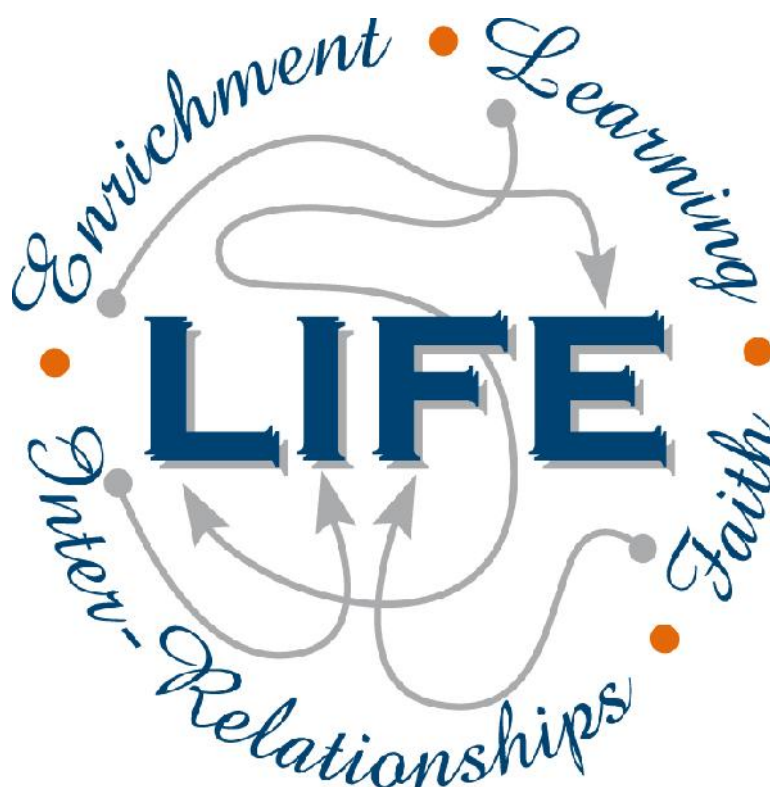

CURRICULUM INFORMATION HANDBOOK



YEAR 10 – 2019
COMMENCING SPRING TERM 2018

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INTRODUCTION

The College Mission statement emphasises the importance of students *achieving their personal best and embracing their changing world with confidence and optimism*. These are important attributes as students move through the Senior School years and look ahead to what will be a satisfying adult life in which they continue to develop, use and share their gifts.

Holy Cross College strives to provide a holistic education, and as students' progress through Senior School they will continue to engage with the LIFE Curriculum. The College will continue to encourage our students to be life-long learners who are curious and critical thinkers. Students will continue to engage in a range of faith experiences and will participate in 'Giving Life', the College's Christian Service Learning programme. As Senior School students they, will have the opportunity to participate in a variety of Enrichment activities and to take on a range of leadership roles within the College community.

While most of the courses students complete in Year 10 are from the Australian Curriculum, students have the opportunity to enrol in some VET certificate courses. Not only do these courses contribute towards WACE graduation, but are a recognised qualification in their own right.

Students do not need to know exactly what they want to do when they leave school but should begin exploring the options available to them. They should be considering pathways and setting broad educational goals.

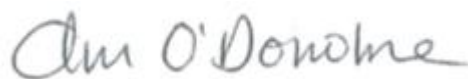
Holy Cross College commences Senior School courses in Spring Term (October) in order to maximise the time students are able to spend on their courses. The structure of the school year will give students a full four terms to complete the requirements of Year 12.

All students in Senior School are expected to maintain Academic Good Standing. This will be achieved by completing all tasks, maintaining a C grade average and fulfilling the College's Enrolment Agreement. Whichever pathway students choose in Senior School they need to realise there is no substitute for hard work. At the end of Year 12 they want to have a choice; what they do with that choice is up to them. What they do in Senior School is what will give them the choice.

We look forward to working with students and parents in helping students to achieve their goals.



Mr Paul Murphy
Deputy Principal: Enrichment



Ms Anita O'Donohue
Deputy Principal: Learning

SECTION 1

SCHOOL LEAVING AGE

Legislation states that students are required to participate in education, training, employment or combinations of these options until the end of the year in which they turn 17. Students who wish to leave school before such time need to have one of the following alternatives in place prior to leaving school.

Alternatives to full time schooling include:

- Full-time TAFE course
- An apprenticeship or traineeship
- An approved course with a community based provider
- A combination programme involving part-time school/training and part-time work.

In some cases Participation Co-ordinators on behalf of the Minister for Education will give permission for the student to be a full-time employee. The employment must be in the best long-term interest of the student for this pathway to be approved.

If your child is considering leaving school, please contact the Deputy Principal: Enrichment. Parents/guardians are responsible for completing the necessary paperwork, available from www.det.wa.edu.au/participation/ccm/portal

CHRISTIAN SERVICE LEARNING

Service Learning is a response to the Gospel message to care for our neighbour. Each of us has a responsibility to give hope to others and in doing so, to contribute to making the world a better place. Through 'Giving Life', the College's Christian Service Learning programme, students will be challenged to enhance the opportunities of others to have 'life to the full'. Awareness of social justice issues and the principles of Christian Service will be developed through the College curriculum.

The College patron, Blessed Oscar Romero stood up for the poor and for justice in the world. This teaching plays an integral part of the philosophy of Holy Cross College. Along with Romero the House Patrons of the four pillars of the LIFE Curriculum - Ursula Frayne, Frederic Ozanam, Irene McCormack and Rosendo Salvado - served those who were suffering and strived for justice for all. In the words of Frederic Ozanam "become better to do a little good." The community of Holy Cross College is responsible for carrying on the legacy of our patrons and sharing our gifts from God with others freely and without reward. Students who participate in 'Giving Life' will meet this recommendation as part of their Religious Education programme.

Christian Service Learning is an educational activity that provides opportunities for students to integrate the principles of Catholic social teaching into practical experiences of service to others in society.

Students MUST complete 'Giving Life' in Years 10, 11 and 12 in order to graduate from the College. Students receive one unit towards their WACE for every 55 hours of Christian Service completed. Students are expected to complete 50 hours of service and 5 hours of reflection in total, to make up one unit equivalent towards WACE.

