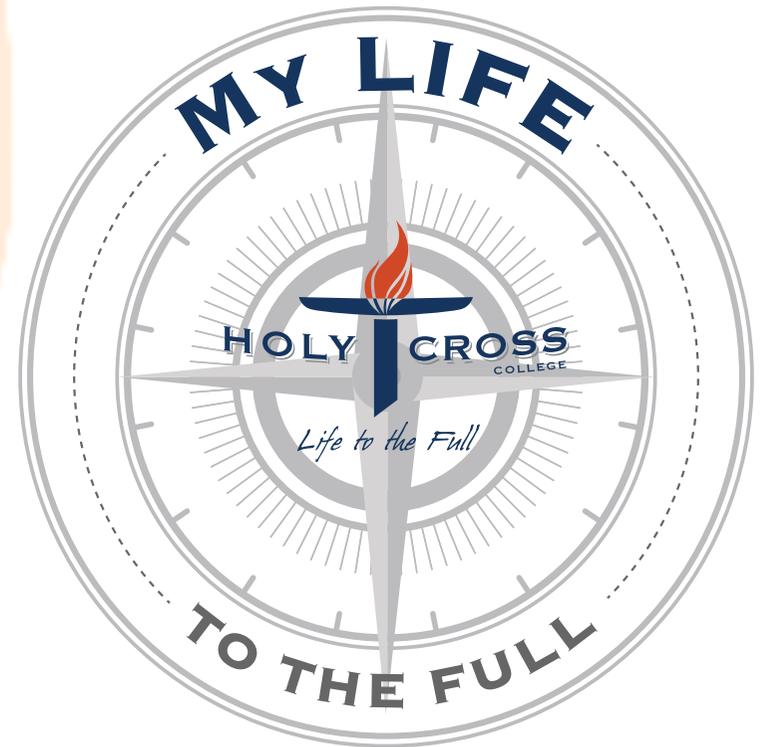




Curriculum Handbook

Year 10

LEARNING 2024



CONTENTS

Introduction	1
School Leaving Age	2
Christian Service Learning.....	2
Career Information	3
Courses Offered In Year 10	4
Online Literacy & Numeracy Assessment (OLNA)	4
Year 10 Courses	5
Religious Education	6
English	7
Mathematics.....	9
Science	10
Humanities and Social Sciences.....	11
Health & Physical Education	12
The Arts	15
Technologies.....	22
Languages	31
Exam Accommodations	32
Home study.....	32
Further resources.....	33



INTRODUCTION

The College Mission statement emphasises the importance of students *achieving their personal best and embracing their changing world with confidence and optimism*. These are important attributes as students move through the Senior School years and look ahead to what will be a satisfying adult life in which they continue to develop, use and share their gifts.

Holy Cross College strives to provide a holistic education, and as students' progress through Senior School they will continue to engage with the LIFE Curriculum. The College will continue to encourage students to be life-long learners who are curious and critical thinkers. Students will continue to engage in a range of faith experiences and will participate in 'Giving Life', the College's Christian Service Learning program. As Senior School students they, will have the opportunity to participate in a variety of Enrichment activities and to take on a range of leadership roles within the College community.

While most of the courses students complete in Year 10 are from the Australian Curriculum, students have the opportunity to enrol in some VET certificate courses. Not only do these courses contribute towards WACE graduation but are a recognised qualification in their own right.

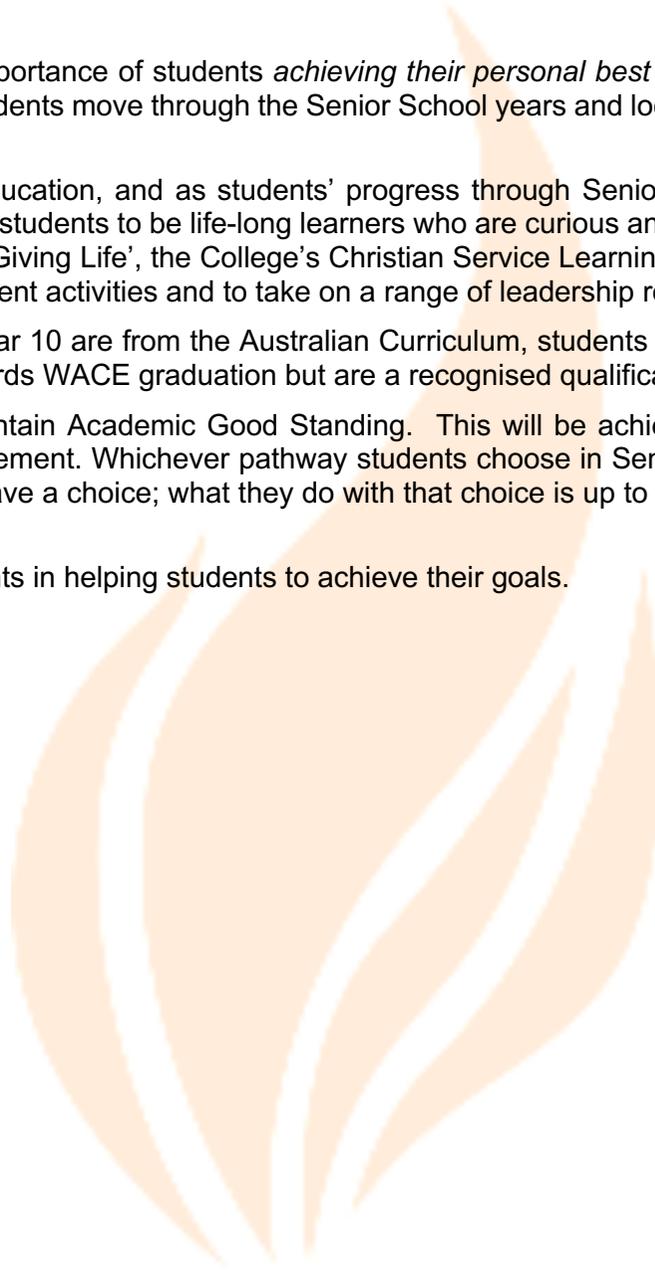
All students in Senior School are expected to maintain Academic Good Standing. This will be achieved by completing all tasks, maintaining a C grade average and fulfilling the College's Enrolment Agreement. Whichever pathway students choose in Senior School they need to realise there is no substitute for hard work. At the end of Year 12 they want to have a choice; what they do with that choice is up to them. What they do in Senior School is what will give them the choice.

We look forward to working with students and parents in helping students to achieve their goals.



Mr Paul Murphy

Deputy Principal: Enrichment



SCHOOL LEAVING AGE

Legislation states that students are required to participate in education, training, employment or combinations of these options until the end of the year in which they turn 17. Students who wish to leave school before such time need to have one of the following alternatives in place prior to leaving school.

Alternatives to full time schooling include:

- full-time TAFE course
- an apprenticeship or traineeship
- an approved course with a community based provider
- a combination program involving part-time school/training and part-time work.

In some cases Participation Co-ordinators on behalf of the Minister for Education will give permission for the student to be a full-time employee. The employment must be in the best long-term interest of the student for this pathway to be approved.

If your child is considering leaving school, please contact the Deputy Principal: Enrichment. Parents/guardians are responsible for completing the necessary paperwork, available from www.det.wa.edu.au/participation/ccm/portal

CHRISTIAN SERVICE LEARNING

Service Learning is a response to the Gospel message to care for our neighbour. Each of us has a responsibility to give hope to others and in doing so, to contribute to making the world a better place. Through 'Giving Life', the College's Christian Service Learning program, students will be challenged to enhance the opportunities of others to have 'life to the full'. Awareness of social justice issues and the principles of Christian Service will be developed through the College curriculum.

