



JOHN XXIII
COLLEGE
SEEK JUSTICE

Curriculum Handbook 2017

Year 10

Important Information to Parents and Students

Year 10 is an essential year for a student's academic, social, emotional, spiritual and physical development as they continue their journey through adolescence. The learning experiences available at the College endeavour to provide students with opportunities to grow in each of these areas. Year 10 also represents the final year before students enter senior secondary school and prepare for the Western Australian Certificate of Education (WACE) studies.

Year 10 is an important year to consolidate knowledge and understanding in all Learning Areas with students experiencing learning opportunities across a variety of courses. All students will study the following core areas: Religious Education, Careers Education, English, Health Education, Humanities and Social Sciences (HASS), Mathematics, Physical Education (PE) and Science. Students will also study four Electives throughout the year. A student's learning program at John XXIII College will consist of the following period allocations per ten-day cycle;

Subject	Periods per fortnight
Religious Education	8
Careers Education	2
English	8
Mathematics	8
Science	8
Humanities and Social Sciences	8
Health Education	2
Physical Education	4
Electives x 4	4 each (Studied for a semester)

The learning and teaching programs are aligned, where mandated, to the Western Australian Curriculum and Assessment Outline. Many other Learning Areas are currently initiating changes to the course outcomes to prepare for the introduction of the Western Australian Curriculum and Assessment Outline in the near future.

Students are expected to apply themselves to each course they are studying. Whilst certain courses have specific requirements in relation to group work, practical demonstration of skills, etc the College has an underlying expectation of all students to commit themselves to their academic studies. This relates to preparation and organisation of resources, punctuality to class, positive attitude, active participation in lessons, completion of homework and dedication to achieving their best. College staff are available to assist students in their endeavours.

Included in this Curriculum Handbook is a course description and outline of the assessment types involved in each course available for study at Year 8. The contact person for each course is also provided to assist with any further queries.

Year 8 students will complete formal examinations in the core Learning Areas at the conclusion of Semester One and Semester Two. These will be included in the assessment outline for the relevant courses. A separate timetable will be published for the examination period. Some Elective courses will also include an examination that will be completed during class time.

All students will receive three College reports throughout the year to provide formal feedback to parents. Towards the conclusion of Term One parents will receive an Interim Report that provides an indication of a student's academic achievement, application, attitude and organisation. At the conclusion of each semester, a Semester Report will be issued that provides a student's grades for each course, the cohort average and statements of work ethic.

Formal Parent Student Teacher interviews are scheduled for the conclusion of Term One and the beginning of Term Three, although parents are welcome to contact classroom teachers when queries arise throughout the year.

Elective Selection Process

Electives are a compulsory and enriching part of the College curriculum. They are “elective” in the sense that students can choose, or elect, to do different courses. Students should base their decisions upon;

- Interests
- Abilities
- Preparation for future studies
- Career direction

Year 10 Students will be placed in **four electives** according to their choices. Students may not receive their top three choices. It is important that Elective Choice Forms are submitted by the due date to avoid missing out on entry into popular courses.

The College makes every effort to make students’ choices available. Unfortunately, not all students can obtain all the electives they choose. Reasons for this include:

1. Not enough students wanting to enrol and make a viable class;
2. A class being to capacity and over-subscribed;
3. Certain classes may be timetabled at the same time.

Survey Monkey Instructions

To select their Electives students will need to;

1. Refer to the Year 10 Curriculum Handbook available on the College website for information about each elective.
2. Complete your name and Homeroom details
3. Select electives to the value of four (4) points. Number 1 is the elective you most want to study. Please note Language courses are one year courses whilst all other electives are one semester courses.
4. Number all remaining boxes in order of preference.
5. All surveys must be completed by **3pm Friday 21 October 2016**.

During Week 3 students will receive an Elective Confirmation Form that will require a parent signature to confirm the Elective choices made via the Survey Monkey link.

This parent confirmation is to be submitted to Student Reception by **31 October 2016**.

Core Subjects

Religious Education

Course Description

As Course Selection for Year 11 occurs in Year 10, it is worthwhile noting that the Religion and Life ATAR pathway is strongly encouraged for any student intending to take the ATAR pathway in other Learning Areas. Religion and Life as a tertiary pathway has been very successful at John XXIII College with a high majority of students using Religion and Life in their top 4 scoring subjects for University Entrance.

