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The Curriculum

Students entering Year 10 find themselves at an exciting stage in their schooling. Girls are ready to look beyond the immediacy of school and focus on their future directions. A careers unit, the Year 10 InsideOut programme including work experience opportunities are introduced to assist with this process. There are more elective choices and the curriculum moves away from a generalist overview to having a more specialist focus. With the choices offered to students in Year 10 comes responsibility and commitment.

The Year 10 Programme

The Year 10 programmes build on the skills, knowledge and understanding developed in Year 9.

Year 10 students will make use of a Personal Learning device to facilitate learning ‘anywhere, anytime’. Students will use and develop digital literacy practices across the curriculum; critically engaging with subject-specific knowledge gained from interaction with a wide variety of texts, in multiple forms and formats, both online and off-line.

Studies in Languages other than English—Chinese, French or Indonesian—continue to be an important part of the programme in Year 10 and students are strongly encouraged to continue with their language studies in Year 10, but it is not compulsory.

In Year 10, students will select either a Language and two electives, or six electives (three per semester); they will be encouraged also to select from both the Technology and Enterprise and the Arts Learning areas.

We will endeavour to ensure that elective selections are satisfied, though it must be realised that sometimes there are insufficient numbers for an elective to remain viable on the timetable. If this is the case, then a reserve choice will be allotted. All Year 10 students will complete a course in Careers Education as preparation for subject choice in Year 11, and participate in Work experience opportunities as part of the InsideOut programme.

### THE YEAR 10 PROGRAMME

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These are areas of study, each containing a variety of courses of differing length and depth. They total 11 periods per cycle.

There is a total of 50 periods in a 2 week cycle.

Extension and Remediation

Extension in all learning areas is provided through curriculum design. Co-curricular activities and competitions at school, state, national and international level provide...
other opportunities for extension. Some Learning Areas adopt heterogeneous class organisation whilst others will stream according to ability. This is dependent on the individual needs of students and the type of subject matter being delivered. Students are encouraged to participate in the many and varied co-curricular activities offered to enrich each student’s experience.

A Learning Enrichment co-ordinator ensures that students identified with talents and gifts are supported and extended. Students with particular academic needs are provided with appropriate support. The Student Services staff provide support for literacy, numeracy, organisational and other issues.

**InsideOut Programme**

InsideOut is a sequential self-leadership programme designed specifically for girls. Based on the principles of positive psychology the programme’s philosophy is inner development leads to outer excellence. InsideOut provides a framework and various learning opportunities outside the classroom which will develop the girls’ resilience and leadership capacities. These will, in turn, benefit their overall cognitive and affective development, equipping them with the skills to meet future challenges and to make a difference to their world.

In Year 10 students will participate in a self-leadership programme putting into action their knowledge and skills. In addition they will participate in a 10 day adventure learning expedition.

**The Duke of Edinburgh Award Scheme**

Girls from Year 9 are encouraged to register for the Bronze Duke of Edinburgh Award. This is an International Award for young people aged 14–25 years and most girls at Perth College can achieve this award by documenting what they do as part of their co-curricular or recreational activities, their participation in the Adventure Learning Programme, along with their community service hours. This is a non-competitive scheme that encourages personal development and achievement through involvement and is a prestigious addition to a Curriculum Vitae. The Duke of Edinburgh Award is an endorsed programme at all levels.

**The Co-Curricular Programme**

Perth College offers a wide range of co-curricular activities that allow students to broaden and enhance their educational experience. Students are made aware of these opportunities through class, the school portal, the daily announcements, and notice boards. Some care must, however, be taken to ensure students do not over commit themselves.

The School Drama productions allow a large number of girls to perform before an audience in a variety of roles. Dancers are similarly well catered for and may be involved in a variety of productions, but most notably in the spectacular SPIN Dance production. Students also have the opportunity to be involved in backstage support, including stage managing, lighting and make up for Drama and Dance productions.

Students interested in Music are encouraged to take advantage of the superb facilities provided. Opportunities to be involved in the large number of bands, string ensembles and choral groups are available. Students are able to perform in several concerts, School assemblies and at special functions.

Participation in sporting teams is voluntary, but almost all students play for their House or School in one of the many sports offered. Students of all levels of ability are catered for with an emphasis on enjoyment through participation. The available sports vary from Tennis to Water Polo to Equestrian, and Saturday Netball.

Debating through both WADL, and AHISA competitions, is offered to all students. Students can also compete in the Tournament of Minds competition, a problem solving programme for teams of students involving demanding, open-ended challenges.
Subject based competitions are also available for students to complement their academic endeavours. The Mathematics, English, Science, Social Science and LOTE learning areas provide the girls with opportunities to enter numerous competitions both individually and in teams.

Below is a sample of other Co-curricular activities offered. Please be aware that some of these are restricted to particular Year groups.

- Chorale Ensembles
- PC/Aquinas Intermediate Band
- Book Club
- Photography Club
- Philosophy Club
- Swimming, Volleyball, Tennis, Rowing (Term One)
- Hockey, Netball, Cross country, PCNA (Saturday) Netball, Rowing (Term Two)
- Athletics, Basketball, Soccer, PCNA (Saturday) Netball, (Term Three)
- Water Polo, Softball (Term Four)
- Arts Festivals
- Birthwrite (a school produced publication of student literary works)
- Amnesty International
- Student Representative Council
- Environmental Group
- Aged Care Centre Visits
- Service Tours: Cambodia, Solomon Islands and Antipodeans Abroad
- Student Conflict Resolution and Mediation team (SCRAM)
- Fitness Club
- Debating
Beliefs and Values Learning Area

The Beliefs and Values course from Years 7–10 provides an introduction to some of the enduring questions of thinking, belief and the development of values. What is the nature of religion and Christianity in relation to the fundamental human need for justice, morality, spirituality, wisdom and meaning? Students will work creatively and collaboratively to explore these issues within the framework of a philosophical methodology.

The purpose of studying Beliefs and Values at Perth College is to examine pertinent ‘life’ questions in order to equip individuals with the structural frameworks necessary to develop their own unique system of beliefs and values within the context of an Anglican school. In this way students will be better able to provide approach questions pertaining to individuals’ and society’s beliefs and values which will enable students to develop purpose and meaning in their lives.

Content and Focus

In Beliefs and Values all years undertake biblical studies which are presented within, although not confined to, the philosophy of the Anglican Church, studies of world religions and the inherent spirituality and commonalities evident in them and studies of philosophy and ethics.

At the Year 10 level students focus on the following content areas:

- Philosophy and Ethical Theory: The study of ethical theories and their application to contemporary moral dilemmas. The informed decision making processes and particular moral issues.
- Biblical Studies: Students continue their study of the Bible with an exploration of the role that women played in the Old and New Testament. This study will be extended to include current gender issues in society.
- Social Justice: Students investigate the perceptions of ‘difference’ and discrimination in society. Students engage in the study of human rights and the work of organisations that advocate human rights as well as identifying certain social justice issues.
- World Religions: Students will undergo a comparative religion study through the topics of death and the afterlife.