The College patron, Blessed Oscar Romero stood up for the poor and for justice in the world. This teaching plays an integral part of the philosophy of Holy Cross College. Along with Romero the House Patrons of the four pillars of the LIFE Curriculum - Ursula Frayne, Frederic Ozanam, Irene McCormack and Rosendo Salvado - served those who were suffering and strived for justice for all. In the words of Frederic Ozanam "become better to do a little good." The community of Holy Cross College is responsible for carrying on the legacy of our patrons and sharing our gifts from God with others freely and without reward. Students who participate in 'Giving Life' will meet this recommendation as part of their Religious Education program.

Christian Service Learning is an educational activity that provides opportunities for students to integrate the principles of Catholic social teaching into practical experiences of service to others in society.

Students MUST complete 'Giving Life' in Years 10, 11 and 12 in order to graduate from the College. Students receive one unit towards their WACE for every 55 hours of Christian Service completed. Students are expected to complete 50 hours of service and five hours of reflection in total, to make up one unit equivalent towards WACE.

In Christian Service Learning students are active participants in their own learning. As they perform their service they produce evidence of learning. Observation and anecdotal record keeping is an important source of evidence of learning in this course. Journal entries, peer evaluations, and group discussions also help document this learning.

CAREER INFORMATION

At different times throughout life, a career journey will have different focuses. Students in Year 10 will continue to explore occupations, post school education and training options and the school courses needed to get into these. Students will take part in a weekly careers program in Term 1 and 2, to prepare them for pathways in Year 11 and 12 and to be able to make an informed choice on their future.

The College website has a careers page with links to a range of websites for training and employment. The Careers Hub in Victoria Square displays prospectuses for University and TAFE entry. The College Careers councillors can provide up-to-date and accurate information about:

- course selection
- University and TAFE courses
- career pathways
- ONSITE (Workplace Learning and TAFE courses)
- apprenticeships and traineeships
- part-time school education options such as School Based Apprenticeships and Traineeships and the School Apprenticeship Link program
- post-school education and training options.

JOBS AND SKILLS CENTRES

Western Australia's TAFE Jobs and Skills Centres are one-stop shops for careers, training and employment advice and assistance. Services are free, and accessible to all members of the community. The College's closest Jobs and Skills Centre is located at North Metropolitan TAFE Midland (Cnr of Lloyd St and Eddie Barron Drive). The centre can be contacted by phone 13 64 64 or by email at midlandjsc@nmtafe.wa.edu.au.

COURSES OFFERED IN YEAR 10

Year 10 courses have been selected to give students maximum opportunity to succeed in Years 11 and 12 and to access their desired post-school pathways.

SCHOOL COURSES

Catholic Education Office	The Religious Education Course is developed by the Catholic Education Office
School Curriculum and Standards Authority (Australian Curriculum)	English, Mathematics, Humanities & Social Sciences and Science courses are based on the Australian Curriculum. These courses are rigorous and provide excellent preparation for Senior School courses. Health and Physical Education, Technologies and The Arts are also part of the Australian Curriculum.
Vocational Education and Training Courses	Vocational Education and Training courses (VET) studied at the College are the same qualifications that would be studied at any other TAFE. VET courses are otherwise known as certificate courses. Students who complete a Certificate II or above at the College in their Senior School years have that certificate contribute towards their WACE. The certificate is a qualification in its own right and can be used for further study at a TAFE.

ONLINE LITERACY & NUMERACY ASSESSMENT (OLNA)

Support will be offered to students who have not passed all three literacy and numeracy assessments, through means of after school programs.

Passing all three OLNA assessments is necessary to achieve secondary WACE graduation.

YEAR 10 COURSES

All students in Year 10 will study:

- Religious Education
- English
- Mathematics
- Humanities and Social Sciences
- Science
- Health
- Physical Education

They will also study four elective courses which are selected from the following:

- Applied Physical Education
- Outdoor Education
- Dance
- Drama – Theatre Production
- Drama – Live Production
- Media
- Music
- Visual Arts – 2D
- Visual Arts – 3D
- Italian
- Applied Information Technology
- Certificate II Workplace Skills
- Childcare
- Certificate II Photography
- Food Science and Technology
- Jewellery Design
- Metalwork
- Textiles
- Woodwork

RELIGIOUS EDUCATION

Religious Education

COURSE OUTLINE

All units are based on the Religious Education Guidelines of the Perth Archdiocese and prepare students for the rigour of Religion and Life in Year 11.

The assessment of students' achievement is based on their knowledge and understanding of the content as well as their level of involvement and attentiveness.

Students will develop a range of skills through the religious enquiry and process method, which is an essential feature of the Religion and Life Course in Year 11.

CONTENT COVERED

Four Religious Education units are completed per year. They are:

- Vocation – Called to Be and Become
- The Human Search for Freedom
- Christian Conscience: How do I Recognise God's Call?
- The Call to Justice and Responsibility

SKILLS OUTLINE

- research skills
- how to construct questions that guide the gathering of information
- conventions required for gathering and recording information
- note-taking techniques
- distinguishing fact and opinion
- conventions for describing information concerning the nature and role of religion
- techniques for summarising information
- methods of citing text references and bibliographies.



ENGLISH

English

COURSE OUTLINE

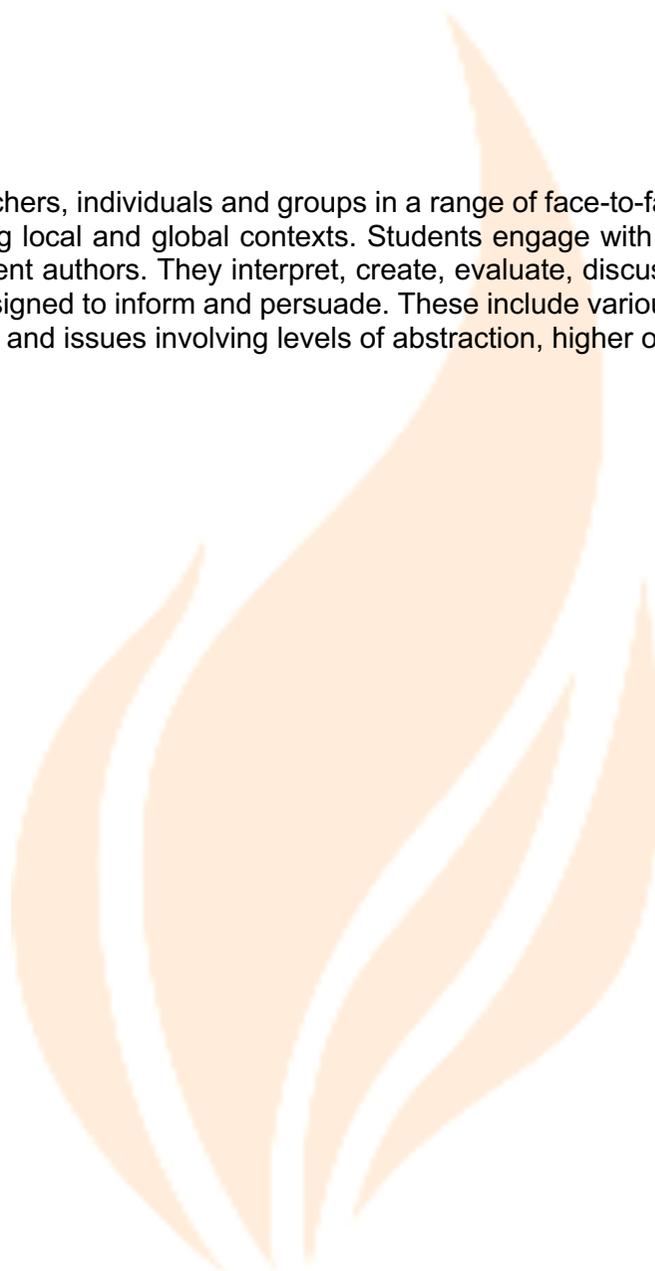
In Year 10 English students interact with peers, teachers, individuals and groups in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts including local and global contexts. Students engage with a variety of texts for enjoyment, evaluating how text structures can be used in innovative ways by different authors. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic as well as texts designed to inform and persuade. These include various types of media texts including film and digital texts, fiction, non-fiction and multimodal texts with themes and issues involving levels of abstraction, higher order thinking and intertextual references.