Students learn the Christian values that Jesus taught and how these values can be lived by Christians today. As the students prepare for course selection the RE content investigates the Christian vocation and recognise what is taught about the need to discover personal vocation. The perennial concept of authentic human freedom is also explored. In Second Semester, students explore the rudiments of Catholic Moral Theology and its practical application in today's world, a brief overview of Church history, the formation of conscience and the Catholic Social Doctrine highlighting the College's motto of "Seeking Justice". It dovetails well with the Christian Service component of the College curriculum and the Pilgrimage Experience which some students will seek to endeavour. Students will be challenged to explore a variety of spiritual, moral and social issues through the following topics;

TERM 1: VOCATION "Called to Be and Become"

- The basic human vocation
- Discovering personal vocation
- The Christian vocation
- Marriage is a vocation
- Ministerial priesthood is a vocation
- Religious life is a vocation
- Life Everlasting

TERM 2: FREEDOM

- Freedom to make responsible moral choices
- How people can know if their choices are morally good
- God begins to restore human freedom
- God revealed the Old Law
- Jesus gave the New Law of Freedom
- The New Law of True Freedom
- The Sacraments of True Freedom

TERM 3: CONSCIENCE & CHURCH HISTORY

- Conscience - alone with God
- Making judgements of conscience
- The four principles of conscience
- Challenges to recognising the voice of conscience
- Jesus promised the Holy Spirit to guide conscience
- The characteristics of the Church
- The growth of the Church
- The renewal of the Church through the Holy Spirit

TERM 4: JUSTICE

- God created in people a concern for justice
- Human injustice in the world
- Jesus - the realisation of God's justice
- Jesus restores justice in people's hearts
- Jesus calls Christians to promote social justice
- The Church promotes social justice

Assessment

The following types of assessments and weightings is as follows:

Topic Tests: 20% | In class Essays: 20% | Investigation: 25% | Examinations: 40%

English

Course Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

Topics;

- Literary Theory
- Short Stories
- Novel Study
- Film Study
- Novel Study
- Film Study
- Documentary
- Drama
- Film Study

Independent Reading - students are expected to read regularly and widely, both in class and as a part of their homework program.

Assessment

The following types of assessments and weightings will be undertaken:

Reception: 45% | Production: 40% | Examination: 15%

Examinations will take place at the end of Semester One and Two and will cover key content of the unit or units covered in that semester.

Health & Physical Education

Course Description

Work within the Health & Physical Education (H&PE) Learning Area is designed to support, contribute to and complement the aims of the College and the Western Australian Curriculum, by providing equality of access for all students to a broad, balanced and relevant curriculum.

H&PE at John XXIII College aims to provide an enjoyable and satisfying program, with opportunities for every student to develop physically, socially, emotionally and cognitively. The H&PE curriculum offers a comprehensive range of learning experiences to meet the needs of individual students and encourage active involvement by all as performers, observers and officials.

We are continually revising our schemes of work to provide structure and development to ensure all our students experience progression, challenge and a sense of achievement. The sympathetic selection of learning tasks appropriate to students' experience, ability and maturity aims to support all students in two ways. Firstly, in the development of physical competence and secondly promote those skills necessary to effectively plan and reflect for a healthy lifestyle, movement and movement related activities, safely and with confidence.

The development of tolerance, a sense of fair play and good sporting behaviour are considered to be essential elements of the learning process. Through the active participation in a variety of roles within the activities experienced, students will be encouraged to appreciate their own and others' strengths and weaknesses, and respond appropriately to the needs of the individuals and groups. It is intended that the program offered, together with an awareness of leisure opportunities within the community, will develop those skills and attitudes conducive to the involvement in an active and healthy lifestyle.

Assessment

The course will be assessed equally across the following three assessment types:

Practical Skills, Knowledge and Understanding and Reflection.

Humanities and Social Sciences

Course Description

The Year 10 Humanities and Social Sciences (HASS) course is made up of four distinct units which reflect the four specialist subjects offered at the College in the ATAR Courses. The introductory courses undertaken in Year 10 will enable students to make an informed decision as to which of these subjects they would like to consider as an option in Years 11 and 12.

Topics;

Civics and Citizenship - Justice at home and overseas

Economics and Business - Economic performance and living standards

Geography - Environmental change and management and The geographies of human wellbeing

History - The modern world and Australia; World War II and Investigating rights and freedoms

Assessment

Each unit will undertake the following types of assessments and weightings:

Skills: 30% | Research: 30% | Minor Work: 10% | Examination: 30%

Examinations will take place at the end of Semesters One and Two and will cover key content of the units covered.

Mathematics

Mathematics Essentials

Course Description

Year 10 Mathematics Essentials students are prepared for entry to Mathematics Applications ATAR or Mathematics Essentials General in Year 11. They will perform mentally arithmetical operations, solve simple linear equations, sketch linear and quadratics functions, use formal methods to find x and y intercepts, gradient and linear rules, solve problems using Pythagoras' theorem and right-angled trigonometry, calculate square and cube roots, solve problems involving percentages, collect, represent, analyse and interpret data, find the perimeter, area, surface area and volume of shapes, solve problems involving ratio and determine best buys, find and interpret simple probabilities, factorise and solve simple quadratics, transform 2D shapes and solve simple financial problems.

Topics;

- mental skills
- linear equations
- Pythagoras Theorem
- BIMDAS
- tangent ratio
- number concepts
- algebraic manipulation
- statistics
- perimeter, area, surface area and volume
- rates, ratio and proportion
- solving simple equations
- plotting graphs
- probability
- simple quadratics
- scale drawing
- transformations

Further elaboration of the topics covered may be found in program of learning issued to the students at the commencement of the course.