The content of the Beliefs and Values course is based on the Western Australian Schools Commission’s five strands and the Curriculum Framework of Western Australia. Listed below are the broad-based outcomes applicable to this content area.

- Investigation, Communication and Participation: Students use inquiry skills to investigate their understandings of the connection between religion and life.
- Search for Meaning and Purpose through Religious and Philosophical Perspectives: Students understand that many people find meaning and purpose in their lives through religious and/or spiritual experiences.
- Religion and Values in Society: Students understand the role that religion plays in the lives of individuals and the relationship between religion and society.

Activities in Beliefs and Values are designed so that varying degrees of ability are catered for. Students who require extra help for whatever reason are supported by the Beliefs and Values staff.

In Year 10 students attend Beliefs and Values lessons four times a cycle and attend Chapel once a fortnight.

Assessment

To indicate their understandings of the content students will complete written tasks (short and extended answer) as well as oral presentations. Students are also asked to complete tasks that require discussion and teamwork. Staff assess student development through observation of the student in discussions and in class generally.
Career Education

All Year 10 students complete a Life Skills Course, focussed on Career Education. Incorporated in this course is the preparation of a personal portfolio for use in future job search and an interactive career inventory test called Career Builder.

Career Builder is a vocational tool useful for helping students explore career options and subject choices. It helps to identify the type of work to which a student would be suited. It consists of a questionnaire measuring personal interests in a variety of careers, and provides a report outlining the findings.

Work Placement plays an integral role in developing a students’ understanding of the world of work. For many students, it is often for the first time they have experienced the workplace environment. Each student will be required to organise a short term placement for three days which provides insights into an industry, and workplace they could consider as a future career option. The Work Placement also provides a useful guide when students are selecting their subjects for Year 11.

Content and Focus

To develop in students an awareness of:

- their personal values and beliefs about work
- the relationship between personal characteristics and work role requirements
- the wide range of vocational options that exist
- the requirements, including subject choice, for vocations in which they may be interested
- employment availability in the future and the changing face of the work force.

To develop in students the ability to:

- make decisions based on information derived from a variety of sources
- set goals, both short and long term, that encompass future jobs/careers as well as personal aspects of their lives
- utilise School resources in their search for career information and personality type assessment
- write a job application letter, prepare a Curriculum Vitae and compile a personal Portfolio.

To give students information:

- regarding the wide range of community and Government resources available to help with career choice
- on the educational requirements of the various Tertiary Institutions.

Assessment

Students are expected to produce a personal Portfolio for future career reference.
Creative Arts Learning Area

The Creative Arts Courses offered at Perth College provide students with an exciting and challenging range of experiences that will assist them to develop confidence, curiosity and imagination. By participating in these courses students will demonstrate arts practice through an outcomes based approach that will enable them to:

- generate art works that communicate ideas
- use skills, techniques, processes and technologies of the Arts
- respond to, reflect on and evaluate the Arts
- understand the role of the Arts in Society.

The Arts courses allow students to seek self-expression through a creative approach to a range of arts experiences. Students will be able to develop and improve their practical skill level and aesthetic understanding within an art form.

Embedded in the Arts Courses is the opportunity to:

- experience collaborative and cross-arts practice
- demonstrate literacy outcomes
- develop digital literacy skills
- use technology and technology processes.

The Arts courses are based on the outcomes of the Western Australian Curriculum Framework. (Click here for the Western Australian Curriculum Framework)

In Year 10 Art, Dance, Drama, and Music provide a rich selection of electives from which students can choose a range of units that enables them to expand and develop their creative talents in preparation for further study.

A Specialist Course is also offered in Visual Art, Music, Drama and Dance. This course runs for the full year and allows an in-depth programme of 7 periods per cycle.

The following are the electives available in the Creative Arts Learning Area:

**Visual Arts**

In Year 10 Visual Arts students will continue to develop skills, knowledge, understandings and techniques as artists, designers, critics and audiences. Students will learn to explore ideas through imaginative engagement, making and presenting art, craft and design works, and engaging critically with these works and processes. The content of the Visual Arts courses at Perth College is built around the Western Australian Curriculum Framework and integrates the Australian Curriculum strands of **Making** and **Responding**. These are the two strands which are common to all Arts subjects and are at the core of the Australian Curriculum: The Arts.

**Making** in Visual Arts involves students making representations of their ideas and intended meanings in different forms. Students select the visual effects they want to create through problem-solving and making decisions. They develop knowledge, understanding and skills as they learn and apply techniques and processes using materials to achieve their intentions in two-dimensional (2D), three-dimensional (3D) and four-dimensional (4D) forms.

**Responding** in Visual Arts involves students responding to their own artworks and being audience members as they view, manipulate, reflect, analyse, enjoy, appreciate and evaluate their own and others’ visual artworks.
Art: Full Year (Specialist) Course
(Year Course - 7 periods per cycle)

Content and Focus
This course is designed as an enriched programme that will create a direct pathway to units available in the Visual Arts courses in Year 11 and Year 12. It is primarily offered to those students who have done the Year 9 Art Specialist programme, but some positions may be available for those students who have a special interest and/or talent in the Visual Arts. Students are selected on previous performance and commitment to this subject area. It is a full year course as distinct from the Visual Arts electives. (i.e. students will do 7 periods of Art per cycle for the full year). Special workshops and excursions may be offered during the year on a variety of art experiences.

Students will learn about various studio disciplines that will add to the skills acquired in Year 9. These may include painting, textiles, ceramics, glass slumping, graphics and printmaking. Students will be encouraged and assisted in aiming for a high standard of quality in their work and will explore and develop their own ideas. They will also learn about how and why art works are made, and how important the Arts are to our society. They will learn about both 2D and 3D Art works and how to discuss and analyse them. Students will learn how to record the development of each project in their Art Journal. Students will have opportunities to enrich their learning experience by developing their visual and digital literacy skills in the research, production and a presentation of their Art works.

Assessment
Each of the Arts Learning Outcomes will be covered in this course and students will be assessed with Production, Investigation and Analysis tasks each semester. An exciting programme is created with 60% weighting on practical aspects of Art and 40% on theoretical work.

Drawing and Painting
(Semester Course - 4 periods per cycle)

Content and Focus
Drawing and Painting are some of the most immediate and accessible ways to communicate through imagery. Students will explore the endless combinations of wet and dry materials, various surfaces, paints and collage materials that can be used to create all sorts of interesting effects. In this semester long course students will have the opportunity to learn about compositional arrangement for both Drawing and Painting. Students will be encouraged to aim for a high standard and quality of finished work. Students will have opportunities to enrich their learning experience by developing their visual and digital literacy skills in the research, production and a presentation of their Art works. Students will develop an appreciation of their own artwork and that of other artists and cultures, and will be able to record the development of each project in their A3 Art Folio.

Assessment
Each of the Arts Learning Outcomes will be covered in this course and students will be assessed with Production, Investigation and Analysis tasks. An exciting programme is created with 60% weighting on practical aspects of Art and 40% on theoretical work.