CONTENT COVERED

- language variation and change
- language for interaction
- text structure and organisation
- expressing and developing ideas
- literature and context
- responding to literature
- creating texts
- interacting with others.

SKILLS OUTLINE

- listening
- reading
- viewing
- speaking
- writing
- creating



English Support

COURSE OUTLINE

The focus of this course is on strengthening literacy skills in both verbal and written communication forms. Students will explore a range of texts, considering how text structures and language features of texts can be used in innovative ways by different authors. They will interpret, create, evaluate, discuss and perform a wide range of literary texts for different purposes and audiences. These include a range of media texts including film and digital texts, fiction, non-fiction and multimodal texts with both familiar and unfamiliar themes and issues.

CONTENT COVERED

- language for interaction
- text structure and organisation
- expressing and developing ideas
- literature and context
- responding to literature
- creating texts
- interacting with others

SKILLS OUTLINE

- listening
- reading
- viewing
- speaking
- writing
- editing and creating



MATHEMATICS

The Mathematics course covers various content domains, including Number and Algebra, Measurement and Geometry, and Statistics and Probability. These domains encompass topics such as algebraic expressions, equations and inequalities, functions, geometric properties, trigonometry, measurement concepts, data analysis, and probability. This course emphasizes the development of problem-solving skills and mathematical reasoning abilities. Students are encouraged to apply mathematical concepts to real-world situations, analyse problems, and select appropriate strategies to solve them. They learn to communicate mathematical ideas effectively and justify their reasoning using appropriate mathematical language.

The use of technology, including calculators and mathematical software (Mathspace), are integrated into the Year 10 mathematics course. Students are encouraged to use technology to explore mathematical concepts, solve problems, and visualize mathematical relationships. This integration can enhance understanding, efficiency, and accuracy in calculations and data analysis.

OLNA NUMERACY

Any Year 10 students who have not achieved Band 8 in NAPLAN will be supported with their OLN Numeracy Test.



SCIENCE

COURSE OUTLINE

This course will provide a broad coverage of Physics, Chemistry, Biological Sciences and Earth and Space Sciences focusing on the development of practical investigation skills and the application of key concepts in industry and everyday life.

In the Year 10 curriculum, students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. This is covered through each of the following strands:

Biological Sciences

Students understand that:

- Transmission of heritable characteristics from one generation to the next involves DNA and genes.
- The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence.

Chemical Sciences

Students understand that:

- The atomic structure and properties of elements are used to organise them in the Periodic Table.
- Different types of chemical reactions are used to produce a range of products and can occur at different rates.

Earth and Space Sciences

Students understand that:

- The universe contains features including galaxies, stars and solar systems, and the Big Bang theory can be used to explain the origin of the universe.
- Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere.

Physical Sciences

Students understand that:

- Energy conservation in a system can be explained by describing energy transfers and transformations.
- The motion of objects can be described and predicted using the laws of physics.

Students will undertake a rotation and immersion into each of the four strands of the Science curriculum. This enables students to have experienced all aspects of the Year Ten curriculum before their Semester One examination.



HUMANITIES AND SOCIAL SCIENCES

COURSE OUTLINE

In Year 10 Humanities and Social Sciences, students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary. Students continue to build on their understanding of the concepts of democracy, democratic values, justice and rights and responsibilities by exploring Australia's roles and responsibilities at a global level and its international legal obligations. They inquire into the values and practices that enable a resilient democracy to be sustained.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, through an applied focus on the management of environmental resources and the geography of human wellbeing at the full range of scales, from local to global and in a range of locations. Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.

CONTENT COVERED

- Justice at home and overseas such as the key features and values of Australia's system of government; Australia's roles and responsibilities at a global level; and the international agreements Australia has ratified and examples of how they shape government policies and laws.
- Environmental change and management such as the human-induced environmental changes that challenge sustainability; the environmental worldviews of people; causes and likely consequences of environmental change; evaluating management responses.
- Geographies of human wellbeing such as the different ways of measuring and mapping human wellbeing and development; the reasons for spatial variations between countries in indicators of human wellbeing; the issues affecting the development of places.
- The modern world and Australia including a study of the inter-war years between World War I and World War II; a depth study of World War II and a depth study investigating rights and freedoms from 1945 to the present.

SKILLS OUTLINE

- questioning and researching
- analysing and evaluating
- communicating and reflecting

HEALTH & PHYSICAL EDUCATION

HEALTH & PHYSICAL EDUCATION

COURSE OUTLINE

In Year 10, the content provides students with the opportunity to begin to focus on issues that affect the wider community. They study external influences on health decisions and evaluate their impact on personal identity and the health of the broader community. Students continue to develop and refine communication techniques to enhance interactions with others and apply analytical skills to scrutinise health messages in a range of contexts.

CONTENT COVERED

In continuing to improve performance, students transfer learned specialised movement skills with increasing proficiency and success across a variety of contexts. They use feedback to improve their own and others' performance with greater consistency, and critically evaluate movement responses based on the outcome of previous performances. Through the application of biomechanical principles to analyse movement, students broaden their understanding of optimal techniques necessary for enhanced athletic performance.

Students self-assess their own and others' leadership styles and apply problem-solving approaches to motivate participation and contribute to effective team relationships. They are also provided with opportunities to assume direct control of physical activities in coaching, coordinating or officiating roles.

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

APPLIED PHYSICAL EDUCATION

COURSE OUTLINE

The Applied Physical Education course 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.

The Applied course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies General course 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.

The course prepares students for a variety of post-school pathways, including immediate employment or tertiary studies. It provides students with an increasingly diverse range of employment opportunities in the sport, leisure and recreation industries, education, sport development, youth work and health and medical fields linked to physical activity and sport. The course also equips students to take on volunteer and leadership roles in community activities.

It is divided into 50% Practical and 50% Theory.

CONTENT COVERED

The course content is divided into six interrelated content areas:

- developing physical skills and tactics
- motor learning and coaching
- functional anatomy
- biomechanics
- exercise physiology
- sport psychology.



OUTDOOR EDUCATION (COST \$500)

COURSE OUTLINE

Year 10 Outdoor Education will provide students with skills and the opportunity to challenge themselves in variety of ways. Gaining a greater understanding of taking care of the environment and surrounds, the outdoor education course focuses on the fun of the outdoors while embedding the 'leave no trace' concept. Students participating in the outdoor education course should be prepared to take part in before/after school excursions and activities including multi-night camp immersions that contribute significantly to the assessment grading for the subject area. There will be an additional cost for students studying Outdoor Education due to the nature of some activities.

