

2025 Year 10

Subject Information Booklet

An information booklet for students and their parents

www.swan.wa.edu.au

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Introduction

Swan Christian College will take full advantage of current opportunities to introduce responsible curriculum reform and innovation to ease the transition from school to full community life. An emphasis will be placed upon the need for as wide a curriculum as circumstances will allow, to cater for a large range of student abilities and aptitudes. In implementing this curriculum, Swan Christian College will meet State and Commonwealth prescribed standards with respect to curriculum, school organisation, teachers' qualifications and physical environment.

In Year 10, students study a compulsory selection of subjects with the opportunity to select from a range of elective subjects. Delayed specialisation enables students to keep their options open for subject choices in upper school, whilst at the same time providing a well-balanced education for all students.

The compulsory component of the curriculum consists of Mathematics, Science, English, HASS and Health and Physical Education. At the end of Year 9, classes in the areas of Mathematics, Science, English and HASS are streamed based on a combination of both internal and external testing results.

Assessment

Student achievement will be assessed in each semester of work covered. The assessments will be carried out continuously throughout each semester and will be a measure of a student's progress towards achieving the outcomes of the course. Formal exams will take place at the end of each semester.

Different subjects, and even different units in the same subject, will have different outcomes and will be assessed in different ways. Typical assessment methods are: written and objective tests, assignments, models and projects, experiments, folios and exams.

Students are assessed in each subject by assigning degrees of achievement for the various outcomes in that subject.

A full statement of results will be issued to parents through the regular reporting mechanism, which occurs at the end of each semester. Interim reports (indications of progress) are issued at the end of Term 1.

Subject Prerequisites

Typically, Year 10 courses do not have prerequisites and students may select any elective from the Year 10 list. Year 11 ATAR courses do have prerequisites and this information is provided below to serve as a goal for Year 10 students.

Year 10 Courses

The subjects offered to students in Year 10 fit neatly into one of two categories. The subject is either compulsory - that is, it is taken by every Year 10 student; or it is a subject that may be chosen but needs to be picked from a range of elective (optional) subjects.

Compulsory Subjects

- English
- Health and Physical Education
- Humanities and Social Sciences
- Mathematics
- Science
- Christian Living

Elective (Optional) Subjects

Students study **two of the elective (optional) subjects** listed below:

- Business Management and Enterprise
- Childcare
- Dance
- Design Graphics
- Drama
- Food
- French
- Interactive Digital Technologies
- Jewellery and Design
- Media
- Music
- Outdoor Education
- Specialist Basketball
- Specialist Netball
- Specialist Australian Rules Football
- Sports Management
- Technologies: Metal
- Technologies: Wood
- Textiles
- Visual Art

Prerequisites for Year 11/12 Courses

ATAR Courses

Course Name	Prerequisites
Biology	B Grade in Science and 65% in Year 10 Biology
Chemistry	B Grade in Science, 65% in Year 10 Chemistry and a C grade in Advanced Maths.
Drama	C Grade in Year 10 Drama or by interview, and ATAR English recommended
Economics	B Grade in HASS
English	C Grade in English and a Semester mark of 60%, achieved OLNA
French	B Grade in Year 10 French
Geography	B Grade in HASS
Human Biology	B Grade in Science and 65% in Year 10 Biology.
Literature	B Grade in English and/or Interview as per discretion of HOLA
Modern History	B Grade in HASS and ATAR English requirement met
Mathematical Applications	Completed Advanced Mathematics OR WA Curriculum B Grade in Standard Mathematics
Mathematical Methods	WA Curriculum B Grade in Advanced Mathematics
Mathematics Specialist	Course A Grade in Advanced Mathematics
Media Production & Analysis	ATAR English
Physics	B Grade in Science and a course B Grade in Advanced Mathematics, Maths Methods is a co-requisite for Physics.
Politics and Law	B Grade in HASS
Psychology	B Grade in Science and met ATAR English requirements
Visual Arts	A Grade in Visual Art and ATAR English requirement met

General Courses

Course Name	Prerequisites
Business Management and Enterprise	
Children, Family and the Community (Childcare)	
Drama	Dance experience preferred but not essential, Audition may be required.
English	OLNA Category 3
Human Biology	
Integrated Science	
Mathematics: Essential	OLNA Category 3
Metalwork	
Outdoor Education	
Physical Education Studies	B Grade in Science and a B Grade in any of PE, Outdoor Education or Sports Management.
Science in Practice	
Textiles	
Visual Arts	
Woodwork	

Foundation Courses

Course Name	Prerequisites
Foundation English	OLNA Category 1 or 2
Foundation Mathematics	OLNA Category 1 or 2

VET Courses/Endorsed Programs

Course Name	Prerequisites
Certificate III in Applied Languages	Students need to have studied French in Year 10 or be prepared to do extra study online to catch up with others.
Certificate IV in Business	Minimum C Grade in English and Maths, AND OLN A Literacy and Numeracy Category 3
Certificate III in Hospitality	Minimum C Grade in English and Maths or have completed OLN A Literacy and Numeracy Category 3
Certificate III in IT	
Workplace Learning	
Creative Lab	Proposed project required.

Swan Trade Training Centre

Course Name	Prerequisites
Electrotechnology	Minimum C Grade in English and Maths and OLN A Category 3 achieved.
Engineering (Metal Fabrication)	Minimum C Grade in English and Maths or have completed OLN A Literacy and Numeracy Category 3
Building and Construction	Minimum C Grade in English and Maths or have completed OLN A Literacy and Numeracy Category 3

Compulsory Subjects

Christian Living

COMPULSORY SUBJECT



Course Description

The Christian Living Curriculum for Years 10 to 12 assists students into a more developed stage of intellectual and emotional growth. During this stage, as maturity sets in, students form a personal identity (“I am who I choose to be”). In terms of faith development, Westerhoff [1] describes the great illumination or enlightenment that can take place for students during these years as they move from searching faith to owned faith. What they do (or don’t) believe is no longer the faith of their parents, teachers or friends, but their own. Westerhoff suggests that owned faith is God’s ultimate intention for everyone, even though most people never achieve this level of faith development. In terms of development of moral reasoning, Kohlberg [2] reminds us that young people in this age group can start to develop principled conscience, where they show respect for the rights and dignity of all human beings, not out of a sense of law abidance, but out of a deeper moral understanding that it is the right thing to do.