Ceramics and Sculpture
(Semester Course - 4 periods per cycle)

Content and Focus
Since prehistoric times, humans have made carvings and modelled forms depicting aspects of their world. Ceramics and Sculpture is concerned with creating functional artworks and/or sculptural forms. Students will learn how to create three dimensional artworks in a variety of materials such as clay, glass, papier mache, wire, wood and recycled objects whilst exploring form and space. Students will be encouraged to aim...
for a high standard of quality in their finished work. They will develop an appreciation of their own artwork and that of other artists and cultures. Students will record the development of each project in their A3 Art Folio. Students will have opportunities to enrich their learning experience by developing their visual and digital literacy skills in the research, production and a presentation of their Art works.

**Assessment**

Each of the Arts Learning Outcomes will be covered in this course and students will be assessed with Production, Investigation and Analysis tasks. An exciting programme is created with 60% weighting on practical aspects of Art and 40% on theoretical work.

**Interior and Graphic Design**

*(Semester Course - 4 periods per cycle)*

**Content and Focus**

Every manufactured object, printed image or constructed space has been designed by someone. Interior Design is about creating the special places and shared spaces in which we all live, work and play, and Graphic Design focusses on the packaging and promotion of products. Students studying this semester long design course will learn the disciplines associated with Interior Design and the Graphics field – combining and/or designing homewares, soft furnishings, interiors, advertising, street graphics, T-shirts, labels, logos etc. Students will have opportunities to enrich their learning experience by developing their visual and digital literacy skills in the research, production and a presentation of their Art works. Whilst encouraging the use of Adobe Photoshop, Illustrator, Wacom tablet and other new technologies, students will also use hand skills and drawing techniques to develop and produce a high degree of quality in their work. Students will develop an appreciation of their own artwork and that of other artists and cultures, and will record the development of each project, both digitally and in their A3 Art Folio.

**Assessment**

Each of the Arts Learning Outcomes will be covered in this course and students will be assessed with Production, Investigation and Analysis tasks. An exciting programme is created with 60% weighting on practical aspects of Art and 40% on theoretical work.

**Printmaking and Digital Art**

*(Semester Course - 4 periods per cycle)*

**Content and Focus**

Capturing an image with the camera or on paper is useful for personal expression and for creating eye-catching artwork. Photography is a means of drawing with light and is a way to record what the artist sees or wishes to say. Printmaking explores the possibility of creating multiple images. Students choosing this course will learn how to compose and enhance digital photographs by reproducing them as artworks, and will learn photographic techniques involved in developing imagery. Students will have opportunities to enrich their learning experience by developing their visual and digital literacy skills in the research, production and a presentation of their Art works. Students will learn the skills and techniques required to create multiple images of their individual designs using a variety of printmaking processes such as silk-screen, collographic and lino printing. Students will be encouraged to aim for a high standard and quality of work. They will also learn about how and why Print based and Digital artworks are made and how important the Arts are to our society. Students will be able to record the development of each project digitally and in their Art Folio.

**Assessment**

Each of the Arts Learning Outcomes will be covered in this course and students will be assessed with Production, Investigation and Analysis tasks. An exciting programme is created with 60% weighting on practical aspects of Art and 40% on theoretical work.
Wearable Art and Design
(Semester Course - 4 periods per cycle)

Content and Focus
This course explores the use of traditional, recycled and non-traditional materials with reference to the philosophy of body adornment. Student will create art pieces in the form of jewellery, accessories and/or garments. The innovative ideas and themes offered are based on context, the object, architecture or materiality, and can reference social, historical or environmental issues. Students will be encouraged to experiment with form and function and relate issues of Wearable Art and Design to the body. Students will select, combine and explore elements of design with a purpose appropriate to the theme and the material offered.

Exploration of processes associated with sculptural construction, de-construction or re-cycling will be encouraged alongside the teaching of skills and techniques such as dyeing, painting, fusing, modelling, felting and/or printing.

Students will have opportunities to enrich their learning experience by developing their visual and digital literacy skills in the research, production and a presentation of their Art works. Students will be encouraged and assisted in aiming for a high standard and quality of work. They will also learn about how and why ‘Wearable Art’ is made and how important the Arts are to our society. Students will be able to record the development of each project digitally and in their Art Folio.

Assessment
Each of the Arts Learning Outcomes will be covered in this course and students will be assessed with Production, Investigation and Analysis tasks. An exciting programme is created with 60% weighting on practical aspects of Art and 40% on theoretical work.

Dance

In Year 10 students develop knowledge, understanding and skills of dance as an art form through choreography and performance. They manipulate combinations of the elements of dance to communicate intent. They discover new movement possibilities and explore personal style. They create and develop movement motifs and structure dances using choreographic devices and form to communicate their intent. They develop proficiencies as they refine technical and expressive skills and use safe dance practices. They develop evaluative skills reflecting on the use of the elements of dance, investigate dance in Australia and make connections to international contexts.

The Dance course has two organisational strands:
- Making – learning about and using knowledge, techniques, skills and processes to explore Arts practices and to make artworks
- Responding – exploring, responding to, analysing and interpreting artworks.

The following dance courses are offered in Year 10. Students can elect to study up to three of the semester courses or Dance Specialist which runs for the whole year.

- Dance: Digital Media
- Dance: Production and Performance
- Musical Theatre - Jazz, Classical and Contemporary Musicals
  or
- Dance Specialist

It is strongly recommended that students wishing to study Dance in Years 11 and 12 select the Year 10 Dance Specialist course. Alternatively a minimum of two units from the other Year 10 Dance courses should be considered.
In the Dance Courses at Year 10 level, students have the opportunity to develop and build strength as skilled charismatic performers, articulate movers and individual creators.

**Dance: Digital Media**
(Semester Course - 4 periods per cycle)

**Content and Focus**
This course has a focus on integrating ICT and Dance. In this course, students will learn to create dance for film, working towards the production of their own movement video clip involving small group choreographic tasks. Students will have the opportunity to develop their visual recording skills using digital cameras (both still and moving), video editing skills using Windows Movie Maker and sound editing skills using Audacity software. These tasks will develop students’ digital literacy skills and enhance their creative productivity.

**Assessment**
Students will be assessed on the creation of two dance video clips, a case study and a series of worksheets reflecting on their process.

**Dance: Production and Performance**
(Semester Course - 4 periods per cycle)

**Content and Focus**
In this course students will be encouraged and supported to create and perform their own dance works in small groups. In creating these works students will explore and use new and inventive choreographic techniques and have access to costume, set and prop facilities.

ICT is integrated into the course via use of the Internet as a research tool and the use of video to film class work as one aspect of the student’s reflective processes. ICT used in this course enables students to collaborate, find and select appropriate information, apply critical thinking and evaluation skills and create original works.

**Assessment**
A highly practical unit, students will be assessed on their performance skills, dance technique and ability to master new movement. There is also a written component to the course consisting of a critical review of a live dance performance, a dance case study and a series of worksheets designed for students to reflect on their process.

