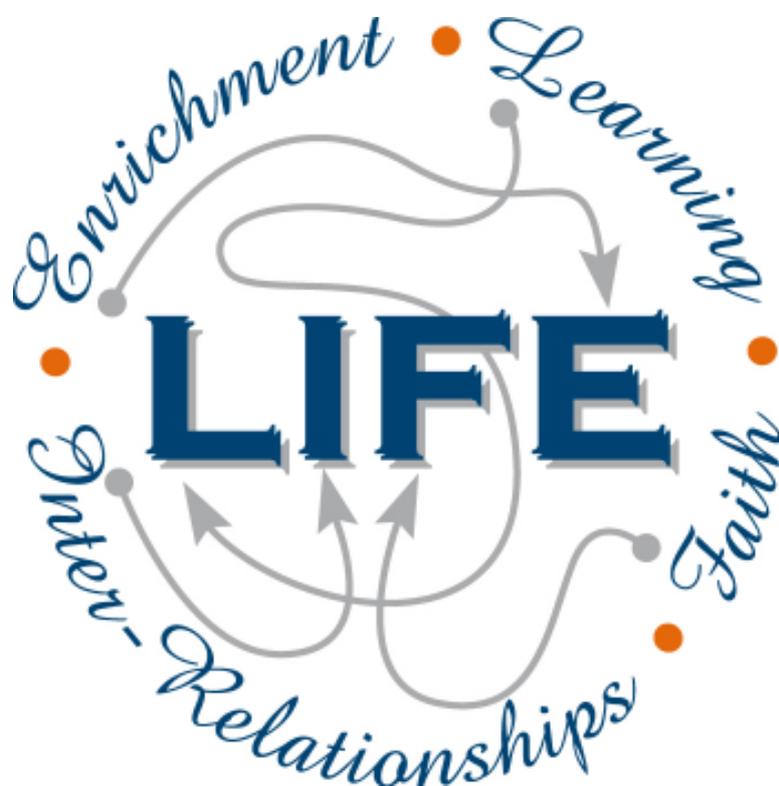

CURRICULUM INFORMATION HANDBOOK



YEAR 10

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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.

During Year 10 students will commence their journey through Senior School. They will participate in a Careers course to enable them to gain an awareness of their individual abilities, interests and values and the ways these are related to their career planning. As well as this they will be able to learn about the range of options available to them in the world of work and further training.

While most of the courses students complete in Year 10 are from the Australian Curriculum, students have the opportunity to enroll 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 will commence Senior School courses in Spring Term (October) in order to maximise the time students are able to spend on their courses. This 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
Assistant Deputy: Enrichment

Mrs Anita Walmsley
Assistant Deputy: Learning

SECTION 1

GENERAL INFORMATION

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 STP 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. Parents/carers 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, Archbishop 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.

The State Government also recommends that all students in Western Australia who will graduate from 2010 onwards complete 20 hours of service to the community and these hours will be recorded on their West Australian Certificate of Education (WACE). Students who participate in 'Giving Life' will meet this recommendation. As part of their Religious Education programme, Year 10 students will also complete an Endorsed Unit from the School Curriculum and Standards Authority called Christian Service Learning.

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. Year 10 students will complete an endorsed unit in Christian Service Learning. This will comprise 20 hours of service (including a 2 day placement as part of Curriculum Enrichment Week) and 20 hours of teaching and learning. If successfully completed students will receive 2 points towards their 2015 WACE graduation.

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.

	Type of Service	WACE Points	Minimum hours to complete Christian Service
Year 10	Christian Service Learning	2	20 service hours – school allocated time +10 hours – personal time + 20 hours teaching and learning
Year 11 & 12	Christian Service Learning	2	20 hours + 20 hours teaching and learning

NOTE: Students receive four WACE points in Year 10 to 12; however they have the option to gain another two points for a total of six WACE points if they complete another 20 hours of community service in Year 12.