SKILLS OUTLINE

- single rope techniques
- basic knot knowledge
- abseil skills
- rock climbing skills
- outdoor safety
- camp craft
- camp cooking
- expedition planning
- hiking planning and implementation



THE ARTS

DANCE

COURSE OUTLINE

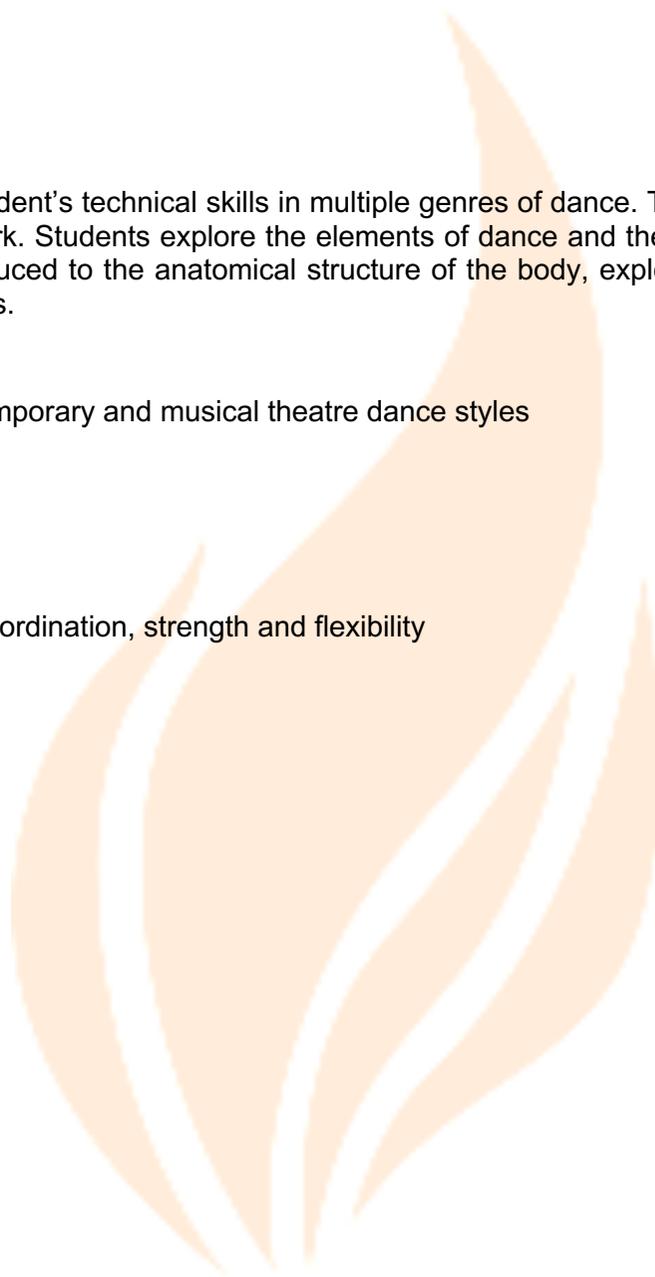
The Year 10 Dance course extends and refines student's technical skills in multiple genres of dance. They have the opportunity to choreograph, perform to an audience and analyse their own and others' work. Students explore the elements of dance and the use of choreographic devices to help communicate ideas and intent in group work. They will be introduced to the anatomical structure of the body, explore Safe Dance practices and investigate the social, cultural and historical contexts in which dance exists.

CONTENT COVERED

- choreography and performance in jazz, contemporary and musical theatre dance styles
- creative expression
- viewing and analyses of professional works.

SKILLS OUTLINE

- increased movement repertoire in these styles
- enhanced physical competencies - fitness, co-ordination, strength and flexibility
- choreographic processes
- performance and rehearsal strategies.



DRAMA – THEATRE PRODUCTION

COURSE OUTLINE

The focus for this course is on preparation for Drama courses in either ATAR or General pathways in Year 11 and 12.

Students will be given opportunities to develop their knowledge and performance and production skills safely using processes, techniques and conventions of drama. They will develop drama based on devising drama (play-building) and exploring the styles of Grotowski's Poor Theatre and the Theatre of the Absurd using a range of appropriate script excerpts and stimulus. Students will also focus on learning about the various design and production roles in the theatre. In reflection and production, students are encouraged to develop their use of extended answer forms and interviews, using drama terminology, language and different forms of communication, based on their own drama and the drama of others.

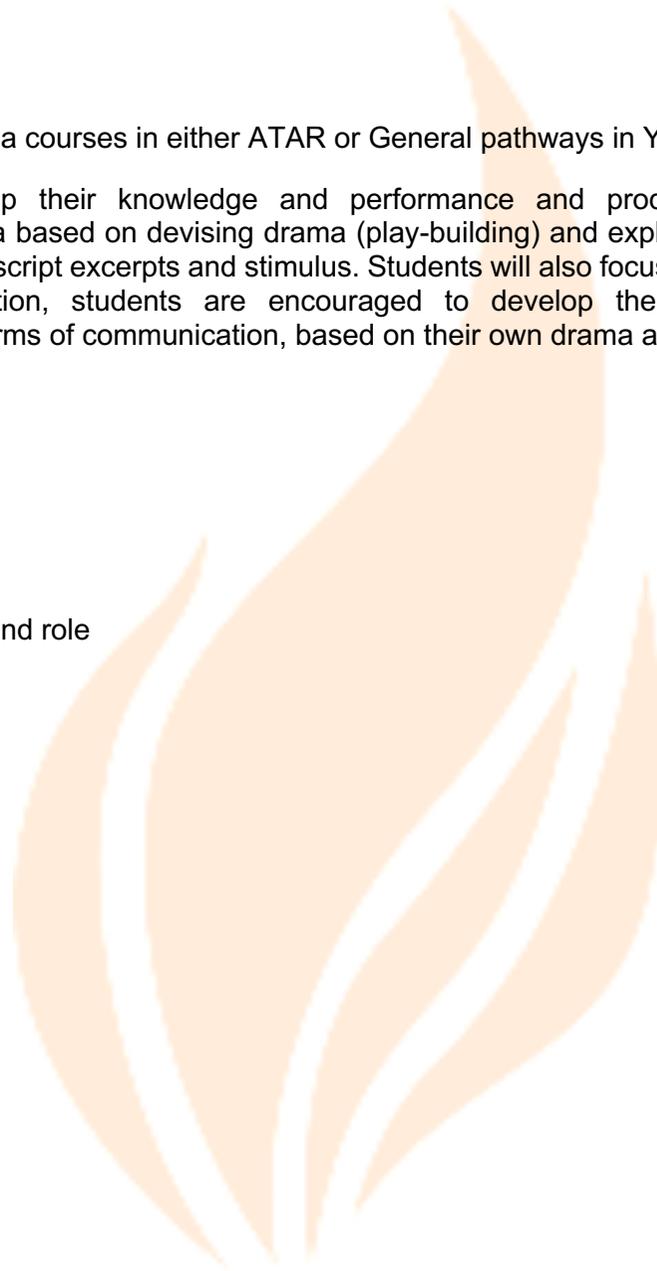
CONTENT COVERED

Grotowski's Poor Theatre

Theatre of the Absurd

SKILLS OUTLINE

- Voice and movement to develop character and role
- Drama technologies
- Audience/performance relationships
- Extended improvisation and play-building
- Responding to own drama.
- Short answer forms of communication.



