



Opportunities now...benefits for life

Year 10 Parents and Students Course Handbook

2018

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INTRODUCTION: WELCOME TO THE START OF SENIOR SCHOOL

IMPORTANT INFORMATION

Address:	2 Hawker Approach, Busselton WA 6280
Principal:	Mr Ted Kosicki
Deputy Principal:	Ms Jo Burns
Head of Middle School:	Mrs Lisa Ness
Head of Senior School:	Mr Stephen Treloar
Head of Curriculum	Mr Philip Deroost

For contact details please call Administration on 08 9752 5252.

The Senior School at GMAS enables us to treat students like young adults. We are committed to creating a dynamic and supportive learning environment where students can achieve to their full potential. Our curriculum program supports all students in having the ability to learn and progress via appropriate teaching and learning styles and through access to current learning technologies.

The curriculum in the Senior School is designed to support the development of the whole person - a person with positive self-image who seeks the best from their ability and respects the rights of others.

Year 10 is a formation Senior School year where we prepare students for the challenges of Senior Secondary Schooling. It is a time when students are counselled into making informed decisions regarding their Senior Secondary Courses. Programs of work prepare students for Western Australian Certificate of Education (WACE) Examinations for university and/or Vocational Pathways.

Students and parents will be provided with a clear understanding of the student's progression through appropriate assessment, reporting and monitoring procedures.

PASTORAL CARE

Pastoral care at GMAS is paramount and aims to provide a high level of support to encourage each student to reach his or her full potential. At GMAS, students belong to two main groups – a Home Room Group consisting of the same year level and a House which consists of students from all year levels. Each Year Group/House has a head of Year/House.

HOME ROOM GROUP

Each year level is divided into Home Room Groups and assigned a Home Room (HR) teacher. The HR teacher will have daily contact with the students and work closely with the Head of Year 10 Mr Andrew Bland, and the Head of Senior School Mr Steve Treloar to guide and oversee the academic, personal and social development of each student in his or her care.

The HR teacher is the key contact person for parents regarding communications about students – including academic progress, social and emotional issues or any issues that may affect their child's life at school.

The HR group will meet daily (in the morning). Home room will be a time for the following:

- Attendance register
- Monitoring of diary, uniform, parent communications – Diary, SEQTA, email, phone etc.
- Monitoring of the academic, personal and social development of each student
- Engaging in a variety of activities that provide opportunities to grow and develop as individuals, and provide opportunities to contribute to the school and local community.

HOUSE STRUCTURE

The School is divided into 6 Houses for the purpose of sporting and cultural competition. Points will be awarded for competitive activities and for personal achievements via merit certificates. Houses will engage in a variety of activities and competitions which promote breadth of interest, valuing individual differences and developing student's communication skills. Each House has a House Coordinator (one of the Heads of Year) for House activities.

CURRICULUM OFFERINGS

When selecting WACE courses for Year 11 (at the end of Year 10) it is important that students consider the career pathway that they may follow during their Senior Secondary Schooling. The year 10 program has been modified to meet the needs of our students and assist them in making a smooth transition into the following years of study.

Students need to be aware that elective selections made in Year 10, and the level of study (streams and grades) completed in core course learning areas {English, Mathematics, Science, and Humanities} will impact on courses available to study in both the Tertiary and Vocational pathways.

It is important that when students are in Year 10, they are aware of the desired pre-requisites for entering WACE courses, as it allows for:

- effective attainment of goal setting
- success in their chosen Tertiary or Vocational pathway

COMMUNITY SERVICE

The school has a coordinated process for the recording of Community unpaid service hours. The onus is on the students to give the school a verified account of any service hours they have accumulated. Students can contact the VET Department to be enrolled in the ADCS – Community Service Endorsed Program. Statements of community service work/hours can then appear on their WACE Certificates at the end of Year 12 (subsequent to students submitting authenticated journals recording their service hours).

The school collects hours for the following reasons:

- a voluntary student request prior to cut off dates, for the hours go on their WACE certificate.
- for the presentation of School Service Colours.
- as part of the process for achievement of Duke of Edinburgh Awards (subject to student registration, and completion of other components).