Assessment

Assessment will include investigations which require application of acquired knowledge to new situations and problem solving ability: 16% | tests: 48% | examinations: 28%.

Mathematics Practical

Course Description

Year 10 Practical students are prepared for entry to 1BC Mathematics in Year 11. The students will broaden their understanding of mathematics at an elementary level by completing topics in the content strands of Number and Algebra, Measurement and Geometry and Statistics and Probability. Some students may be on individual education programs more suited to their ability.

Topics;

- time calculations
- number concepts
- statistics and probability
- elementary algebra
- classifying 3D solids
- classifying 2D shapes
- transformations
- fraction arithmetic
- finance
- perimeter, area and capacity
- mass

- bearings
- symmetry
- decimals

Further elaboration of the topics covered may be found in program of learning issued to the students at the commencement of the course.

Assessment

Assessment will include investigations which require application of acquired knowledge to new situations and problem solving ability: 16% | tests: 48% | examinations: 28%. Some students may do modified assessments to suit their needs.

Mathematics Advanced A

Course Description

Year 10 Mathematics Advanced A students are prepared for entry to both 3AB Mathematics and 3AB Mathematics Specialist in Year 11. They will manipulate and simplify surds. They will perform complex algebraic simplification and factorisation techniques. They will use both written and CAS methods to solve linear equations, simultaneous linear equations, linear inequalities and quadratic equations. They will solve problems involving direct, partial and inverse proportion. They will write formal proofs to show similarity or congruence in triangles. They will solve problems using non-right angled trigonometric formulae. They will graph and transform reciprocal functions. They will find total surface area and volume of complex compound solids. They will write in function notation. They will use spreadsheets to model financial situations such as interest and budgets. They will find and interpret measures of central tendency and spread.

Topics;

- rational and irrational numbers
- solving equations and inequalities
- index laws
- linear, quadratic and exponential relationships
- rates, ratio and proportion
- similar and congruent triangles
- reciprocal functions
- applications of Pythagoras Theorem
- statistics and probability
- perimeter, area, volume and capacity
- non right-angled trigonometry
- function notation
- spreadsheets and finance

Further elaboration of the topics covered may be found in program of learning issued to the students at the commencement of the course.

Assessment

Assessment will include investigations which require application of acquired knowledge to new situations and problem solving ability: 16% | tests: 48% | examinations 28%.

Mathematics Advanced B

Course Description

Year 10 Mathematics Advanced B students are prepared for entry to 3AB Mathematics or 2CD Mathematics in Year 11. They will manipulate and simplify surds. They will perform algebraic simplification and factorisation techniques. They will use both written and CAS methods to solve linear equations, simultaneous linear equations, linear inequalities and quadratic equations. They will solve problems involving direct and partial proportion. They will solve problems using non-right angled trigonometric formulae. They will graph and transform reciprocal functions. They will find total surface area and volume of compound solids. They will write in function notation. They will use spreadsheets to model financial situations such as interest and budgets. They will find and interpret measures of central tendency and spread.

Topics;

- rational and irrational numbers
- solving equations and inequalities
- index laws
- linear, quadratic and exponential relationships
- rates, ratio and proportion
- reciprocal functions
- applications of Pythagoras Theorem
- statistics and probability
- perimeter, area, volume and capacity
- non right-angled trigonometry
- function notation
- spreadsheets and finance

Further elaboration of the topics covered may be found in program of learning issued to the students at the commencement of the course.

Assessment

Assessment will include investigations which require application of acquired knowledge to new situations and problem solving ability: 16% | tests: 48% | examinations: 28%.

Science

Biological Science

Course Description

Students understand their own biology and that of other living things and recognise the interdependence of life. Emphasis is on: Interdependence of living things; Structure and function; Reproduction and change

By the end of this unit all of the students will be able to explain:

Interdependence of living things;

- Explore the consequences of changes on the living and non-living components of an ecosystem* (e.g. drought affects vegetation, which eventually affects the population of high order consumers through increased competition for resources)
- Relationships in food chains can be represented by pyramids (Numbers); biomass decreases towards the top of the pyramid due to the loss of energy as it flows through the food chain
- Matter is cycled through ecosystems (e.g. carbon, Nitrogen)
- Pollution can cause materials such as pesticides and heavy metals to build up in food chains or pyramids (biomagnification)
- Be aware of field techniques used to gather data on ecosystems (e.g. quadrat sampling)
- Use scientific understandings and processes to make informed, responsible, ethical decisions about issues related to ecological sustainability, rehabilitation and retention of biodiversity, climate change
- Recognise that the work of scientists is often multidisciplinary and collaborative and that Science can provide rewarding career pathways* (e.g. scientists from different disciplines, such as biologists, atmospheric scientists, physicists and computer modellers, contribute to our understanding of the environment)

Structure and function;

- Cells have specific organelles for specific functions (e.g. chloroplasts, ribosomes)
- Specialized plant cells, (spongy mesophyll, palisade mesophyll, xylem)

Reproduction and change;