In Christian Service Learning students are active participants in their own learning. As they perform their service they produce evidence of learning. Observation and anecdotal record keeping is an important source of evidence of learning in this course. Journal entries, peer evaluations, and group discussions also help document this learning.

Please contact Mrs D'Lima through the College Office if you require further information about the Christian Service Learning Programme.

CAREER INFORMATION

At different times throughout life a career journey will have different focuses. As students start Year 10 it is a good time to explore occupations, post school education and training options and the school courses needed to get into these.

AT THE COLLEGE

The College website has a careers page with links to a range of websites for training and employment.

The Careers area in HuasaHuasi displays prospectuses for University and TAFE entry.

The College Careers and Transition Coordinator can provide up-to-date and accurate information about:

- Course selection
- University and TAFE courses
- Career pathways
- ONSITE (Workplace Learning and TAFE courses)
- Apprenticeships and traineeships
- Part-time school education options such as School Based Apprenticeships and Traineeships and the School Apprenticeship Link programme
- Post-school education and training options

CAREER CENTRE

The Career Centre located in the GPO Building, 3 Forrest Place, Perth is a modern, self-help library providing in-depth information about a broad range of occupations. Using their print resources and career computer programmes the staff can help you with career pathway planning and related queries. The Centre is open Monday to Friday between 8:30am and 4:30pm (Phone: 136464 or 92246500).

SECTION 2

WESTERN AUSTRALIA CERTIFICATE OF EDUCATION (WACE) REQUIREMENTS

WACE is the West Australian Certificate of Education. The minimum requirements to receive a WACE are listed below.

Achieving a WACE will continue to signify that students have successfully met the breadth and depth requirements and the achievement standards for the courses they choose.

Students will need to achieve an Australian Tertiary Admission Rank (ATAR) or complete a Certificate II or higher. Achieving the ATAR will require students to complete a minimum of four (4) designated ATAR courses at Year 12. ATAR is a number out of 100 which indicates a student's relative position compared with other students who graduate from Year 12 in Western Australia. It is used to determine entrance into university courses. Students will also need to pass the reading, writing and numeracy component of the Online Literacy and Numeracy Assessment (OLNA) if they are to meet Secondary Graduation requirements.

BREADTH AND DEPTH

Students will complete a minimum of 20 course units or the equivalent in Year 11 and 12. This requirement must include at least:

- a minimum of ten Year 12 units
- Year 11 English units Year 12 English units
- Year 12 course units from List A (arts/ languages/social sciences) and List B (mathematics/science/technology)
- A Certificate course counts towards the breadth and depth requirements.

ACHIEVEMENT STANDARD

Achieve a minimum of six C Grades in Year 11 units and eight C Grades in four pairs of Year 12 units (or equivalents; see below).

ENTRANCE TO UNIVERSITY

Students planning to enter university will study ATAR courses in Years 11 & 12. It is essential that students put in their best effort in Year 10 to enable them to have a choice of Year 11 courses.

Some university courses require prerequisites. In Year 10 students will visit some of the Universities. They are also encouraged to attend the University information evenings and open days.

To be considered for university students need to obtain their WACE as an entry requirement and attain a Tertiary Entrance Rank (TER) based on a minimum of four ATAR subjects.

Alternatively there are a number of other entry pathways to University.

ENTRANCE TO TAFE

TAFE Colleges are the largest provider of vocational education and training (VET) in the State. TAFE works closely with industry to provide and formally recognise skills that today's employers are looking for.

There are over 400 qualifications available through TAFE at various levels in virtually all industry and course areas. They have been designed to fit together to provide seamless pathways between all levels of study and careers. Hence, students enter at the most appropriate level and continue until they reach their desired learning or job outcome. TAFE also aims to allow students to readily move between TAFE and employment, return to study at any time, or enable students to do both at the same time.

TAFE courses are flexibly designed and delivered to offer students the best combination of learning and practical experience. Classroom teaching is mixed with "hands-on" activities using contemporary equipment and applications to perform actual job tasks, employer and off-campus visits, work placements and various other opportunities and forms of delivery.

Selection criteria for TAFE is based on:

- Grades achieved at school
- Work experience/employment/workplace learning/volunteer work/community service.
- Qualification pathway – if you have already got a Certificate I, II or III etc.

Students considering a TAFE pathway will study predominantly General/VET in Year 12. They will also be able to apply to participate in some of the Vocational Education Training (VET) courses on offer.

SECTION 3

COURSES OFFERED IN YEAR 10

Year 10 courses have been selected to give students maximum opportunity to succeed in Years 11 and 12 and to access their desired post-school pathways.

SCHOOL COURSES

Catholic Education Office	The Religious Education Course is developed by the Catholic Education Office
School Curriculum and Standards Authority (Australian Curriculum)	English, Mathematics, Humanities & Social Sciences and Science courses are based on the Australian Curriculum. These courses are rigorous and provide excellent preparation for Senior School courses. Health and Physical Education, Technologies and The Arts are also part of the Australian Curriculum.
Vocational Education and Training Courses	Vocational Education and Training courses (VET) studied at the College are the same qualifications that would be studied at any other TAFE. VET courses are otherwise known as certificate courses. Students who complete a Certificate II or above at the College in their Senior School years have that certificate contribute towards their WACE. The certificate is also a qualification in its own right and can be used for further study at a TAFE.

YEAR 10 COURSES

All students in Year 10 will study:

RELIGIOUS EDUCATION

Students in Catholic schools study Religious Education throughout their school years. The Year 10 course prepares students for the Year 11 and 12 Religion and Life courses.

ENGLISH

Year 10 students will be placed in English courses according to their Year 9 results. Students will study in General and Vocational pathways. Students studying the General pathway will study the Year 10 Australian Curriculum for English. Students in the Vocational pathway will study a modified course.

MATHEMATICS

Year 10 students will study the Year 10 Australian Curriculum. The Year 10 course will prepare students for the Year 11 and 12 ATAR courses. Students may also be placed in extension mathematics in which they will study the Australian Curriculum 10A course.

HUMANITIES AND SOCIAL SCIENCES

All Year 10 students will study the Year 10 Humanities and Social Sciences course.

SCIENCE

Year 10 Students will study the Year 10 Australian Curriculum for the Science course. The Year 10 course prepares students for the Year 11 and 12 ATAR courses.

