INTRODUCTION

At Irene McCormack Catholic College, we empower our students to take responsibility for their own learning and to develop a strong sense of independence, responsibility for self and commitment to choices.

In Year 10, students develop appropriate study habits, engaging in a range of revision strategies to complete their courses of study successfully.

This booklet seeks to provide relevant information to assist students and their parents in making informed decisions about their future education and goals. It provides an overview of the key pathways that students have open to them and the entry requirements for each of those pathways. In addition, it includes descriptions of possible courses offered by Irene McCormack Catholic College and provides information relating to the primary academic goal of the Western Australian Certificate of Education (WACE).
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YEAR 10 CURRICULUM OVERVIEW

The Year 10 program includes common courses in English, Mathematics, Science, Social Sciences, Religious Education, and Health and Physical Education. Students also have the opportunity to select from a plethora of Learning Areas that focus on various aspects of The Arts, Technology, and or one of the many specialist courses on offer.

Timetable Period Allocation
The College timetable consists of six teaching and learning periods a day, thirty for the week. Students will also study four elective courses for the three periods each per week.

COMPULSORY COURSES

The compulsory curriculum covers courses from the Learning Areas of Religious Education, English, Science, Mathematics and Social Science.

For Religious Education, English, Mathematics, Science and Social Sciences students will be placed into classes by respective Heads of Learning Area on the basis of Year 9 achievement. It will be compulsory to study one Health and Physical Education course. This may include Physical Education, Physical Education Studies, Outdoor Education, Soccer Academy, Football Academy or Dance. Physical Education students may be assisted to select the subject for which they are best qualified (according to the Semester 1 grades) by their teacher. This is in addition to three non-compulsory courses.

Students may elect to study a second Physical Education course as one of their non-compulsory courses.

<table>
<thead>
<tr>
<th>Religious Education</th>
<th>3 periods</th>
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<tbody>
<tr>
<td>English</td>
<td>5 periods</td>
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<tr>
<td>Mathematics</td>
<td>4 periods</td>
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<tr>
<td>Science</td>
<td>3 periods</td>
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<tr>
<td>Social Sciences</td>
<td>3 periods</td>
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NON COMPULSORY COURSES

Students select four additional whole year courses offered by the College but one must be sought from the Physical Education Department. It is recommended that students who are considering Years 11 and 12 courses such as Information Technology, Visual Art, Media, Music, Drama, Biological and Physical Science, Commerce and Law and Global Leadership select these courses in Year 10.

They may choose from the following courses:

<table>
<thead>
<tr>
<th>Health and Physical Education</th>
<th>The Arts</th>
<th>Technologies</th>
<th>Specialist Program</th>
<th>Academic Elective</th>
<th>Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outdoor Education</td>
<td>Art</td>
<td>Building and Construction</td>
<td>Football Academy</td>
<td>Biological Science</td>
<td>French</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Dance</td>
<td>Childcare</td>
<td>Soccer Academy</td>
<td>Commerce and Law</td>
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</tr>
<tr>
<td>Physical Education Studies</td>
<td>Drama</td>
<td>Design Graphics</td>
<td>Specialist Art</td>
<td>Global Leadership</td>
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<tr>
<td>Dance</td>
<td>Music</td>
<td>Digital Media</td>
<td>Specialist Music</td>
<td>Justice Today</td>
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<td>Dimensional Design</td>
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<td>Mathematics</td>
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<td>Food Technology</td>
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<td>Specialist Music</td>
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<td>Information Technology</td>
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<td>Physical Science</td>
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<td>Materials Design &amp; Technology-Metal</td>
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<td>Materials Design &amp; Technology-Wood</td>
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</tbody>
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2
COURSE AVAILABILITY

Each year the College carefully examines the choices students have made. There is no guarantee that any course will be offered in the subsequent years unless there are sufficient numbers. If there are insufficient numbers in a course, it will not be offered.

DIFFERENTIATED COURSES

Students are placed into differentiated courses based on the results achieved the previous year. This process offers a degree of flexibility that allows students to move from one course to another based on their academic results and teacher recommendations.

In Religious Education, English, Social Sciences, Mathematics and Science the following courses will apply:

**Academic Extension:** This level is allocated to high achieving students who are most likely to follow a pathway to a course in the senior secondary years that will lead to higher entrance level at University.

**Course 3:** This level is undertaken by high ability students who, given good performance in Years 7 – 10, will study courses in Years 11 and 12 that will lead to University study.

**Course 2:** This level is for those students who are approaching average academic performance. They generally focus their study on senior secondary courses that will lead to TAFE or an alternate State Training Provider and the possibility of lower entrance level University courses.

**Course 1:** Provides students with smaller sized classes and places great emphasis on support for literacy and numeracy. These students work towards Year 10 and 11 courses that lead to Training Providers, traineeships and apprenticeships.

**College Grade Description**

At Irene McCormack Catholic College, the assessment and reporting of student achievement is communicated by marks and grades for all courses. The reporting standard is as follows:

- **A** Excellent achievement.
- **B** High achievement.
- **C** Satisfactory achievement.
- **D** Limited achievement.
- **E** Very low achievement.

**WA Curriculum Grade Description**

The School Curriculum and Standards Authority require all Western Australia schools to have a standardized grade system that covers the range of all student achievement in a year group. The descriptions are:

- **A** Excellent The student demonstrates excellent achievement of what is expected for this year level.
- **B** High The student demonstrates high achievement of what is expected for this year level.
- **C** Satisfactory The student demonstrates satisfactory achievement of what is expected for this year level.
- **D** Limited The student demonstrates limited achievement of what is expected for this year level.
- **E** Very low The student demonstrates very low achievement of what is expected for this year level.