Please contact Mr Muller 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.

Mr Murphy can provide up-to-date and accurate information about:

- Course selection
- University and STP courses
- Career pathways
- ONSITE (Workplace Learning and STP 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

AT THE COLLEGE

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

The Learning Resource Centre of the College has a Careers display with prospectuses for University and STP entry.

CAREER CENTRE

The Career Centre located at Level 2, 166 Murray Street 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 – Friday from 8.30am – 4.30pm (Ph: 13 23 98 or 9224 6500).

SECTION 2

WESTERN AUSTRALIA CERTIFICATE OF EDUCATION (WACE) REQUIREMENTS

WACE is the West Australian Certificate of Education. The minimum requirements to receive a WACE in 2016 and beyond 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.

However, for 2016 and beyond 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) testing.

Breadth and Depth

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

- a minimum of ten Year 12 units
- two completed Year 11 English units and one pair of completed Year 12 English units
- one pair of Year 12 course units from each of List A (arts/ languages/social sciences) and List B (mathematics/ science/technology)

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).

There will be provision for students to offset these unit requirements by completing VET qualifications at Certificate I, II, III or IV level. A Certificate I can replace a Certificate II, two Year 11 and two Year 12 units, a Certificate III, two Year 11 and two Year 12 units and a Certificate IV or above, two Year 11 and four Year 12 units.

English Language Competence

Students will be required to complete at least four units of English post Year 10 – studied over at least two years.

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. As part of the Year 10 Careers programme students will explore pathways to, and requirements for, university courses. 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 all 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.

ENTRANCE TO A STATE TRAINING PROVIDER (STP)

State Training Providers (STP - formerly known as TAFE Colleges) are the largest provider of vocational education and training (VET) in the State. STPs work closely with industry to provide and formally recognise skills that today's employers are looking for.

There are over 400 qualifications available through STP 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. STP also aims to allow students to readily move between STP and employment, return to study at any time, or enable students to do both at the same time.

STP 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 STP 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 STP pathway will study predominantly General/VET courses (and possibly some ATAR courses) in Year 12. They will also be able to apply to participate in some of the Vocational Education Training (VET) courses on offer. Students planning to enter STP will study General Courses in Years 11 & 12.

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. There are two types of Year 10 courses, namely School Courses and WACE Courses.

SCHOOL COURSES

Catholic Education Office	The Religious Education Course is developed by the Catholic Education Office
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 and Dance are also part of the Australian Curriculum.
Department of Education and Training	Some Elective courses that have not yet moved towards the Australian Curriculum are still run by the state curriculum authority.

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

Vocational Education and Training courses (VET) studied at the College are the same qualifications that would be studied at any other STP. 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 State Training Provider.

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 Extension, General and Vocational pathways. Students studying the Extension and 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 be placed in Mathematics courses according to their Year 9 Semester 1 results. Students will study in Extension, General and Vocational pathways. Students studying the Extension and General pathway will study the Year 10 Australian Curriculum for Mathematics. Students in the Vocational pathway will study a modified course.

HUMANITIES AND SOCIAL SCIENCES

All Year 10 students will study History & Geography. Selected students may study an alternative careers program instead of Geography in semester 2.

SCIENCE

Year 10 students will be placed in Science courses according to their Year 9 Semester 1 results. Students will study in Extension, General and Vocational pathways. Students studying the Extension and General pathway will study the Year 10 Australian Curriculum for Science. Students in the Vocational pathway will study a modified course.

HEALTH AND PHYSICAL EDUCATION

All students will study Health and Physical Education.

ELECTIVE COURSES

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 assessments.