**Dance: Musical Theatre  (Combined Dance and Music Course)**
(Semester Course - 4 periods per cycle)

**Content and Focus**
In this course students will have the opportunity to explore Music Theatre through studying songs and scenes from selected musicals in the jazz, classical and contemporary styles (musicals studied may include Chicago, 42nd Street, West Side Story, Les Miserables and Phantom of the Opera). The focus in this course will be on the student working as a solo performer. They will have the opportunity to study vocal technique, create character and combine singing with dance. Students will also learn fundamental aural and theory skills to assist their understanding of melody and musical structure.

In the dance component of this course students will study choreographic styles relevant to the popular musical.
ICT is integrated into the course via use of the Internet as a research tool and the use of video to film class work as one aspect of the student’s reflective processes. ICT used in this course enables students to collaborate, find and select appropriate information, apply critical thinking and evaluation skills and create original works.

Assessment
Students will be assessed performing a solo song, group dance and small group song and dance from popular musicals. Students will also submit a written assignment and a series of reflective worksheets on their process for assessment.

Dance : Full Year (Specialist)
(Year course – 7 periods per cycle)

Content and Focus
In this course students extend their Contemporary dance technique with a focus on strength, conditioning and cross-training. Complimentary disciplines such as circus, yoga, acrobatics and martial arts are introduced, practised and studied. Students learn the Elements of Dance as a Post Modern choreographic tool, making works including duo’s, trio’s working with props and improvisation.

Year 10 Specialist dancers will have the opportunity to attend live performance excursions to the theatre, research new and innovative dance companies and focus on dance as entertainment.

Assessment
Students will complete two practical assessments each Semester, write critical reviews of live performance works and submit research projects in response to given themes.

ICT used in this course enables students to collaborate, find and select appropriate information, apply critical thinking and evaluation skills and create original works. Students will learn to digitally record dance and edit self-made video clips using Windows Movie Maker.

Drama
In Year 10 students develop knowledge, understanding and skills about drama as an art form through improvisation, scripted drama, rehearsal and performance. They manipulate the elements of drama and narrative structures to shape tension, dramatic action and convey text and subtext. They perform drama works, developing relationships, status, physical and psychological aspects of roles/characters and refining expressive skills in voice and movement for different forms styles and audiences. They apply design elements, direct short sequences of devised and scripted drama and critically evaluate drama works. They explore drama in different societies and cultures.

The Drama course has two organisational strands:

- Making – learning about and using knowledge, techniques, skills and processes to explore Arts practices and to make artworks
- Responding – exploring, responding to, analysing and interpreting artworks.

The following drama courses are offered in Year 10. Students can elect to study up to three of the semester courses or Drama Specialist which runs for the whole year.

- Drama Studies - Australian Theatre and the Absurdist
- Youth Theatre - Devised and Scripted Performance
- Production and Stagecraft - Lighting and Stage Management
  or
- Drama Specialist
It is strongly recommenced that students wishing to study Drama in Years 11 and 12 select the Year 10 Drama Specialist course. Alternatively a minimum of two units from the other Year 10 Drama courses should be considered.

**Drama Studies - Australian Theatre and World Drama - the Absurdist**
(Semester Course - 4 periods per cycle)

In this course students will have the opportunity to extend their acting technique through text interpretation, improvisation, the actor’s process and the development of performance skills. Students will also explore aspects of drama texts and the historical, social and political contexts of Australian and world drama heritage in this course.

ICT is integrated into the course via use of the Internet as a research tool and the use of video to film class work as one aspect of the student’s reflective processes. ICT used in this course enables students to collaborate, find and select appropriate information, apply critical thinking and evaluation skills and create original works.

**Assessment**
Students will be assessed in two group scene performances, one monologue performance and a series of worksheets designed for students to reflect on their process.

**Youth Theatre - Scripted Performance**
(Semester Course - 4 periods per cycle)

**Content and Focus**
Using the skills of playbuilding, improvisation, visual and movement narrative, and scriptwriting, students studying this course will explore the elements of drama and their relationship to performance. Students will have the opportunity to perform short works, using a selected range of technology.

ICT is integrated into the course via use of the Internet as a research tool and the use of video to film class work as one aspect of the student’s reflective processes. ICT used in this course enables students to collaborate, find and select appropriate information, apply critical thinking and evaluation skills and create original works.

**Assessment**
Students will be assessed in two practical tasks and a series of worksheets designed for planning and reflection in each task.

**Production and Stagecraft - Lighting and Stage Management**
(Semester Course - 4 periods per cycle)

**Content and Focus**
This course provides students with the unique opportunity to explore the area of stagecraft and the various production elements that underpin live performance. The course will offer an overview of the role of the stage manager, backstage crew positions and responsibilities, lighting design and types of performance venues.

ICT is integrated into the course via use of the Internet as a research tool.

**Assessment**
Students will be assessed on the creation of their own lighting design and complete a series of worksheets and a Stage Manager’s prompt copy linked to their Production and Stagecraft tasks. Students will also have the opportunity to undertake a crew position on a school production as part of this course and make a short video documentary of their lighting project.
Drama: Full Year (Specialist)
(Year course – 7 periods per cycle)

Content and Focus
In this course students will extend their voice, movement and characterisation skill development. They will study the production team roles of actor, designer and dramaturge.

The focus in this course is on the interpretation and staging of contemporary scripted drama with the form, style, conventions, social and historical contexts of a series of script excerpts being covered in depth. Students will also study a chosen contemporary drama theorist and director and perform in a scripted drama for an audience of family and friends. The use of technology in live theatre performance will also be explored in this course.

Assessment
Students will complete two practical assessment tasks per semester, review a live theatre performance, create an actor’s journal, compile an investigation/research project and perform in a performance project for an audience and engage with a series of digital resources designed to assess their ability to research, respond and reflect on their drama process in written form.

ICT is integrated into the course via use of the Internet as a research tool and the use of video to film class work as one aspect of the students’ reflective processes. ICT used in this course enables students to collaborate, find and select appropriate information, apply critical thinking and evaluation skills and create original works.

Music
Students wishing to study Music have three options:

- Music Specialist (Seven periods per cycle for the entire year, two of which are a Concert Practice class which takes place each Monday from 3.30pm - 4.30pm).
- The Music Project (Four periods per cycle for one semester)
- Music Theatre (Four periods per cycle for one semester – combined Dance/Music course)

The Music courses are designed to develop students’ aesthetic sensitivity toward music of varying styles. Through the study of the Music courses at Perth College, students develop a deep understanding of the subject and become empowered to confidently apply their skills in the areas of performance, composition and analysis. Music is an integral part of society and it is hoped that a student, on completion of the music courses, will be able to enjoy participation in the music processes of performing, creating, listening and responding with greater understanding and satisfaction.

The teaching, learning and assessing of all Music courses are through the four music outcomes (as per the WACE Music Course for Upper School):

- Performing
- Composing
- Listening and Responding
- Culture and Society

In addition to the focus on these outcomes, the content of the Music courses at Perth College is built around the two interrelated strands of Making and Responding. These are the two strands which are common to all Arts subjects and are at the core of the Australian Curriculum: The Arts.
• **Making** in Music involves active listening, imitating, improvising, composing, arranging, conducting, singing, playing, comparing and contrasting, refining, interpreting, recording and notating, practising, rehearsing, presenting and performing.

