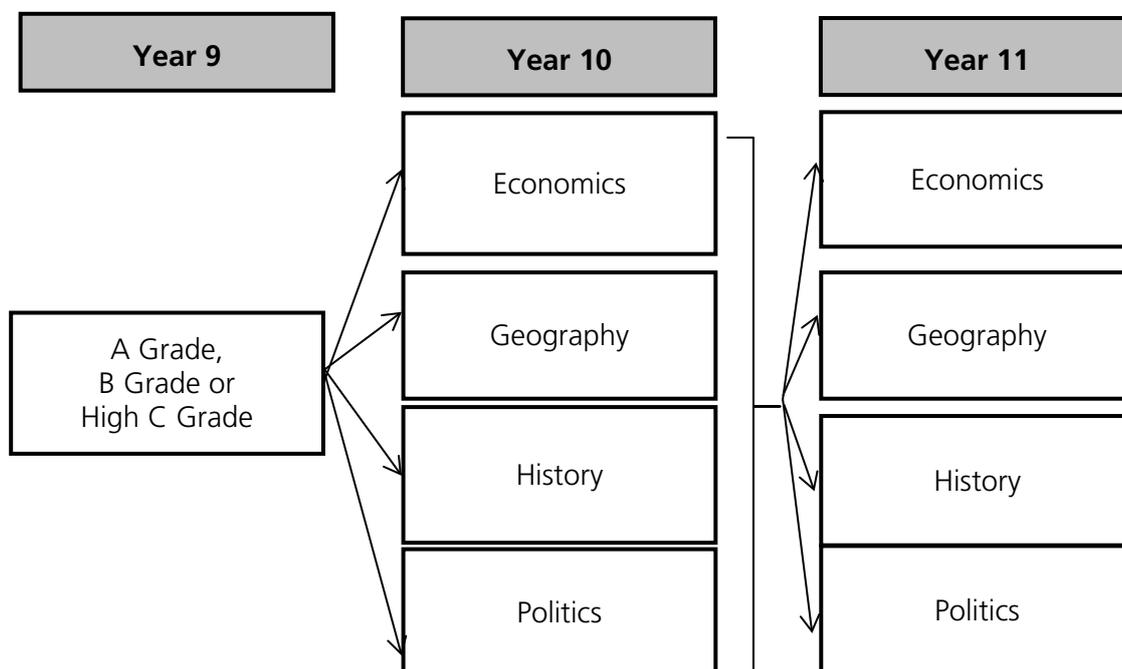
## HUMANITIES & SOCIAL SCIENCES (Continued)

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

Today human rights are in trouble around the world. From the war in Syria, famine in Africa, the millions who flee persecution to seek asylum in other countries, the treatment of indigenous populations and the abuses of dictatorships against their own people, human rights seem to be under challenge everywhere.

Students of Year 10 Politics study these issues. They investigate how human rights came about and how they have been protected by democratic governments and the United Nations. They learn about Australia's democracy through a study of our political system, and the laws it produces, have responded to the need to recognise and improve the human rights of groups within Australia. A study of the plight of people living in non-democratic systems gives students an insight into how human rights can be abused in other countries.

### Humanities & Social Sciences Pathways



## HEALTH & PHYSICAL EDUCATION (Compulsory Subject)



### Course 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, football, badminton, touch rugby, invasion games and athletics.

### 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 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 and College Planner 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 SEQTA.

Health Education: written tasks including a case study, Health Week stall and assignment.

Physical Education: skills assessment (Moving Our Body – practical mark), written component (Understanding Movement) and application of fair play (Learning Through Movement).

The grade and percentage will be awarded at the end of Semester 1 (Semester Grade) and the end of the year (Final Grade).

## **BrainSTEM (Elective Subject by invitation)**

### **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 neuroscience and how biotechnology may offer hope to those suffering diseases of the brain and other conditions of the body.