Only those students who inform us of their service hours and complete the required documentation prior to cut off dates will be eligible to receive the notification on their WACE Certificates and/or School Service Colours.

Students can lodge their hours for recording to Student Services via a Community Service journal available in the library or the VET Office.

SPECIAL PROVISIONS FOR WACE CANDIDATES

Students who are intending to undertake WACE examinations in Years 11 and 12 and have a learning difficulty, disability or medical condition may be eligible to apply, through the school, for Special Provisions. The School Curriculum and Standards Authority (SCSA) has developed a special provisions policy to assist identified candidates in completing the WACE examinations. The SCSA recognises that individual students, under circumstances outlined in the special provisions policy, may need special external assessment arrangements to allow them to demonstrate their knowledge, skills and understandings within certain courses. Although applications for Special Provisions are not made until Year 12, in order to qualify for Special Provision, copies of specialist reports that outline a formal diagnosis and meet WACE criteria are required. In addition the school needs to; demonstrate that a range of support and special arrangements have been in place to assist students, outline the success of these strategies and whether those students have availed themselves to the support offered.

It is not uncommon for students in Years 10 -12 to be diagnosed, in this latter half of their school career, with a learning difficulty, disability or medical condition. The earlier the school is aware that a student has a diagnosed learning difficulty/disability/medical condition, the more proactive it can be to assist students in determining whether the student would qualify for Special Examination Provisions and put into place the required support. If you are unsure of whether your child may qualify for Special Provision or your child has a diagnosis of a learning difficulty/disability or medical condition that may impact on their learning, please contact the Learning Support Department.

Examples of disabilities/learning difficulties include: physical disability eg.multiple sclerosis, illness e.g. diabetes, chronic fatigue syndrome, vision impairment, hearing impairment, fine motor disability, specific learning disability, psychological/neurological disability, dyspraxia and ADD/ADHD. Arrangements that may be granted include: extra reading time, extra working time, non-working (rest) time, specialised equipment e.g. desks, chairs, food and extra drink, use of a scribe, use of a computer, paper modification e.g. coloured paper, brailled, enlarged, alternative format practical exam.

More information about WACE Special Provision can be found on the SCSA Website (<http://www.scsa.wa.edu.au>).

CURRICULUM

Each Learning Area administers curriculum in different ways.

Core learning areas are streamed into courses to enable staff to effectively prepare students for their work in selected WACE courses. Streaming will be based on the student's achievements to date. Due to curriculum content varying, courses are quite different in the level of assessment; therefore movement by students is restricted between streams (Extension, Mainstream and Learning Support.)

COURSE OFFERINGS

All students shall complete Australian Curriculum syllabus requirements from the following learning areas:

- Christian Religious Studies
- English
- Mathematics
- Physical Education / Health
- Science
- Humanities and Social Sciences (HASS)

In addition, students select two of the following learning areas that are year-length units of work. (To operate in a calendar year minimum enrolments in a course, as determined by the school, are required).

*Advanced PE
Advanced Science
Business Studies
*Engineering
Japanese
*Materials Technology
Media Studies
*Outdoor Education
Performing Arts (Drama)
*Product Design
Psychology
Textiles
*Visual Arts

*** indicates that a course levy applies**

YEAR 10 TIMETABLE COURSES

The timetable for students in Year 10 will consist of two major components:

- i) Compulsory (Core) courses are for the duration of the year:
- ii)

English	4 periods
Mathematics	4 periods
Science	3 periods
HASS	3 periods
Physical Education	2 periods
CRS	1 period
Health Education	1 period
Work Studies	1 period
- iii) Non-core courses (listed on page 5) are for the duration of the year. Students will have the opportunity to request to undertake 3 courses per year, each having 2 allocated periods per week.

YEAR 10 COURSE DESCRIPTORS

The following core subject areas are compulsory as part of the Australian Curriculum. Students will be placed into the appropriate streamed class and course based on their achievement level at the end of Year 9.