• **Responding** in Music involves students being audience members listening to, enjoying, reflecting, analysing, appreciating and evaluating their own and others’ musical works.

Music technology is incorporated within the Year 10 Music courses to support the teaching and learning of the four music outcomes. Students will be given the opportunity to develop their digital literacy skills through musical tasks which may involve use of the following programmes: Sibelius 7 (composing), Auralia (aural), Musition (theory) and the music e-learning website (all four music outcomes).

Through participation in the School music programme, students will be given the opportunity to develop a sense of self-worth, confidence, creativity, teamwork and social skills. As such, all students studying a Year 10 Music course are dedicated to the development of their skills through their enthusiastic participation in the Year 9/10 Chorale (rehearsing 7.30 am - 8.20 am each Monday) and where appropriate, in one of the following ensembles: Camerata, PC/Aquinas Concert Band, PC/Aquinas Intermediate Band or PC/Aquinas String Orchestra.

**Music: Full Year (Specialist)**

(Year Course - 7 periods per cycle)

**Content and Focus**

This year long course (seven periods per cycle) is designed as an enriched programme that will lead on to ATAR Music. It is typically chosen by those students who have studied the Year 9 Music Specialist course, but some positions are available to those students who have a special interest and/or talent in Music.

In this course, students will have the opportunity to further develop their musicianship and creative ideas. These are developed through aural and theoretical activities, music technology, performing and composing. Students will also be given the opportunity to investigate musical works from the Renaissance, Medieval, Baroque, Classical and Jazz eras.

Successful completion of this course will provide students a sound foundation enabling them to study Units 1 and 2 of the ATAR Music course in Year 11. It is expected that all Music Scholarship students will select the Music Specialist course. Music Bursary students must select this option if they wish to remain eligible for a continuation of their bursary.

Singing is the key to developing all musical skills and as such, it is strongly advised that all Music Specialist students participate in the Year 9/10 Chorale (rehearsing 7.30 am-8.20 am each Monday). It is also expected that Music Specialist students will take part in either a school band or orchestra, as appropriate to their instrument (not applicable for piano, guitar or vocal students).

**Assessment**

Assessment of each of the four music outcomes will take the form of group and solo performances (on each student’s chosen instrument, including voice), oral presentations, written worksheets, tests and various creative activities. Performance skills are carefully nurtured and emphasised through a 50% weighting in the course assessment. Students may perform on their instrument/voice in any one of or a combination of the following performance contexts: Western Art, Jazz, Contemporary (Rock/Pop) and/or Music Theatre. Some students may also wish to be assessed on two instruments studied.
The Music Project
(Semester Course - 4 periods per cycle)

Content and Focus

‘The Music Project’ is an exciting new option for students at Perth College in 2016 interested in creating and performing original works. It is a course which is studied for one semester (four periods per cycle) and assumes no prior knowledge other than the Year 7 Music course. The Music Project is designed for students who wish to create their own music works and who are therefore enthusiastic to learn the musical ‘tools-of-trade’. Students will be provided the opportunity, through the use of various texts and technologies, to develop their musical literacy skills with the view to applying these through their own musical project. Upon selection of the course, students are encouraged to commence instrumental/voice lessons.

The standard achieved by each student at the end of their Music Project will determine the next step on their musical journey. Some students may feel confident enough to select the ATAR Music course in Year 11, while most students would likely feel more confident to select the General Music course.

Assessment

Assessment of each of the four music outcomes will take the form of group and solo performances (on each student’s chosen instrument, including voice), oral presentations, written worksheets, tests and various creative activities. Performance skills are carefully nurtured and emphasised through a 50% weighting in the course assessment. Students may perform on their instrument/voice in any one of or a combination of the following performance contexts: Western Art, Jazz, Contemporary (Rock/Pop) and/or Music Theatre. Some students may also wish to be assessed on two instruments studied.

Music Theatre (combined Dance, and Music course)
(Semester Course - 4 periods per cycle)

Content and Focus

In this course students will have the opportunity to explore Music Theatre through studying songs and scenes from selected musicals in the jazz, classical and contemporary styles (musicals studied may include Chicago, 42nd Street, West Side Story, Les Miserables and Phantom of the Opera). The focus in this course will be on the student working as a solo performer. They will have the opportunity to study vocal technique, create character and combine singing with dance. Students will also learn fundamental aural and theory skills to assist their understanding of melody and musical structure.

In the dance component of this course students will study choreographic styles relevant to the popular musical.

ICT is integrated into the course via use of the Internet as a research tool and the use of video to film class work as one aspect of the student’s reflective processes. ICT used in this course enables students to collaborate, find and select appropriate information, apply critical thinking and evaluation skills and create original works.

Assessment

Students will be assessed performing a solo song, group dance and small group song and dance from popular musicals. Students will also submit a written assignment and a series of reflective worksheets on their process for assessment.

Private Instrumental, Vocal and Speech and Drama Lessons

Any student at Perth College is able to take private instrumental, vocal or speech and drama lessons at the School. (See Appendix 1)
English Learning Area

The English language is the means by which most Australians communicate with each other and share in and understand their personal and working lives. In the English Learning Area, students learn about the English language: how it works and how to use it effectively.

The study of English plays a vital role in the development of student literacy (both functional and critical), enhances their learning in all areas of the curriculum and provides them with the communication skills and critical understanding of language necessary for active participation in society. An integral part of such participation is the capacity to exchange, engage in, and benefit from the ideas of a wide range of people.

To provide the broadest experience of the subject and enable students at Perth College to achieve to the best of their ability, most classes are heterogeneous in their composition. Remediation and extension activities, including withdrawal and ability grouping, inside and outside the regular classroom will be provided to meet the needs of individual students.

Courses studied in the English Learning Area are underpinned by the Major Learning Outcomes of the Australian Curriculum. (Click here for the Australian Curriculum)

Content and Focus

In Year 10 English the course content, activities and assignments will be designed to extend the literary and cultural reading skills and understandings already acquired and to prepare students for the more demanding Year 11 and 12 courses.

Students will study a course that will give them the opportunity to achieve outcomes by studying a range of genres. This study will develop student understanding of what is expected in Year 11 and Year 12 courses. In Term 4, students will commence Year 11.

ICT capability is an important component of the English curriculum. Students use ICT when they interpret and create print, visual and multimodal texts. They use communication technologies when they conduct research online, access course and extension materials and collaborate and communicate with others electronically. In particular, they employ ICT to access, analyse, modify and create multimodal texts, including through digital publishing.

As students interpret and create digital texts, they develop their capability in ICT including word processing, navigating and following research trails and selecting and evaluating information found online.

Assessment

Students will demonstrate their achievement across the language modes of listening, speaking, reading, viewing and writing, through a series of assessments including written tests and essays, both creative and analytical, in response to texts read and viewed, as well as oral performances and presentations. Students’ contribution to class discussions and engagement with the ideas introduced will also contribute to their assessment.
Elective:

Communication Studies

This Year 10 elective is designed to provide literacy support to students who have received support in previous years. The course is designed to complement the Year 10 English course and students will continue to build on understandings of analysis, genre and literacy studies with a focus on developing their reading, writing and spoken language skills. The topics within the course address the Learning Outcomes for English as set out by the School Curriculum and Standards Authority (formerly the Curriculum Council) of Western Australia.