HEALTH AND PHYSICAL EDUCATION

All students will study Health and Physical Education. Elective courses are also available in this area.

THE ARTS AND TECHNOLOGIES

Students will select two elective courses and have the opportunity for one or both of these courses to be a VET certificate course. Elective courses studied in Year 10 will be more substantial than those studied in previous years as four periods each will be allocated to each course.

ONLINE LITERACY & NUMERACY ASSESSMENT (OLNA)

Support will be offered to students who have not passed all three literacy and numeracy assessments, through means of after school programmes.

Passing all three OLNA assessments is necessary to achieve secondary WACE graduation.

PRE-REQUISITES FOR YEAR 11 COURSES

In selecting courses for Year 10, students need to be mindful that they will be expected to meet certain pre-requisites for their Year 11 courses.

SECTION 4

RELIGIOUS EDUCATION

RELIGIOUS EDUCATION

COURSE OUTLINE

All units are based on the Religious Education Guidelines of the Perth Archdiocese and prepare students for the rigour of Religion and Life in Year 11.

The assessment of students' achievement is based on their knowledge and understanding of the content as well as their level of involvement and attentiveness.

Students will develop a range of skills through the religious enquiry and process method, which is an essential feature of the Religion and Life Course in Year 11.

CONTENT COVERED

Four Religious Education units are completed per year. They are:

1. Vocation – Called to Be and Become
2. The Human Search for Freedom
3. Christian Conscience: How do I Recognise God's Call?
4. The Call to Justice and Responsibility

SKILLS OUTLINE

- Research skills
- How to construct questions that guide the gathering of information
- Conventions required for gathering and recording information
- Note-taking techniques
- Distinguishing fact and opinion
- Conventions for describing information concerning the nature and role of religion
- Techniques for summarising information
- Methods of citing text references and bibliographies

COURSE PATHWAY

Year 11 Religion and Life (General or ATAR)

ENGLISH

ENGLISH

COURSE OUTLINE

In Year 10 English students interact with peers, teachers, individuals and groups in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts including local and global contexts. Students engage with a variety of texts for enjoyment, evaluating how text structures can be used in innovative ways by different authors. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic as well as texts designed to inform and persuade. These include various types of media texts including film and digital texts, fiction, non-fiction and multimodal texts with themes and issues involving levels of abstraction, higher order thinking and intertextual references.

CONTENT COVERED

- Language variation and change
- Language for interaction
- Text structure and organisation
- Expressing and developing ideas
- Literature and context
- Responding to literature
- Creating texts
- Interacting with others

SKILLS OUTLINE

- Listening
- Reading
- Viewing
- Speaking
- Writing
- Creating

COURSE PATHWAY

Year 11 English (General or ATAR)

ENGLISH (MODIFIED)

COURSE OUTLINE

The focus of this course is on strengthening literacy skills in both verbal and written communication forms. Students will explore a range of texts, considering how text structures and language features of texts can be used in innovative ways by different authors. They will interpret, create, evaluate, discuss and perform a wide range of literary texts for different purposes and audiences. These include a range of media texts including film and digital texts, fiction, non-fiction and multimodal texts with both familiar and unfamiliar themes and issues.

CONTENT COVERED

- Language for interaction
- Text structure and organisation
- Expressing and developing ideas
- Literature and context
- Responding to literature
- Creating texts
- Interacting with others

SKILLS OUTLINE

- Listening
- Reading
- Viewing
- Speaking
- Writing
- Editing and creating

COURSE PATHWAY

Year 11 English (General)

MATHEMATICS

MATHEMATICS

COURSE OUTLINE

These pathways in Year 10 continue to develop all students' skills in Mathematics at a level commensurate with the Australian Curriculum standards. The Australian Curriculum Mathematics course ensures that the links between the various components of Mathematics, as well as the relationship between Mathematics and other disciplines, are made clear. The course reinforces the basis of Mathematics being composed of multiple but interrelated and interdependent concepts and systems which students apply beyond the Mathematics classroom.

CONTENT COVERED

- Finding unknowns in formulas after substitution
- Making the connection between equations of relations and their graphs
- Comparing simple and compound interest in financial contexts and determining probabilities of two and three step experiments
- Factorising and expanding algebraic expressions
- Using a range of strategies to solve equations and using calculations to investigate the shape of data sets
- Calculating the surface area and volume of a diverse range of prisms to solve practical problems
- Finding unknown lengths and angles using applications of trigonometry
- Using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities, and investigating independence of events
- Formulating geometric proofs involving congruence and similarity
- Interpreting and evaluating media statements and interpreting and comparing data sets

SKILLS OUTLINE

- Identify and organise information
- Develop systematic approaches
- Choose and use mathematical methods – mental, written and calculator
- Interpret solutions: check answers fit specifications of a problem; link solutions to contexts and reach conclusions
- Communicate methods, reasoning and results

COURSE PATHWAY

Year 11 Mathematics Essentials (General) or Mathematics Applications (ATAR)

MATHEMATICS 10A

COURSE OUTLINE

The 10A course includes the Year 10 Mathematics content plus additional and more challenging content. Students who have an interest in mathematics or are intending to study more rigorous Mathematics courses in Years 11 and 12, will benefit from completing this course.

In 10A, students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.

CONTENT COVERED

- Use the definition of a logarithm to establish and apply the laws of logarithms
- Define rational and irrational numbers and perform operations with surds and fractional indices
- Investigate the concept of a polynomial and apply the factor and remainder theorems to solve problems
- Describe, interpret and sketch parabolas, hyperbolas, circles and exponential functions and their transformations
- Solve simple exponential equations
- Apply understanding of polynomials to sketch a range of curves and describe the features of these curves from their equation
- Factorise monic and non-monic quadratic expressions and solve a wide range of quadratic equations derived from a variety of contexts
- Solve problems involving surface area and volume of right pyramids, right cones, spheres and related composite solids
- Prove and apply angle and chord properties of circles
- Establish the sine, cosine and area rules for any triangle and solve related problems
- Use the unit circle to define trigonometric functions, and graph them with and without the use of digital technologies
- Solve simple trigonometric equations
- Apply Pythagoras' Theorem and trigonometry to solving three-dimensional problems in right-angled triangles
- Investigate reports of studies in digital media and elsewhere for information on their planning and implementation
- Calculate and interpret the mean and standard deviation of data and use these to compare data sets
- Use information technologies to investigate bivariate numerical data sets. Where appropriate use a straight line to describe the relationship allowing for variation