English

English covers a syllabus that has embedded skills from the areas of Writing, Reading, Speaking, Listening and Viewing. All outcomes are interrelated, and therefore a student's progress in one outcome will no doubt impact on other outcomes. English studies are essentially the study of language as cultural constructions. From this, we understand how language works within its various forms and contexts, and how we use language to make sense of our world. Students will learn that it is through understanding the purpose of language that they shape their knowledge and understanding of the world in which they live and themselves. Students will learn how to identify the underpinning values and attitudes in texts and in doing so, will become critical readers. This course is designed to prepare students for the WACE courses in Senior Secondary Schooling. Secondary Graduation requires the demonstration of literacy at a minimum C Grade level. All year 10 students will be given opportunities to actively participate in learning programmes that prepare students for their Senior Secondary Schooling. There will be an emphasis on the analysis of texts including a range of print texts from selected novels to feature articles. The non-print component will require students to study how language is used in both feature films and documentaries. Students will develop their formal essay writing skills, but will be expected to demonstrate a range of writing skills appropriate to various situations. Students will also develop their study skills and it is expected that they will demonstrate signs of becoming independent learners. Oral presentations will also give students opportunities to develop confidence in speaking before an audience.

Mathematics

The Year 10 Mathematics course builds on the concepts and skills developed in Year 9. Students are streamed based on their performance in Year 9. The syllabus in Year 10 is based on the Australian Curriculum. The achievement standard for Year 10 Mathematics is described below. By the end of Year 10, students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables and evaluate statistical reports. Students expand binomial expressions and factorise monic quadratic expressions.

They find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges. Assessments will include examinations, topic tests and problem solving investigations. These learning programs are differentiated to cater for student needs. Studies in this learning area can lead to Mathematics Specialist, Methods, Applications and Essentials in Year 11. Performance based criteria for entry to the Year 11 courses will be made available early in 2018.

Science

Students in Year 10 work on a program that builds upon the understandings taught in Year 9. The content in Year 10 is based on the Australian Curriculum (AC). Students are streamed based on their performance in Year 9. The achievement standard for Year 10 Science is as follows; By the end of Year 10, students analyse how the periodic table organises elements and use it to make predictions about the properties of elements. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions. They explain the concept of energy conservation and represent energy transfer and transformation within systems. They apply relationships between force, mass and acceleration to predict changes in the motion of objects.

Students describe and analyse interactions and cycles within and between Earth's spheres. They evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth. They explain the processes that underpin heredity and evolution. Students analyse how the models and theories they use have developed over time and discuss the factors that prompted their review. Students develop questions and hypotheses and independently design and improve appropriate methods of investigation, including field work and laboratory experimentation. They explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data. When analysing data, selecting evidence and developing and justifying conclusions, they identify alternative explanations for findings and explain any sources of uncertainty. Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited. They construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.

Students will be working from a range of resources provided through the online Resource library-Learning Field and utilising interactive resources via Pearson Places and an activity book to consolidate what is learnt in class. Extension students will have access to the COSMOS Stile interactive resource and participate in a range of Science competitions and extension activities including the ICAS Science Competition, the Science and Engineering Challenge, Science IQ Online Competition and Cosmos Learning. Other streamed classes participate in competitions such as "Cows Create Careers" and the Australian Medical Research Quiz. Learning programs in classes are differentiated to cater for student needs. These differentiated programs indicate complexity of AC content and pace at which content is delivered. Assessment will include examinations, topic tests, research assignments and investigations. Students will also have the opportunity to attend numerous excursions and incursions during the school year.

Humanities and Social Sciences [HASS]

HASS is based on the view that all students are entitled to study History, Geography, Economics and Civics and Citizenship as an understanding of the past, current economic and political issues and the environment, is an important part of life as a whole. This learning area is about the empowerment of our students! HASS investigates people as social beings as they have existed and interacted with each other and the environment in time and place.

Humanities and Social Sciences encourages the development of:

- Practical skills such as timelines and chronological registers, graph analysis and interpretation, table and graph presentation, report writing, journal entries, cartoon and document analysis.
- Information technology as learning strategies to enhance learning opportunities.

- An awareness of issues that have shaped our lives, the world and the environment.
- A social consciousness and competence that will promote informed decision-making.
- Independent and collaborative learning strategies in the learning environment to better facilitate incorporation into the workplace.
- Social and personal values clarification.