To capitalise on these developmental milestones, the Biblical Foundations curriculum in Year 10 will focus on assisting students to develop a greater understanding on how they and others think using philosophical tools of inquiry. They will develop those skills by engaging in essential beliefs of the Christian faith and are invited to explore how the answers provided in the Bible provide both intellectual understanding and emotional satisfaction.

Literacy

Students will read for literal and inferential meaning, link and summarise information from different sources and use evidence. They will read maps and diagrams, and explore how images shape our interpretation of the Bible. They will write short responses, personal reflections and expositions, using language to make judgments and express opinions. They will learn to use and spell specialist words. Speaking and listening are key skills in Christian Living. Students will listen to spoken, audio and multi-media texts, respond to them, and interpret information and ideas presented. They will actively contribute to class discussions.

ICT

Students consider social and ethical protocols and practices when using ICT such as cyber-bullying, plagiarism and using social media; investigate Christian themes using ICT considering reliability of internet sources, use a range of digital versions of the Bible, manage electronic files, use SEQTA. In addition, students may create texts such as PowerPoint presentations, short videos, blogs, or brochures.

Numeracy

Students will use numeracy in a range of ways such as producing, collating and analysing statistics, making estimations, calculations, and solving problems. They may interpret data presented in the form of graphs, conduct surveys and use grid references on a map. Students will consider distribution when studying issues associated with justice and poverty.

Assessments

Include such things as: reflections, presentations, reports and class contributions.

Useful Links

www.biblegateway.com

Christian Worldview

A Biblical Framework underpins every lesson.

Homework

Generally there will be limited homework for Christian Living

English

COMPULSORY SUBJECT

Course Description

English at Swan Christian College is designed to cater for the broad range of literacy skills represented in our student body. Students are streamed to provide teaching and learning opportunities most applicable to their current level of ability. The study of English is compulsory.

The modern study of English is essentially a study of language and how it works. While still requiring the study of traditional text forms like novels and poems, it now includes texts such as films, documentaries, still images and expository texts. This means that we cover a broad range of texts in our courses and that students produce a range of creative and analytical works, as described in the Australian Curriculum documentation.

Year 11 courses this subject leads to

- Literature ATAR
- English ATAR
- English General
- English Foundation

Assessment

Students are assessed in the three interrelated strands of language, literature and literacy, which together reveal students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. The following 'types' of assessment may be expected:

- Response task
- Production or creative tasks
- Oral tasks (may be responsive or creative)
- Examination

Time off campus

Nil

Useful links

- <http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/english-v8>
- <https://au.ixl.com/ela/year-10>

Homework

Regular writing practice and reading for English is the recommended manner of study. Individual students may need to focus on specific literacy needs. It is recommended that students wishing to continue their studies in one of the two ATAR options, dedicate at least two hours a week to English study activities.

Christian Worldview

'Narrative' is the backbone of much of what we do. Understanding the power of story is central to engaging with culture, fostering empathy, communicating trust and facilitating personal growth. Stories help us to understand who we are and how we fit into our world. We are part of God's great story of creation and His intervention in our fallen world.

HASS

COMPULSORY SUBJECT



Course Description

Humanities and Social Sciences (HASS) is focused on developing an understanding of the significant influences that have shaped our world and Australian society. The subject is divided into four key disciplines: Civics and Citizenship, Economics and Business, Geography, and History. By the completion of their studies a successful HASS student should understand how the Government, Economy, Geography and History all interact to affect decisions that influence their day-to-day lives.

In Civics and Citizenship students will explore Justice at home and overseas through a comparison of Australia's legal system with that of an Asian country. Economics and Business will develop the students' understanding of Economic Performance and Living Standards, and the differing approaches Governments take to manage the Economy. The concept of Living Standards is further developed in Geography when we consider Human Wellbeing and the impact of humanity in Environmental Change and Management. Finally, History looks at the impact that World War II had on Australia and the rest of the world, and how the war led to a new approach to human rights through the latter half of the 20th Century.

Year 11 courses this subject leads to

- Economics ATAR
- Geography ATAR
- Modern History (ATAR)
- Politics and Law (ATAR)

Assessment

Year 10 Assessments are designed to prepare students for Year 11 and Year 12 HASS assessments. These include:

- Research tasks
- Short answer tests
- Essays and other written responses
- Oral presentations
- Map and graphing skills
- Source analysis skills
- Group tasks and examinations

Time off campus

A Geography field trip one-day excursion

Homework

Students will be required to complete research assignments throughout the year that may need time at home. Regular homework is at the discretion of the teacher, given several days ahead of the due date and should require no more than 20 minutes to complete.

Christian Worldview

Human Dignity, Social Justice and Environmental Stewardship are important responsibilities that God has placed on us. Students are challenged to consider their own lives and how they can live a life focused on service and stewardship. The problems in the world that we will be studying (poverty, war, inequality, environmental destruction, greed, injustice) all stem from the brokenness of humanity. Broken relationships are the cause of the social issues facing our society. We have broken relationships between individuals, family, communities, nations and the environment; between us and God. While we can work to repair the damage of these broken relationships, ultimately it is only Jesus that can restore the relationship between us and God.

Useful links

- <http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences>

Health

COMPULSORY SUBJECT



Course Description

In Year 10, the Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle. The content provides students with the opportunity to focus on issues that affect the wider community and see themselves as active participants in their society and the world.

Students develop health literacy skills to evaluate health information and messages in the media and evaluate their impact on personal identity and the health of the broader community. They continue to develop and refine communication techniques to enhance interactions with others, including situations where the giving or denying of consent is required. Students develop skills and strategies to promote respectful relationships, and an understanding of how emotional responses impact relationships

Year 11 courses this subject leads to

- Physical Education Studies General

Assessment

Health assessments are completed as oral presentations, reports and research tasks.

Time off campus

None.

Homework

Limited, however some of the health work may require preparation at home.