DRAMA – LIVE PERFORMANCE

COURSE OUTLINE

The focus for this course is on preparation for Drama courses in either ATAR or General pathways in Year 11 and 12.

Students will be given opportunities to develop their knowledge and performance and production skills safely using processes, techniques and conventions of drama. They will develop Drama based on devising drama (play-building) and exploring the styles of Youth and Issues-based theatre, using a range of appropriate script excerpts and stimulus. This will extend into an opportunity to perform in a youth performing arts competition, YouthFest. Students will also focus on learning about the various design and production roles in the theatre. In reflection and production, students are encouraged to develop their use of extended answer forms and interviews, using drama terminology, language and different forms of communication, based on their own drama and the drama of others. They will also have the opportunity to reflect on a professional, live viewed performance

CONTENT COVERED

Youth Theatre

Design and Production Roles

The Elements of Drama

SKILLS OUTLINE

- Voice and movement to develop character and role
- Drama technologies
- Audience/performance relationships
- Improvisation
- Script analysis
- Responding to own drama and the drama of others
- Short answer forms of communication

MEDIA

COURSE OUTLINE

The focus for this course is on preparation for Media Production and Analysis courses in either ATAR or General pathways in Year 11 and 12.

Students shall explore music videos and documentary productions as they develop an understanding of how media language is used to create certain responses from the intended audience. Students shall analyse, view, and interact with popular examples of music videos and pop-culture entertainment. In addition, students will work in groups to extend their production skills with experimental camera work and editing skills to produce creative and engaging music video productions.

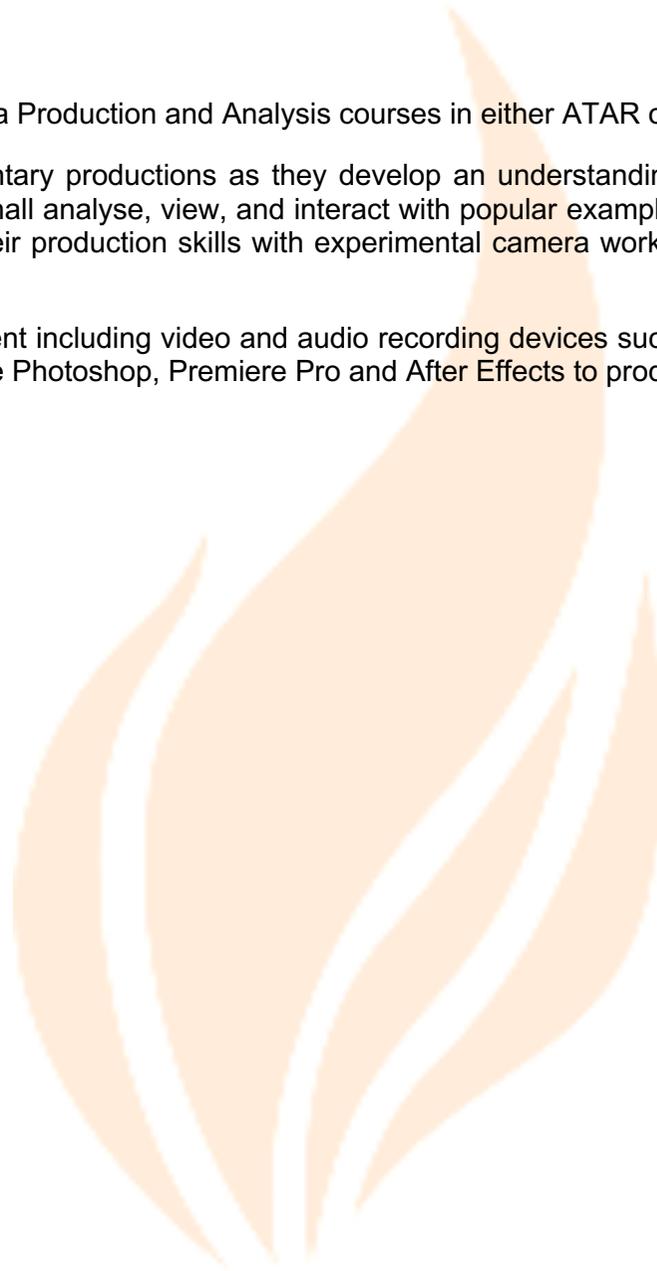
Students shall be introduced to a range of equipment including video and audio recording devices such as gimbals, portable LED lighting kits and wireless microphones along with applications such as Adobe Photoshop, Premiere Pro and After Effects to produce high quality media productions.

CONTENT COVERED

- media language
- representation
- audience
- production
- skills, techniques and processes.

SKILLS OUTLINE

- photoshop image manipulation
- assisting with a camera shoot
- basic sound and vision editing
- production skills



MUSIC

COURSE OUTLINE

In this course students will learn about how music is created and performed and how music is, and has always been, a key part of people's lives. They will be introduced to the language of music, developing an understanding of the 'elements of music' and learning theory, aural and music making skills. Students will have opportunities to perform music and create their own music works, developing their own ideas and applying their understandings and skills.

The context of study for this unit will be chosen from:

- contemporary music
- jazz

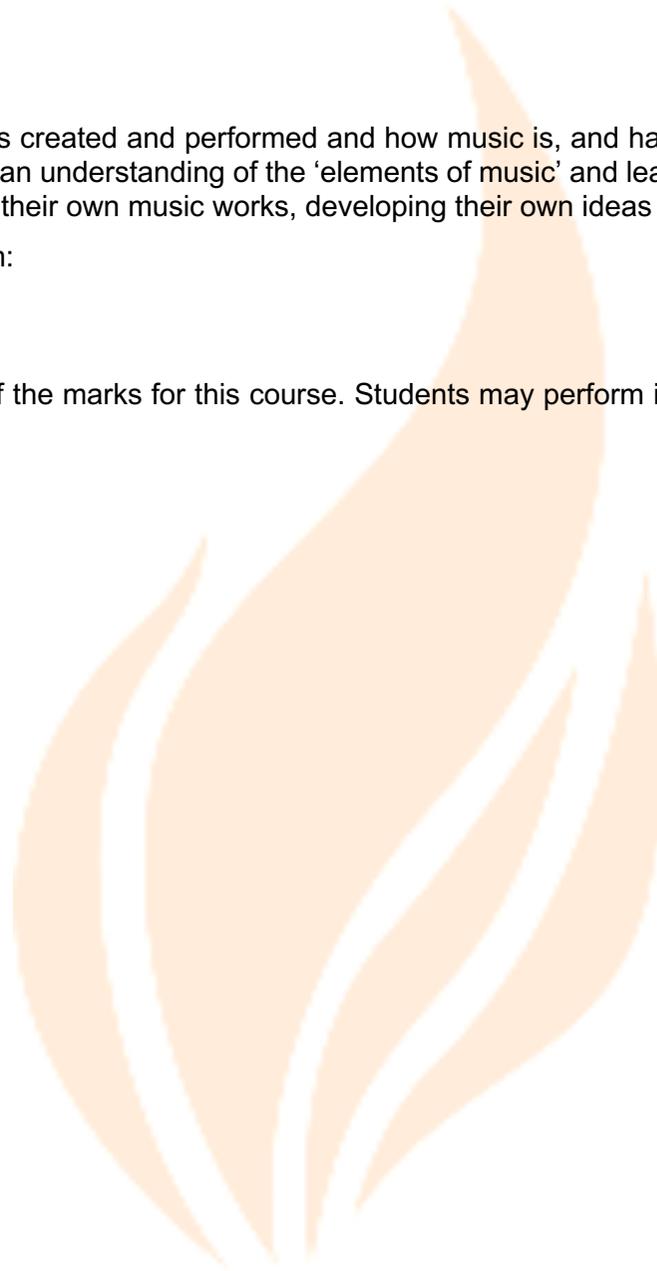
Performing on a chosen instrument is worth 50% of the marks for this course. Students may perform in a style of their choice e.g., classical, contemporary and jazz.

