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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 — 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 Technologies and the Arts Learning areas.

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.

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 courses are based on the Western Australian Curriculum. (Click here for the Western Australian Curriculum).

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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 Support

Extension in all learning areas is provided through curriculum design. Co-curricular activities and competitions at school, state, national and international level provide additional opportunities for extension. Some Learning Areas adopt heterogeneous class organisation whilst others will stream according to ability level. 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 gifts or talents are supported and extended within the classroom. Students with specific 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, SPACE, the daily announcements, and notice boards. Some care must, however, be taken to ensure students do not overcommit themselves.

The School productions allow a large number of girls to perform before an audience in a variety of roles incorporating Drama, Dance and Music. 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, Humanities and Social Sciences and Languages 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)
- 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
- Running 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.
- Spirituality: Rites of death through various cultures
- 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.

My Career Match 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 work place 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.
The Arts Learning Area

The 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.

The arts entertain, inform challenge and encourage responses, and enrich our knowledge of self, communities, world cultures and histories. The Arts contribute to the development of the confident and creative individual, nurturing and challenging active and informed citizens Learning in the Arts is based on cognitive, affective and sensory/kinaesthetic responses to arts practices as student’s revisit increasingly complex content, skills and processes with developing confidence and sophistication through the years of schooling.

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.

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 and integrates the strands of **Making** and **Responding**. These are the two strands which are common to all Arts subjects and are at the core of the Western 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 - 4 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 4 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.

Assessment
Both of the Arts strands of Making and Responding will be covered in this course and students will be assessed with Production, Reflective practice and Artists and Contexts 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.

Assessment
Both of the Arts strands of Making and Responding will be covered in this course and students will be assessed with Production, Reflective practice and Artists and Contexts and Analysis tasks each semester. 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
Both of the Arts strands of **Making** and **Responding** will be covered in this course and students will be assessed with Production, Reflective practice and Artists and Contexts and Analysis tasks each semester. 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
Both of the Arts strands of **Making** and **Responding** will be covered in this course and students will be assessed with Production, Reflective practice and Artists and Contexts and Analysis tasks each semester. 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
Both of the Arts strands of **Making** and **Responding** will be covered in this course and
students will be assessed with Production, Reflective practice and Artists and Contexts and Analysis tasks each semester. 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**
Both of the Arts strands of *Making* and *Responding* will be covered in this course and students will be assessed with Production, Reflective practice and Artists and Contexts and Analysis tasks each semester. 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 – 4 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
Year 10

Production and Stagecraft - Design and Stage Management

or

Drama Specialist

It is strongly recommended 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 Absurdists
(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 set or costume design and complete a series of worksheets such as 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 – 4 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 (Six 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) 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, Intermediate Band or PC/Aquinas String Orchestra.

**Music: Full Year (Specialist)**

*(Year Course)*

**Content and Focus**

This year long course 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 conjunction with the Director of Performing Arts.

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 various eras such as Renaissance, Medieval, Baroque, Classical and Jazz.

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). Participation in ensembles is an assessed component of the 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.
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 2017 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.

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.
LITERACY SUPPORT

This Year 10 subject is a compulsory unit in place of one elective and is designed to provide literacy support to students who have received support in previous years or are in danger of not meeting the OLNA requirements. The topics within the course address the Learning Outcomes for English as set out by the School Curriculum and Standards Authority of Western Australia.

Assessment

Students will complete a range informal assessment tasks to support their learning.
Health and Physical Education Learning Area

The Health and Physical Education curriculum teaches students how to be part of a healthy, active population and experience the personal and social benefits of living a healthy, active and fulfilling life.

In Health and Physical Education, students develop the knowledge, understanding and skills to make decisions and take action to strengthen their sense of personal identity and autonomy, build resilience, manage risk and develop satisfying, respectful relationships. They learn to take a critical approach to questioning physical activity and health practices and to use inquiry skills to research factors that influence the health, safety, wellbeing, and physical activity patterns of themselves, individuals, groups and communities.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities in various contexts and settings. Students learn about how the body moves; how to approach and resolve challenges; how to optimise movement performance; and the benefits of physical activity to themselves, others and communities. Through movement in a variety of contexts and settings, students acquire, practise, manage and refine personal, interpersonal, social and cognitive skills.

Content and Focus

At the Year 10 level students are provided with a safe nurturing environment and a well-planned sequential programme relating to the two Health and Physical Education curriculum strands: Personal, social and community health; and Movement and physical activity.

Opportunities 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 using SPACE and 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 aims 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, multimedia and web-based activities, journal work and group activities in Health lessons.
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.

<table>
<thead>
<tr>
<th>Economics and Business</th>
<th>Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>The study of people’s use of resources to satisfy wants and the study of business practices and principles.</td>
<td>The study of people and their relationship with the physical and cultural environment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Civics and Citizenship</th>
<th>History</th>
</tr>
</thead>
<tbody>
<tr>
<td>The study of order, conflict and legitimate control in society.</td>
<td>The study of past events and people, and their links with the present.</td>
</tr>
</tbody>
</table>

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 be introduced to different economic systems, with an emphasis on the operation of market economies. They will use economic indicators such as unemployment and inflation to analyse the economic performance of the Australian economy. They will learn how government policy is used to manage the economy and improve economic performance and living standards, including the redistribution of income and wealth. Students study how businesses respond to changing economic conditions, and explain how the different sectors in the economy are interdependent.

**Civics and Citizenship**

Students will study the key features of the Westminster system and Australia’s democratic values. They will make comparisons between Australia’s democracy and the political system of one other country. Students will identify international agreements Australia has ratified, and make connections between these agreements and the rights and responsibilities of citizens. They will also understand how Australia’s democracy, and other democracies, may be undermined, and identify the safeguards that protect Australia’s democratic system.