- Components of reproductive systems (e.g. flowering plants, mammals)
- Particular adaptations have allowed organisms to survive through the ages (e.g. mouthparts related to diet, waxy leaves decrease water loss)
- Recognise that inherited characteristics are the result of genetic information being passed from parent to offspring
- Biodiversity enables some organisms to survive ecological change (e.g. if an area's climate gets warmer, different plant species can survive)

Some students will also be able to:

- Consequences of disruptions to matter cycles and energy flows in ecosystems (e.g. eutrophication, phytoplankton as a carbon sink)
- Explore issues related to ecological sustainability, rehabilitation and retention of biodiversity
- Respiration and photosynthesis occur as a cellular chemical reaction
- Adaptations are caused by genetic changes which give the organism survival advantages
- Examine the theory of evolution by natural selection to explain the diversity of living things

Assessment

Test 1: 30% | Test 2: 30% | Investigation: 30% | Homework: 10%

Physical Science

Course Description

This course is divided into three sections. The first deals with motion and Newton's three laws of motion. The second part looks at waves and their associated properties. These will be investigated through the example of light. The final stage gives a basic understanding of nuclear physics and its associated application to power generation. The course provides a suitable introduction to some of the units studied in Stage 2 Physics.

Core: by the end of this unit all of the students will understand/be able to;

- Describe how energy is carried by either waves or particles
- Calculate wavelength, frequency and period of a wave
- Set up and investigate wave properties using light boxes and associated equipment
- Use the law of reflection to describe both plane and curved mirrors.
- Understand that refraction or the bending of light is due to a change in speed of the wave along its length.
- Describe how a wave will move on striking a surface
- Explain how a lens uses refraction to control and bend light in a set direction.
- List the properties of electromagnetic waves
- Have a basic understanding of the electromagnetic spectrum and its applications
- Calculate velocities and acceleration for simple situations
- Use Newton's Law of Inertia (First Law) to explain the action of objects in uniform motion
- Calculate acceleration of an object using Newton's 2nd Law ($F = ma$)
- Draw free body diagrams to analyse forces on an object and use Newton's 3rd Law (equal and opposite forces) to analyse the motion of objects.
- Analyse motion using dynamics trolleys and ticker tape timers
- Realise the difference between mass and weight (Force of gravity)
- Understand that all objects fall at the same rate when in a gravitational field
- Determine the weight of an object located within the Earth's gravitational field ($F = mg$)
- Calculate the acceleration of gravity using ticker timers or other means
- Find the number of protons and neutrons from atomic mass and atomic number for various isotopes
- Describe how unstable nuclei may undergo radioactive decay to form stable isotope through alpha (α), beta (β) or gamma (γ) decay
- Describe the properties of alpha (α), beta (β) and gamma decay (γ) radiation
- Calculate decay series.

Extension-some students will also be able to:

- Use Newton's 2nd Law for more complex situations (accelerating lifts) etc
- Use mass equivalence equation to determine energy generated during fission or fusion reactions

Assessment

Test 1 (Mechanics): 25% | Test 2 (Waves and light): 25% | Test 3 (Nuclear Physics): 25% | Investigation (Rate): 15% | Homework: 10%

Human Biology

Course Description

Students understand how the physical environment on Earth, and its position in the Universe, impact on the way we live. Emphasis is on: Structure and function; Reproduction and change; Genetics and Inheritance; Pathogens and foreign materials.

By the end of this unit all of the students will be able to explain;

Structure and function

- Cells have specific organelles for specific functions: terminology includes nucleus, cytoplasm, cell membrane, cell wall, chloroplasts, vacuole, ribosome, Golgi apparatus, endoplasmic reticulum, lysosomes.
- Cell nuclei contain chromosomes, which contain genes composed of DNA, that carries information about inherited characteristics.
- Structure and function at a cellular level related to tissue and organ levels (respiratory system e.g. cilia in lungs).

Reproduction and change

- Components of reproductive systems in both males and females (e.g. humans).
- Mitosis is a cell division process that allows organisms to grow, repair and reproduce asexually; it produces cells which are identical to the parent cell (students do not need to know the stages of this process).
- Meiosis is a cell division process which produces cells that have half the number of chromosomes of a normal cell and are known as gametes (students do not need to know stages of this process).
- Sexual reproduction requires the fusion of a male gamete and a female gamete (fertilisation), each containing genetic information that influences the offspring's characteristics.
- Sexual reproduction produces variety (diversity) in offspring due to the many possible combinations of the parents' genes.
- Assisted reproduction techniques (e.g. In Vitro Fertilisation [IVF], cloning), and other techniques are human interventions which can alter ecosystems.

Genetics and Inheritance:

- Dominant and recessive characteristics.
- Use punnet-square diagrams to determine the proportions of genotypes and phenotypes of offspring.
- Interpretation of pedigrees for autosomal conditions.

Pathogens and foreign materials:

- Types of pathogens: bacteria, viruses, parasites, fungi.
- Example of diseases caused by each type with emphasis on mode of transmission and entry into body.
- The body recognises and reacts to foreign materials - first line of defence, phagocytosis, white blood cells and antibodies.