Christian Worldview

The course offers students opportunity to develop their whole being to explore more of their God given talents in a variety of activities. The health assessments also encourage students to respond to the topics from a Christian worldview.

Useful links

- <https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/health-and-physical-education>



Physical Education

COMPULSORY SUBJECT

Course Description

In Year 10, the Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

In continuing to improve performance, students transfer learned movement skills with increasing proficiency and success across a variety of contexts. They use feedback to improve performance and critically evaluate movement responses based on the outcome of previous performances. Students create plans to enhance or maintain levels of lifelong physical activity to improve fitness, health and wellbeing. They investigate skills such as leadership and apply these to motivate participation and contribute to effective team relationships and performance. Students are also provided with opportunities to apply fair play and ethical behaviour to influence the outcome of physical activities.

Year 11 courses this subject leads to

- Physical Education Studies General

Assessment

The Physical Education assessments are mainly practical with only minor theory testing in the fitness unit.

Time off campus

None, however opportunity to represent the College at events may be enhanced with improved skill development offered from this course.

Homework

Limited, it is a mainly practical subject with practical lessons.

Christian Worldview

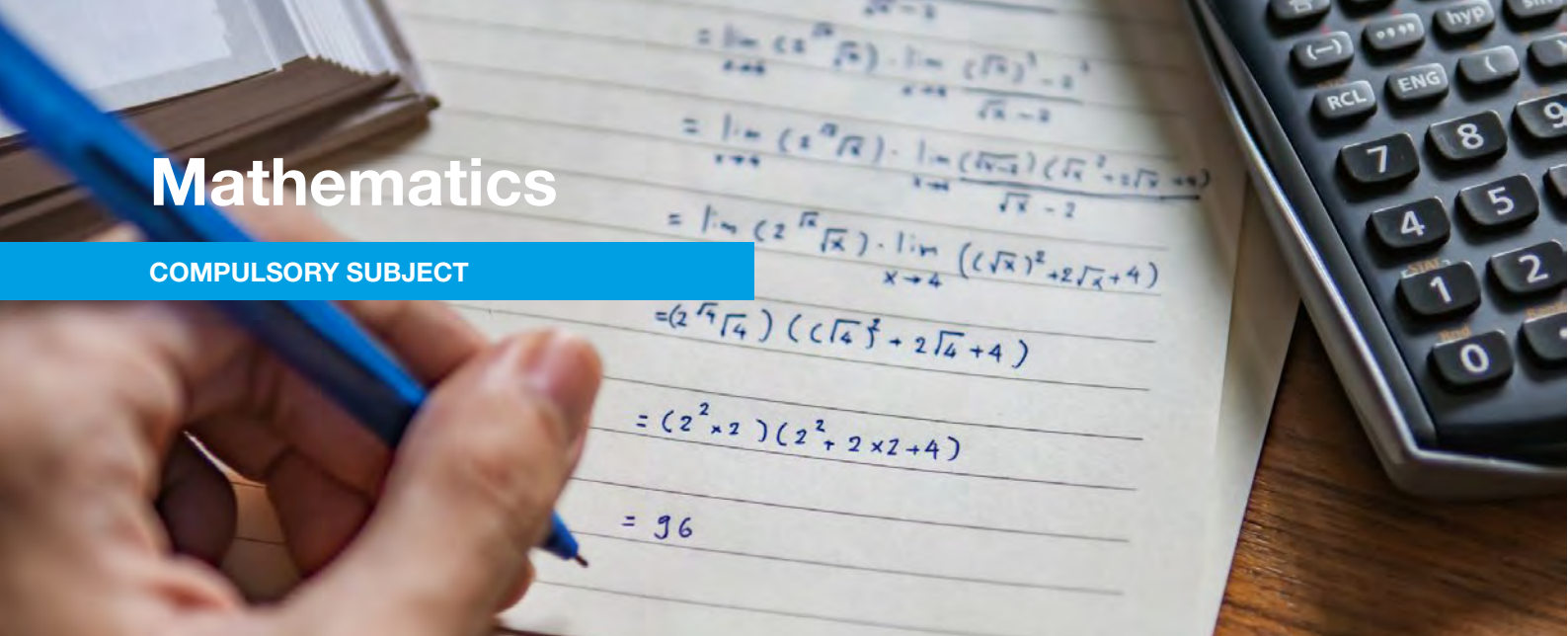
The course offers students opportunity to develop their whole being to explore more of their God given talents in a variety of activities. To expand on wider Christian values such as fair play and sporting behaviour and to also apply Christian values to healthy life choices.

Useful links

- <https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/health-and-physical-education>

Mathematics

COMPULSORY SUBJECT



Course Description

Mathematics is a unique subject in Year 10 as there are two syllabi to provide pre-requisite information for students' desired ATAR courses. The Year 10 Curriculum is designed to consolidate and build on previously learned concepts, while also encouraging students' ability to think and work mathematically across the three strands (Number and Algebra, Measurement and Geometry, and Probability and Statistics).

Understanding includes applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, comparing simple and compound interest in financial contexts and determining probabilities of two and three-step experiments.

Fluency includes factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigate the shape of data sets.

Problem-solving includes calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities and investigating independence of events.

Reasoning includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets.

The Advanced classes cover the Year 10A Curriculum, which further extends students' studies within the three strands and includes additional content required for certain ATAR Mathematics courses.

Year 11 courses this subject leads to

- Mathematics Specialist ATAR
- Mathematics Methods ATAR
- Mathematics Applications ATAR
- Mathematics Essentials (General)

Assessment

Assessment types include tests, investigations and projects. There will be a limited number of 'summative' assessments which will each count towards the year grade. Other assessments will be formative, where they will not count towards the year grade, but provide vital educational feedback to the student and teacher.

Time off campus

None

Useful links

- <http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/mathematics-v8>

Homework

A maximum of three hours homework per week. If your child has a large number of commitments outside of school hours, please feel free to negotiate with your child's teacher about the opportunity to catch up on weekends.