SKILLS OUTLINE

- Identify and organise information
- Develop systematic approaches
- Choose and use mathematical methods – mental, written and calculator
- Interpret solutions: check answers fit specifications of a problem; link solutions to contexts and reach conclusions
- Communicate methods, reasoning and results

COURSE PATHWAY

Year 11 Mathematics Essentials (General) or Mathematics Applications, Mathematics Methods or Mathematics Specialist (ATAR)

MATHEMATICS (MODIFIED)

COURSE OUTLINE

The Vocational Mathematics pathway is designed to support students that require further mastery of everyday practical Mathematics. The course promotes progression along the continuum of Mathematics towards a level of numeracy required for graduation from secondary studies. Successful completion of the course will provide a sound base for students to develop essential mathematical skills for further training or employment.

CONTENT COVERED

- Using common fractions, decimals and percentages solve problems
- Applying fractions and decimals for working out financial mathematics
- Make simple budgets for personal use
- Solve missing number problems involving any of the four operations
- Applying perimeter to solve everyday problems
- Identify essential attributes of 2D shapes
- Describe and draw cross sections of simple 3D objects
- Rotation, translation and reflection
- Location and Direction, Map Reading
- Calculating probabilities of events
- Collect and interpret data
- Creating frequency tables, column graphs and pictographs

SKILLS OUTLINE

- Identify and organise information
- Develop systematic approaches
- Choose and use mathematical methods - mental, written and calculator
- Interpret solutions: check answers fit specifications of a problem; link solutions to contexts and reach conclusions
- Communicate methods, reasoning and results

COURSE PATHWAY

Year 11 Mathematics Essential (General)

SCIENCE

SCIENCE

COURSE OUTLINE

This course will provide a broad coverage of Physics, Chemistry, Biological Sciences and Earth and Space Sciences focusing on the development of practical investigation skills and the application of key concepts in industry and everyday life.

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

CONTENT COVERED

Chemistry

- Periodic Table
- Atomic structure and electron configuration
- Types of bonding
- Chemical Reactions - classifying them
- Rates of chemical reactions

Physics

- Motion in straight lines
- Newton's Laws - simple applications and calculations
- Energy and work

Biological Sciences

- Cell structures and functions
- DNA structure and function
- Inheritance of characteristics
- Evolution
- Natural selection and diversity

Earth and Space Sciences

- Global systems and cycles
- Climate change
- Life cycle of stars
- Cosmology - life of the universe
- Formation of the Earth

SKILLS OUTLINE

- Using simple formulae for calculations
- Practical skills - measuring, recording data
- Investigations - testing hypotheses, recording and evaluating data, writing practical reports
- Communicating scientific information for a purpose
- Practical skills - microscopy, measuring, recording data
- Investigations - testing hypotheses, recording and evaluating data, writing practical reports
- Communicating scientific information for a purpose

COURSE PATHWAY

Year 11 Integrated Science (General), Year 11 Biology (ATAR), Year 11 Physics (ATAR), Year 11 Chemistry (ATAR) and Year 11 Human Biology (ATAR)

HUMANITIES AND SOCIAL SCIENCES

HUMANITIES AND SOCIAL SCIENCES

COURSE OUTLINE

In Year 10 Humanities and Social Sciences, students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

Students continue to build on their understanding of the concepts of democracy, democratic values, justice and rights and responsibilities by exploring Australia's roles and responsibilities at a global level and its international legal obligations. They inquire into the values and practices that enable a resilient democracy to be sustained.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, through an applied focus on the management of environmental resources and the geography of human wellbeing at the full range of scales, from local to global and in a range of locations.

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.

CONTENT COVERED

- Justice at home and overseas such as the key features and values of Australia's system of government; Australia's roles and responsibilities at a global level; and the international agreements Australia has ratified and examples of how they shape government policies and laws.
- Environmental change and management such as the human-induced environmental changes that challenge sustainability; the environmental worldviews of people; causes and likely consequences of environmental change; evaluating management responses.
- Geographies of human wellbeing such as the different ways of measuring and mapping human wellbeing and development; the reasons for spatial variations between countries in indicators of human wellbeing; the issues affecting the development of places, including a study of a developing country in Africa.
- The modern world and Australia including a study of the inter-war years between World War I and World War II; a depth study of World War II and a depth study investigating rights and freedoms from 1945 to the present.

SKILLS OUTLINE

- Questioning and researching
- Analysing
- Evaluating
- Communicating and reflecting

COURSE PATHWAY

Year 11 History (ATAR), Year 11 Political & Legal Studies (ATAR), Year 11 Economics (ATAR) and Year 11 Geography (ATAR)

HEALTH & PHYSICAL EDUCATION

HEALTH & PHYSICAL EDUCATION

COURSE OUTLINE

In Year 10, the content provides students with the opportunity to begin to focus on issues that affect the wider community. They study external influences on health decisions and evaluate their impact on personal identity and the health of the broader community. Students continue to develop and refine communication techniques to enhance interactions with others, and apply analytical skills to scrutinise health messages in a range of contexts.

CONTENT COVERED

In continuing to improve performance, students transfer learned specialised movement skills with increasing proficiency and success across a variety of contexts. They use feedback to improve their own and others' performance with greater consistency, and critically evaluate movement responses based on the outcome of previous performances. Through the application of biomechanical principles to analyse movement, students broaden their understanding of optimal techniques necessary for enhanced athletic performance.

Students self-assess their own and others' leadership styles and apply problem-solving approaches to motivate participation and contribute to effective team relationships. They are also provided with opportunities to assume direct control of physical activities in coaching, coordinating or officiating roles.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

COURSE PATHWAY

Year 11 Physical Education (ATAR and General) and Certificate II in Sport and Recreation

APPLIED PHYSICAL EDUCATION

COURSE OUTLINE

The Applied Physical Education course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course.

The Applied course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies General course cannot be separated from active participation in physical activities and involves students in closely integrated written, oral and physical learning experiences based upon the study of selected physical activities.