Some students will also be able to:

- Gas exchange including characteristics of respiratory surfaces.
- Maintenance of concentration gradients in lungs including breathing and blood flow.
- Genetically identical twins can be used to study difference between nature and nurture (influence of genes and environment).
- Mutations cause unexpected variations in offspring.
- Progress in science can be affected by social issues and priorities, such as issues with stem cell research, cloning.

Assessment

Test 1: 30% | Test 2: 30% | Investigation: 30% | Homework: 10%

Included in this Curriculum Handbook is a course description and outline of the assessment types involved in each course available for study at Year 10. The contact person for each course is also provided to assist with any further queries.

Year 10 students will complete formal examinations in the core Learning Areas at the conclusion of Semester One and Semester Two. These will be included in the assessment outline for the relevant courses. A separate timetable will be published for the examination period. Some Elective courses will also include an examination that will be completed during class time.

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Formal Parent Student Teacher interviews are scheduled for the conclusion of Term One and the beginning of Term Three, although parents are welcome to contact classroom teachers when queries arise.

Elective Subjects

Languages

French

LENGTH: 1 YEAR

Course Description

Year 10 students are well on their way to becoming confident speakers of French and critical listeners of French texts. They will be able to engage in longer, more interesting and varied dialogues, comprehend more complex spoken texts and manipulate the grammatical aspects of the language with greater ease. This is also the year when they will establish the foundation for the challenges of the French: Second Language ATAR Courses.

Topics;

The Individual: Future Occupations, Entertainment, A Day in My Life

The French Speaking Communities: Travelling to a French-Speaking Community

The French World: Youth Trends

Assessment

The students' achievement is reviewed by doing regular assessment and testing. These assessments are undertaken in a number of ways via collection and marking of students' work as well as in class assessments at the end of each topic. Topics vary in duration depending on the outcome required for each skill:

Outcome One: Listening and Responding

Outcome Two: Spoken Interaction

Outcome Three: Viewing, Reading and Responding

Outcome Four: Writing

FURTHER INFORMATION: Ms D Lucas

Italian

LENGTH: 1 YEAR

Course Description

This course will offer the students the strategies and skills to maintain and extend their written and communicative skills and to enhance their intercultural communication. Language strategies will also allow them to develop and research and apply the language appropriately to the topic of discussion.

Topics;

The Individual: All about Me and My Friends. School Life, Home Life and Daily Routine.

The Italian Speaking Communities: Being a Teenager in Italy, Italian Music and Movies.

The Changing World: Young People; Making Dates and Discussing Pastimes. Discussing and Planning Holidays.

Assessment

The student's achievements are assessed generally at the end of the topic. There is at least one assessment per skill each term. These assessments may vary in time but usually will take up to a lesson (50 minutes) to complete. Topics may last a term or longer and assessments are carried out according to the Outcomes below:

Outcome One: Listening and Responding

Outcome Two: Spoken Interaction

Outcome Three: Viewing, Reading and Responding

Outcome Four: Writing

FURTHER INFORMATION: Mrs M Polizzi

Japanese

LENGTH: 1 YEAR

Course Description

The Year Ten Japanese Course aims to further develop and expand the students' previous knowledge of Japanese. Students will explore situations and events associated with the main themes of Teenagers and the Local Neighbourhood.

Over the year students expand their language skills to include themes such as fashion trends, festivals and celebrations, leisure activities, part time work and their local community. Students, now well versed in hiragana and katakana, will develop their kanji reading and writing skills.

Highlights of Year 10 typically include festivals, examining the influence of Japan in our local community, restaurant outings and many short skits around shopping.

Topics;

The Individual – Daily Routines, Seasons, Friends, My Home, Chores around the House and School Rules, Part-time Work, Preparing for a Homestay

Japanese Speaking Communities – Giving Directions in Japan, Shopping, Entertaining, Seasons, staying in a Japanese Home and Visiting a Japanese School, Speeches and Letters of Introduction, Shopping and Dining out in Japan

The Changing World – Teenagers, Trends with Fashion, Media, Shopping and Dining Out

Assessment

The student's achievements are assessed generally at the end of the unit of work. There is at least one assessment per skill each term. These assessments may vary in time but usually will take up to a lesson (50 minutes) to complete. Assessments are carried out according to the Outcomes below.

Outcome One: Listening and Responding

Outcome Two: Spoken Interaction

Outcome Three: Viewing, Reading and Responding

Outcome Four: Writing

FURTHER INFORMATION: Ms S Glass

Art

Visual Arts

LENGTH: 1 TERM

Course Description

In Year 10 Visual Arts, students will develop their artistic and creative skills in preparation for the upper school Visual Arts course of study. They will develop a portfolio that will include drawings, designs, responses to other artists and cultures as well as completed studio projects. Students use visual language and artistic conventions, in both written and practical work. They further develop and refine their ideas and techniques to resolve artworks by documenting the design, production and evaluation processes of their artworks. Students will extend their knowledge of art practices, such as adaptation, manipulation, deconstruction and reinvention techniques, and use their understanding of a variety of styles in the making of their 2D artworks.