Student reports provide clear information on learner progress to parents and carers each semester on achievement in the respective courses taught and assessed.

Students are also assessed on their learning attributes such as:

- **Academic progress** – This reflects how well students are achieving in their respective subjects.
- **Focus towards achievement** – This refers to how actively a student engages with the learning process. Students who achieve Consistently are positive in answering teachers’ questions and are involved responsibly in class and group discussions. The student listens attentively to teachers’ explanations and directions, and to the questions and comments of other students. Their ability to utilise good research skills and apply themselves when tasks are difficult is also noted.
- **Completion of set tasks** – This attribute refers to students completing homework and assessment tasks by the required date to the best of their ability.

- **Effective organisation** – Students who receive *Consistently* are always punctual to class, have the correct texts and materials for class and record homework correctly in the planner.

- **Responsible behaviour** - Students receiving *Consistently* are those who always act with respect towards teachers and other students, follow the directions of teachers and show consideration for all others in the classroom.

If a student achieves *Consistently* in all or most courses, it is an indication that the student is working to capacity both at school and with the follow up homework and study. The student is achieving their potential. If a student achieves indicators that are regularly below *Consistently*, improvement and communication is required with teachers.
# YEAR 7 – 12 CURRICULUM PATHWAY

## Year 7, 8 and 9 Compulsory Courses

<table>
<thead>
<tr>
<th>Religious Education</th>
<th>English</th>
<th>Social Sciences</th>
<th>Mathematics</th>
<th>Science</th>
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<tbody>
<tr>
<td></td>
<td>Academic Extension</td>
<td>Course 3</td>
<td>Course 2</td>
<td>Course 1</td>
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## Year 10 Compulsory Courses

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<tr>
<th>Religious Education</th>
<th>Academic Extension</th>
<th>Course 3</th>
<th>Course 2</th>
<th>Course 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Literature</td>
<td>Course 3</td>
<td>Course 2</td>
<td>Course 1</td>
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<tr>
<td>Mathematics</td>
<td>Academic Extension</td>
<td>Course 3</td>
<td>Course 2</td>
<td>Course 1</td>
</tr>
<tr>
<td>Science</td>
<td>Academic Extension</td>
<td>Course 3</td>
<td>Course 2</td>
<td>Course 1</td>
</tr>
<tr>
<td>Social Science</td>
<td>Academic Extension</td>
<td>Course 3</td>
<td>Course 2</td>
<td>Course 1</td>
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## Year 10 Non-Compulsory Courses to be selected – based on Year 9 performance

<table>
<thead>
<tr>
<th>Religious Education</th>
<th>The Arts</th>
<th>Business &amp; Computing</th>
<th>Design &amp; Technology</th>
<th>Home Economics</th>
<th>Health and Physical Education (Selection)</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Science</th>
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<td>Justice Today</td>
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<td>Mathematics Specialist</td>
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<td>Commerce and Law Global Leadership</td>
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<td>Dance Drama</td>
<td>Information Technology Digital Media</td>
<td>Design Graphics Dimensional Design</td>
<td>Outdoor Education</td>
<td>Football Academy Physical Education Physical Ed Studies Soccer Academy Outdoor Education</td>
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<td></td>
<td>Art General Music Art Specialist Music Specialist</td>
<td>Information Technology Digital Media</td>
<td>Building &amp; Construction Design Graphics Dimensional Design MDT: Metal MDT: Wood</td>
<td>Childcare Food Technology</td>
<td>Football Academy Physical Education Physical Ed Studies Soccer Academy Outdoor Education</td>
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<td>Football Academy Physical Education Physical Ed Studies Soccer Academy Outdoor Education</td>
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## Years 11 and 12 – Courses selected are based on achieving prerequisites

<table>
<thead>
<tr>
<th>All Learning Areas</th>
<th>WACE Courses for University Entrance</th>
<th>WACE Courses for University and TAFE Entrance</th>
<th>WACE Courses for TAFE Entrance, Apprenticeships and employment</th>
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</thead>
<tbody>
<tr>
<td>Year 11</td>
<td>ATAR courses</td>
<td>ATAR courses General courses and Vocational Education programs</td>
<td>General courses Vocational Education programs</td>
</tr>
<tr>
<td>Year 12</td>
<td>ATAR courses</td>
<td>ATAR courses General courses and Vocational Education programs</td>
<td>General courses Vocational Education programs</td>
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1. COMPULSORY YEAR 10 COURSES

RELIGIOUS EDUCATION

RELIGIOUS EDUCATION

Religious Education is a compulsory part of the academic curriculum for all students as mandated by the bishops of Western Australia. The curriculum at Irene McCormack Catholic College encourages the exploration of people's search for truth and meaning in life in a Catholic context. Through guided learning and research, students explore what the Catholic Church teaches about the distinctive vision of the ways in which Christians are called to:

- Live in harmonious relationship with others.
- Interact justly within a multicultural world.
- Demonstrate solidarity with all people, especially the poor and disadvantaged.

RELIGIOUS EDUCATION EXTENSION

Course Description
This course caters for the students who select ATAR subjects. These students focus on developing key concept knowledge that enables them to understand Church teaching and how this applies to daily living. The course offers a high level of analysis providing students with opportunities to constantly reflect on themselves and the responsible choices they make.

RELIGIOUS EDUCATION COURSE 3

Course Description
This course is designed to provide students with opportunities to explore concepts and theories that enable them to understand Church teaching. Students engage in practical and theory based experiences where they can use their relevant learning style to showcase their knowledge. Religious Education courses cater for students who select ATAR subjects.

RELIGIOUS EDUCATION COURSE 2

Course Description
Course 2 is provided for students who wish to pursue a non-university pathway. Students explore knowledge, skills and understandings of Catholic teaching using a scaffolded approach. This enables key ideas to be applied in the context of daily living.