HASS is divided into four learning areas:

History: - Australian Curriculum. The Modern World and Australia

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

Geography:

- The geography of human wellbeing at the full range of scales, from local to global and in a range of locations.
- Measuring human wellbeing.
- The reasons for spatial variations between countries in selected indicators of human wellbeing.
- Drawing the impacts on human wellbeing.
- Impacts on human wellbeing in Africa.
- Initiatives in improving human wellbeing.

Economics:

- Students understand the concepts of economics, scarcity, the economic problem, opportunity cost and factors of production.
- Students are able to identify the different types of economic systems.
- Students understand Australia's market economic system, and the role of consumers, firms and government.
- Students analyse markets using demand and supply analysis, and are able to identify a market experiencing equilibrium, a shortage or a surplus.
- Students examine the concepts of economic growth, inflation and unemployment, to derive an understanding of the different types, how they are measured and the trends over the last 10 years for each.
- Students understand how the business cycle works and the characteristics of the four phases.
- Students review current economic issues.

Civics and Citizenship

- Students identify different political systems around the world, their characteristics, and their strengths and weaknesses.
- Students understand the different ways laws are made and how the Constitution is protected through the High Court.
- Students investigate the similarities and differences between Australia's democracy and the form of government found in Indonesia.
- Students understand the importance of democracy in ensuring our human rights in Australia and the world.
- Students identify the different ways human rights are protected around the world, and the historical events which lead to the creation of the United Nations, the Universal Declaration of Human Rights and the UN Convention on the Rights of the Child.

Studies in this learning area can lead to WACE Geography, Modern History, Economics, Politics & Law and the Business and Administration VET Pathways.

NON-CORE COURSES

Compulsory Non-Core Courses

The following subjects are compulsory and comprise of 1 period (or 2 in the case of Physical Education) per week.

Christian Religious Studies (CRS)

The study of Christian education provides experiences and opportunities for students to understand and appreciate the bible, the story of the church, philosophy and beliefs, world religions, meditation, prayer and worship, ethical living and decision-making. These are offered as part of the educational journey in the hope that our students may choose to engage, think, question, challenge, investigate and reflect as they undertake their personal journeys searching for spiritual meaning and truth.

Health Education

Students identify and apply relevant criteria to determine reliability of online health information and whether it is suitable for use in a particular context. Students evaluate a range of characteristics of respectful relationships, such as showing respect for self and others, and personal differences and opinions. They describe and apply appropriate skills and strategies to resolve and manage conflict within different environments. In Year 10, the content provides students with the opportunity to begin to focus on issues that affect the wider community. They study external influences on health decisions and evaluate their impact on personal identity and the health of the broader community. Students continue to develop and refine communication techniques to enhance interactions with others, and apply analytical skills to scrutinise health messages in a range of contexts. Students also take part in the Keys For Life program which is a government funded road safety campaign that enables students to obtain their Learner Driver Permit at school. Other topics include Contraception and Sexually Transmitted Disease, the Components of Health – in relation to the workplace, Stress and Mental Health and Lifestyle diseases.

Physical Education

Students select and use individual movement skills and sequences that increase in complexity and perform them with increased speed, control and improved accuracy. They implement tactics and adapt them in response to previous performances. Through utilisation of community resources the Year 10 Physical Education looks at exercise in the community and recreational activities rather than the standard competitive sports. Students describe projectile motion; summation of forces; and ways to measure a number of the body's responses to physical activity. In competitive contexts, students participate ethically and demonstrate ways to build motivation and encourage teamwork. In continuing to improve performance, students transfer learned specialised movement skills with increasing proficiency and success across a variety of contexts.

They use feedback to improve their own and others' performance with greater consistency, and critically evaluate movement responses based on the outcome of previous performances. Through the application of biomechanical principles to analyse movement, students broaden their understanding of optimal techniques necessary for enhanced athletic performance. Students self-assess their own and others' leadership styles and apply problem-solving approaches to motivate participation and contribute to effective team relationships. They are also provided with opportunities to assume direct control of physical activities in coaching, coordinating or officiating roles. Some of the activities the Year 10 students will be participating in are Golf, Boxing, Aerobics, Circuit workouts and Bocce. They will also compete in a Touch Rugby tournament in the last term of the Year.