Students develop greater understanding of how contexts of culture, time and place impact on the development of ideas and production of art forms in the artistic process. They continue to explore artistic influences, while being encouraged to express greater individualism in their application of ideas and materials. Students are provided with opportunities to reflect on traditional and contemporary artworks using a breadth of critical analysis frameworks, incorporating visual language, art terminology and conventions.

Topics;

Students will receive a solid foundation of skills which will be built on in years 11 and 12. The art forms of particular focus in Year 10 Visual Arts include drawing, painting and printmaking alongside a diverse range of experimentation with media and techniques. Art styles that may be examined in Year 10 include Realism, Modernism (Dadaism, Surrealism, Futurism), contemporary Australian art, Post Modernism and international art.

Assessment

Students will complete two projects over one semester. Each project will undertake the following types of assessments and weightings:

Arts Ideas 20% | Arts Skills, Techniques and Processes 70% | Arts in Society 5% | Arts Responses 20%

The Year 10 Visual Arts course is divided into two content areas:

- Art making
- Art responding

FURTHER INFORMATION: Miss L Hoy

Applied Art

LENGTH: 1 TERM

Course Description

The Year 10 Applied Art course offers students an opportunity to develop their design skills in making creative objects. Students are encouraged to apply theories of design and decoration to create aesthetically pleasing works of art. They further develop and refine their ideas and techniques to resolve artworks by documenting the design, production and evaluation processes of their artworks. Students will extend their knowledge of art practices, such as adaptation, manipulation, deconstruction and reinvention techniques, and use their understanding of a variety of styles in the making of their 2D artworks.

Students develop greater understanding of how contexts of culture, time and place impact on the development of ideas and production of art forms in the artistic process. They continue to explore artistic influences, while being encouraged to express greater individualism in their application of

ideas and materials. Students are provided with opportunities to reflect on traditional and contemporary artworks using a breadth of critical analysis frameworks, incorporating visual language, art terminology and conventions.

Topics;

The art forms of particular focus in Year 10 Applied Art include fashion, textiles, printmaking, graphics, digital media and 3D sculpture. Art styles that may be examined include Realism, Modernism (Dadaism, Surrealism, Futurism), contemporary Australian art, Post Modernism and international art.

Assessment

Students will complete two projects over one semester. Each project will undertake the following types of assessments and weightings:

Arts Ideas 20% | Arts Skills, Techniques and Processes 70% | Arts in Society 5% | Arts Responses 20%

The Year 10 Applied Art course is divided into two content areas:

- Art making
- Art responding

Art Making

Inquiry (Outcome: Arts Ideas 20%)

Investigation, development, planning, documentation and refinement of artwork describe the inquiry process. Students will develop a sketchbook of work that includes preliminary ideas and development for art-making (e.g. brainstorm, mind maps, sketches). They will apply techniques and processes suited to 2D artworks (e.g. observational, explorative and expressive drawing activities and media testing) and use visual art language and the elements and principles of design to develop artworks. Students will explore, develop and refine their personal style in conjunction with representations of other artists through documentation, drawings, designs and their final artworks.

Art Practice (Outcome: Arts Skills, Techniques and Processes 70%)

This involves the use of skills, techniques and processes in order to develop and produce artworks. Health and safety guidelines, together with the exercise of civic, social and environmental responsibility, must be adhered to in the learning environment. Art practice requires discernment and the ability to make informed and sensitive choices and focusses on the use of techniques and processes to enhance the representation of ideas in their art-making.

Presentation

Students will be provided with the opportunity to display their finished artworks in the College's annual Visual Arts Exhibition.

Art Responding

Analysis (Outcome: Arts Responses 5%)

Students will use analysis frameworks (STICI, Feldman, Taylor or The Frames) to analyse artworks from contemporary and past times. They will use the elements and principles of design to respond to artworks as well as develop an understanding of visual conventions and complex compositional devices.

Social, Cultural and Historical Contexts (Outcome: Arts in Society 5%)

Students will identify artists from different cultural groups and contexts, and their use of persuasive, communicative or expressive representation. They will investigate the varying viewpoints in artworks for particular artists and styles and examine the practices and techniques within a breadth of artworks.

Interpretation/Response (Outcome: Arts Responses 5%)

Students will evaluate their own artworks and the work of others'. Including consideration of different viewpoints (gender, age, religion and culture) and judgement of the significance of the artworks in a given context.

FURTHER INFORMATION: Miss L Hoy

Pottery and Ceramics

LENGTH: 1 TERM

Course Description

The Year 10 Pottery and Ceramics course provides students with the opportunity to learn, develop and extend a variety of ceramic techniques. They further develop and refine their ideas and techniques to resolve artworks by documenting the design, production and evaluation processes of their artworks. Students will extend their knowledge of art practices, such as adaptation, manipulation, deconstruction and reinvention techniques, and use their understanding of a variety of styles in the making of their 3D artworks.