RELIGIOUS EDUCATION COURSE 1

Course Description
Course 1 offers students a well-guided, highly focused step-by-step approach to understanding Catholic teaching. Students are able to explore key ideas and themes using a variety of learning styles and literacy strategies.

Assessment for all Courses
- Written assessments.
- Oral presentations.
- Semester examinations.
The English curriculum is built around the three interrelated strands of Language, Literature and Literacy.

**Language:** focuses on knowledge of the English language and how it works.

**Literature:** focuses on understanding, appreciating, responding to, analysing and creating literature.

**Literacy:** focuses on interpreting and creating a range of texts with accuracy, fluency and purpose.

In Year 10, students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts such as newspapers, magazines and digital texts, novels, non-fiction, poetry, films, TV current affairs and stage drama. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Literary texts that support and extend students in Year 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures and language features are more complex, with a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics and images. Texts will deal with more complex themes and issues involving levels of abstraction, higher order reasoning and intertextual references.

Students are given opportunities to create a range of imaginative, informative and persuasive types of texts, for example, narratives, speeches, performances, persuasive texts, analytical essays, and will begin to create literary analyses. There will also be a strong focus on grammar and spelling to equip students with solid literacy skills, which they will continue to develop over time.

**ENGLISH LITERATURE**

**Course Description**
This stream caters to students who have outstanding skills in English. The course seeks to extend those students to their full potential by stimulating higher-order thinking through exposure to more challenging concepts. This course is very different to the other English courses in that it exposes students to traditional texts, including poetry, prose and drama, effectively preparing them for Literature in Years 11 and 12.

The expectation for students to be independent and motivated learners is high, and we hope to develop their ability to engage with academic theories and develop their capacity to apply Marxist, Feminist, Psychoanalytical and Historical criticisms to a range of challenging texts. Students who achieve well in this course will be encouraged to enrol in Literature for Year 11.

**ENGLISH COURSE 3**

**Course Description**
This stream caters to students who have proficient skills in English. The course seeks to develop students’ skills for ATAR courses in Senior school by exposing them to challenging texts, and offering assessment tasks that will refine their analytical and creative skills. Assessment tasks will be slightly less challenging and more scaffolded than the Academic Extension course, whilst still ensuring a strong skill set is developed in students. At this level, students will be expected to demonstrate an aptitude and work ethic befitting the ATAR course in Year 11.
ENGLISH COURSE 2

Course Description
This stream caters to students who demonstrate under-developed skills in English and who would benefit from slightly smaller class sizes and more scaffolded learning experiences. Students study less challenging texts than the Course 3 students, and will move through the course at a slower pace and have modified, scaffolded assessment tasks. There is an extensive focus on refining students’ literacy, especially spelling, grammar, comprehension and writing. This course is mainly targeted at students who are unlikely to pursue a University pathway in Years 11 and 12.

ENGLISH COURSE 1

Course Description
This stream caters to students who find English challenging. The course is tailored to their specific needs and focuses on improving students’ basic literacy competency in typically smaller classes, sometimes with a Teacher’s Assistant also. These students will move through the course at a much slower pace, and will have modified tasks suited to their skill level. These students will also study less challenging texts than the other courses. We seek to develop students’ confidence and focus particularly on basic spelling, grammar, reading, comprehension, and writing skills. This course will cater to students who are not going to pursue a University career pathway.

Assessment
- Written/oral production.
- Test.
- Examinations.

HEALTH AND PHYSICAL EDUCATION

Students must enrol in at least ONE of these courses. Two courses may be chosen if desired. Dance may be selected as a Physical Education Course.

HEALTH AND PHYSICAL EDUCATION

Course Description
The Physical Education course is designed for students looking to gain a greater understanding of health, fitness and recreation. The program uses sport, recreation and fitness to promote a healthy mind, body and spirit. The course develops students’ knowledge of key fitness principles, identifying links between fitness, sport and a healthy lifestyle, the role drugs and alcohol play in their lives and healthy relationships. Students study the ‘Keys for Life’ program where they develop responsible driving behaviours, decision-making and problem solving skills, as well as sitting their Learners Permit Theory Test. Students’ practical activities include but are not limited to Touch Rugby, Netball, Ultimate Frisbee, Futsal and fitness classes.

Successful completion of the 'Keys for Life' program will enable students the opportunity to sit their learners permit theory test. The Keys for Life course is a SCSA endorsed program.

Assessment
- Skills for Physical Activity – skills, strategies and tactics in the chosen sport.
- Self-management, participation and inter-personal skills.

PHYSICAL EDUCATION STUDIES

Course Description
The Physical Education course is a foundation for those students wishing to study Physical Education in Years 11 and 12. The focus of the unit is biomechanic, physiological, psychological, functional anatomy and motor learning concepts.
The course uses sport as a medium for development of skills, strategies, and tactics as well as data collection for analysis. Students will study Golf, Indoor Beach Volleyball and Badminton. The Physical Education course prepares students for tertiary and technical studies in Health Sciences, Leisure, Recreation and Medical fields. It also allows students to gain employment in community and industry pre and post-graduation.

**Assessment**
- Performance – skills, strategies and tactics for sport.
- Investigation – lab reports, assignments, presentations.
- Response – tests and exams.

**OUTDOOR EDUCATION**

**Course Description**
The Outdoor Education course is designed to give students an appreciation for the natural environment, skills to lead and work with others, as well as developing technical outdoor activity skills. The course provides students with the knowledge and skills to study Outdoor Education in Years 11 and 12. Outdoor activities include but are not limited to Surfing, Snorkelling, Fishing, Rock Climbing, Abseiling and Navigation. Students experience learning in unique natural environments in the local area from Trigg Beach to Yanchep.