The course prepares students for a variety of post-school pathways, including immediate employment or tertiary studies. It provides students with an increasingly diverse range of employment opportunities in the sport, leisure and recreation industries, education, sport development, youth work and health and medical fields linked to physical activity and sport. The course also equips students to take on volunteer and leadership roles in community activities.

It is divided into 50% Practical and 50% Theory.

CONTENT COVERED

The course content is divided into six interrelated content areas:

- Developing physical skills and tactics
- Motor learning and coaching
- Functional anatomy
- Biomechanics
- Exercise physiology
- Sport psychology

COURSE PATHWAY

Year 11 Physical Education (ATAR and General) and Certificate II in Sport and Recreation

OUTDOOR EDUCATION

COURSE OUTLINE

Year 10 Outdoor Education will provide students with skills and the opportunity to challenge themselves in variety of ways.

CONTENT COVERED

The course will cover:

- methods of cooperation, camp craft, navigation and roping
- the opportunity to experience outdoor, natural rock climbing and abseiling in a controlled, safe environment to build independence, resilience and life experience

SKILLS OUTLINE

- Single rope techniques
- Basic knot knowledge
- Abseil skills
- Rock climbing skills
- Outdoor safety
- Camp craft
- Camp cooking
- Expedition planning
- Hiking planning and implementation

COURSE PATHWAY

Year 11 Physical Education (ATAR and General) and Certificate II in Sport and Recreation

CERTIFICATE II IN SPORT & RECREATION (VET)

COURSE OUTLINE

The focus of this qualification is playing sports. Students will develop skills in Australian Rules Football and Netball. This qualification can be used as credit towards further studies in the Sport and Recreation area at a State Training Provider.

CONTENT COVERED

- Organise and complete daily work activities
- Apply first aid
- Respond to emergency situations
- Develop and update sport, fitness and rec. industry knowledge
- Follow workplace health and safety policies
- Perform the intermediate skills of Australian Football
- Perform the intermediate tactics of Australian Football
- Participate in conditioning for Australian Football
- Use intermediate level netball skills
- Use intermediate level netball tactics and game strategy in netball play
- Participate in conditioning for netball

COURSE PATHWAY

Year 11 Physical Education (ATAR and General)

THE ARTS

DANCE

COURSE OUTLINE

The Year 10 Dance course extends and refines student's technical skills in multiple genres of dance. They have the opportunity to choreograph, perform to an audience and analyse their own and others' work. Students explore the elements of dance and the use of choreographic devices to help communicate ideas and intent in group work. They will be introduced to the anatomical structure of the body, explore Safe Dance practices and investigate the social, cultural and historical contexts in which dance exists.

CONTENT COVERED

- Choreography and performance in Jazz, Contemporary and Musical Theatre Dance styles
- Creative expression
- Viewing and analyses of professional works

SKILLS OUTLINE

- Increased movement repertoire in these styles
- Enhanced physical competencies - fitness, co-ordination, strength and flexibility
- Choreographic processes
- Performance and rehearsal strategies

COURSE PATHWAY

Year 11 Dance (General)

DRAMA

COURSE OUTLINE

The focus for this course will be exploring drama and drama events. Students will be introduced to the skills, techniques and conventions of story and storytelling enactment, improvisation and play building. Through small scale drama performance projects, students develop their voice and movement skills, interacting in and with the performance space, using technologies such as sets, lighting and sound. Students will also participate in a public performance for an audience other than their class members. They will extend their skills in improvisation and relate these to playwriting structures through a focus on characterisation, use of dialogue and creating drama narratives with dramatic tension.

CONTENT COVERED

- Australian and world drama
- Play building/ storytelling
- Drama narrative and playwriting
- Representational and Presentational Theatre

SKILLS OUTLINE

- Voice and movement
- Drama technologies
- Audience/performance relationships
- Improvisation

COURSE PATHWAY

Year 11 Drama (ATAR & General)

MUSIC

COURSE OUTLINE

In this course students will learn about how music is created and performed and how music is, and has always been, a key part of people's lives. They will be introduced to the language of music, developing an understanding of the 'elements of music' and learning theory, aural and music making skills. Students will have opportunities to perform music and create their own music works, developing their own ideas and applying their understandings and skills.

The context of study for this unit will be chosen from:

- Contemporary music
- Jazz

Performing on a chosen instrument is worth 50% of the marks for this course. Students may perform in a style of their choice e.g. classical, contemporary and jazz.

CONTENT COVERED

- Performing
- Composing/arranging
- Listening and responding
- Culture and society

SKILLS OUTLINE

- Pitch (including harmony and tonality)
- Rhythm and duration
- Tempo
- Dynamics and expressive techniques
- Texture
- Form/structure
- Timbre

COURSE PATHWAY

Year 11 Music (General)

VISUAL ARTS

COURSE OUTLINE

Our Visual Arts programme is designed to facilitate the development of visual literacy (the ability to both deconstruct and interpret art) and to create increasingly complex and sophisticated art works. Each year within the programme builds on the skills, techniques and understandings acquired in the preceding year and over time leads to a broad appreciation of the cultural base for art practice.

This course will cover studio areas such as drawing, painting, printing ceramics and sculpture. Each project will consist of a visual diary of drawings and designs which will lead to the final studio work. Students will experience a wide range of techniques and a variety of media in the production of the visual diary. Art History and Art Criticism will be incorporated into each project. There is an increasing focus on contemporary art and images; and students engage in critical analysis both in making and interpreting art. This course is a pathway to the senior school Visual Arts Course of Study.

CONTENT COVERED

- Explore drawing and visual language in directed tasks and activities
- Examine artists and artworks for inspiration
- Test, experiment and explore specific media and techniques
- Explore a range of stimulus materials and drawing approaches
- Use visual language in the development of artwork
- Explore techniques used by different artists
- Display and evaluate finished artwork

SKILLS OUTLINE

- Observational and interpretive drawing
- Effective use of the elements and principles
- Artistic research
- Design and production of artwork
- Display of resolved artworks

COURSE PATHWAY

Year 11 Visual Arts (General or ATAR)

TECHNOLOGIES

APPLIED INFORMATION TECHNOLOGY

COURSE OUTLINE

This course is split into two units:

UNIT 1 – PERSONAL COMMUNICATION

The focus of this unit is to enable students to use technology to meet personal needs. Students develop a range of skills that enable them to communicate using appropriate technologies and to gain knowledge that assists in communicating within a personal context.