Assessment

Students will complete a range informal assessment tasks to support their learning.
Humanities and Social Sciences Learning Area

The Humanities and Social Sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

In the Australian Curriculum, the Humanities and Social Sciences learning area comprises four subjects: History, Geography, Economics and Business, Civics and Citizenship.

Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

The Humanities and Social Sciences subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

The syllabus introduces all these disciplines to students in a variety of relevant and stimulating contexts.

Economics and Business
The study of people’s use of resources to satisfy wants and the study of business practices and principles.

Geography
The study of people and their relationship with the physical and cultural environment.

Civics and Citizenship
The study of order, conflict and legitimate control in society.

History
The study of past events and people, and their links with the present.

Teaching and learning activities are based on the Australian Curriculum. (Click here for the Australian Curriculum)

The Humanities and Social Sciences Department at Perth College has the following aims embedded in the curriculum and the teaching and learning process:

- The development of knowledge that is relevant to students in Western Australia—within local, national, regional and global contexts—allowing them to understand and participate in a rapidly changing world.
- The development of skills of social inquiry is emphasised so that students become autonomous, purposeful, tolerant and involved members of society.
- Promoting social justice, the democratic process, and ecological sustainability, and encouraging students to exercise judgment on a variety of moral and ethical issues.

Content and Focus
Classes in Humanities and Social Sciences are heterogeneous in Years 7–10. It is our belief that such an arrangement leads to greater opportunity for the achievement of the outcomes proposed for our students.
ICT is used extensively throughout the delivery of the curriculum in order to enhance student productivity; develop digital literacy skills; and to differentiate the curriculum to meet the needs of individual students.

The learning experiences over the four years will allow students to make informed choices about their selection of subjects in Year 11 and Year 12.

There is a wide range of opportunities for students to extend their experiences and outcomes through the co-curricular activities offered. These include United Nations Youth Association Conferences, The Evatt Trophy Debating Competition, the Australian Stock Exchange Schools Sharemarket Game, the Australian Geography Competition, and the National History Challenge.

All Year 10 courses are of one term’s duration.

**Economics and Business**

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

**Civics and Citizenship**

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

**Geography: Environmental change and human wellbeing**

*Environmental change* and management focuses on environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, and the major challenges to their sustainability.

*Geographies of human wellbeing* focuses on investigating global, national and local differences in levels of development. This unit examines the different concepts and measures of human wellbeing and development, and the causes of global differences in these measures between countries.

**History**

Students will develop an understanding of the Australian national experience in the 20th Century. The focus will be on one or more of the following: Australian involvement in WWII, Australia in the Cold War, social change since 1901, including migration experiences and the development of rights and freedoms. Emphasis in the course is placed on the continued development of historical skills and processes.

**Assessment**

Students in Year 10 will complete a range of formal and informal assessment tasks. These will include tests, document interpretations, investigations, essays and oral presentations.
LOTE Learning Area (Languages other than English)

Through the study of a language other than English, students gain a better knowledge of their own language, increase their self-confidence, learn to understand and appreciate people of a different culture and broaden their career opportunities.

At Perth College we aim to develop skills in comprehension, speaking and writing which enable students to manipulate a foreign language to understand, develop and communicate ideas and information and to interact with others. French and Indonesian are taught from Year 7 to Year 12. This is in line with State and Federal Government Policy, which recognises that learning a language other than English should be an essential part of any educational programme.

The LOTE Department is committed to embedding the use of relevant technologies in teaching and learning programmes to empower students and enrich their learning experience.

Materials for both independent and collaborative learning are provided through the Perth College Portal and OneNote. Digital tools such as SmartBoards, interactive software, automatic speech recognition, and presentation software are constantly employed. Web-based resources aid in enhancing cultural studies as well as refining research skills. Interactive language activities are also extensively used to develop the four macro-skills in language learning (listening, speaking, writing and reading).

The LOTE courses are based on the outcomes of the Western Australian Curriculum Framework. (Click here for the Western Australian Curriculum Framework)

Chinese

Students are strongly advised to continue learning Chinese in Year 10 so that they will have a sound base from which they take up their studies at any time in the future.

Please note that students enrolled in Chinese in Year 10 are expected to complete the year’s course.

Content and Focus

Students learn to appreciate the communication skills they have acquired and apply their knowledge of the language to help them make meaning and create texts. They develop a range of skills and strategies to enhance their ability to express themselves. Their socio-cultural and socio-linguistic understanding is further developed and reading and writing activities will be provided to consolidate structures and vocabulary. The emphasis will continue to be on reaching a level of mastering the system to recognise the Chinese characters independently. Students will be prepared for the start of the course offered in Year 11. They will continue to focus on the culture and the way of life in China, whilst developing communication skills within the following contexts:

- jobs
- shopping: supermarket, department store, online
- travelling in China
- seasons and directions
- chinese cities and attractions
- expressing feelings and opinions
- grammar: Linking words and phrases and time frames

Assessment

Students will complete listening, speaking, reading and writing, as well as cultural research assignments. They will respond to written, visual and aural texts either by writing or speaking.

They will also complete the National Competence Examination.
French

Students are strongly advised to continue learning French in Year 10 so that they will have a sound base from which they take up their studies at any time in the future.

Please note that students enrolled in French in Year 10 are expected to complete the year’s course.

Content and Focus

Students learn to appreciate the communication skills they have acquired and apply their knowledge of the language to help them make meaning and create texts. They develop a range of skills and strategies to enhance their ability to express themselves. Their socio-cultural and socio-linguistic understanding is further developed and reading and writing extension activities will be provided to consolidate structures and vocabulary. Students will be prepared for the start of the course offered in Year 11. They will study within the following contexts:

- family life
- French school life
- work and future plans
- the environment
- an exchange in France

Assessment

Students will complete tasks involving listening, speaking, reading and writing, as well as cultural research assignments. Students will respond to written, visual and aural texts either by writing or speaking.

They will also complete the Alliance Française Examination and the National Language Competence Examination.
Indonesian

Students are strongly advised to continue learning Indonesian in Year 10 so that they will have a sound base from which they take up their studies at any time in the future. Please note that students enrolled in Indonesian in Year 10 are expected to complete the year’s course.

Content and Focus

Students learn to appreciate the communication skills they have acquired and apply their knowledge of the system of the language to help them make meaning and create texts. Their socio-cultural and socio-linguistic understanding is further enhanced. Reading and writing extension activities will be provided to consolidate structures and vocabulary. The students will express themselves more freely using a wider range of vocabulary and grammatical structures. Students will be prepared for the start of the course offered in Year 11. They will study within the following contexts:

- at home
- in our street
- at the restaurant
- health
- food and cooking
- ceremonies and celebrations
- holidays
- the Garuda and Pancasila.

Assessment

Students will complete tasks involving listening, speaking, reading and writing, as well as cultural research assignments. Students will respond to written, visual and aural texts either by writing or speaking.