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

COURSE SELECTION

RELIGIOUS EDUCATION

COURSE OUTLINE

All units are based on the RE 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 term. 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 10 Religious Education to Year 11 Religion and Life (General or ATAR)

ENGLISH

ENGLISH (EXTENSION AND GENERAL PATHWAYS)

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 10 English to Year 11 English (General or ATAR)

FOUNDATION ENGLISH

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 10 Vocational English to 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 10 Mathematics to Year 11 Mathematics Essentials (General) or Mathematics Applications, Mathematics Methods or Mathematics Specialist (ATAR)

MATHEMATICS (VOCATIONAL PATHWAY)

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 10 Mathematics to Year 11 Mathematics Foundation or 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 10 Science to Year 11 Physics (ATAR), Year 11 Chemistry (ATAR) and Year 11 Human Biology (ATAR)

HUMANITIES AND SOCIAL SCIENCES

HISTORY

COURSE OUTLINE

This course is titled “The Modern World and Australia”. Students explore the historical period from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century was 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.

CONTENT COVERED

- Overview Content
 - The inter-war years
 - Continuing efforts post World War II to achieve lasting peace and security in the world
 - Major movements for rights and freedom in the world
 - The Cold War
 - Developments in technology, health, standards of living and sustainability in the twentieth century
- Depth Studies
 - World War II
 - Rights and Freedoms
 - The Globalising World

SKILLS OUTLINE

- Sequence events and developments within a chronological framework and identify relationships between events across different places and periods of time
- Identifying historical questions to form historical inquiries
- Process, analyse and synthesise information from a range of primary and secondary sources and use it to answer inquiry questions
- Analyse sources to identify motivations, values and attitudes
- Develop and justify own interpretations about the past
- Develop historical texts, particularly explanations and discussions, incorporating historical argument and using evidence from primary and secondary sources that are referenced.

COURSE PATHWAY

Year 10 History to Year 11 History (ATAR)

GEOGRAPHY

COURSE OUTLINE

There are two units of study in Year 10 Geography: *Environmental change and management* and *Geographies of human wellbeing*. In the *Environmental change and management* unit, Students will have the opportunity to explore environmental geography through an in-depth study of a specific environment. Students will 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.

In *Geographies of human wellbeing* students will investigate global, national and local differences in human wellbeing between places. They will explore the concepts and measures of human wellbeing and the causes of global differences in these measures between countries. They will investigate the programs designed to reduce the gap between differences in wellbeing. Distinctive aspects of human wellbeing will be investigated using studies drawn from Australia, India and across the world.

CONTENT COVERED

- Unit 1: Environmental Change Management
 - The human induced environmental change that challenges sustainability
 - The environmental world views of people and their implication for environmental management
 - The Aboriginal and Torres Strait Islander peoples' approach to custodial responsibility and environmental management in different regions of Australia
 - The application of human-environment systems thinking to understanding the causes and likely consequences of the environmental change being investigated
 - The application of geographical concepts and methods to the management of the environmental change being investigated
 - The application of environmental, economic and social criteria in evaluating management responses to the change being investigated
- Unit 2: Geography of human wellbeing
 - The different ways of measuring and mapping human wellbeing and development and how these can be applied to measure differences between places
 - The reasons for spatial variations between countries in selected indicators of human wellbeing
 - The issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands
 - The reasons for and consequences of spatial variations in human wellbeing on a regional scale within India or another country of the Asia region.
 - The reasons for and consequences of spatial variations in human wellbeing in Australia at the local scale
 - The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries

SKILLS OUTLINE

- Observing, questioning and planning
- Collecting, recording, evaluating and representing
- Interpreting, analyzing and concluding
- Communicating
- Reflecting and responding

COURSE PATHWAY

Year 10 Geography to Year 11 Geography (ATAR)

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 upon this informal understanding. Students will be given opportunities and explore business start-ups to recognise the factors that contribute to business success. Entrepreneurship and innovative thinking will be introduced generating ideas and proposals that may be suitable for business ventures. These proposals will then developed into a business plan. Students will also have the opportunity to simulate the running of a business venture.