UNIT 2 – WORKING WITH OTHERS

The focus of this unit is to enable students to use a variety of technologies to investigate managing data, common software applications and wireless network components required to effectively operate within a small business environment. They examine the legal, ethical and social impacts of technology within society.

Knowledge

- The elements of design
- The principles of design
- Typography
- Compositional rules

SKILLS OUTLINE

- Design concepts
- Hardware
- Impacts of technology
- Application skills
- Project management

COURSE PATHWAY

Year 11 Applied Information Technology (General)

BUSINESS & FINANCE

COURSE OUTLINE

The focus in this course will be on the role of business in Australia. Most people have had consumer experiences, whether it is using a mobile phone, watching TV or paying for and using other goods and services. Therefore, learning contexts will be selected that tap into these interests and build-ups to recognise the factors that contribute to business success.

CONTENT COVERED

- Understanding the environment in which businesses operate and the external influences that impact on success or failure
- Investigating a business in Western Australia and analysing the strengths, weaknesses, opportunities and threats and make justified recommendations
- Examining the stakeholders of tourism businesses in the Swan Valley and setting SMART business targets to achieve local Government tourism targets
- Carry out marketing research and plan a marketing strategy for a real business
- Calculating profit or loss and being able to evaluate the best way to maximise profit
- Interpret cash flow forecasts to identify areas of concern and to evaluate and recommend the best solution
- Explore the sources of finance available to small business and be able to assess a business situation and advise on the most appropriate sources of finance
- Apply the concepts and theories of motivations to a business and produce a multi-media presentation that demonstrates motivation in action
- Discuss how effectively businesses can gain a competitive advantage through employee motivation
- Produce a job description, person specification and interview questions and mark sheet for a given job role for a real organisation. Undertake interviews and write to candidate with reasons for offer or rejection
- Create a tailored resume and covering letter based on a job description and person specification. Prepare for and attend an interview. Reflect on your performance and the decision of the interviewers

SKILLS OUTLINE

- Identify and organise and information.
- Undertake focused research and extract relevant information and data to support and justify opinions and proposals.
- Apply knowledge and understanding of business concepts to business situations real and simulated.
- Evaluate solutions: consider and anticipate the positive and negative impacts of proposals and decisions to judge the best option taking into account the given business situation.
- Communicate clearly and professionally, with correct use of business terms and concepts and within accepted grammar, punctuation and spelling.

COURSE PATHWAY

Year 11 Business Management and Enterprise (General), Year 11 Economics (ATAR) or Certificate II in Business.

CHILDCARE

COURSE OUTLINE

The focus for first semester will be me, my family and my community. Students focus on the domains of development and the needs of individuals. They examine the roles, rights and responsibilities of individuals, families and the community.

Skills, processes, understandings and knowledge essential to independent life or to caring for others will be developed through individual and group activities using skills, techniques and resources to find, utilise and communicate information. Students will also develop self-management, goal setting and decision-making skills to achieve personal and group goals.

The focus for second semester will be family uniqueness. Students will examine the role of families and the relationships between individuals, families and their communities.

Through an understanding of growth and development, students will recognise the characteristics of individuals and families and that development is affected by biological and environmental factors. Students will identify and examine families, their similarities and differences, the issues that arise from family interactions and the influence of attitudes, beliefs and values on the allocation of resources to meet needs and wants.

CONTENT COVERED

- Nature of growth and development
- Factors effecting growth and development
- Self-management skills
- Social systems
- Creating resources for children

SKILLS OUTLINE

- Caring for children
- Self-awareness

COURSE PATHWAY

Year 11 Children, Family & Community (General)

CERTIFICATE II VISUAL ARTS - DIGITAL IMAGERY/PHOTOGRAPHY (VET)

COURSE OUTLINE

The focus for this course is personal design and social design. Students understand that they visually communicate aspects of their personality, values and beliefs and affiliations through decoration and adornment, choice of artefacts and consumer items and their manipulation of personal surroundings and environments. Students are introduced to communication principles, design elements and principles and design process and practice. They are introduced to basic drawing skills and a range of techniques to determine communication objectives/goals; communication situation/context; problem identification and problem-solving strategies; and concept development. They are introduced to basic production skills and process, materials and technologies.

CONTENT COVERED

- Design principles and process
- Communication principles and visual literacies
- Production knowledge and skills

SKILLS OUTLINE

- Management of production processes, methods and techniques
- History/evolution of production processes relevant to design discipline
- Appropriate terminology and formats of presentation of design solutions relevant to design disciplines
- Planning and time management
- Properties of various types of materials and their application to design
- Development of solutions through experimentation with materials
- Evolution of production processes relevant to design discipline
- Experimentation and exploration with tools
- Storage, use and care of tools
- Application of OSH principles to production processes relevant to the Design context
- Photo shoots

COURSE PATHWAY

Year 11 Design Photography (General)

CERTIFICATE II IN WORK AND VOCATIONAL PATHWAYS (VET)

COURSE OUTLINE

This qualification will provide students with entry level digital literacy and employability skills with a focus on ICT units.

Students will learn how to carry out routine tasks and respond to different situations using appropriate communication methods. Throughout the course students will demonstrate a variety of ICT skills that will be recognised by future employers and will learn how to become an efficient employee who is able to review their own progress and work independently.

CONTENT COVERED

Students will undertake the following units of competence over the duration of the qualification.

- Use digital technology for routine workplace tasks
- Use strategies to respond to routine workplace problems
- Use routine strategies for work-related learning
- Calculate with whole numbers and familiar fractions, decimals and percentages for work
- Estimate, measure and calculate routine metric measurements for work
- Interact effectively with others at work
- Write routine workplace texts
- Contribute to health and safety of others
- Organise and complete daily work activities
- Recognise highly familiar workplace signs and symbols
- Write personal details on basic workplace forms
- Operate a digital media technology package
- Work place learning

FOOD SCIENCE AND TECHNOLOGY

COURSE OUTLINE

CELEBRATING WITH FOOD

In this hands-on course students cook a wide variety of dishes, learning food preparation techniques used in different cultures from around the globe. During lessons students analyse the impact of these techniques on nutrient retention, aesthetics, taste and palatability of food. Principles of food handling such as safety, preservation, presentation and sensory properties are explored and explained. Students develop the skills and knowledge for healthy eating and investigate food production and the generation of sustainable solutions.