CONTENT COVERED

- performing
- composing/arranging
- listening and responding
- culture and society.

SKILLS OUTLINE

- pitch (including harmony and tonality)
- rhythm and duration
- tempo
- dynamics and expressive techniques
- texture
- form/structure
- timbre



VISUAL ARTS – 2D (DRAWING/PAINTING/PRINTMAKING)

COURSE OUTLINE

The focus for this course is on preparation for Visual Art courses in either ATAR or General pathways in Year 11 and 12.

This course is designed to provide an exciting and engaging experience for students who are interested in developing their artistic skills and exploring the world of painting and drawing. Throughout this course, students will have the opportunity to explore a range of materials and techniques, including traditional 2D medium such as pencil, charcoal, ink, watercolour, acrylics, and oil paints. As well as more contemporary techniques such as digital drawing and collage. They will learn the fundamentals of composition, colour theory, and perspective, and develop their ability to observe and capture the world around them.

In addition to technical skills, this course will also encourage students to think creatively and critically about the role of art in society. They will be challenged to develop their own artistic voice and explore the ways in which art can communicate ideas and emotions.

By the end of this course, students will have a strong foundation in painting and drawing, and the skills and confidence to continue exploring the world of visual arts. Whether they plan to pursue further study, a career in art or simply enjoy it as a hobby, this course will provide them with a solid foundation and a love for the creative process.

CONTENT COVERED

- Ideas for own art-making which supports personal learning style
- Exploration, development and refinement of their personal style
- Exploration of a wide range of 2D visual art techniques
- Ideas explored and refined, responding to the style of other artists in their own artwork
- Materials, techniques, technologies and processes manipulated to develop and represent their own artistic intentions
- Viewpoints identified in a range of artwork from contemporary and past times
- Interpretation of a range of artworks through use of materials, techniques and compositional devices
- Visual language

SKILLS OUTLINE

- Experimentation with a range of medium including pencil, charcoal, ink, watercolour, acrylics, oil paints, collage and digital drawing.
- Create an individual final artwork and present in an art exhibition.
- Ability to discuss own artwork using a range of art language to communicate stylistic intentions and meaning.
- Explore a range of contemporary and traditional local and international artists.

VISUAL ARTS – 3D (CERAMICS/SCULPTURE)

COURSE OUTLINE

The focus for this course is on preparation for Visual Art courses in either ATAR or General pathways in Year 11 and 12.

This Visual Art course has a focus on working in the exciting and popular studio area of Sculpture and Ceramics. Students will be able to creatively explore materials and processes to create a three-dimensional final artwork. Students will gain an understanding of both their own thought process and how to interpret and understand the intention of a range of traditional and contemporary artists both from Australia and internationally.

Each year the Visual Art program aims to continual build on the skills, techniques and understandings acquired in the preceding year and, over time, leads to a broad appreciation of the cultural base for art practice.

CONTENT COVERED

- Ideas for own art-making which supports personal learning style
- Exploration, development and refinement of their personal style
- Exploration of a wide range of 3D visual art techniques
- Ideas explored and refined, responding to the style of other artists in their own artwork
- Materials, techniques, technologies and processes manipulated to develop and represent their own artistic intentions
- Viewpoints identified in a range of artwork from contemporary and past times
- Interpretation of a range of artworks through use of materials, techniques and compositional devices
- Visual language

SKILLS OUTLINE

- Experimentation with a range of medium including drawing, and 3D medium including ceramics and sculptural materials.
- Create an individual final artwork and present in an art exhibition.
- Ability to discuss own artwork using a range of art language to communicate stylistic intentions and meaning.
- Explore a range of contemporary and traditional local and international artists.

TECHNOLOGIES

APPLIED INFORMATION TECHNOLOGY

COURSE OUTLINE

This course is split into two major focus sections:

PERSONAL COMMUNICATION

This section of the course enables students to use technology to meet personal needs. Students develop a range of skills that enable them to communicate using appropriate technologies and to gain knowledge that assists in communicating within a personal context.

TECHNOLOGY MANAGEMENT

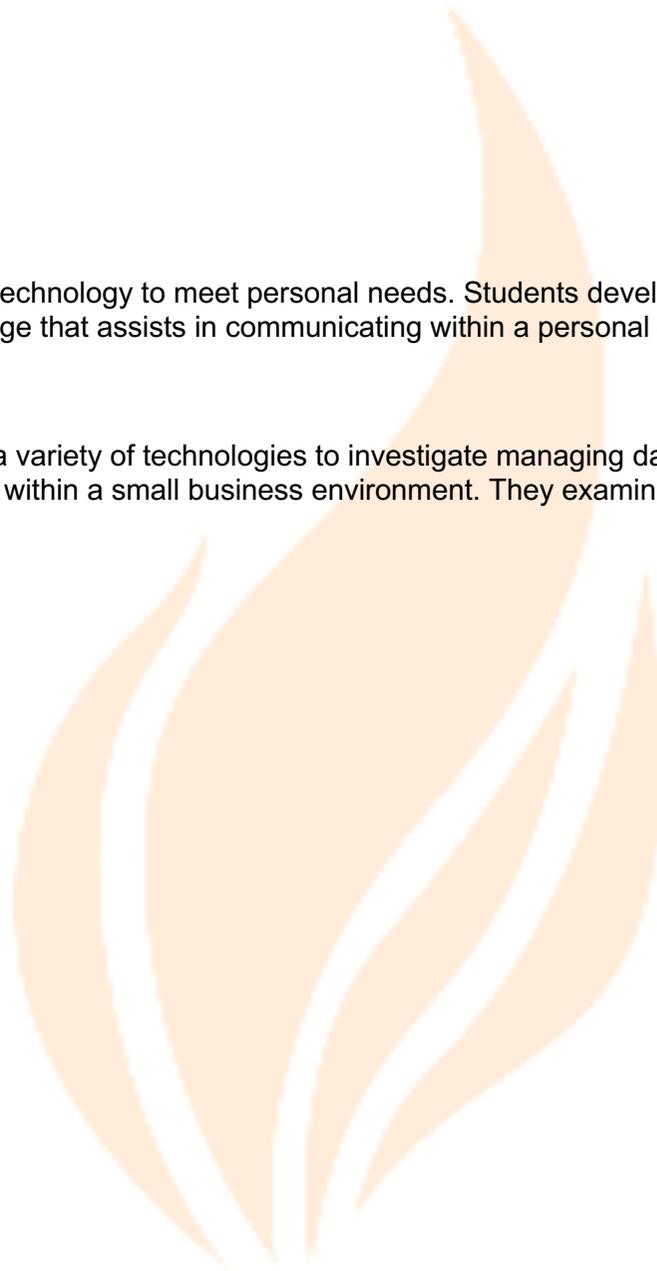
This section of the course enables students to use a variety of technologies to investigate managing data, common software applications and wireless network components required to effectively operate within a small business environment. They examine the legal, ethical and social impacts of technology within society.