### **Course Description**

This 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 and nervous system. Students will study the structure of the brain and nervous system and examine its role in co-ordinating the human body. There will be a range of different opportunities to explore the nervous system with new technologies and through scientific research and investigation. The course also includes several incursions where experts share their knowledge and excursions to Tertiary institutions to hear about current neuroscience research.

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 amazing 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.

### **Assessment**

Students will be assessed on content knowledge through tests, practical assessments, research projects and scientific investigations of relevant research into areas of their choice. Throughout the course they will be provided with opportunities where they can communicate scientific ideas and information for a particular purpose, including evidence-based arguments and using appropriate scientific language, conventions and representations.

## BUSINESS LEADERSHIP (Elective Subject)



### Aims of the Course

This course provides an insight into the small business environment and aims to develop leadership skills in a business setting. Students are given an opportunity to engage with current business leaders, through virtual and face to face presentations and will implement leadership strategies they have learnt. Business Leadership is designed to provide students with the opportunity to gain an introductory perspective to Year 11 and 12 studies in Accounting and Finance and Business Management and Enterprise.

### Course Description

Business Leadership 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. It helps students to analyse and make informed decisions about business finance. The course aims to empower students to use their new leadership skills to make business decisions and critically analyse the outcomes of their decisions on business and society.

Topics covered may include:

- Business Leadership Skills and Strategies
- Applying Leadership Skills to Operating a Small Business
- Marketing Strategies
- Introduction to Accounting and Finance
  - Advanced Budgeting
  - Simple Financial Reports
  - Cash Management
- Introduction to Business Management & Enterprise
  - Types of Business Ownership
  - Impacts of Business on the Environment
  - Markets and Market Disruptions
  - Business Performance and KPI's
- Ethics and Corporate Social Responsibility
- Use of appropriate business software
  - Office and Adobe suites

### Assessment

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.

## 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.

### 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)

## Course Description

*“Design is not for philosophy, it’s for life” - Issey Miyake*

Are you passionate about architecture, graphic design, product design, jewellery, fashion design, costume or set design or interior design? Then look no further, as this is the course for you! Design is a course that encourages serious designers that are passionate and creative with a strong desire to further develop their design skills. It will provide a strong basis for the Design course offered in Year 11 and 12.

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 prototypes for set designs, shop interiors, costume designs, or designing laser cut contemporary jewellery. You will definitely be challenged to present and produce designs for various College publications throughout the year, including the cover of the 2019 College Planner. Other opportunities will present for involvement in larger scale works such as murals and 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 the design principles and processes. Themes for each project will be innovative and varied; with the opportunity to explore and interpret ideas in your own chosen design making focus.

## Course Structure

### Design Making

- Inquiry- exploration of design ideas with a focus on design processes and principles and design conventions
- Practice-exploration of a variety of techniques/technologies- both 2D and 3D skills from graphic design (Photoshop) through to model making.
- Presentation-consideration to professional presentation of design ideas

### Design Responding

- Analysis Application and knowledge of design elements and principles
- Social, cultural and historical contexts- study of contemporary design/designers within society
- Interpretation/responses- evaluation of own designs and the designs of others.



## DIGITAL MEDIA & PHOTOGRAPHY (Elective Subject)



### Aims of the Course

Are you into film, cinema, social media or technology? Would you like to learn more about how technology has changed life and work? If you have ever thought about a career in film, television, animation, gaming, graphic design, journalism, photography or creative arts, this course could be a springboard to your future.

ICT is changing the way we live, work and communicate. This course allows students to express themselves through digital media by exploring creative, project-based learning, and is designed to provide an introductory perspective to Year 11 and 12 studies in technologies. 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 diverse portfolio of digital work. This can include (but is not limited to) advanced genre-based photography skills, cinematography and film, sound mixing and audio work, digital literacy and social media integrations, gaming, animation and a choose-your-own passion project.