Work Studies

The GMAS Work Studies Program is implemented over 1 period a week for 4 terms and helps students plan for and shape their future. It helps them make a contribution to the wider community by providing them with the essential knowledge, understanding and skills for participation in the rapidly changing world of work. The Year 10 course follows 6 modules as well as covering some of the the WACE Endorsed Programs – ADWPL Work Placement and the ELES Study Skills Handbook.

MODULE 1 – SELF ASSESSMENT
MODULE 2 – CAREER OPTIONS
MODULE 3 – CAREER GOALS
MODULE 4 – PERSONAL CAREER STRATEGY
MODULE 5 – WORK EXPERIENCE PREPARATION
MODULE 6 – DIGITAL MARKETING PROJECT and INDUSTRY PRESENTATION

Electives

Students will undertake 3 of the following non-core courses for the duration of the year. Each will be for 2 sessions per week.

As an entry point to Senior Secondary Schooling, students in Year 10 studies select courses that they have a passion for and a genuine interest in. It is the aim of the school to place students in the courses that they have chosen. It may be necessary however, as a consequence of timetable constraints, to place students into their non-preferred first or second option.

When choosing non-core courses for Year 10 it should be noted that they are not gender specific.

Advanced Physical Education

Advanced Physical Education is a course designed to meet the needs of students who exhibit an obvious interest in health and fitness, physical activity and sport. The focus of the course is an equal share of practical sporting activities, and theoretical component. Advanced Physical Education in Year 10 offers an introductory course to those students interested in selecting a Health and Physical Education Course of Study in Years 11 and 12.

The learning program covers aspects such as:

- Movement Skills, strategies and Tactics for physical activity
- Functional Anatomy and basic Physiology
- Biomechanics
- Motor Skills and Acquisition.

The course aims to provide students with interesting and meaningful learning experiences and a diverse range of physical activities to motivate students in their sporting pursuits. Four practical sport units (lasting one term each) are to be completed during the year and could be selected from a list such as: volleyball, squash, tennis, badminton, surf lifesaving, self defence, circuit training, golf, archery and baseball.

A subject levy of \$200 per year will apply to this subject.

Advanced Science

Students that have a passion for Science and want to build on skills, knowledge and understandings from the Year 10 Science curriculum in their core science subjects are able to select an Advanced Science course. This course is specifically designed for students wanting to pursue ATAR or GENERAL Science courses in Year 11 and 12. Students will continue to develop their practical skills for doing investigations in the laboratory, learn mathematical skills for solving equations in Chemistry and Physics and engage in STEM-based activities aimed at developing critical and creative thinking in Science. Teachers can select from a range of contexts that tap into students' interest and build some of the understanding they may have already developed.

Business Studies

The Business elective focuses on students recognising the knowledge, concepts and principles underpinning how a business operates within a cycle of establishment, day-to-day running, and continuing viability of business. Through engaging in business activities, students are encouraged to recognise business opportunities, ways of creating products and providing services, and the marketing of these items. Students also have the opportunity to develop interpersonal and business skills, and to learn how to behave responsibly and demonstrate integrity in business.

Engineering

Students will be introduced to a series of structured challenges to incorporate continued knowledge and skill development from Year Nine. The course is based on the elements of mechanical and electronic engineering, as well as foundation computer science practices. With the freedom of developing your own design ideas this course is rich in problem solving and design developments skills. Students must be prepared to support their learning through the development of mathematical concepts. This subject is suited to those students who are interested in the design, construction and programming of Mechatronic models. Students can expect to design and produce electronic circuits, buggy parts and working mechanisms, and to use simple programming software to control these devices.

The course covers:

- Following the Technology Process to the creation of innovative design solutions for small skill-based challenges
- Development of skills and design development using CAD/CAM with particular emphasis on using Arduino software and 3D printer
- Use of, and development of skills with hand and small power tools

A subject levy of \$160 per year will apply to this subject

Japanese

Japan is a land of beauty and serenity with a strange mixture of traditional and contemporary. Whether you love the 'kawaii culture', anime or the ancient samurai, this course should have something to interest you.