CAFÉ SOCIETY

Students cook a range of café style foods, focussing on how food preparation techniques and the presentation of dishes impacts on the sensory properties (flavour, appearance, texture, and aroma) of food. During lessons students learn aspects of food safety and preservation used in a café kitchen, and analyse the physical properties and perceptions of food. Students investigate food production and the environmental impacts of the journey from paddock to plate.

CONTENT COVERED

- Properties of food
- Nutrition
- Food products and processing systems
- Food issues
- Laws and regulatory codes

SKILLS OUTLINE

- Knife skills
- Industry skill standards

COURSE PATHWAY

Year 11 Food Science and Technology (General) or Certificate II Hospitality

JEWELLERY DESIGN

COURSE OUTLINE

The aim of this unit is to develop awareness of small scale one-off production and increase confidence in using drawing skills to both design and manufacture a product.

The theme is 'Jewellery' which captures the current trend craft jewellery for both sexes. This should not only increase interest when learning but improve their results and sense of pride in accomplishing a well finished piece.

CONTENT COVERED

In this unit students will build on knowledge and skills gained in Year 8 and 9 in workshop practices and procedures. The main materials in use will be metal (silver nickel).

Learners gain basic skills in designing and communicating a design idea, and explore and amend design ideas through model making and testing, in both product design, practical craft skills and graphic design contexts. Using a range of craft skills, tools, equipment and materials, the unit provides opportunities to develop and enhance practical creativity, practical problem solving skills, and gain an appreciation of safe working practices in a workshop or similar environment.

SKILLS OUTLINE

- Modelling in Silver Clay
- Use of oxyacetylene, pickle, silver soldering and appropriate tools
- Produce simple shapes using skills, process & techniques to enable and increase skills and see what can be achieved
- Photographing small scale pieces
- Cutting and shaping silver Nickel
- Casting in Silver
- The application of Gold leaf

COURSE PATHWAY

Year 11 Materials, Design and Technology – Metalwork (General)



MEDIA

COURSE OUTLINE

The focus for this unit is on preparation for Media Production & Analysis courses in either ATAR or General pathways. Students will explore a range of different elements including entertainment, mass media, representation and reality. Within this broad focus, students reflect on their own use of the media, common representations, including the examination of characters, stars and stereotypes and the way media is constructed and produced. They will also analyse media work and construct a point of view in their own productions.

Students are introduced to the languages of the media, learning how codes and conventions are used to construct representations within narratives. They examine the media that surrounds them and consider how audiences interpret media representations of people and their associated values. This will often be produced in the form of short film productions in the form of documentaries and reality television.

CONTENT COVERED

- Media Language
- Representation
- Audience
- Production
- Skills, techniques and processes

COURSE PATHWAY

Year 11 Media Production & Analysis (ATAR or General)

METALWORK

COURSE OUTLINE

Materials, Design and Technology (Metalwork) is a practical subject designed to give students the opportunity to experience aspects of designing, constructing, appraising. Students will learn a range of different techniques and apply these to their projects. The projects include designing and producing a bedside table and stool. Teachers will assess how students investigate products or projects and how they devise, develop and modify design solutions throughout the technology process. This subject will focus on the application of current technology in the industry. Suggested areas include the use of common materials in design and construction with students learning how to use both hand-held tools and other specialist metal tools.

SKILLS OUTLINE

- Apply principles of occupational health and safety
- MIG Welding
- A range of machines related to metalwork
- Finishing techniques – spraying
- SketchUp
- CNC Plasma cutter

COURSE PATHWAY

Year 11 Materials Design Technology - Metalwork

TECHNICAL DRAWING

COURSE OUTLINE

This is a year-long course offered for students wanting to enter the Architecture, Building, Construction and Engineering, or Design industries. Studying this course will give students the opportunity to either continue their studies in later years at a VET level or gain direct employment in the Drawing, Engineering, Building or Manufacturing or Design Based Industries. This is a great opportunity for budding Designers to learn the drawing programmes and develop their skills.

CONTENT COVERED

This course is divided into two parts

- 2D and 3D CAD CAM Designs – Designing and drawing and manufacturing 2D and 3D images and models
- House Design – Creating individual house plans that are Industry Standard

SKILLS OUTLINE

- Sketching and drawing
- Rendering Techniques
- Interpreting technical drawings
- Produce technical drawings
- Making prototypes and testing
- Manufacture using Computer Aided Manufacture- Laser cutting and 3D printing

COURSE PATHWAY

Year 11 Design – Technical Drawing (General), Year 11 Materials, Design and Technology (General) or Certificate II in Technical Drawing

TEXTILES

COURSE OUTLINE

Contemporary textiles feature in all aspects of life from the furnishings in our homes to the everyday garments we wear without a second thought, through to the high end fashion pieces which grace the catwalks of capital cities and the magazine covers of Vogue and Elle. Contemporary textiles have blurred the line between form and function and now regularly include stunning sculptural and ephemeral works of art in prestigious galleries.

Through historical inquiry, visual research and materials investigations, students develop their innate creativity and understanding of the society in which they live. They work with materials, techniques, and practical skills which lead to the design and manufacture of a number of unique garments. They begin to appreciate the ways in which fabrics and fashion trends reflect broader cultural shifts in society; and appreciate the capacity of a garment to 'say something' important about the 'designer-artist' and 'wearer-consumer'.

Working with a variety of materials, students develop a range of aesthetic, design, materials manipulation, processing, manufacturing and organisational skills. They develop creative strategies to go beyond the obvious and to pursue creative tangents which lead to exciting innovative original designs. The course will prepare students for a future in a complex, fast changing, technological and material world, by providing a solid foundation for lifelong learning about how products are designed and how materials are developed and used.