Students develop greater understanding of how contexts of culture, time and place impact on the development of ideas and production of art forms in the artistic process. They continue to explore artistic influences, while being encouraged to express greater individualism in their application of ideas and materials. Students are provided with opportunities to reflect on traditional and contemporary artworks using a breadth of critical analysis frameworks, incorporating visual language, art terminology and conventions.

Topics;

The ceramic techniques of particular focus in Year 10 Pottery and Ceramics include hand building, coil building and slab building to create 3D ceramic artworks (both functional and decorative). Students will also experiment with a range of glaze techniques (underglazes, cesco glazes, oxides, crystal glazes and image transfers) to colour their ceramic artwork. Art styles that may be examined include Realism, Modernism (Dadaism, Surrealism, Futurism), contemporary Australian art, Post Modernism and international art.

Assessment

Students will complete two projects over one semester. Each project will undertake the following types of assessments and weightings:

Arts Ideas 20% | Arts Skills, Techniques and Processes 70% | Arts in Society 5% | Arts Responses 20%

The Year 10 Pottery and Ceramics course is divided into two content areas:

- Art making
- Art responding

Art Making

Inquiry (Outcome: Arts Ideas 20%)

Investigation, development, planning, documentation and refinement of artwork describe the inquiry process. Students will develop a sketchbook of work that includes preliminary ideas and development for art-making (e.g. brainstorms, mind maps, sketches). They will apply techniques and processes suited to 3D ceramic artworks (e.g. observational, explorative and expressive drawing activities, media testing and maquette building) and use visual art language and the elements and principles of design to develop artworks. Students will explore, develop and refine their personal style in conjunction with representations of other artists through documentation, drawings, designs and their final artworks.

Art Practice (Outcome: Arts Skills, Techniques and Processes 70%)

This involves the use of skills, techniques and processes in order to develop and produce artworks. Health and safety guidelines, together with the exercise of civic, social and environmental responsibility, must be adhered to in the learning environment. Art practice requires discernment and the ability to make informed and sensitive choices and focusses on the use of techniques and processes to enhance the representation of ideas in their art-making.

Presentation

Students will be provided with the opportunity to display their finished artworks in the College's annual Visual Arts Exhibition.

Art Responding

Analysis (Outcome: Arts Responses 5%)

Students will use analysis frameworks (STICI, Feldman, Taylor or The Frames) to analyse artworks from contemporary and past times. They will use the elements and principles of design to respond to artworks as well as develop an understanding of visual conventions and complex compositional devices.

Social, Cultural and Historical Contexts (Outcome: Arts in Society 5%)

Students will identify artists from different cultural groups and contexts, and their use of persuasive, communicative or expressive representation. They will investigate the varying viewpoints in artworks for particular artists and styles and examine the practices and techniques within a breadth of artworks.

Interpretation/Response (Outcome: Arts Responses 5%)

Students will evaluate their own artworks and the work of others'. Including consideration of different viewpoints (gender, age, religion and culture) and judgement of the significance of the artworks in a given context.

Drama

Drama A

LENGTH: 1 TERM

Course Description

This course is designed to prepare students for Drama at Year 11 level. It enables students to extend their acting skills. Students will create scripted and self-devised work, culminating in a public performance. Students will explore different realistic and non-realistic forms and styles of theatre.

Topics;

Group devised drama – Epic Theatre

Presentational theatre

Scripted performance

Assessment

Students will be assessed on their performance skills, including voice, movement and characterisation. They will also be assessed on their ability to devise new theatre and interpret published scripts. Students will be assessed on their critical analysis of performance in extended answer form. They will also be assessed on a Theatre design assignment based on their scripted performance.

Drama B

LENGTH: 1 TERM

Course Description

This course is designed to prepare students for Drama at Year 11 level. It enables students to extend their acting skills. Students will create scripted and self-devised work, culminating in a public performance. Students will explore different realistic and non-realistic forms and styles of theatre.

Topics;

- Self-devised performance – Poor Theatre
- Theatre of the Absurd
- Scripted production

Assessment

Students will be assessed on their performance skills, including voice, movement and characterisation. They will also be assessed on their ability to devise new theatre and interpret published scripts. Students will be assessed on their critical analysis of performance in extended answer form. They will also be assessed on a Theatre design assignment based on their scripted production.

FURTHER INFORMATION: Mr G Tsakiris

Home Economics

International Foods

LENGTH: 1 TERM

Course Description

This unit focuses on preparing meals from a variety of different countries around the world and investigating their culture, cuisine and cooking techniques.

Assessment

A range of practical skills and written responses form the basis of the assessment schedule.

FURTHER INFORMATION: Miss M Toleman

Caring for Children

LENGTH: 1 TERM

Course Description

This subject provides an introduction to the world of children and their day to day needs. Students briefly study the areas of;

- Pregnancy and birth
- Child Development
- Effective interaction with children
- Current family and health issues

Students will make items for young children, have interaction with babies and toddlers, and prepare suitable food and craft items for children.