Students prepare each semester for a major expedition of two nights and three days, in areas such as Rottnest Island and Lane Poole Reserve in Dwellingup. The expedition is used as a tool to measure students’ preparation, skill development, interpersonal skills, leadership and environmental awareness. It is the key to the Outdoor Education Course. The course prepares students for tertiary and technical studies in Biological Sciences, Leisure, Recreation and Environmental fields. It also allows students to gain employment in community and industry pre and post-graduation.

The Outdoor Education course has a levy of $500.

**Assessment**
- Investigation.
- Performance 1 – Outdoor activity skills such as Surfing, Snorkelling, Fishing and Roping.
- Performance 2 – Expedition performance.
- Response – Journals, exams.

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**MATHEMATICS**

**MATHEMATICS EXTENSION**

Due to the academic demands of this course, students will be selected on merit. The size and number of classes will be based on how many students meet the required standard.

**Course Description**
Mathematics Extension prepares students for Year 11 Mathematics that focuses on the Western Australian Curriculum in Space and Measurement, Chance and Data, and with a heavy emphasis on Number and Algebra. In addition, this course also covers selected content from the Western Australian Mathematics 10A Curriculum. The high level of skill and understanding is designed to maximise the students' mathematical knowledge and therefore their opportunities in Mathematics in Year 11. This course requires a Casio Classpad calculator.
MATHEMATICS COURSE 3

Course Description
Mathematics Course 3 prepares students for Mathematics in Year 11 that will support the study of courses at University with an emphasis on Science and/or Mathematics. In these units, students will cover work from the Western Australian Curriculum in Number and Algebra, Space and Measurement and Chance and Data. This course requires a Casio Classpad calculator.

MATHEMATICS COURSE 2

Course Description
This course aims to equip students with some useful mathematical tools to apply in practical situations as well as prepare them for a Mathematics course in Year 11 that will provide them with a sound mathematics background for Tertiary level or a strong background for TAFE. In this course, students will cover work from the Year 10 Western Australian Curriculum in Number and Algebra, Space and Measurement and Chance and Data.

MATHEMATICS COURSE 1

Course Description
This course aims to equip students with some useful mathematical tools to apply in practical situations. It also seeks to prepare them for a Mathematics course in Year 11 that will provide them with a sound Mathematics background for TAFE or other Training Providers.

Assessment
• Problem solving.
• Test.
• Examinations.

SCIENCE

The Science Curriculum is divided into three interrelated strands:

• Science Understanding: which has sub-strands of Biological Science, Chemical Science, Earth and Space Science, and Physical Science.
• Science as a Human Endeavour: which focuses on the pursuit of scientific knowledge and understanding.
• Science Inquiry Skills: involves identifying questions, testing predictions, and communicating findings.

In the Year 10 curriculum, students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of Natural Selection and the Big Bang.

Students develop their understanding of Atomic theory to understand relationships within the periodic table. They learn about the relationship between motion and forces by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

SCIENCE EXTENSION

Course Description
This course caters to students who have outstanding skills and understanding in Science. It aims at developing critical and creative thinking and problem solving skills through investigation and exploration of the Year 10 Australian Curriculum Science content. Students are taught with a slightly more open ended pedagogy, with an increased focus on abstract concepts. There is a high expectation of students to be able to work efficiently and at times independently.
Students studying in Science Extension will be strongly encouraged to pursue Science at an ATAR level, provided that they demonstrate proficiency in this course.

Students who are intending to choose one or more ATAR Science will be strongly advised to choose either Biological Sciences (for entry into ATAR Biology or Human Biology) or the Physical Sciences (for entry into ATAR Chemistry or Physics) electives to study in Year 10.

SCIENCE COURSE 3

Course Description
This course caters for students who have proficient skills and understanding in Science. Like the Science Extension Course, Course 3 Science aims at developing problem solving, critical and creative thinking skills, but does so in a slightly more scaffolded environment. There is a balance in focus between concrete and abstract concepts. The course aims at developing skills required to succeed when studying Science at an ATAR level and students are encouraged to pursue this pathway, although students must demonstrate a proficiency in this course in order to be offered places in the ATAR Science classes.

SCIENCE COURSE 2

Course Description
This course caters for students who are still developing the skills and scientific understanding to a level that is proficient. Content is taught in a more structured environment, with independent work scaffolded in order to assist students to complete work to an adequate standard. The Course 2 content has a focus on concrete concepts, and allows students to learn via practical activities and investigation. Assessments also have a greater emphasis on skills and interpretation.

SCIENCE COURSE 1

Course Description
This course caters for students who find Science skills and understanding somewhat challenging. Concepts are taught at a slower pace with a greater emphasis on developing literacy and numeracy skills, as well as developing appropriate inquiry skills. Students will use a magazine style textbook. The content is highly structured and scaffolded. Students may be given alternative assessments that are literacy enhanced, enabling them to demonstrate their knowledge and understanding.

Assessment
• Investigations and Validations.
• Tests.
• Exams.

SOCIAL SCIENCES

SCSA refer to this learning area as Humanities and Social Sciences.

Each of the four courses for Year 10 Social Sciences include content and skills for Economics, Geography, History and Politics and Law that provide the foundations for developing the skills and understanding of the content of Year 11 and 12 courses. Due to a rotation design of courses, students in all levels will experience a ‘taster’ of each of the units below.
Economics

The curriculum gives students the opportunity to further develop their understanding of economics and business concepts by considering Australia’s economic performance and standard of living. The ways governments manage the economy to improve living standards is explored, along with the reasons why economic performance and living standards differ within and between economies. Students explore the nature of externalities and why the government intervenes to ensure that prices reflect the depletion of resources or costs to society. They examine the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce.