Christian Worldview

A Biblical basis is foundational to every lesson. This is seen in the encouragement and treatment of every student as a unique and special individual of great value to God. People frequently say "How do you teach algebra from a Biblical Worldview?" The reality is that every topic within Mathematics is a demonstration of design and purpose, suggesting an amazing designer. The History of Mathematics is a demonstration of mathematicians discovering and creating a system to represent what they have found designed in the universe around them.

Science

COMPULSORY SUBJECT

Course Description

In the Science Learning Area, students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories of natural selection and the Big Bang. Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

The subjects studied in Year 10 cover the Western Australian Curriculum including Chemistry, Physics, Biology and Earth and Space Sciences. All students in Year 10 cover the full spectrum of sciences that are on offer in Year 11 and 12 General and ATAR courses. Each student has the opportunity to further study these subjects on meeting certain criteria outlined in the Year 11 and 12 Subject Information.

The Science Extension class allows students with an enthusiasm and talent for Science to expand their knowledge and skills in a variety of short and long-term projects. Students selected for this class are encouraged to question, think deeply and critically on a range of issues, and then reflect on their learning. Students in these classes will be chosen based on a combination of academic results, ability to think laterally, ability to interpret and problem solve real world contexts, and ability to manage a high demand workload.

Year 11 courses this subject leads to

- Biology ATAR
- Chemistry ATAR
- Human Biology ATAR
- Physics ATAR
- Psychology ATAR
- Human Biology General
- Science in Practice

Assessment

- Investigation
- Research Validation
- Test
- Examination

Time off campus

Occasional excursions

Useful links

- <https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/health-and-physical-education>

Homework

Approximately 1.5 -2 hours per week

Christian Worldview

The primary goal of Science is to better understand the world around us. There is beauty, complexity and order in nature, and the study of Science helps us recognise our unique position as humans. The scientific method is only possible because the universe is ordered. Science is an attempt to describe and explain that order. It is a subject which should give us greater appreciation of the natural world, as well as its creation. The scientific discipline is helpful in developing honesty, perseverance, creativity, clarity of thought, ability to solve problems and understanding and appreciation of the world around us.

Elective Subjects

Humanities and Social Sciences

Mr Jonathan Myers, Head of HASS



Business Management and Enterprise

ELECTIVE SUBJECT



Course Description

In Year 10 Business Management and Enterprise, students learn about the processes involved in establishing and running a business and then put those skills into practice in a real-world project.

They develop a business case, engage in market research, work with budgets, explore marketing and then run a business within the College community. All profits are given to support the various charitable activities that the College supports.

Year 11 courses this subject leads to

- Certificate IV Business
- Economics
- Business Management and Enterprise

Assessment

- Case Study
- Reports
- Research Assignments

Time off campus

None

Homework

Will vary throughout the term to match the subject requirements, but should not exceed 30 minutes on any given day.

Christian Worldview

Economic success is a vital part of every business. However, we are called to be good stewards of the resources God has given us, to care for the earth and to care for the poor and outcast in society. Therefore, it is important that students understand that businesses have social, moral and environmental obligations as well as the basic drive to make a profit. Our students will be challenged to consider how to be ethically responsible, and how business can make a profit for entrepreneurs as well as meet the social justice needs that exist in our world.

Useful links

- <https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences>



Health, Sport and Physical Education

Mr Sam Tweedie, Head of Health and Physical Education

Outdoor Education

ELECTIVE SUBJECT



Course Description

Opportunities are provided for students to refine and consolidate skills and strategies for effective leadership and teamwork, and consistently apply ethical behaviour across a range of movement contexts. This includes hiking, campfire building and cooking, orienteering, roping, mountain biking, canoeing, camping and stand-up paddle boarding.

Selection criteria for this course depends on a student's good standing and high level of behaviour during their time at the College, as it is a subject that has elements of danger and risk management.

Year 11 courses this subject leads to

- Outdoor Education General

Assessment

- Theoretical (40%)
- Practical (60%)

Time off campus

Excursions throughout the year, plus 1 camp.

Homework

Minimal

Christian Worldview

With time spent outdoors, students develop an understanding of God's creation and how to preserve and enjoy our environment.

God has given every person a unique set up skills and characteristics. In Outdoor Education, we endeavour to draw these out, and develop skills such as communication and leadership.

Useful links

- <https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/health-and-physical-education>

Specialist Australian Rules Football

ELECTIVE SUBJECT



Course Description

In the Specialist Football course, students will develop their knowledge skills and understanding of Australian Rules Football.

While there will be an emphasis on skill development, students are required to have a demonstrable skill level for them to be able to take the course. This will be determined by the students lodging a written application and being a part of a practical try-out session. The course places a heavy focus on skill development based around the fundamentals of the sport.

Furthermore, an understanding of game style, decision making and game analysis will take place. The course endeavours to help students to build resilience, establish critical thinking patterns, take risks and also develop skills to build positive, respectful relationships.

Year 11 courses this subject leads to

- Physical Education Studies General

Assessment

Includes: practical assessments, research tasks and personal reflections.

Time off campus

None

Homework

Students are expected to participate actively in extra-curricular training sessions, games, and interschool competitions at times outside of regular school hours. Furthermore, students are expected to be developing their skills at their local clubs.

Christian Worldview

A Biblical framework underpins every lesson, particularly around the areas of humility and sportsmanship.

Useful links

- <https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/health-and-physical-education>

Specialist Basketball

ELECTIVE SUBJECT

Course Description

In the Specialist Basketball course, students will develop their knowledge and skill level in basketball. While there will be an emphasis on skill development, students will be required to have a certain level of skill for them to be able to take the course. This will be determined by the students and being a part of a practical try-out session. The course will also allow the students to grasp more of the tactical side of the game by understanding and practicing different strategies to counter what the opposition may do.

Finally, the Specialist Basketball course will endeavour to help students to build resilience, establish critical thinking patterns, take risks and also develop skills to build positive, respectful relationships.

Year 11 courses this subject leads to

- Physical Education Studies General

Assessment

Assessment types include such things as practical assessments as well as research tasks and tests.

Time off campus

None

Homework

Students are expected to participate actively in extra-curricular training sessions, games and interschool competitions at times outside of regular school hours. Furthermore, students are expected to be developing their skills at their local clubs.