In Year 10 Japanese students will have the opportunity to build on what they have already learnt as well as:

- Build fluency in reading and writing hiragana
- Learn Katakana and Kanji (two other Japanese alphabets)
- Study some language topics as chosen by the students
- To look at Japanese culture
 - Origami
 - Art
 - Possibly cooking
 - Calligraphy

Anticipated topics include:

- Teenagers
- School and daily life
- Networking with friends
- Out and about in my neighbourhood

The course will also include a range of different study techniques that can be especially helpful when learning a foreign language. This class may be particularly useful for those who have participated in the Sugito exchange, as they will learn skills and language to be able to communicate with their host families more proficiently. It will also be useful for those hoping to travel to Japan in the future – either on a school trip or with family. Australian universities, including UWA have introduced a 10% bonus (on your scaled language mark, used to calculate your ATAR) for studying languages to a Year 12 level.

Materials Technology

Within the subject of Materials Technology, students continue to engage in the use of resistant materials to produce complex items of tooling and furniture. Students will continue to consider; correct workshop safety, knowledge of the materials, hand and power tool use and acceptable finishing techniques in the production of their article.

The course covers:

- The skills development and production of two items in metal.
- The skills development and production of two items in wood.

Although the emphasis of this course is accuracy and detail through the acquisition of practical skills, there is an element of knowledge based theory which is also assessed.

A subject levy of \$160 per year will apply to this subject

Media Studies

In Media, students are exposed to many different forms of Film and Photography. Students develop the valuable tools necessary for success in further studies at Senior School level, including the Media Production and Analysis ATAR or General course. Students will learn how to communicate and express their own ideas through film. They will produce several individual short films and learn how to produce films that communicate effective messages. There will be a unit on Photography skills, with some 'tricks of the trade' on how to manipulate and change camera settings to achieve amazing results. Several Adobe Applications will be used, including Adobe Photoshop and Adobe Illustrator. Students also have the opportunity to expand their Film language and written skills by analysing several interesting films. Media students reflect on and discuss their own creative work, intentions and outcomes. This course provides an essential foundation for students considering the WACE Media Production and Analysis course in Years 11&12.

Outdoor Education

Outdoor Education is a course designed to meet the needs of students who exhibit an obvious interest in Outdoor Experiences, developing their own skills and how to help others and environmental awareness. The focus of the course is primarily on planning, gaining outdoor skills, working with others and the environment. Outdoor Education in Year 10 offers an introductory course to those students interested in selecting a WACE Outdoor Education course in Years 11 & 12. This course has both theoretical and practical components and is inclusive of, but not limited to, surf lifesaving, camp cooking, snorkelling and an expedition.

The learning program covers aspects such as:-

- Skills for physical activity
- Knowledge and understandings
- Self-management skills
- Interpersonal skills
- Attitudes and values

The course aims to provide students with interesting and meaningful learning experiences and a diverse range of outdoor experiences to motivate students in their own outdoor pursuits and individual development. The course will involve practical hands on experiences as well as theoretical and written requirements. Some components covered in the course will include bush navigation, planning an expedition, developing skills required in the outdoors such as canoeing and rock climbing, and environmental relationships.

A subject levy of \$500 per year will apply to this subject.

Performing Arts (Drama)

Students will explore the elements of drama in this exciting, energetic, hands-on performance-based course. They will develop their acting skills and techniques, and will work through the dramatic process of plan, practice, polish and perform, in individual and group activities. They will also be required to participate in at least two Drama Concerts throughout the year. Costuming, lighting, sound and make-up techniques are an integral part of the process. Finally, students will utilise a drama journal, where they apply critical reflection on their own and others' dramatic processes. This course offers solid preparation for further Drama studies in Year 11 and 12.

Students will learn oral and written reflective and responsive processes using drama terminology and language, based on their own drama and the drama of others. They will explore theoretical aspects, including some of the key moments in Drama history and the eminent practitioners whose influences are felt in today's theatres. The Year 10 Drama course helps produce confident, articulate and creative young students of theatre who can work together on projects and who are appreciative of all styles within this performing art.

Product Design

Within the subject of Product Design, students continue to develop their Design Cycle understanding. The Focus is on design thinking and production skills to solve solutions for identified needs. Students will work on independent projects to develop and communicate design ideas using a range of graphical techniques both manually and through Computer-Aided Design programs. Students will then develop project management plans to safely produce designed solutions using a combination of hand and power tools, fixed machinery and computer operated machinery such as CNC Routers and 3D printers.