Geography

The Geography course includes Environmental change and management and Geographies of human wellbeing. Environmental change and management focuses on investigating environmental geography through an in-depth study of a specific environment.

The course offers an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views, including those of Aboriginal and Torres Strait Islander Peoples, that influences how people perceive and respond to these challenges. Students investigate a specific type of environment (Coasts) and environmental change in Australia and one other country (USA). They apply human environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

Geographies of human wellbeing focus on investigating global, national and local differences in human wellbeing between places. This course examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.

History

The curriculum 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. Students complete two in-depth studies: Investigating World War II and Rights and Freedoms.

Politics and Law

The curriculum develops student understanding of Australia’s system of government through comparison with another system of government in the Asian region. Students examine Australia’s roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained.

Differentiation in Social Science Curriculum

All students are entitled to rigorous, relevant and engaging learning programs drawn from the Western Australian Curriculum – Humanities and Social Sciences. Teachers take into account the range of their student’s current levels of learning, strengths, goals and interest and make adjustments where necessary. In order to cater for the diverse needs of students and to personalize their learning, the skills required in understanding the curriculum content differ in each course.
SOCIAL SCIENCE EXTENSION

Course Description
This course is designed for students who have sound ability in the Social Sciences and who are able to continue on a University pathway. Students engage in developing questioning, researching, analysis, communicating and reflecting skills that are further reinforced and extended with the study of evaluation techniques. These techniques enable students to draw evidence-based conclusions by evaluating information and or data taking into account ambiguities and multiple perspectives to negotiate and resolve contentious issues or to propose individual and or collective action.

SOCIAL SCIENCE COURSE 3

Course Description
Course 3 enables students to develop their skills in questioning, research, analysis and communication. They are built upon through the course content, enabling them to apply subject specific skills and concepts to new and hypothetical situations.

SOCIAL SCIENCE COURSE 2

Course Description
This course is designed for students who have limited ability in Social Science and are unlikely to continue on a University pathway. Students develop skills in questioning and researching as well as communication and reflection. They are able to use criteria to analyse the reliability of sources as well as explain the cause and effect relationship aligned with data in different formats.

SOCIAL SCIENCE COURSE 1

Course Description
Course 1 enables students to identify current and personal knowledge in Social Science. Students construct, select and evaluate a number of questions and hypotheses and are able to analyse and clarify the purpose of an inquiry. Students are able to use a number of methods to collect and select information and use appropriate ethical protocols for acknowledging forms of information.

Assessment
- Written production.
- Test.
- Examinations.
NON COMPULSORY YEAR 10 COURSES

THE ARTS

ART

Course Description
This year long subject enables Year 10 students to complete two major projects. In each project, students develop a range of drawing skills by completing visual inquiry. They test different art mediums in areas of ceramics, printmaking, sculpture or painting. Students progress to designing and developing ideas before commencing work on their final art piece. The themes of both projects encourage students to explore specific topics, and research on both artists and techniques are conducted to develop student ideas. Students are also taught basic artwork analysis skills.

Assessment
- Practical and written work.
- Drawing.
- Design development.
- Artist Research and Analysis.

SPECIALIST ART

Course Description
This course is available to students who have successfully qualified through the application process. Throughout the year, students have numerous opportunities to increase their artistic ability. This course is designed to prepare those students who wish to pursue ATAR Visual Art in Year 11. Over the year, students complete works over several studio areas, using a variety of different media. These areas vary and may include ceramics, sculpture, textiles, print and/or painting. Drawing forms the basis of each project and students are to keep an art portfolio that holds their large body of work for the year.

Assessment
- Practical and written work.
- Visual Inquiry drawings.
- Art History and Art Analysis.

DANCE

Course Description
Students who select ‘Dance’ explore and develop the three fundamental components of dance which are performance, choreography and response. Different dance styles are studied with an emphasis placed on Contemporary techniques, Jazz and Hip Hop practices. Students are assessed on technique and performances, specifically working up to ‘Dance Showcase’ in Term 3. Throughout the year, the students focus on a group choreography task and on the development of improvisation skills, both of which are formally assessed.

Dance artists from Australia and the impact of dance in society are researched and analysed. To support this, students have the opportunity to attend at least one dance performance during the year. Students are also able to respond orally to dance practices which include responses to their own dance and that of others.

Dance may be chosen as a Physical Education selection.
Assessment
- Improvisation and Choreography.
- Technique.
- Practical and Written Assessments.
- Examination.

DRAMA

Course Description
While some students intend to make a career in drama and related fields, they also participate in drama for enjoyment and satisfaction. They experience the pleasure that comes from developing personal skills, knowledge and understandings that can be transferred to a range of careers and situations. Drama builds confidence, empathy, understanding about human experience, and a sense of identity and belonging. These are invaluable qualities for contemporary living.

Students work independently and collaboratively, learning time-management skills and showing initiative and demonstrating leadership and interpersonal skills. Drama requires them to develop and practice problem-solving skills through creative and analytical thinking processes. Students develop their capacity to respond to, reflect on, and make informed judgements using appropriate terminology and language to describe, analyse, interpret and evaluate drama drawing on their understanding of relevant aspects of other art forms.

During the course, students explore Presentational Theatre and engage in world drama practice. They understand how drama has changed over time and will continue to change according to its cultural context. Students extend their knowledge on theatre forms such as Commedia Del Arte, Theatre of the Absurd and Theatre of Cruelty.

Assessment
- Performances.
- Analysis.
- Drama journal and folio.
- Examinations.