Assessment

A range of practical skills and written responses form the basis of the assessment schedule.

FURTHER INFORMATION: Miss M Toleman

Health and Physical Education

Introduction to Physical Education Studies

Course Description

Physical Education Studies contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course.

Physical Education Studies focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team physical performance. Students engage not only as performers but as leaders, coaches, analysts and planners in, through and about physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in Physical Education Studies cannot be separated from active participation in physical activities and involves students in closely integrated written, oral and physical learning experiences based upon the study of selected physical activities.

Topics;

Term 1: The focus of this unit is the development of students' knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activities.

Term 2: The focus of this unit is to allow students to begin to understand the impact that physical activity has on the body's anatomical and physiological systems which enable them to extend their knowledge of the effectiveness and efficiency of their performance as team members/individuals.

Assessment

The following types of assessments and weightings will be undertaken:

Practical Performance 60% Written Response 30% Workbooks 10%

Outdoor Education

Course Description

The principal aim of the Outdoor Education course at John XXIII College is to provide students with the knowledge, skills and motivation to pursue outdoor activities in a safe and responsible manner. The program aims to increase the numbers of responsible users of the natural environment through awareness of minimum impact skills.

Group work, team building and problem solving activities allow individuals and the group to develop interpersonal relations, leadership and opportunities to promote positive self-concept.

The benefits of an active lifestyle are emphasised through the development of knowledge and skills that enable students to use the natural environment for activities that provide enjoyment, socialisation and recreation throughout their lives.

Personal safety in the natural environment is emphasised to promote a cautious and educated approach to potential risks associated with outdoor pursuits.

The highlight and culmination of the course is a two-night expedition to the Margaret River region.

Topics;

- Navigation
- Camp Craft
- Bush Cooking
- Roping/Abseiling/Climbing
- Expedition Skills
- First Aid
- Windsurfing

Assessment

Outdoor Education is largely a practical based module and as such students must participate in 90% of the practical lessons to achieve a pass mark for the course.

Music

LENGTH: 1 YEAR

Course

Description

Music in Year 10 focuses on developing and expanding the musical skills of our students across a wide range of contexts. Students listen, perform, improvise, compose and analyse music, developing skills

to confidently engage with a diverse array of musical experiences both independently and collaboratively. Through continuous sequential music learning, students develop music knowledge, skills and understanding to create, communicate and evaluate music ideas with increasing depth and complexity.

The Semester 1 course has as its focus “Solo Instrumental Music” culminating in a three-part fugal composition.

The Semester 2 course focuses on “Musical Styles of the 20th Century” culminating in a research assignment on a particular style as well as compositions in the Impressionist and Expressionist styles.

Written:

Aural & Theory (skills covered in accordance with National Curriculum and Theory at approximately Grade 3 AMEB level)

Composition (as outlined above)

Cultural and Historical Analysis of Set Works and Unseen works in studied genres and styles

Performance:

Practical and performance tasks incorporating students’ instrumental/vocal skills

Assessment

Research Presentation Tasks

Cultural and Historical Analysis Assessments

Composition Tasks (using music software program *Sibelius*)

Written Tests (assessing aural & theory concepts)

Performance Assessments (solo and ensemble performances on own instrument/voice)

End-of-semester Examinations (written & performance)

FURTHER INFORMATION: Mrs K Alexander

Technology and Enterprise

Information Technology and Computing

LENGTH: 1 TERM

Course Description

John XXIII College believes it is critical that the application of Information Communication Technologies (ICT) to the teaching and learning processes are core activities in the daily lives of all students and teachers. To this end, John XXIII College relies on all subject areas to use the numerous excellent facilities to integrate ICT into the curriculum. In Year 10, students have the opportunity to choose Robotics and Networking and Computing Fundamentals. Once a student reaches Year 11 they have the choice of Digital Media and Information Systems.

Curricular

In Year 10, students have the opportunity to choose Robotics and Computer Hardware/ Computer Networking. Once a student reaches Year 11 they have the choice of Digital Media and Information Systems.

Assessment

FURTHER INFORMATION: Mr J Joosten

Material Design and Technology

LENGTH: 1 TERM

Course Description

The main aim of the Material Design and Technology course is to further develop skills and techniques, processes in the construction of wooden projects in a safe and effective manner. Students will continue to develop their understanding and use of Auto CAD software to produce drawings of projects. Students will be exposed to new tools and machinery not previously used. The course has two components Wood Technology which focus on skill development. Wood Design which introduces simple Design aspects to projects.

Topics;

Students will be focus frame construction across a number of projects. Students will also be introduced to cabinet construction incorporating door and draw construction. Students will also be able to add their own personal touches to the projects they construct.

Assessment

Each unit will undertake the following types of assessments and weightings:

Practical Skills: 60% | Written and Graphics 30% | Workshop Habits and skills: 10% |

There is no examination at the end of this unit.

FURTHER INFORMATION: Mr G Paragalli