The course covers:

- The design development and production of one item in wood.
- The design development and production of one item in mixed media.

The emphasis of this course is design and these elements to producing high quality artifacts, there is an element of practical skill which is also assessed.

A subject levy of \$160 per year will apply to this subject

Psychology

Students who are interested in studying Psychology in Year 11 and 12 can now select Psychology as an elective in Year 10 to begin building an understanding of how Psychology helps to explain how we think, feel and behave. The year 10 course will focus on human behaviour and relationships. Teachers can select from a range of contexts that tap into students' interest and build some of the informal understandings they may have already developed. Students will learn about the language of psychology and about how human behaviour can be explored in relation to individuals, groups and society. They will focus on the definitions of psychology and be introduced to psychological research and access research through journal articles and the internet. The course will assist students to generate ideas and gain knowledge that will help them to become more confident, competent and independent in their everyday lives.

Textiles

Textiles protect, provide comfort, have social meaning, respond to cultural influences and perform a range of different functions within our lives. The study of Textiles & Design provides students with the opportunity to develop confidence and proficiency in the design, production and evaluation of textile items. Students will actively engage in learning about the properties and performance of textiles, textile design and the role of textiles in society. This is a practical course intended for those students seeking to improve their skills when creating textile articles and fashion garments. Students will investigate the principles of design and apply these to the production of fashion design projects.

The course covers:

- Skill development to produce a minimum of two textile items.
- The design, development and production of a range of textile items for self and/or others.
- The Technology Process – using designed solutions to create textile items and develop skills.

Visual Arts

This Visual Arts course encompasses both the practice and theory of the broad areas of art, craft and design. Students will be given opportunities to express their imagination by developing skills and personal imagery, through the engagement of making and presenting artworks. The course places value on uniqueness and individuality. It will assist students to value and develop confidence in their own creative abilities and to develop a greater understanding of their environment, community and culture. Students will develop problem-solving skills together with creative and analytical ways of thinking. Innovation will be encouraged through a process of inquiry, exploration and experimentation; transforming and shaping ideas to develop resolved artworks.

Students will engage in art making processes in traditional and new media areas, which involve exploring, selecting and manipulating materials, techniques, processes, emerging technologies and responses to life. Students will gain knowledge, understanding and appreciation of art and culture, in both Australian and International contexts. Analysis and evaluation of their own works and the works of others will contribute to an appreciation of the role of art in the community and in their daily lives.

A subject levy of \$160 per year will apply to this subject.

Vocational Education and Training (VET)

Vocational education and training (VET) in the senior secondary years engages students in work-related learning built on strategic partnerships between schools, training organisations, business, industry and the wider community. VET courses are delivered by a registered training organisation (RTO) such as TAFE and/or private training providers, operating under the NSF. VET engages students in nationally recognised qualifications providing a broad range of post-school options and pathways. All students who achieve VET units of competency in accordance with the requirements of the Australian Quality Training Framework (AQTF) as part of their school program can gain priority acceptance to competitive courses at TAFE as well as having their achievements recorded on their Statement of Results.

CONCLUSION

Year 10 is a foundation year for studies in Senior Secondary. Students therefore need to demonstrate grades in Year 10 that substantiate the learning required for entering WACE Year 11&12 courses. Many of the courses available in Year 11 require prerequisites of performance in relevant Year 10 subjects. Students wishing to access Year 11 ATAR Units 1/2 courses will need to be demonstrating a minimum of a B/C grade or higher in a mainstream course (or higher).

Year 11 VET courses generally require a minimum of a C grade in stream 4 courses. Vocational pathways and qualifications delivered also have pre-requisites. VET courses delivered by South Regional TAFE and Bunbury Regional Trade Training Centre are competitive and have a stringent application process. Year 10 reports must be submitted with the applications and an interview is also required for Pre-Apprenticeship courses and some VET in Schools programs. Please note: Some external courses attract fees; these are set by the RTO's and notified on acceptance of a position in the course.

This information is correct at printing but is subject to change as a consequence of student course selections.