MUSIC

Course Description
The course provides students with creative and performance opportunities, and practical music industry skills. With a focus on playing music and exploring contemporary music influences and artists, this course provides a solid foundation for the skills used in the music industry.

Year 10 Music is a practical course with an emphasis on practical music activities and experiences rather than music theory. Studying music provides a unique opportunity to develop employment related skills such as creativity, teamwork, responsibility, problem-solving, initiative and self-confidence. There are over 150 potential music-related careers, across thirteen broad sectors of the music Industry.

Instrumental lessons are offered for a variety of instruments including Clarinet, Saxophone, Flute, Trumpet, Trombone, Guitar, Drums, Piano and Voice. All students who are enrolled in music courses (particularly Specialist Music) are strongly encouraged to apply for instrumental lessons at the College. Application forms are available from the Music Department or College Reception.

Assessment
- Performance pieces.
- Test.
SPECIALIST MUSIC

Course Descriptions
Specialist Music provides students with extended creative opportunities and the skills they need to be both performers and writers of music. Students develop their skills through higher-end practical composition and performance activities. As composers and performers, students develop their ability to create, shape, and refine musical ideas. Potential music-related career options are also discussed.

Specialist Music activities are focused on:
- Popular and Contemporary Music, including influential artists.
- Group and Solo Performance.
- Composition and song arrangement.
- Selected listening and theory concepts targeted towards further improving students’ instrumental performance and their song-writing abilities.
- Developing an understanding of historical background and its influence on past and future developments in music.
- Analysis of important songs to find out how they were written and how students can apply those techniques to their own music.

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Instrumental lessons are offered for a variety of instruments including Clarinet, Saxophone, Flute, Trumpet, Trombone, Guitar, Drums, Piano and Voice. All students who are enrolled in music courses (particularly Specialist Music) are strongly encouraged to apply for instrumental lessons at the College. Application forms are available from the Music Department or College Reception.

Assessment
- Performance pieces.
- Test.
- Examination.

HEALTH AND PHYSICAL EDUCATION

FOOTBALL ACADEMY

Course Description
The Irene McCormack Australian Rules Football Academy offers students a specialised Australian Rules Football Development Program that provides them with an opportunity to improve in fundamental skills, game play and strategies, strength and conditioning and knowledge of rules and regulations required to become an elite player of Australian Rules Football. It also provides career pathways connected to the Australian Rules Football Industry.

Year 10-12:
In the senior years of the program, it is run as an option in Year 10 and then part of the Year 11 and 12 Physical Education studies program and VET PE course. In these years the focus shifts to:

- Recognise high performance strength and conditioning, skill training, structures and playing as an integral educational tool and implementing it as part of the student’s study.
- Develop advanced skills, knowledge and understanding of Australian Rules Football.
- Allow students to participate in competency based learning that will contribute to their ATAR score.
- Promote and enhance self-discipline, goal setting, time-management and leadership through team participation and team experiences.
- Increase the employability skills of students connected to the Sport & Recreation industry, in particular within Australian Rules Football.
Assessment
- Fundamental Skills (Kicking, Handball, Marking/Gathering, Evasion and Tackling). Game Play (incorporating skills in game situations).
- Strength and Conditioning.
- Knowledge of Rules.
- Self-management, interpersonal and leadership skills.
- Participation in College life. (Grading for Year 11 and 12 is determined by the PES and VET Course of Study.)

SOCCER ACADEMY

Course Description
The program is designed for students wishing to specialise in soccer, as a player, coach or administrator. It teaches the students the Football Federation of Australia’s National Curriculum.

The Soccer Academy students have the opportunity to umpire junior soccer matches at a Lightning Carnival in Term 1 and engage in a coaching and umpiring course. They also partake in external coaching organisations, run sessions with them and are involved in an aspect of Edith Cowan University’s Sports Science Course. This enables students to work with lecturers, PhD students and other students engaged in the Sports Science Soccer program.

Competition
Students in the Soccer Academy compete in the Associated Catholic Colleges and School Sports Western Australia Competitions in Terms 2 and 3.

To be eligible for the program students will be required to participate in a selection process.

Assessment
- Skills for soccer.
- Game training.
- Interpersonal skills.
- Self-management skills.

LANGUAGES

FRENCH

Course Description
The study of languages has two dimensions; communicating in a language other than English and intercultural knowledge.

Students of French broaden their knowledge of language and cultural awareness. They continue to develop the four language skills of listening, speaking, reading and writing in French. These skills are further developed by communicating both orally and in written form in a range of writing styles and purposes (text types) in preparation for the Alliance Francaise de Perth examination.

Various activities and language content allow learners to fortify their language and build new knowledge and attitudes on the levels they have already attained. Students develop more complex structures and grammar. Greater emphasis is placed on oral communication in both informal and formal settings/situations.

The curriculum includes exciting opportunities such as vocabulary competitions and an excursion to the French film festival in Northbridge. Students are asked to identify and reflect upon cultural differences between the French-speaking world and Australia.
The topics covered during the year will focus on:

- Daily Routine.
- My Home.
- My Town and my City.
- My Country.
- La Francophonie (The French-speaking World).

Assessment
- Oral, Aural and Written Test/Examinations.

**MATHEMATICS SPECIALIST**

This course is designed to cover the content in the 10A Mathematics Curriculum for WA, and additional topics that will prepare students to study both Mathematics Methods ATAR and Mathematics Specialist ATAR in Year 11. It is highly recommended for studying Mathematics Specialist in Year 11.

Topics include Algebra, Polynomial and Non-Linear Functions, Exponentials and Logarithms, Trigonometric Equations, Circle Geometry, Trigonometry and Vectors.

The course will endeavour to offer students the opportunity to be involved in activities with the universities, industry and mathematical competitions.