CONTENT COVERED

- Starting your own business
- Small business
- Evaluating businesses
- Exploring business types
- Managing business finance
- Management practices
- Accounting records

SKILLS OUTLINE

- Problem solving
- Initiative

COURSE PATHWAY

Year 10 Business Management & Enterprise to Year 11 Business Management & Enterprise (General)

HEALTH & PHYSICAL EDUCATION

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

THE ARTS

DRAMA (AUSTRALIAN CURRICULUM)

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 story telling 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
- Playbuilding/storytelling
- Drama narrative and playwriting

SKILLS OUTLINE

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

COURSE PATHWAY

Year 10 Drama to Year 11 Drama (ATAR & General)

DANCE

COURSE OUTLINE

The Dance course aims to develop student's knowledge of how ideas and intentions are communicated in and through variety of Dance styles, and prepare them for performance. They build on and refine their knowledge, understanding and skills through dance practices. Students will be introduced to the anatomical structure of the body, aspects of Dance History and Safe Dance practices.

CONTENT COVERED

- Choreography, performance and reflection in Jazz, Hip-Hop, Contemporary and Multi-Cultural Dance styles
- Performing for audiences
- Increase self-confidence, co-ordination, strength and flexibility
- provide students with an outlet for creative expression

SKILLS OUTLINE

- Increased movement repertoire in these styles
- Enhanced physical competencies.

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, jazz etc.

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 10 Music to Year 11 Music (General)

CERTIFICATE II IN VISUAL ARTS (VET)

COURSE OUTLINE

This qualification allows learners to develop the basic creative and technical skills that underpin visual arts and craft practice. Over the course of twelve or twenty four months students will work toward the completion of eight Australian Qualifications Training Framework (AQTF) units of competence. Upon completion, students receive a certificate 11 in Visual Arts and will possess advanced standing for the completion of further studies at a STP after school.

This course does not lead directly to employment, however it provides students with industry relevant skills which will prepare them for the workforce in Visual Arts related settings. Some students may progress through to certificate three, four and diploma at a STP and will be eligible for university entrance thereafter.

CONTENT COVERED

Students will complete 8 units of competence over a one year (year 12 students) or two year (year 11 students) time frame. These units include:

- Develop painting skills
- Develop ceramic skills
- Develop drawing skills
- Develop printmaking skills
- Develop sculptural skills
- Make simple creative work
- Source and use information relevant to own arts practice
- Participate in occupational health and safety procedures

SKILLS OUTLINE

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

CERTIFICATE II IN CREATIVE INDUSTRIES – MEDIA (VET)

COURSE OUTLINE:

Join the booming creative industries sector and become a part of something that brings colour and vibrancy to everyday life.

You will learn skills in audio and sound, techniques for presenting information on radio and to assist with a basic camera shoot. You can choose to learn to evaluate the nature of design in a specific industry context, general knowledge of lighting and general maintenance using hand tools and hand held power tools.

You'll have access to our state of the art facilities and gain skills on the industry standard equipment for audio and sound activities and assist with a basic camera shoot. This course is a great introduction to the exciting Media sector. Your certificate will include working effectively with others, assist with a basic camera shoot, perform basic sound editing, apply critical thinking techniques and many more.

SKILLS OUTLINE:

- Follow occupational health and safety procedures
- Develop and extend critical and creative thinking skills
- Work effectively in the screen and media industries
- Create 2D digital animations
- Maintain interactive content
- Author interactive sequences
- Produce and prepare photo images
- Create visual design components
- Prepare Audio Assets
- Use multimedia
- Prepare video assets

PHOTOGRAPHY

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

COURSE PATHWAY

Year 10 Design Photography to Year 11 Design Photography (General)

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

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 10 Children Family & the Community to Year 11 Children, Family & the Community (General)

CERTIFICATE II ENGINEERING - WELDING (VET)

COURSE OUTLINE

Students will produce different metal projects throughout the year and in doing so will demonstrate the competencies below.