Christian Worldview

A Biblical framework underpins every lesson, particularly around the areas of humility and sportsmanship.

Useful links

- <https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/health-and-physical-education>

Specialist Netball

ELECTIVE SUBJECT



Course Description

In the Specialist Netball course, students will develop their knowledge skills and understanding in netball. While there will be an emphasis on skill development, students are required to have a demonstrable skill level for them to be able to take the course. This will be determined by the students and being a part of a practical try-out session.

The course allows students to grasp more of the tactical side of the game by understanding and practising different strategies, the effect of their implementation and how to counter what the opposition may do.

The course endeavours to help students to build resilience, establish critical thinking patterns, take risks and also develop skills to build positive, respectful relationships. One goal of Specialist Netball is preparing students for school representation in local state and potentially national competitions.

Year 11 courses this subject leads to

- Physical Education Studies General

Assessment

Include such things as: practical assessments, research tasks and personal reflections. At least one assessment task will be written.

Time off campus

Some carnival days.

Homework

Although there will be limited homework for Specialist Netball, students are expected to participate actively in extra-curricular training sessions, games, and interschool competitions at times outside of regular school hours.

Christian Worldview

A Biblical framework underpins every lesson, particularly around the areas of humility and sportsmanship.

Useful links

- <https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/health-and-physical-education>



Sports Management

ELECTIVE SUBJECT

Course Description

This course gives students a wider view of the sporting world, it covers areas other than performing that are useful for those wanting to further their sporting knowledge or develop a career in the Health and Physical Education area.

Each term has a focus, with students given the opportunity to develop in the areas of officiating, coaching and the designing and monitoring of fitness programs.

Year 11 courses this subject leads to

- Physical Education Studies General

Assessment

Four combined theoretical and practical assessments all weighted at 25% in officiating, coaching, fitness testing and designing fitness programs.

Time off campus

None

Homework

Preparation of sessions to deliver, preparation of rules and regulations to deliver as part of the unit.

Christian Worldview

Excellent for developing the wider interpersonal, ethical and moral Christian perspectives. It also shows the importance of service to others.

Useful links

- <https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/health-and-physical-education>

Languages

Mrs Catherine Campbell

Dean of Languages



French

ELECTIVE SUBJECT



Course Description

The Year 10 French curriculum aims to develop the knowledge, understanding and skills to ensure that students can communicate in the target language at an intermediate level, practice efficient ways of learning a new language with available technology and develop understanding of and respect for diversity and difference in cultural experiences and perspectives.

The current course focuses on the main literacy skills of listening, speaking, reading and writing experienced within meaningful contexts of social interaction at home and at school. Some cultural contexts visited are: holidays and free time activities, home and school life, the neighbourhood, French music and cultural events.

A CERT II in Applied Languages is embedded into the Year 10 French programs students who successfully complete the course will be awarded this qualification. Due to this added qualification, a small course fee will be applicable for this course. Please see Mrs Campbell for further details.

Year 11 courses this subject leads to

- French Second Language ATAR
- Certificate III in Applied Languages

Assessment

In French, the two strands Communicating and Understanding are interrelated and inform and support each other. When developing assessment tasks, teachers provide students with opportunities to communicate in the language that they are learning and to demonstrate their understanding of the language needed for effective and interculturally appropriate communication. Assessment tasks typically address the syllabus content in interconnected ways within relevant, meaningful contexts to students. As students demonstrate their learning in different ways, teachers use ongoing assessment processes that include a diverse array of assessment strategies that may include observation, group activities, short responses, practical and authentic tasks, oral presentations, visual representations and portfolios.

Time off campus

None

Useful links

- <http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/languages/french>

Homework

Students are expected to do regular short periods of 15 to 20 minutes at least 5 days a week consolidating their class learning and preparing for in class tasks.

Christian Worldview

Students learn to appreciate and value the diversity of people in God's world, that all people have dignity and are created in God's image, and deserve to be loved as one's neighbours.



Performing Arts & Media

Mr Andrew Matthews, Head of
Performing Arts & Media

Dance

ELECTIVE SUBJECT



Course Description

Dance in Year 10 explores a variety of dance styles throughout the course of the year including Contemporary, Jazz and Cultural Dance. Students will explore a range of approaches to choreography to devise their own work and have performance opportunities to present their work. Students will study anatomy in relation to technique and the importance of fitness and safety in dance.

They will also study the theoretical side of dance including the intention behind choreography, the historical, social and cultural influences on dance and responding to and reflecting on their own work and the work of others.

The purpose of dance in Year 10 is to provide a creative outlet, increase activity levels and body awareness in students and improve critical thinking skills in the arts.

Year 11 courses this subject leads to

- Creative Lab

Assessment

- Practical - Performance, production
- Written - Response, investigation

Time off campus

Dance is a Performing Arts subject so there may be after school rehearsals called to practice and refine technical skills and routines. Participation in school based performances is expected as a part of the course.

Homework

Most work will be completed in class however students may need more time at home to rehearse their dances and/or complete written tasks.

Christian Worldview

Each course in the Performing Arts & Media learning area provides students with the best possible scenarios to be generative, as Jesus calls each of us to be. In Christ, we are directed to offer students a journey toward ultimate wholeness, integration and well-being to become more fully what we were made to be, to the benefit of all creation (Timothy 4:14-15). Dance is a function of worship designed to glorify our God. We use dance to express our emotions and communicate meaning to audiences regarding important and significant issues in society. Dance can be used to influence others and demonstrate integrity and Christian values to audiences and the wider community. Engaging in dance is an enjoyable experience that promotes cooperation and self-esteem and is a vehicle for worship.

Useful links

- <http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/the-arts/dance2>



Drama

ELECTIVE SUBJECT

Course Description

While continuing to develop students' transferable skills, Drama in Year 10 focuses more on preparing students for Year 11 and 12. The course aims to develop students' knowledge and skills to present drama for specific purposes, and encourages them to perform to wider external audiences. Students develop and explore drama using selected forms and styles; they research devised drama and read selected script excerpts in context. They are encouraged to develop their use of extended answer forms by using drama terminology. The course also includes a design component.