KNOWLEDGE

- the elements of design
- the principles of design
- typography
- compositional rules.

SKILLS OUTLINE

- design concepts
- hardware
- impacts of technology
- application skills
- project management.



CERTIFICATE II – WORKPLACE SKILLS (FULL YEAR COURSE)

COURSE OUTLINE

The Certificate II Workplace Skills prepares students for entry-level positions across a diverse range of business services settings and can help to open the door to a vast array of non-technical employment opportunities. It can also lead to further study in either technical or non-technical vocations and aims to develop the most common and transferable skills and knowledge required of almost any workplace. This Certificate is an ideal pre cursor for students intending on undertaking the Certificate IV Business.

COURSE CONTENT

- Planning and preparation
- Prioritisation and time management
- Teamwork and workplace etiquette
- Effective work habits
- Common digital technologies
- Common business applications
- Safe and sustainable work practices
- Communication skills
- Teamwork and workplace etiquette
- Critical thinking and basic problem solving
- performance and the decision of the interviewers.

SKILLS OUTLINE

- identify and organise and information
- undertake focused research and extract relevant information and data to support and justify opinions and proposals
- apply knowledge and understanding of business concepts to business situations real and simulated
- evaluate solutions: consider and anticipate the positive and negative impacts of proposals and decisions to judge the best option taking into account the given business situation
- communicate clearly and professionally, with correct use of business terms and concepts and within accepted grammar, punctuation and spelling

CHILDCARE

COURSE OUTLINE

The focus for first semester will be me, my family and my community. Students focus on the domains of development and the needs of individuals. They examine the roles, rights and responsibilities of individuals, families and the community.

Skills, processes, understandings and knowledge essential to independent life or to caring for others will be developed through individual and group activities using skills, techniques and resources to find, utilise and communicate information. Students will also develop self-management, goal setting and decision-making skills to achieve personal and group goals.

The focus for second semester will be family uniqueness. Students will examine the role of families and the relationships between individuals, families and their communities.

Through an understanding of growth and development, students will recognise the characteristics of individuals and families and that development is affected by biological and environmental factors. Students will identify and examine families, their similarities and differences, the issues that arise from family interactions and the influence of attitudes, beliefs and values on the allocation of resources to meet needs and wants.

CONTENT COVERED

- nature of growth and development
- factors effecting growth and development
- self-management skills
- social systems
- creating resources for children.

SKILLS OUTLINE

- caring for children
- self-awareness.



CERTIFICATE II PHOTOGRAPHY (FULL YEAR COURSE)

COURSE OUTLINE

The focus for this course is to develop an understanding of the design process. Students shall learn that design can be used to provide solutions to design problems within the photographic medium. Students shall be introduced to basic design skills and a range of techniques within a series of contexts including poster design, magazine design and calendars just to name a few.

Students explore design elements and principles and the design process in a range of projects communicating something of themselves. Students increase familiarity with basic production skills and processes, materials and technologies

CONTENT COVERED

- design principles and process
- communication principles and visual literacies
- production knowledge and skills

SKILLS OUTLINE

- management of production processes, methods and techniques
- history/evolution of production processes relevant to design discipline
- appropriate terminology and formats of presentation of design solutions relevant to design disciplines
- planning and time management.
- properties of various types of materials and their application to design
- development of solutions through experimentation with materials.
- evolution of production processes relevant to design discipline
- experimentation and exploration with tools
- storage, use and care of tools
- application of OSH principles to production processes relevant to the design context.



FOOD SCIENCE AND TECHNOLOGY

COURSE OUTLINE

CELEBRATING WITH FOOD

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

CAFÉ SOCIETY

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

CONTENT COVERED

- properties of food
- nutrition
- food products and processing systems
- food issues
- laws and regulatory codes.

SKILLS OUTLINE

- knife skills
- industry skill standards.



JEWELLERY DESIGN

COURSE OUTLINE

The aim of this unit is to develop awareness of small scale one-off production and increase confidence in using drawing skills to both design and manufacture a product.

The theme is 'Jewellery' which captures the current trend craft jewellery for both sexes. This should not only increase interest when learning but improve their results and sense of pride in accomplishing a well finished piece.

CONTENT COVERED

In this unit students will build on knowledge and skills gained in Year Eight and Nine in workshop practices and procedures. The materials in use will be copper, brass, silver and pewter.

Learners gain basic skills in designing and communicating a design idea, and explore and amend design ideas through model making and testing, in both product design, practical craft skills and graphic design contexts. Using a range of craft skills, tools, equipment and materials, the unit provides opportunities to develop and enhance practical creativity, practical problem solving skills, and gain an appreciation of safe working practices in a workshop or similar environment.

SKILLS OUTLINE

- use of oxyacetylene, pickle, silver soldering and appropriate tools
- produce simple shapes using skills, process and techniques to enable and increase skills and see what can be achieved
- photographing small scale pieces
- cutting and shaping
- casting in pewter
- torch fired enamelling.

METALWORK

COURSE OUTLINE

Materials, Design and Technology (Metalwork) is a practical subject designed to give students the opportunity to experience aspects of designing, constructing, appraising.

Students will learn a range of different techniques and apply these to their projects. The projects that the students undertake will allow them to develop their practical skills specifically in the welding and fabricating of steel. Students will also be introduced to the CNC Plasma cutter. This exciting technology allows students to design on the laptop, export their design to the machine and watch it cut their design out of steel. This process has many possibilities and it is interesting to see how it can be applied to a lot of projects. Teachers will assess how students investigate products or projects and how they devise, develop and modify design solutions throughout the technology process. This subject will focus on the application of current technology in the industry.

SKILLS OUTLINE

- apply principles of occupational health and safety
- MIG welding
- a range of machines related to metalwork
- finishing techniques – spraying
- SketchUp
- CNC plasma cutter.



TEXTILES

COURSE OUTLINE

Contemporary textiles feature in all aspects of life from the furnishings in our homes to the everyday garments we wear without a second thought, through to the high end fashion pieces which grace the catwalks of capital cities and the magazine covers of Vogue and Elle. Contemporary textiles have blurred the line between form and function and now regularly include stunning sculptural and ephemeral works of art in prestigious galleries.

Through historical inquiry, visual research and materials investigations, students develop their innate creativity and understanding of the society in which they live. They work with materials, techniques, and practical skills which lead to the design and manufacture of a number of unique garments. They begin to appreciate the ways in which fabrics and fashion trends reflect broader cultural shifts in society; and appreciate the capacity of a garment to 'say something' important about the 'designer-artist' and 'wearer- consumer'.

Working with a variety of materials, students develop a range of aesthetic, design, materials manipulation, processing, manufacturing and organisational skills. They develop creative strategies to go beyond the obvious and to pursue creative tangents which lead to exciting innovative original designs. The course will prepare students for a future in a complex, fast changing, technological and material world, by providing a solid foundation for lifelong learning about how products are designed and how materials are developed and used.

SKILLS OUTLINE

- sewing machine
- overlocker
- construction techniques
- pattern use.

CONTENT COVERED

- design fundamentals and skills
- skills and techniques
- production management
- nature and properties of materials
- materials in context
- safety.



WOODWORK

COURSE OUTLINE

Materials, Design and Technology (Woodwork) is a practical subject designed to give students the opportunity to experience aspects of designing, constructing, appraising and marketing furniture.