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

- Advanced digital photography techniques and post-production editing in Adobe Photoshop
- Digital sound mixing in Adobe Audition
- Video editing and cinematic film production in Adobe Premiere Pro
- Games and animation using GameMaker, Python and online tools
- Animation in Adobe After Effects

### Assessment

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.

## 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.

### 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 Year 10 Fashion & Textiles course is designed to further develop and consolidate skills in the design and construction of fashion and textiles products. The aim is to give students the opportunity to create items that they can use or wear developing skills in fabric manipulation, construction, design, styling and fashion illustration.

### 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, textile and garment construction is a major focus where students develop more advanced skills in order to design and make their own projects.

Over the course of the year students will design and create items such as a beach bag, jumpsuit, a quilt, and a dress for the Year 10 Social. Please note that designs, tasks and patterns change to reflect current fashions and trends.

The final task of the year allows students to select a project of their own to complete and encourages students to extend their skills in pattern adaption and design expertise.

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 further develop and consolidate students' skills and techniques in food and beverage preparation and production.

### Course Description

The Year 10 Food course has a strong Café, 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 and presentation through a variety of different cookery methods
- Preparation and service of espresso coffee
- Customer service

A large component of this course is centered around the student run "Daily Grind Café", where students have extensive access to a commercial coffee machine.

Designing and creating their own grazing plate and market stall focussing on locally made seasonal products is a highlight.

The year culminates with students first digitally designing, and then baking, constructing and decorating a ginger bread house.

For students who wish to continue their Food studies beyond Year 10, this course is an excellent lead in to Food Science and Technology which is currently offered at a General level in Year 11 & 12.

### Assessment

Students are assigned numerical marks and grades at the end of each semester based on both practical skill and theory knowledge which is assessed through task work, tests and practical assessments.

## 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.

### Course Description

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.

## 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.

### Course Description

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.

## 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:

- Participate in the annual 'Rock Your Socks Off' arena event.
- 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.

### 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 Recreational Studies, and continues to prepare the students for Year 11 and Year 12 Outdoor Education. 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 activities in a stunning natural environment.

This course focuses on experiencing the outdoors and 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 Recreational 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
- Expedition - 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. We cover a range of physical activities such as swimming, fitness programs, basketball, softball and coaching a range of skills.
- **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.

This course is highly recommended for going on to Physical Education Studies in Year 11.

### Assessment

The students will be assessed in both the theory and practical components.

- Theory: 60%
- Practical: 40 %

## VISUAL ARTS (Elective Subject)

### Aims of the Course

Visual Arts in Year 10 is a challenging and creative course that enables serious and passionate artists to further develop their creative skills in this area. It will provide a strong basis for the Visual Arts/Design courses offered in Year 11 and 12. Students will also develop a greater understanding of how culture, time and place impact on the development of ideas and the production of resolved artworks.

Students will refine the skills and techniques developed in Year 9 and will become more adept in drawing/illustration, painting, printmaking, ceramics, textiles and sculpture. Visual Arts incorporates a wide range of tasks, which will challenge students in both the areas of Art Making and Art Responding. Opportunities exist for students to partake in the Artist In Resident Program, which encourages the specialisation of art making skills. Student 2D/3D artwork will be showcased in the annual College Art Exhibition and each student will design and create a piece of wearable art to showcase in the Fashion Parade.

### Art Making

- Inquiry- development and personal exploration of ideas for chosen art discipline, through drawing, documentation and research.
- Art practice- materials techniques and technologies manipulated to develop a resolved artwork. Disciplines include drawing/illustration, sculpture, textiles, painting, ceramics and/or printmaking.
- Presentation- decision making in the presentation of resolved artwork and participation in the annual Visual Arts Exhibition & Fashion parade.

### Art Responding

- Analysis-critical analysis frameworks are used to analyse a wide range of both contemporary/traditional artists.
- Social, cultural and historical contexts- artists from different cultures will be studied
- Interpretation/response- evaluation of own resolved artworks through written responses and peer review.



## 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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