Drama forms and styles explored may include: Theatre of the Absurd, Youth Theatre, Grotowski's Poor Theatre.

Year 11 courses this subject leads to

- Drama ATAR
- Drama General
- Creative Lab

Assessment

- Practical - Performance/production
- Written – Response to viewed performances, investigation, design

Time off campus

Drama is a Performing Arts & Media subject inviting interaction with theatre excursions and performances after school.

Homework

Students will need more time at home to complete assessment tasks, plan and develop devised work and prepare for practical performances.

Christian Worldview

“So God created human beings in his own likeness.” – Genesis 1:27 NIRV

Students are encouraged to develop their creative abilities on a foundation of a Christian worldview through loving communication with one another and the community (Matthew 22:37-40). In Christ we are directed to offer students a journey toward ultimate wholeness, integration and well-being to become more fully what we were made to be, to the benefit of all creation (Timothy 4:14-15).

Ultimately, the Christian virtues of service, humility, commitment and perseverance underpin the manner in which we approach the exploration and presentation of drama.

Useful links

- <https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/the-arts/drama3>

Music

ELECTIVE SUBJECT



Course Description

The Advanced Music Course is directed at students who have developed skills in playing the piano, keyboard, guitar (classical), bass guitar, electric guitar, drums, woodwind, brass, string instruments and voice. The course is designed to further enhance student's musicianship and means of expression through active engagement in practical work and written work; students explore two strands - Making and Responding. It is strongly recommended that students who elect to take this course will be currently studying a musical instrument or voice that they will focus on particularly in this course.

Year 11 courses this subject leads to

- Creative Lab

Assessment

- Solo and group participation and performance
- Aural and theory exercises and tests
- Compare and contrast musical genres in table form
- Analysis

Time off campus

As part of the course work, students are expected to attend at least one music excursion and one music incursion per semester, which is related to a musical show, concert or workshop during the year.

Students are expected to enrol in at least one music ensemble program offered at the College.

Homework

Students are expected to regularly practice their musical instrument.

Christian Worldview

Each course in the Performing Arts & Media learning area provides students with the best possible scenarios to be generative, as Jesus calls each of us to be; In Christ we are directed to offer students a journey toward ultimate wholeness, integration and wellbeing to become more fully what we were made to be, to the benefit of all creation (Timothy 4:14-15).

Music is a God-given gift that is a significant part of all cultures to be used for God's glory, under God's authority. In addition, music is an important component of Christian worship and youth culture. Understanding and participating in music, its meaning in society and purpose to individuals, are significant aspects of any education program that aspires to encourage, educate and equip students for adult life. Music making and responding are major ingredients in youth culture and it is necessary to bring a Christian perspective to this persuasive influence on modern society. Engaging in music is an enjoyable experience that promotes cooperation, leadership and self-esteem.

Useful links

- <http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/the-arts/music2>



Music Specialist

ELECTIVE SUBJECT

Course Description

The course is designed for students who have a strong commitment and interest in extending their musical skills and who:

(1) enjoy playing music on instruments (voice included),

(2) enjoy composing and arranging music using technology and / or

(3) enjoy investigating music. Preference is given to students who have instrumental experience playing the piano, keyboard, guitar (classical), bass guitar, electric guitar, drums, woodwind, brass, string instruments or voice.

In this course, students will continue to develop aural skills and aural memory. In structured activities, students listen to a variety of musical works, using scores and music terminology, to explore the use of the elements of music. They examine similarities and differences between musical works and explore cultural, historical and stylistic features. Students will be engaged in ensemble performances in the classroom but may choose to present a solo performance, a composition or arrangement using technology, or a music project for a practical music assessment. The course is designed to establish a high standard of music practice, improving the musicianship of students through written and practical activities and equipping students with the necessary music skills for future music studies at examination level. Students are expected to participate and enroll in a minimum of one music ensemble as part of their extracurricular life at the College. At the completion of the course, students are given the option of sitting the external AMEB examination of Grade 3 or higher-level theory.

Year 11 courses this subject leads to

- Creative Lab

Assessment

- Solo and group participation and performance
- Aural and theory exercises and tests
- Compare and contrast musical genres in table form
- Analysis

Time off campus

As part of the course work, students are expected to attend at least one music excursion and one music incursion per semester, which is related to a musical show, concert or workshop during the year.

Students are expected to enrol in at least one music ensemble program offered at the College.

Homework

Students are expected to regularly practice their musical instrument.

Christian Worldview

Each course in the Performing Arts & Media learning area provides students with the best possible scenarios to be generative, as Jesus calls each of us to be; In Christ we are directed to offer students a journey toward ultimate wholeness, integration and wellbeing to become more fully what we were made to be, to the benefit of all creation (Timothy 4:14-15).

Music is a God-given gift that is a significant part of all cultures to be used for God's glory, under God's authority. In addition, music is an important component of Christian worship and youth culture. Understanding and participating in music, its meaning in society and purpose to individuals, are significant aspects of any education program that aspires to encourage, educate and equip students for adult life. Music making and responding are major ingredients in youth culture and it is necessary to bring a Christian perspective to this persuasive influence on modern society. Engaging in music is an enjoyable experience that promotes cooperation, leadership and self-esteem.

Useful links

- <http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/the-arts/music2>

Media

ELECTIVE SUBJECT

Course Description

Year 10 Media Arts builds and develops upon the Year 9 Media Arts course. Students expand their knowledge of media concepts and production through experience, discussion and practical work. They develop their skills further in camera work and editing, photo editing and web design. Students film an advertisement, create an online marketing campaign, and produce a movie poster and trailer.

The foci for Year 10 Media Arts is Media Non-Fiction: Advertising Online/Print in Semester 1, and Media Fiction: Blockbuster Film in Semester 2.

Year 11 courses this subject leads to

- Media Production and Analysis (ATAR)
- Creative Lab

Assessment

- Making through production (pre-production, TV advert, webpage, movie poster, movie trailer)
- Responding (written analysis)

Time off campus

None

Homework

Students may be required to complete written tasks at home if not completed in class, for them to be submitted on time. Filming production may occur at home, but is not required. Students are not expected to have media software at home to complete production - this will be done in class.