Students will be recommended from the Year 9 Academic Extension Class by merit or by submitting a letter of application to the Head of Learning Area, which will then be followed up with an interview.

Assessment
- Problem solving.
- Test.
- Examinations.

**RELIGIOUS EDUCATION**

**JUSTICE TODAY**

**Course Description**

As cultural, social, environmental and technological advancements transform the world, the demands placed on learners and education systems are changing. Technologies bring local and distant communities into classrooms, exposing students to knowledge and global concerns as never before. Complex issues require responses that take account of justice considerations such as human rights and responsibilities, environmental issues and global justice. The course challenges students to explore various philosophies and ethical situations in Semester 1. In Semester 2, students will partake in a pilgrimage within Western Australia visiting Santa Maria College, South Perth Convent, Manjimup, Trayning and New Norcia. The planning includes input from the Sisters of St. Joseph and the College Executive Council. Participants of the pilgrimage may include a priest, Sisters of St. Joseph as well as College staff and the enrolled students. The pilgrimage experience is followed by a Social Justice program in Term 4.

Assessment
- Portfolio.
- Projects.
BIOLOGICAL SCIENCE

Course Description
This course prepares students for Year 11 ATAR Biology and Human Biology. Students must achieve a sound grade in this course in Year 10 in order to gain entry into Year 11 ATAR Biology or Human Biology.

Local Biology is studied by observing fauna and flora in their local environments students begin to appreciate the huge diversity of organisms and consider why this diversity occurs. Students further explore classification of these diverse organisms and develop an understanding of the interdependence that occurs within an ecosystem with particular reference to the flow of energy, matter and cycles that occur in nature.

Students study the human body through investigating the relationship between structure and function at a cell, tissue and organ level. They will also explore changes that occur during a human lifetime, variations amongst humans and the causes of these variations. Students conduct investigations on given problems and use a prepared methodology that will promote scientific inquiry and analysis. These are completed in class, and during field trips with a focus on safety, responsibility and reliability.

Assessment
- Practical tests and investigations.
- Tests.
- Research and extended Response.
- Examination.

PHYSICAL AND CHEMICAL SCIENCE

Course Description
This course prepares students for ATAR Chemistry and Physics. Students must achieve a sound grade in the course as well as in Mathematics in order to meet the prerequisite to gain entry into Year 11 ATAR Chemistry and Physics courses. Sound grades for this course also enables a student entry into ATAR Biology or ATAR Human Biology.

In the Chemistry component of this course, students learn and apply theories explaining bonding and atomic structure, including an introduction to electron configurations. They explore various elements and compounds and use them to understand different physical and chemical properties of materials. Students also learn concepts such as Collision theory and conservation of matter in chemical reactions.

Students develop skills in writing chemical formulae of compounds and writing balanced chemical equations. They use Collision theory to develop a greater understanding of endothermic reactions, as well as understand how catalysts increase the rate of chemical reactions. Students conduct investigations when exploring these topics. They study the concept of the mole and perform calculations to determine the number of moles, mass, molar mass and concentrations of solutions.

The Physics component of this course explores motion, forces and waves in greater detail than in their compulsory Science class. This includes calculations that determine vectors such as velocity, acceleration, and displacement as well as calculating wavelength and frequency when examining waves. Students also revisit Year 9 topics such as electricity, heat and light in more detail in order to better prepare them for ATAR Physics. These topics are taught in a practical way through investigation and experimentation.

Assessment
- Investigations.
- Tests.
- Research and Extended response.
- Examinations.
COMMERCE AND LAW

Course Description
This course is designed for students considering a selection of ATAR Economics, Geography, Modern History and Political and Legal Studies in Year 11 and 12. It will further offer students the opportunity to develop their skills and knowledge of the Social Sciences.

The course focus is on preparing students for the study of Economics and Politics and Law in Year 11. Students study Law with a focus on Human Rights and the United Nations. They also study the Economic principles of demand and supply, business management and business ethics.

Assessment
- Case Studies.
- Test.
- Examinations.

GLOBAL LEADERSHIP

Course Description
This course is designed for students considering a selection of ATAR Economics, Geography, Modern History and Political and Legal Studies in Years 11 and 12. It provides students with the opportunity to further develop their skills and knowledge of the Social Sciences, particularly in History and Geography.

The focus of this course is on Global Citizenship. In particular, what it means to be an active global citizen and the role of Australia in taking a significant part in our globalizing world. Students primarily study the History Depth studies in The Globalising World from the Australian Curriculum. They investigate major global influences that have shaped Australian society in-depth, including the development of the global influence during the twentieth century. Students study Popular culture, Migration experiences (with a focus on the Vietnam War) and the environment movement.

Students also develop further skills in Geography with a focus on Sustainable Development and the opportunity to practice fieldwork skills required in Year 11 & 12 Geography. They are also provided with an opportunity to study the role of The United Nations in meeting the Millennium Development Goals.

Assessment
- Essays.
- Tests.
- Examination.

TECHNOLOGIES - BUSINESS AND COMPUTING

DIGITAL MEDIA

Course Description
The course prepares students for studies in both General and ATAR pathways by incorporating topics such as Stop Motion Animation, 2D and 3D Animation and Videography as well as keeping up with the growing and exciting field of technology. It offers a comfortable balance of both practical skills and theory, much of which is vital to further studies, not only in Information Technology subjects but in all future studies and employment.

Assessment
- Adobe After Effects Portfolio.
- News Story.
- Hardware & Software Theory.
- Interactive Multimedia Task.
INFORMATION TECHNOLOGY

Course Description
The course prepares students for studies in both General and ATAR pathways by incorporating topics such as Game Design, Robotics, Network Security and Computer Science as well as keeping up with the growing and exciting field of technology.