Students will learn a range of different techniques and apply these to their projects. The projects include designing and producing a skateboard as well as a storage design project.

Teachers will assess how students investigate products or projects and how they devise, develop and modify design solutions throughout the technology process.

This subject will focus on the application of current technology in the furniture industry.

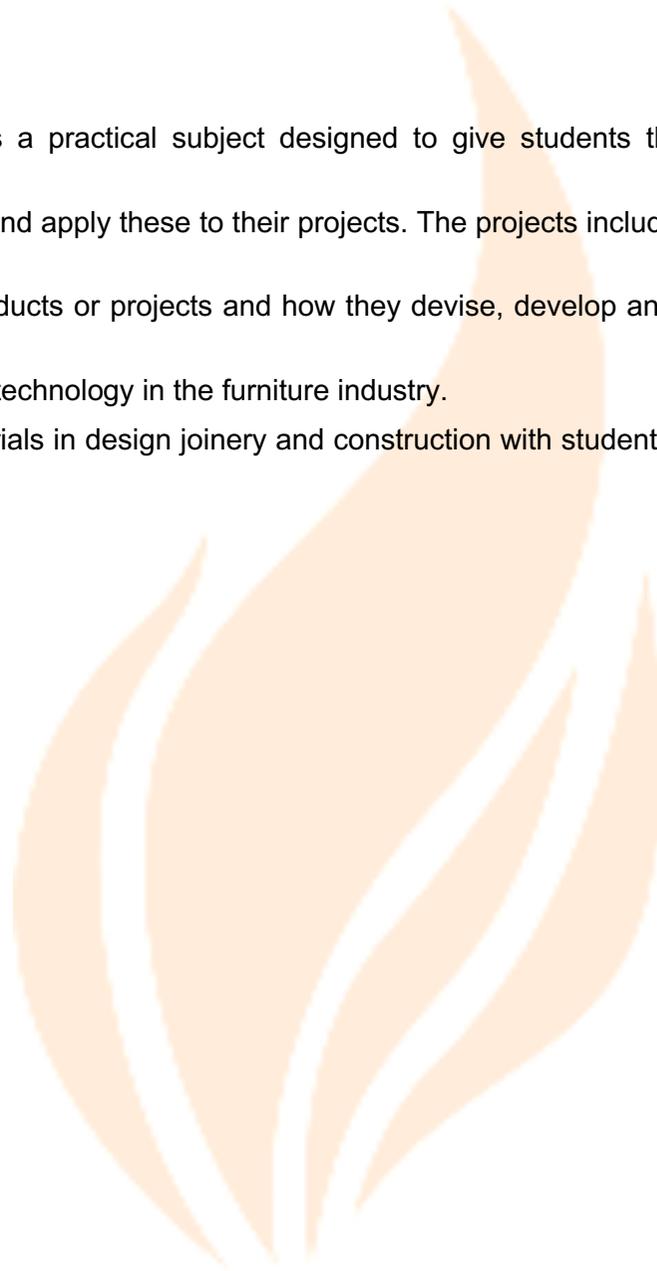
Suggested areas include the use of common materials in design joinery and construction with students learning how to use both hand-held tools and other specialist wood tools.

CONTENT COVERED

- workshop safety
- joining and construction
- furniture designing – sketchup
- finishing techniques – spraying.

SKILLS OUTLINE

- manual tool use
- power tools
- wood working machines
- use of the laser cutter
- vacuum press for the skate boards.
- SketchUp.



LANGUAGES

ITALIAN

COURSE OUTLINE

This course is designed for students who have had some experience of the Italian language and culture and wish to further their studies in Italian. The content of the course will be balanced in the four areas of Listening, Speaking, Reading and Writing with various text types and activities. Students will engage in content and skills to prepare them for the Italian ATAR course in Year Eleven.

The focus for this course will be *questo mio mondo* (here and now). Students explore the Italian language and culture from a personal perspective, enabling them to share information related to personal identity, aspects of everyday life, and popular culture. They begin to develop an understanding of what it is to be Italian and Italian-speaking, and compare their own lives to those of others in Italian-speaking communities. The second focus will be *cose da fare, luoghi da visitare* (things to do, places to go). Students have the opportunity to share information about their own sense of their personal, social and community environment. They begin to develop the skills to travel within Italy, and learn more about Italian-speaking communities and cultures. Students examine popular free-time activities and share information about their 'space'; from the more personal perspectives of home, to the local neighbourhood, shopping and leisure.

CONTENT COVERED

- comprehending and communicating in Italian through listening, responding and speaking (describing themselves and people)
- viewing and reading a variety of texts in Italian and responding appropriately (teenagers in Italy)
- writing a variety of texts in Italian (letters, advertisements, accounts on travel).

SKILLS OUTLINE

- enquiring, interpreting
- presenting
- problem-solving
- performing
- creating, designing, composing
- judging, evaluating, responding.

EXAM ACCOMMODATIONS

Holy Cross College strives to provide the best learning environment for all students to achieve their potential. Students with documented learning difficulties may be granted special exam accommodations. From Year 10 onwards, the College follows the School Curriculum and Standards Authority's (SCSA) special exam arrangement guidelines to assist students in completing WACE examinations. This means students in Senior School who wish to apply for special exam accommodations need to provide the College with updated psychological assessments and specialist reports which state a diagnosis of a learning difficulty and make recommendations for specific exam accommodations. These assessments need to be completed in Year Eleven as they will be used to support students' Year Twelve applications for Special Examination Arrangements through SCSA. All reports need to be less than two years old upon application. Please be aware that without a diagnosis or supporting documentation, students will not receive special exam accommodations.

Further information can be obtained at: <http://wace1516.scsa.wa.edu.au/assessment/examinations/special-provisions>

HOME STUDY

Home study is an integral component of the learning process and is preparatory, supplementary and supportive of work covered in class. Home study is an essential component of all Senior School courses.

The purpose of home study is to:

- reinforce knowledge and skills covered in class
- complete work commenced in class
- undertake work such as reading and note-taking in preparation for future lessons
- extend class work through further reading, written and practical work
- work on and complete assignments
- develop skills to work independently

Study is time set aside to revise and reinforce concepts and skills already learnt. The purpose of study is to:

- remember what you have learnt
- revise for tests and exams

Appropriate time allocation for home study is: ½ hour per course five times per week.

Total time allocation - a minimum of 2.5 - 3 hours five times per week.

Prior to tests, exams and assignments, a substantial amount of time should be set aside on weekends to ensure thorough revision is achieved and work is completed on time. The ultimate responsibility for home study being completed rests with students and parents.

FURTHER RESOURCES

UNIVERSITY

Curtin University	http://www.curtin.edu.au/
Edith Cowan University	http://www.ecu.edu.au/
Murdoch University	http://www.murdoch.edu.au/
Notre Dame	http://www.nd.edu.au/
University of WA	http://www.uwa.edu.au/

TAFE

North Metropolitan TAFE	http://www.northmetrotafe.wa.edu.au/
South Metropolitan TAFE	http://www.southmetrotafe.wa.edu.au/

OTHER

SCSA	http://www.scsa.wa.edu.au/
TISC	http://www.tisc.edu.au/
Defence Force	http://www.defencejobs.gov.au/
Apprenticeships	http://www.dtwd.wa.gov.au/apprenticeship-office
Job Search	https://jobsearch.gov.au/
MyFuture	http://www.myfuture.edu.au/
Job Guide	https://www.education.gov.au/job-guide