They will also complete the National Language Competence Examination.
Mathematics Learning Area

As a result of learning Mathematics at Perth College, all students should:

• appreciate the role Mathematics has had, and continues to have, in their own and other communities
• gain pleasure from Mathematics and appreciate its fascination and power
• be able to call on a repertoire of general problem solving techniques to determine the solution to problems
• incorporate technology where appropriate to simplify mathematical processes
• be able to investigate, discover patterns and generalise the results in problems from many different contexts
• be able to interpret and make sense of the results they get, as well as check for the ‘reasonableness’ of their answers
• possess an adequate command of mathematical expressions and representations
• be able to communicate mathematically to a range of audiences.

The achievement of the above goals is built around the three Australian Curriculum Mathematics Content strands of: Number and Algebra, Measurement and Geometry, Statistics and Probability and the Proficiency strands of Understanding, Fluency, Problem Solving and Reasoning. (Click here for the Australian Curriculum)

Content and Focus

On the basis of performance in Year 9, students will be graded into two or three bands. One band will work at an accelerated pace and cover extension topics—the Extended group. Another band will cover a similar course but at a steadier pace—the Standard group. If necessary, a third band will be formed—the Modified group. These students will cover a course that will prepare them for Mathematics: Essentials in Year 11. The groups will be assessed separately. Organisation of classes is dependent on the year cohort.

Digital technologies, such as dynamic graphing software, dynamic geometry software and interactive demonstrations, will be used to engage students and promote understanding of key concepts. Information and communication technology will be used to investigate, create and communicate ideas and information.

Topics covered include:

• Number and Algebra: Algebraic Fractions, Solving Equations, Simultaneous Equations, Linear, Quadratic, Exponential, Reciprocal, Periodic Functions, Graphing, Inequalities, Negative and fractional Indices, Recurring Decimals, Scientific Notation, Surds, Recursive Sequences, CAS Calculator usage.

• Measurement and Geometry: Right Triangle Applications, Angles of Elevation and Depression, Unit Circle, Bearings, Co-ordinate Geometry, Congruency and proof.

• Statistics and Probability: Data analysis, Two-variable Statistics, Quartiles, Weighted Mean, Scatter Plots, Box and Whisker Plots.

• Working Mathematically: This is embedded in the topics listed above.

Each student will be offered advice on the recommended pathway that they should follow in Year 11.

Assessment

Assessments will predominantly be of two types:

• Tests—where students will be tested on the concepts presented in the class over a certain time period.

• Investigations—where students will be required to investigate some mathematical ideas that will extend them from routine classroom practice.
Physical and Health Education Learning Area

The Physical and Health Education area focusses on the physical, mental, emotional and social development of the individual. Through their engagement in physical activity, students will acquire the essential knowledge and understanding, attitudes, values, and skills which promote healthy practices, encourage participation in regular physical activity and support the maintenance of a healthy lifestyle.

The Physical and Health Education programme aims to complement all other learning areas, and assist students in their pursuit to become lifelong learners, and is based on the outcomes of the Western Australian Curriculum Framework. (Click here for the Western Australian Curriculum Framework)

Content and Focus

At the Year 10 level students at Perth College are provided with a safe nurturing environment and a well-planned sequential curriculum with opportunities to achieve the Health and Physical Education Learning Area outcomes—Knowledge and Understanding, Self Management Skills, Interpersonal Skills and Skills for Physical Activity—in a variety of contexts.

Opportunities to achieve these outcomes are provided through:

- Physical Education lessons—4 per cycle. The sports and activities covered in Year 10 Physical Education are: Bronze Medallion, Athletics, Volleyball, Badminton, Softball, Gaelic Football, Touch Rugby, Cricket, Soccer and Multi-sport.
- Health Education lessons—2 per cycle. The content and focus in Year 10 Health is: Bronze Medallion Theory, Licensed to Drive (Road Toll), Sports Science, Sexual Health, Drug Education.

Students will develop their digital literacy by maintaining an electronic work book (One Note) that provides an interesting and engaging medium to explore and research the health and physical education content.

Various multi-media technologies, web based activities and powerful software tools will provide students with learning opportunities that are meaningful and encourage innovation.

Assessment

The assessment strategies used to determine the achievement of the Health and Physical Education outcomes includes a combination of anecdotal records of observable student behaviour, skills and strategies, and direct observation using related performance criteria in Physical Education lessons; and the completion of tasks including tests, multi-media and web-based activities, journal work and group activities in Health lessons.
Science Learning Area

The Australian Curriculum: Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science’s contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers. The wider benefits of this “scientific literacy” include giving students the capability to investigate the natural world and changes made to it through human activity.

The Year 10 Science programme provides a foundation for students who wish to pursue further studies in the Year 11–12 ATAR Courses of Biology, Human Biology, Chemistry, Physics, or Psychology, or the General Courses of Integrated Science or Human Biology.

In Year 10, to ensure that all girls pursue courses that are accessible and challenging for them, students will be grouped based on their demonstrated level of achievement from Year 9.

Girls who have demonstrated that they are capable of pursuing an ATAR pathway in their science courses in Year 11 and 12 will follow the Separate Science course in Year 10. This will involve rotations with specialist teachers teaching the Science Understanding sub-strands of the Australian Curriculum.

Students who are more likely to pursue a non ATAR pathway in Science in Year 11 and 12 will follow the Combined Science course. Compared to Separate Science, the Combined Science course will have a lower mathematical demand, contain less abstract and/or complex concepts and will have a greater focus on practical investigation work. Although the content and approach in this course is designed on students who will pursue General courses in Year 11 and 12, entry into ATAR Courses maybe possible for the higher achievers in this cohort.

Content and Focus

Both Year 10 Science pathways will follow the Australian Curriculum: Science and will cover the following areas:

Earth and Space sciences: Global systems, including the carbon cycle and the origins and features of the universe

Biological sciences: Inheritance, DNA, genetics and the theory of natural selection

Chemical sciences: Chemical reactions and their uses, including the structure and properties of elements

Physical sciences: Investigating motion, forces and energy transfer and transformations.

Assessment

Students in Year 10 will complete tests, assignments and investigations as part of the formal assessment.
Technology and Enterprise Learning Area

These courses have been designed to cater for individual differences. A student centred approach is used to encourage students to build on prior learning and display enterprise in the development of new skills. Students will be given the opportunity to develop and use appropriate technology skills when selecting and using materials, designing and presenting information and in the application of systems. All the courses have a social and ethical component enabling students the opportunity to analyse the effects technology has on society.

Students will be assessed in accordance with the Technology and Enterprise outcomes as stated in the Australian Curriculum. The context in which these outcomes are achieved by the student will vary depending on their course selection.

The following are the Electives available in the Technology and Enterprise Learning area:

Information Technology

Desktop Publishing

Content and Focus
Software: Photoshop, Adobe InDesign

This unit is designed to provide students with extended skills within the area of graphics and document production. The main focus of the course will be on the use of graphics/desktop publishing packages to produce high impact documents. Students will be exposed to the use of photo realistic graphics technologies and professional document layout techniques.

This course will provide a sound pathway into all Year 11 and 12 Information Technology based courses.