Christian Worldview

The Media Arts program provides students with an opportunity for personal growth, self-discovery of talent and gifts, and the expression of artistic ideas. We are God's workmanship created to glorifying God in good works: "For we are his workmanship, created in Jesus Christ for good works, which God prepared beforehand, that we should walk in them" Ephesians 2: 10. Students are encouraged to develop their creative abilities on a foundation of a Christian worldview through loving communication with one another and the community (Matthew 22:37-40).

Useful links

- <http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/the-arts/media-arts3>

Technologies & Visual Arts

Mr Clive Smith, Head of Technologies
and Visual Arts



Childcare

ELECTIVE SUBJECT



Course Description

The Childcare course provides opportunities to develop in each student an understanding of the development, health and wellbeing of infants and children. Christian values are emphasised as the development of children in the cognitive, physical, social, emotional and spiritual domains are studied.

The course is designed to facilitate the achievement the following three areas of focus:

- Exploring human development
- Applying self-management and interpersonal skills
- Understanding of society and support systems.

For students to achieve these outcomes, the course provides practical experiences that are of value for future parenting and/or childcare roles. It is a very rewarding and engaging course that has broad appeal to students who enjoy activities centred in the home.

Year 11 courses this subject leads to

- Children, Family and the Community General

Assessment

- Knowledge and understanding
- Skills and processes
- Evaluation and response

Time off campus

Some activities involving young children, such as birthday parties and pre-school visits may occur, subject to opportunity.

Homework

Homework is involved in research and some assignment work, though time is released in class for some of these activities.

Christian Worldview

Children are a blessing from God, a delight to the family and community, growing up to be our next generation. Understanding the spiritual significance of the family is essential in providing balance and foundation to values that are constantly shifting. Jesus took special care of children, and exhorts us to do the same.

Jesus said, "Let the little children come unto me, and do not hinder them, for the Kingdom of heaven belongs to such as these". Matthew 19:14



Design Graphics

ELECTIVE SUBJECT

Course Description

Design Graphics is a course centred on developing the essential skills of Art and Design in a technological environment. We explore industry standard software and learn to work with these to create vibrant, effective solutions to design problems. Website production, Photoshop imaging, 2D and 3D design are all aspects of what students learn.

Students will examine the culture of Visual Art by examining, responding and reflecting these understandings in their own work.

The course will include drafting skills, project management and also working designs up for making objects on a laser cutter.

Year 11 courses this subject leads to

- Certificate III in Information, Digital Media and Technology
- Material, Design and Technology General
- Visual Art General

Assessment

- Knowledge and understanding
- Skills and processes
- Evaluation and response.

Time off campus

None

Homework

As we work on software located on College computers, limited homework is given.

Christian Worldview

Design is essentially improving the experience for those who we design for. It is a creative and practical process that reflects the image of God that we have been created in. Something is awakened within when we create and design. We learn more of our potential and our creator.

Useful links

- <http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/technologies/digital-technologies2>

Food

ELECTIVE SUBJECT



Course Description

Food Science and Technology provides opportunities for students to develop their food related interests and understandings through the design and production of food related products, services or systems within the hospitality context.

Students have opportunities to develop enterprising capabilities and use a range of technology skills to undertake and manage food related challenges. They will develop self-management and communication skills critical to facilitate working with others to design, produce and evaluate products, services or systems and cater for medium scale functions.

Students understand and question how beliefs and values influence consumer and producer decisions about food use and equipment use, considering sustainability, social justice, ethical, economic and political implications.

Year 11 courses this subject leads to

- Certificate III in Hospitality

Assessment

- Knowledge and understanding
- Skills and processes
- Evaluation and response

Time off campus

None

Homework

Homework is minimal, though some research may be required.

Christian Worldview

The Bible encourages us to practice hospitality, especially toward those in need (Romans 12:13). Students will learn the necessary skills to practice hospitality.

In the book of Genesis we read about God's creation and how he has given the earth and the animals and plants for people to look after. Students will learn about sustainability and ethical issues involved in looking after this wonderful creation God has entrusted to us.

Interactive Digital Technologies

ELECTIVE SUBJECT

Course Description

In Year 10, learning in Design and Interactive Digital Technologies focuses on further developing understanding and skills in computational thinking, such as precisely and accurately describing problems; and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.

Students consider how human interaction with networked systems introduces complexities surrounding access to, and the security and privacy of, data of various types. They interrogate security practices and techniques used to compress data, and learn about the importance of separating content, presentation and behavioural elements for data integrity and maintenance purposes.

Year 11 courses this subject leads to

- Certificate III in Information and Technology

Assessment

Research and planning documents, production tasks (e.g.. presentations, spreadsheets, website development), portfolio website, use and implementation of IT hardware and robotics, and self-reflection journals from projects submitted throughout the course.

Time off campus

None

Homework

Useful links

- <http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/technologies/digital-technologies2>





Jewellery and Design

ELECTIVE SUBJECT

Course Description

This course is essentially a design-based course that incorporates the skills and knowledge of materials such as metals, plastics, composites and natural materials, along with recycled objects and materials in producing items of adornment. Students will solve visual and dimensional problems in arriving at considered solutions to the tasks set.

Jewellery is a very wide area that involves developing high level of hand skills, concept generation and aesthetic awareness, while offering opportunities to express a personal taste in the course work.

Year 11 courses this subject leads to

- Materials Design and Technology (Metals)
- Textiles
- Visual Art

Assessment

- Assignments (10%)
- Design portfolio (30%)
- Practical tasks (60%)

Time off campus

None

Christian Worldview

Students undertaking this course will develop a strong understanding of the design process which reflects God's creative ability and the way in which He created us in His image to also be creative. The purpose of the items we design and produce can be to enhance the quality of life for those who we design for and to glorify God with their beauty.

Useful links

- <https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/technologies/design-and-technologies2>

Technologies: Metal

ELECTIVE SUBJECT

Course Description

The course is predominantly a practical course, with minimal theory. The course allows students to explore and use metals as a primary material, with the design and manufacture of products as the major focus. There is also the flexibility to incorporate additional materials from outside the designated contexts. This will enhance and complement the knowledge and skills developed within the course as many modern-day products are manufactured using a range of different material types.

Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies. Through this inquiry, experimentation and research, students develop their creativity and understanding of the society in which they live.

Working with materials, students develop a range of manipulation, processing, manufacturing and organisational skills. When designing with materials, they develop cognitive skills, such as solving problems, generating ideas, creative design strategies and communicating what they do. This makes them more technologically literate and, as consumers, enables them to make more informed decisions about the use and misuse of technology.

Year 11 courses this subject leads to

- Materials Design and Technology | Metal General
- Materials Design and Technology | Wood General

Assessment

- Design
- Production
- Response

Time off campus

None

Homework

Homework is minimal, though some research may be required

Christian Worldview

Learning a range of skills and processes associated with metal enables students to make and repair things used around the home. It is this kind of service that can be both used in volunteer capacity, though also may be used in a career. Practical help can be the hands that work to improve the conditions of those in need.

1 Thessalonians 4:11-12 “and make it your ambition to lead a quiet life: You should mind your own business and work with your hands, just as we told you, so that your daily life may win the respect of outsiders and so that you will not be dependent on anybody.”

Useful links

- <https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/technologies/design-and-technologies2>

Technologies: Wood

ELECTIVE SUBJECT

Course Description

Materials Design and Technology – Wood is a practical subject designed to give students the opportunity to recognise the value of their diverse skills through experience in the aspects of designing, constructing and appraising furniture.

It provides students with the knowledge and skills that could be used in their leisure time and/or about a career in this field. It encourages them to show commitment and perseverance as they aim for excellence and promotes respect for self, others and the community. This course provides an integration of design, theory and practice.

Year 11 courses this subject leads to

- Building and Construction in the Swan Trade Training Centre
- Materials, Design and Technology General

Assessment

- Design
- Production
- Response

Time off campus

None

Homework

Homework is minimal, though some research may be required

Christian Worldview

Working with wood is a very satisfying experience as it gives opportunity to serve others and understand how to build objects that can be appreciated for life. Students are taught that skills with wood can be used to improve life for others, when combined with a servant heart and willingness to help.

Noah and Jesus were both carpenters, which signifies it as a noble occupation!

Useful links

- <https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/technologies/design-and-technologies2>

Technologies: Mechatronics

ELECTIVE SUBJECT

Course Description

We are very proud to offer a course that combines engineering processes in the fields of electronics and systems to our Year 10 students.

Students will develop solutions to engineering problems whilst learning the basics of electronics, circuit design and systems design. We investigate robotics and logic that could be used in vehicles and other areas of technology. Students develop skills with tools and machines that enable design and prototyping to reach solutions. We can investigate flight, electric vehicles and integrated technologies that combine computing with interfaces such as lights and sound.

This is a very exciting and rewarding opportunity to build foundational skills and knowledge for a future in the world of engineering, advanced manufacturing and many other areas that could become a future occupation in today's world.

Year 11 courses this subject leads to

- Materials design and Technology (Wood & Metal)

Assessment

- Design
- Production
- Response

Time off campus

None

Homework

Homework is minimal, though some research may be required.

Christian Worldview

As this world becomes progressively soaked in technologies, learning how they can be used to improve lives, add value and quality through manufacturing processes and design will be central to this course. Technologies can be excellent slaves in achieving a better life for many who suffer.

Textiles

ELECTIVE SUBJECT



Course Description

Textiles is not a traditional sewing course, but instead embraces a practical contemporary focus to meet the needs of students seeking to explore opportunities in textiles and fashion design.

Students will develop their understanding of how design works within a textiles context and reflect on core design elements of fashion and textiles as a part of the course work. Students will explore key design understandings, investigating a range of opportunities to use the design process to produce quality textile products.

Students will be introduced to the fundamentals of design with a focus on principles and practices, including the use of elements in design aesthetics, the influence of consumer markets on design and the consideration of the relationship between design, society and culture.

Year 11 courses this subject leads to

- Materials Design and Technology | Textiles General

Assessment

- Knowledge and understanding
- Skills and processes
- Evaluation and response

Time off campus

None

Homework

Homework is involved in research and some assignment work, though time is available in class for some of these activities.

Christian Worldview

While undertaking this course students are encouraged to consider the design process as a reflection of God's on going creative ability and the innovation God has demonstrated by investing in mankind the ability to design, produce and create.

Useful links

- <https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/technologies/design-and-technologies2>

Visual Arts

ELECTIVE SUBJECT



Course Description

In Year 10, students use visual art language and artistic conventions, in both written and practical work. They further develop and refine their ideas and techniques to resolve artwork by documenting the design, production and evaluation processes of their artwork.

In Semester 1 students refine drawing skills and are introduced to landscape painting looking particularly at Impressionism techniques and observing nature from life.

Semester 2 tasks provide opportunities for students to expand their painting skills especially with a focus on portraiture. There is also an investigation of art history styles through the ages.

Resolved artwork is exhibited and appraised, with consideration to their own artistic intentions, personal expression, and audience.

Year 11 courses this subject leads to

- Visual Arts General
- Visual Arts ATAR

Assessment

- Practical – Presentation of resolved Artworks and a Folio of inquiry
- Written – Critical Analysis and Case Study Investigation

Time off campus

Gallery visit and landscape painting excursion – one full day
Street Art workshop (incursion) – part day

Homework

The Visual Art practical component is likely to require out of class time for students to achieve a high level of resolution in their production pieces. Students are welcome to use the art room facilities at pre-arranged times after school and are encouraged to continue production work at home.

Written assessments may require some homework time for completion.

Christian Worldview

Students are encouraged to develop their creative abilities on a foundation of a Christian worldview through loving communication with one another and the community (Matthew 22:37- 40). Each course in the Arts learning area provides students with the best possible scenarios to be generative, as Jesus calls each of us to be; In Christ we are directed to offer students a journey toward ultimate wholeness, integration and well-being to become more fully what we were made to be, to the benefit of all creation (Timothy 4:14-15).

Useful links

- <http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/the-arts/visual-arts2>

Notes

Notes



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