SKILLS OUTLINE

- Apply principles of occupational health and safety
- Plan to undertake a routine task
- Apply quality procedures
- Work with others in a manufacturing, engineering or related environment
- Perform sheet and plate assembly
- Perform routine oxy acetylene welding
- Perform routine manual metal arc welding
- Use workshop machines for basic operations
- Plan a complete activity
- Perform engineering measurements
- Use hand tools
- Use power tools/handheld operations
- Manually finish/polish materials
- Interact with computing technology

CERTIFICATE II IN HOSPITALITY (VET)

COURSE OUTLINE

This qualification reflects the role of individuals who use a defined and limited range of hospitality operational skills. They are involved in mainly routine and repetitive tasks using practical skills and basic industry knowledge. They work under direct supervision.

SKILLS OUTLINE

The focus of this qualification is a waitperson in a cafe. Students are expected to participate in 10 service periods over a period of time e.g. the School Year in the College cafe serving customers.

JOB ROLES

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.

Possible job titles include:

- bar attendant
- bottle shop attendant
- café attendant
- catering assistant
- food and beverage attendant
- front office assistant
- gaming attendant
- porter
- room attendant.

COURSE PATHWAY

Year 11 Food Science & Technology (General)

TEXTILES

COURSE OUTLINE

This course is 70% practical with students having the opportunity to design and make items of clothing.

Students interact with a variety of items that have been specifically designed to meet certain needs. Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design.

Throughout the process, students learn about the origins, classifications, properties and suitability for purpose of the materials they are using, and are introduced to a range of production equipment and techniques. They develop materials manipulation skills and production management strategies, and are given the opportunity to realise their design ideas through the production of their design project.

SKILLS OUTLINE

- processes required to convert fibre to yarn to fabric
- aesthetic and functional properties of textiles used
- select fabrics for particular end uses considering aesthetic and functional properties

CONTENT COVERED

- fibre types and classification
- natural fibres - cellulosic – cotton, linen and protein – wool, silk
- manufactured fibres - regenerated – rayon and synthetic – polyester
- fabric structures – woven – warp, weft, selvedge knitted and course - wale non-woven

COURSE PATHWAY

Year 11 Textiles (General)

WOODWORK

COURSE OUTLINE

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

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.

This course is based on learning practical skills, although 20% of the course is theoretical.

CONTENT COVERED

- Workshop safety
- Joining and construction
- Furniture designing & finishing

SKILLS OUTLINE

- Manual tool use
- Power tools
- Wood working machines

COURSE PATHWAY

Year 10 Materials, Design and Technology to Year 11 Materials, Design and Technology (General)

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 2A/2B Italian courses.

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 community. 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 10 Italian to Year 11 Italian (ATAR)

SECTION 5

VOCATIONAL EDUCATION

VOCATIONAL 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 STP deliver the qualification.

TRAINING @ SCHOOL

The Central Institute of Technology and Polytechnic West are offering Year 11 & 12 students the opportunity to study the following programmes. Students spend one day at STP and four days at school. Students must apply to STP 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

OTHER INFORMATION

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 11 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 Year 11 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 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://www.curriculum.wa.edu.au/internet/Senior_Secondary/WACE_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 University	http://www.nd.edu.au/
University of WA	http://www.uwa.edu.au/

STP

Polytechnic West	http://www.polytechnic.wa.edu.au/
Challenger Institute	http://www.challenger.wa.edu.au
West Coast Institute of Technology	http://www.wcit.wa.ed.au
Central Institute of Technology	http://www.central.wa.edu.au

OTHER

School Curriculum & Standards Authority	http://www.scsa.wa.edu.au/
TISC	http://www.tisc.edu.au/
Defence Forces	http://www.defencejobs.gov.au/
Apprenticeships	http://www.trainingwa.wa.gov.au/apprenticentre/detcms/portal
Job Search	https://jobsearch.gov.au/
MyFuture	http://www.myfuture.edu.au/
Job Guide	http://jobguide.deewr.gov.au/