SKILLS OUTLINE

- Sewing machine
- Overlocker
- Construction techniques
- Pattern use

CONTENT COVERED

- Design fundamentals and skills
- Skills and techniques
- Production management
- Nature and properties of materials
- Materials in context
- Safety

COURSE PATHWAY

Year 11 Materials Design & Technology - Textiles (General)

WOODWORK

COURSE OUTLINE

Materials, Design and Technology (Woodwork) is a practical subject designed to give students the opportunity to experience aspects of designing, constructing, appraising and marketing furniture.

Students will learn a range of different techniques and apply these to their projects. The projects include designing and producing a skateboard as well as a storage design project.

Teachers will assess how students investigate products or projects and how they devise, develop and modify design solutions throughout the technology process.

This subject will focus on the application of current technology in the furniture industry.

Suggested areas include the use of common materials in design joinery and construction with students learning how to use both hand-held tools and other specialist wood tools.

CONTENT COVERED

- Workshop safety
- Joining and construction
- Furniture designing – Sketchup
- Finishing techniques – spraying

SKILLS OUTLINE

- Manual tool use
- Power tools
- Wood working machines
- Use of the laser cutter
- Vacuum press for the skate boards.
- SketchUp

COURSE PATHWAY

Year 11 Materials, Design and Technology – Woodwork

LANGUAGES OTHER THAN ENGLISH

ITALIAN

COURSE OUTLINE

This course is designed for students who have had some experience of the Italian language and culture and wish to further their studies in Italian. The content of the course will be balanced in the four areas of Listening, Speaking, Reading and Writing with various text types and activities. Students will engage in content and skills to prepare them for the Italian ATAR course in Year 11.

The focus for this course will be *questo mio mondo* (here and now). Students explore the Italian language and culture from a personal perspective, enabling them to share information related to personal identity, aspects of everyday life, and popular culture. They begin to develop an understanding of what it is to be Italian and Italian-speaking, and compare their own lives to those of others in Italian-speaking communities. The second focus will be *cose da fare, luoghi da visitare* (things to do, places to go). Students have the opportunity to share information about their own sense of their personal, social and community environment. They begin to develop the skills to travel within Italy, and learn more about Italian-speaking communities and cultures. Students examine popular free-time activities and share information about their 'space'; from the more personal perspectives of home, to the local neighbourhood, shopping and leisure.

CONTENT COVERED

- Comprehending and communicating in Italian through listening, responding and speaking (describing themselves and people)
- Viewing and reading a variety of texts in Italian and responding appropriately (teenagers in Italy)
- Writing a variety of texts in Italian (letters, advertisements, accounts on travel)

SKILLS OUTLINE

- Enquiring, interpreting
- Presenting
- Problem-solving
- Performing
- Creating, designing, composing
- Judging, evaluating, responding

COURSE PATHWAY

Year 11 Italian (ATAR)

SECTION 5

VOCATIONAL EDUCATION PROGRAMMES

The College gives students the opportunity to participate in three types of vocational programmes in Year 11 and 12.

ONSITE

ONSITE is the College Workplace Learning Programme. Students spend one day per week in an industry of their choice. With the benefit of an ONSITE programme behind them, students can be better prepared to find their niche in industry.

Students who are accepted into the specialist ONSITE programme have access to specialised training in numerous areas. In these specialised courses ONSITE manages the work place training while TAFE deliver the qualification.

VET IN SCHOOLS

North and South Metropolitan TAFEs are offering Year 11 & 12 students the opportunity to study the following programmes. Students spend one or two days at TAFE and three or four days at school. Students must apply to TAFE and the courses are competitive.

SCHOOL BASED APPRENTICESHIPS & TRAINEESHIPS

Students who secure a school based apprenticeship or traineeship also complete school subjects. It is the responsibility of the student to secure these placements.

SECTION 6

EXAM ACCOMMODATIONS

Holy Cross College strives to provide the best learning environment for all students to achieve their potential. Students with documented learning difficulties may be granted special exam accommodations. From Year 10 onwards, the College follows the School Curriculum and Standards Authority's (SCSA) special exam arrangement guidelines to assist students in completing WACE examinations. This means students in Senior School who wish to apply for special exam accommodations need to provide the College with updated psychological assessments and specialist reports which state a diagnosis of a learning difficulty and make recommendations for specific exam accommodations. These assessments need to be completed in Year 11 as they will be used to support students' Year 12 applications for Special Examination Arrangements through SCSA. All reports need to be less than two years old upon application.

Please be aware that without a diagnosis or supporting documentation, students will not receive special exam accommodations.

Further information can be obtained at:

<http://wace1516.scsa.wa.edu.au/assessment/examinations/special-provisions>

HOME STUDY

Home study is an integral component of the learning process and is preparatory, supplementary and supportive of work covered in class. Home study is an essential component of all Senior School courses.

The purpose of home study is to:

- reinforce knowledge and skills covered in class
- complete work commenced in class
- undertake work such as reading and note-taking in preparation for future lessons
- extend class work through further reading, written and practical work
- work on and complete assignments
- develop skills to work independently

Study is time set aside to revise and reinforce concepts and skills already learnt. The purpose of study is to:

- remember what you have learnt
- revise for tests and exams

Appropriate time allocation for home study is as follows:

- ½ hour per course five times per week.

Total time allocation - a minimum of 2.5 - 3 hours five times per week.

Prior to tests, exams and assignments, a substantial amount of time should be set aside on weekends to ensure thorough revision is achieved and work is completed on time.

The ultimate responsibility for home study being completed rests with students and parents.

USEFUL WEBSITES

UNIVERSITY

Curtin University	http://www.curtin.edu.au/
Edith Cowan University	http://www.ecu.edu.au/
Murdoch University	http://www.murdoch.edu.au/
Notre Dame	http://www.nd.edu.au/
University of WA	http://www.uwa.edu.au/

TAFE

North Metropolitan TAFE	http://www.northmetrotafe.wa.edu.au/
South Metropolitan TAFE	http://www.southmetrotafe.wa.edu.au/

OTHER

SCSA	http://www.scsa.wa.edu.au/
TISC	http://www.tisc.edu.au/
Defence Force	http://www.defencejobs.gov.au/
Apprenticeships	http://www.dtwd.wa.gov.au/apprenticeship-office
Job Search	https://jobsearch.gov.au/
MyFuture	http://www.myfuture.edu.au/
Job Guide	https://www.education.gov.au/job-guide