**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 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.
Languages 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 Languages 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).

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:

- weekend plans
- rooms of the house
- 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
- lifestyles

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.

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 and 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, congruence 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.
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, 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. Students who are unlikely to pursue an ATAR course in Science may follow a pathway that is designed to have a lower mathematical demand and contain less abstract content.

Content and Focus

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.
Technologies 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 Technologies syllabuses as stated in the Western Australian Curriculum.

The following are the Electives available in the Technologies Learning area:

**Digital Technologies**

**I’m Online**

**Content and Focus**

The course provides students with an opportunity to apply multimedia technology in a resourceful manner to create and publish online content. Students will use Illustrator to produce high quality graphics; Dreamweaver to create highly professional websites; Animate to create animations and banners; and After Effects to produce visual effects. Incorporated into the course will be the capture of digital images and video footage for editing. Ethical considerations of online content will be examined throughout the course.

The course provides an insight into the content that will be taught in Year 11 and 12 Applied Information Technology and/or Computer Science.

**Assessment**

Students will complete theoretical and practical tasks involving the creation and manipulation of digital documents. The final grade will be based on the WA Digital Technologies curriculum.

**Video Bling**

**Content and Focus**

Students can be the star of their own music videos, advertisements and short movies in this course! During the semester, students will learn the processes used in the production of video editing and sound production. They will gain an understanding of the codes and conventions of these media and apply them to their own products. Students will use Adobe Premiere Pro and Audition to capture and edit video and sound. Adobe After Effects will then be utilised in the post-production process, to add fantastic digital visual effects and motion graphics, to assist students on the road to becoming famous!

The course provides an insight into of the content that will be taught in Year 11 and 12 Applied Information Technology and/or Computer Science.

**Assessment**

Students will complete practical tasks and collaborative audio visual projects. The final grade will be based on the WA Digital Technologies curriculum.
App Hacking

Content and Focus

In this course, students will create apps to run on all devices. Microsoft Touch Develop will teach students ways to develop apps in a friendly mobile app creation environment. Students will learn how to code by working in a real software development environment to design, program and publish mobile apps and games. Learning to code by creating real products, students will discover how to make amazing products and have an impact on their world. This course allows students the opportunity to learn extensive computational thinking and problem solving skills in a creative way.

The course provides an insight into the content that will be taught in Year 11 and 12 Applied Information Technology and/or Computer Science.

Assessment

Students will work through a series of units both individually and collaboratively, and will then work on an independent project management task. The final grade will be based on the WA Digital Technologies curriculum.

Technologies: 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.

Through the program the students identify the steps involved in planning the production of designed solutions. They develop detailed project management plans incorporating elements such as sequenced time, cost and action plans to manage a range of design tasks safely. They will assess and manage risks in working with machinery, make decisions, control the quality of the work, communicate with other students at different stages of the task process and evaluate the final product. The project management documentation enables the students to replicate processes in the future.

This unit also 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 various types of joinery and finishing techniques; these processes require the students to be more sophisticated 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 involve using recycled materials.

The design brief will vary from semester to semester to enable the production of a diverse range of pieces. Example design briefs for this course may involve the construction of coffee tables, chairs, benches, and high back stools.

Assessment

The students will be assessed on their project management skills demonstrated throughout the semester. They will also be assessed on their knowledge and understanding during the design process, requiring the submission of a detailed design portfolio for each of the projects. The majority of this work will be conducted in class. The remainder of the assessment will be based on the process and production skills demonstrated while creating their projects.
Food, Textiles and Child Care

Fibre, Textiles and Fashion
Content and Focus
In this practical course students design, develop, review and communicate design ideas, plans and processes in a textile context. Throughout the course students create their own garments, using a range of techniques, appropriate technical terms and technologies. They experience how design decisions and processes influence the selection and combination of materials, systems, components, tools and equipment. They explore and critique fibre production, and the generation of sustainable solutions. Students are encouraged to demonstrate creative and critical thinking as they follow a plan to solve a problem, using a sequence of steps, and safely make their own solutions using a range of components, equipment and techniques.

Assessment
Students will be assessed in two strands: Knowledge and understanding, and Processes and production skills.

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

Assessment
Students will be assessed in two strands: Knowledge and understanding, and Processes and production skills.

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

Assessment
Students will be assessed in two strands: Knowledge and understanding, and Processes and production skills.
Craft Creations and Technologies

Content and Focus
In this hands-on course students design, develop, review and communicate design ideas, plans and processes to create craft items. Throughout the course students make their own items, learning how to use a range of techniques, appropriate technical terms and technologies. They experience how design decisions and processes influence the selection and combination of materials, systems, components, tools and equipment. They investigate the production of materials and the generation of sustainable solutions. Students are encouraged to demonstrate creative and critical thinking as they follow a plan to solve a problem, using a sequence of steps, and safely make their own items using a range of components, equipment and techniques.

Assessment
Students will be assessed in two strands: Knowledge and understanding, and Processes and production skills.

Caring for Children

Content and Focus
This practical subject incorporates Early Childhood studies with Textiles/Craft and the Virtual Parenting Program. This course provides an introduction to childcare, and is suitable for students interested in, or who enjoy, working with young children. Students examine the roles and responsibilities of parents and care-givers, and research the physical, social and emotional development of the child. This knowledge is applied in the practical construction of a Babysitter’s Survival Kit and through direct experience with the Virtual Baby Simulator. An excellent foundation for students interested in pursuing a career in teaching, childcare or nursing.

Assessment
Students will be assessed in two strands: Knowledge and understanding, and Processes and production skills.
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