Information Technology is the study of not only using computers, but how they work and how they can be developed to improve our daily lives. These are all core skills vital to all students in future studies and employment. In this course students will study topics such as:
- Just Start IT - Developing Technology Solutions and Small IT Business creation.
- Computer Game Development.
- Robotics - Building and Programming.
- Networking - Building your own Network.
- Database creation.
- Social Networking and Trends.

Assessment
- Just Start IT - Proposal, Market research and Programming.
- Home Computer Support.
- Programming Flag Task.
- Networking Task.

BUILDING AND CONSTRUCTION

Courses Description
This course has been established for students as a TAFE trade pathway that fulfils the requirements of a two year program. Students undertake basic construction projects that are aimed at developing skills required in a range of Building and Construction trades. Skills range from basic project planning and drafting, basic stud wall and roof carpentry, decking, welding and fabrication, brick paving as well as methods used in the wet trees such as bricklaying, tiling and plastering.

Underpinning theory to identify tools and materials are studied and applied to practical projects. Folio work includes estimating and costing materials for assignments and scheduling work on building projects. An extended study schedule of this subject is minimal. Theory assignments and folio work may need to be completed for homework to maximise class time on practical activities. Students are required to provide overalls and safety boots for this class to protect their College uniform.

Assessment
- Practical Projects.
- Folio Work.
- Theory Assignments.

DESIGN GRAPHICS

Course Description
The focus for this course is design basics and applied design. This course is an introduction into design elements and principles and design process and practice. Students are introduced to basic drawing skills and a range of techniques to demonstrate their control over the elements of design. They also undertake a wide range of practical skill-building exercises to help introduce them to the basic operation of the Adobe Suite software package.

Assessment
- Practical Projects.
- Assignments.
DIMENSIONAL DESIGN

Course Description
Students studying Dimensional design use computer software to design and create products that can be 3D printed or Laser cut. Within the Design course students develop skills and processes for current and future industry and employment markets. Students are equipped with the knowledge and skills to understand design principles and processes, analyse problems and devise innovative strategies through projects.

Assessment
- Design Folio.
- Production.

MATERIALS DESIGN TECHNOLOGY: METALS

Course Description
This course is generally practical and students obtain maximum benefit if they have previously studied Materials Technology. A selection of directed activities provides the necessary expertise and hand skills which allow students to produce well-made projects. Parts of the course are structured to ensure expertise whilst individual creativity in defined areas is encouraged.

Assessment
- Practical Projects.
- Assignments.

MATERIALS DESIGN TECHNOLOGY: WOOD

Course Description
This course is generally practical and students obtain maximum benefit if they have previously studied Materials Technology. A selection of directed activities provides the necessary expertise and hand skills which allow students to produce well-made projects. Parts of the course are structured to ensure expertise whilst individual creativity in defined areas is encouraged.

Assessment
- Practical Projects.
- Assignments.

TECHNOLOGIES - HOME ECONOMICS

CHILDCARE

Course Description
Watching and helping young children grow can be fun. Students have the opportunity of learning about babies and become informed in the areas of the birth process, developmental growth stages and the needs of infants including bathing, feeding, changing, immunisation, health and safety. Practical activities include the designing and making of activities, crafts and toys as well as planning nutritious meals for toddlers and pregnant mothers.

This course is designed to give students the ability to understand the roles and responsibilities of carers and babysitters. It also enables students to learn about the physical, social, emotional, cognitive, and spiritual development of babies and develop the required knowledge, skills and understanding aligned with pregnant mothers and healthy babies.

Assessment
- Design and create a number of baby items including a baby blanket and teddy bear.
- Tests.
FOOD TECHNOLOGY

Course Description
This course investigates different customs and cuisines around the world, focusing on staple diets and how that affects the different lifestyles of each culture. Students sample and prepare foods from many countries around the world, thereby experiencing many culinary delights. The practical component of the course is based on experiencing the variety of foods found in different cuisines including Asian, French, Italian, Indian, American and Mexican.

The study of restaurant foods is also a focus where students experience all aspects of a restaurant menu from entrees to desserts. A main emphasis of this course is to discover what healthy foods and unhealthy foods are and how to incorporate more nutrients into our daily food intake. As a treat, the students also have an option of designing and decorating a cake, cupcakes or biscuits for a special occasion of their choice.

Assessment
- International Breakfast.
- International Food Expo.
- Healthy Wrap Challenge.
- Knife Skills.
Students are required to rank their preferences from 1 to 8.

**Section A:** Students are to select at least one Physical Education Course. Dance will be permitted as a Physical Education selection.

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<td>Football Academy (Female) (Must have completed in Year 9.)</td>
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<td></td>
<td>10FAM</td>
<td>Football Academy (Male) (Must have completed in Year 9.)</td>
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<td>Health and Physical Education</td>
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<td>Outdoor Education ($500.00 Levy payable with 2017 School fees.)</td>
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<td>10PES</td>
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<td></td>
<td>10SAC</td>
<td>Soccer Academy (Must have completed in Year 9.)</td>
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**Section B:** All courses will be run for the entire year. In order to ensure breadth and depth in their education experience, students are permitted a maximum of two courses per area.

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**ARTS - SPECIALIST PROGRAMS**

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**LANGUAGES**

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**SCIENCE**

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**SOCIAL SCIENCE**

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**TECHNOLOGIES – DESIGN AND TECHNOLOGY**

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**TECHNOLOGIES – HOME ECONOMICS**

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<td>10FTE</td>
<td>Food Technology</td>
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PARENT’S SIGNATURE .................................................. DATE: ...........................................

STUDENT’S SIGNATURE ................................................