Assessment
Students will complete practical tasks involving graphical design and printed page layout. Their final grade will be based on the Technology Skills and Technology Enterprise outcomes.

Desktop Animation and Video

Content and Focus
This course is intended to provide a basis for further study in the use of digital technology and to provide students with a wide range of higher level practical skills in the area of animation and video. There will be an emphasis on using multimedia software to develop interactive products and student creativity. Students will also learn how to manage hardware resources appropriately and develop media skills commensurate with current industry standards.

This course will provide a sound pathway into all Year 11 and 12 Information Technology based courses.

Assessment
Students will complete practical tasks involving animation with action scripting and video editing. Their final grade will be based on the Technology Skills and Technology Enterprise outcomes.
Keyboarding

Content and Focus
This course is designed to provide students with the opportunity to develop functional skills in touch typing and word processing, plus electronic page layout and design. Touch typing is a lifetime skill that is useful not only for academic progression, but also for many professional positions that may be encountered in the future.

Assessment
Student marks will be based on touch typing speed and accuracy.

Web Page Design

Content and Focus
Software: Illustrator, Flash, Dreamweaver, Fireworks
This unit is intended to be an introduction to the Internet as an informational medium as well as extending student research techniques and skills. The course will cover the effective and ethical usage of the commonly used Web technologies and searching the World Wide Web. Students will also gain a basic working knowledge of Flash animation and web page design.

This course will provide a sound pathway into all Year 11 and 12 Information Technology based courses.

Assessment
Students will complete practical tasks involving animation and webpage design. Their final grade will be based on the Technology Skills and Technology Enterprise outcomes.

Design and Technology: Woodwork

Content and Focus
The Year 10 Woodwork course builds upon the design and construction skills introduced to the students in previous years. Within the unit the students will be given a greater level of independence in the workshop, enabling them to problem solve on their own. The design development phase of the projects is intended to empower the students with some of the planning skills required to undertake a project. The documentation of the design process enables the students to replicate processes in the future.

This unit enables the students to experiment with more complex woodworking processes as well as develop a broader understanding of design in our society. The students will experiment with laminating veneers; these processes require the students to be more refined and delicate in their handling of the medium. Within the course the students will also undertake projects, which consider issues like environmental sustainability. A sample design brief may be the refurbishment of an old furniture piece.

The design brief will vary from term to term to enable the production of a diverse range of pieces. Example design briefs for this course may involve the construction of veneer lampshades.

Assessment
The students will be assessed on the design process, this will require the submission of a small portfolio of sketches and idea generation techniques. The majority of this work will be conducted in class. The remainder of the assessment will be based on the final piece created over the course of the unit.
Caring for Children

Content and Focus
This practical subject incorporates Early Childhood Studies with Textiles/Craft and the Virtual Parenting Programme. This course provides a basic introduction to childcare, and is suitable for students interested in, or who enjoy, working with young children.

Students will examine the roles and responsibilities of parents and care-givers and learn valuable skills that will assist them in caring for young children. By researching the physical, social and emotional development of the child, students will develop a sound understanding of growth and development. Students will apply this knowledge in the design and construction of a Babysitter’s Survival Kit, and through direct experience with the Virtual Baby simulator.

The course is an excellent foundation for students planning to study Children, Family and the Community in Years 11 and 12, or who are interested in pursuing a career in teaching, childcare or nursing.

Assessment
Students are assessed on skills and knowledge learnt throughout the course.

Celebrating with Food

Content and Focus
A practical based course, Celebrating with Food explores cooking methods and food customs of both Western and Eastern cultures. The course will provide students with an opportunity to learn new skills in relation to food preparation and presentation. They will prepare traditional and innovative dishes using a wide range of ingredients, as they develop an awareness and appreciation of other cultures through food and cooking processes.

Assessment
Students are assessed on skills and knowledge learnt throughout the course.

The Café Society

Content and Focus
One of the most popular food outlets is the modern coffee shop. Cafes today are versatile and creative in their interior design, and provide unique and inviting dining surroundings. In this course students will visit the Beaufort Street Café strip to explore café menus and food styling. Students will create their own popular and appealing café dishes, using clever food presentation techniques, including a variety of cakes, biscuits, muffins, and savoury foods.

Assessment
Students are assessed on skills and knowledge learnt throughout the course.
Craft Creations

Content and Focus
Year 10 Craft Creations provides students with the opportunity to develop imaginative craft and sewing skills which can bring them lifelong pleasure. Through the design, decoration and construction of practical items, students will develop their flair and creativity, their practical skills and their knowledge of materials. Using innovative techniques and interesting materials students will learn about a range of crafts and textile products which they can apply to create their own projects.

Assessment
Students are assessed on skills and knowledge learnt throughout the course.

Fashion and Textiles

Content and Focus
Year 10 Fashion and Textiles provides students with the opportunity to develop their knowledge of design, to work with a range of sumptuous materials, and to increase their sewing skills. As they design and produce garments students will learn specialised construction and embellishment techniques. They will enjoy the opportunity to go shopping for fabrics with their class, and select fabrics to fit their design creations. They will become familiar with using commercial patterns and reading a production plan. The use of digital technologies will be used in the investigation of design briefs.

Assessment
Students are assessed on skills and knowledge learnt throughout the course.
Appendix 1 Private Lessons

Private Instrumental and Vocal Lessons

Lessons on the following instruments are available:

- Strings: Violin, Viola, Cello, Double Bass, Harp.
- Brass: French Horn, Trumpet, Trombone, Euphonium, Tuba.
- Woodwind: Flute, Oboe, Clarinet, Bassoon, Alto Saxophone, Tenor Saxophone, Baritone Saxophone.
- Guitar: Classical Guitar, Electric Guitar, Bass Guitar.
- Keyboard: Piano, Pipe Organ, Harpsichord.
- Voice.
- Percussion: Including orchestral percussion and drum kit.

Students may have a 30 or 40 minute lesson. The Music Department has approximately 25 peripatetic staff. Learning an instrument on a one-to-one basis is an excellent opportunity for improving personal confidence and self-expression, learning discipline and developing a student’s creativity.

Any student who chooses to learn an instrument through Perth College will be a part of one of the School’s many performing groups. If you would like further details about Instrumental/Voice Lessons please contact the Music Department Administration Assistant on 9471 2243 or email: music@pc.wa.edu.au

Private Speech and Drama Lessons

Students can choose from a range of lesson types:

- Solo (Year 10 –12)
- Pairs (Year 9–12).
- Trios (Year 4–12).
- Small Groups (Years 4–12).

Solo Lessons, Lessons in Pairs, Trios and Groups of four students, are 30mins duration. Depending on demand, Small Group lessons of 5 or more are normally 40 minutes duration.

Students are engaged in active learning experiences that build confidence and develop clear speech and drama skills. Students are prepared for a diverse range of performance opportunities, such as the Speech and Drama Festivals, AMEB examinations and Drama Showcases.

If you would like further details about Speech and Drama Lessons please contact the Co-ordinator and Teacher of Speech & Drama, Mrs Deb Mitchell on 9471 2100 or email: Deb.Mitchell@pc.wa.edu.au