



St Norbert
College



Curriculum Handbook Year Ten

2020 EDITION



Table of Contents

Table of Contents.....	2
From the Principal.....	4
Student Life at St Norbert College.....	5
Student Ministry.....	5
Christian Service Learning	5
Planning Your Course.....	6
Course Selection.....	6
Changing Elective Courses	6
Curriculum Overview.....	7
Religious Education	8
10 Religious Education – Extension (10REX).....	8
10 Religious Education - Mainstream (10REM)	9
10 Religious Education – Enrichment (10REE).....	10
Careers	11
10 Careers and Enterprise - Elective (10CAE).....	11
English	12
10 English - Extension (10ENX)	12
10 English - Mainstream (10ENM).....	13
10 English - Enrichment (10ENE).....	13
10 English as an Additional Language/Dialect (10ELD).....	14
Health and Physical Education	15
10 Health Education (10HEA).....	15
10 Physical Education (10PED).....	16
10 Specialised Basketball (10SPB)	16
10 Sport Science (10SPS).....	17
10 Sport and Recreation Skills (10SRS).....	17
Humanities and Social Sciences	18
10 Humanities and Social Sciences - Extension (10HUX)	18
10 Humanities and Social Sciences - Mainstream (10HUM).....	19
10 Humanities and Social Sciences - Enrichment (10HUE).....	20
10 Accounting and Finance - Elective (10ACF)	20
Languages Other Than English	21
10 Italian (10ISL).....	21
10 Japanese (10JSL)	22

Mathematics	23
10 Mathematics - Extension (10MAX)	23
10 Mathematics – Advanced Mainstream (10MAA)	24
10 Mathematics – General Mainstream (10MAG)	25
10 Mathematics – Enrichment (10MAE)	26
Science	27
10 Science - Extension (10SCX)	27
10 Science - Mainstream (10SCM)	28
10 Science - Enrichment (10SCE)	28
Technologies	29
10 Caring For Children (10CFC)	30
10 Computer Programming (10COM)	30
10 Engineering (10EST)	31
10 Food Science and Technology (10FST)	31
10 Materials - Textiles (10TEX)	32
10 Materials - Wood (10WWK)	32
10 Multimedia (10MED)	33
The Arts	34
10 Dance (10DAN)	35
10 Drama (10DRA)	35
10 Music (10MUS)	36
10 Media Arts (10MAR)	36
10 Visual Art (10ART)	37

From the Principal



Year 10 is often the “signpost” for a student’s transition into senior schooling. In the world encountered beyond school, students will face many challenges and need to develop the skills and values required to engage with this ever changing, complex and highly competitive world.

Year 10 can be the year in which many students start to look seriously at their post school destinations and as such, is an exciting time for students, families and the College to work together to examine career options and future course selections. Informed choice will permit students to develop the gifts and talents they already possess and challenge them to strive for personal excellence in their studies.

The curriculum offered in Year 10 will increasingly reflect the rigours of Senior School courses. Students should realise that demonstrated success in Year 10 is a prerequisite for many of the courses offered in Year 11 or 12.

Best wishes for Year 10.

*Mr Simon Harvey
Principal*

Student Life at St Norbert College

Student Ministry

Student Ministry creates opportunities for all St Norbert College students to become leaders in the College community. Through participating in retreat and Christian Service Learning experience, students discover the power of God in their lives and are encouraged to develop and shine their love out to others.

In Year 10, students attend a retreat run by The Youth Mission Team. This retreat has a social justice theme focusing on developing an understanding of respecting the dignity of every human person, how Jesus is a champion of the cause of social justice and how we can respond to the needs of others in our world.

Year 10 Student Ministers discover and practice various forms of prayer and liturgy. From being involved in leading at whole school liturgical events to personal and reflective prayer opportunities. These experiences help them discover more about themselves and God in their lives.

Christian Service Learning

“Christian Service-Learning in Catholic schools is a critical educational activity that provides opportunities for students to reflect on and integrate the principles of Catholic Social Teachings into practical experiences of service to others in society.”

Student Ministry strives to assist students to give service to others and is an excellent vehicle for helping students to discover the work of God in their lives. Students in Year 10 begin to explore some of the organisations which serve others in our community such as the Harold Hawthorne Day Centre and the Emmaus community.

The students also participate in 20 hours of service to a not for profit agency at the end of the school year.

Planning Your Course

Course Selection

There are three factors that students should consider when selecting their electives:

1. Minimum Entry Requirements

Many electives build on prior experience and knowledge gained in Year 9. It is essential to take careful note of any prerequisites and teacher recommendations when selecting courses to study.

2. Interests

We encourage students to pursue interests that they have and not just select an elective because a friend is doing it.

3. Career and Aspirations

Whether planning to seek early employment, employment after Secondary Graduation or to continue with further studies (Vocational Training, University or other); students should choose subjects that will maximise their options for the future.

Year 10 Electives are YEAR LONG.

It should be noted that electives only run if there are sufficient numbers to justify a class.

Changing Elective Courses

All elective choices are recorded in the timetable and a timetable grid is selected which represents the best possible fit of those choices for the maximum number of students. Due to timetable constraints, it may be necessary to call on a student's 'Reserve' elective selection.

Only students who have been allocated 'Reserve' electives may apply to change electives. No change can be guaranteed. This is to give the student enough time to successfully complete the assessment tasks and the teacher sufficient time to be able to report on a student's progress fairly and accurately. Further information regarding changing electives, especially closing dates, is advertised in the College newsletter but this is usually the end of Week 2, Semester 1.

Once the process of constructing a timetable has been completed parents are notified of a student's timetable for the following year.

Curriculum Overview

Compulsory	Student Choice
<p>Religious Education</p> <ul style="list-style-type: none"> 10 Religion Extension (10REX) 10 Religion Mainstream (10REM) 10 Religion Enrichment (10REE) <p>English</p> <ul style="list-style-type: none"> 10 English Extension (10ENX) 10 English Mainstream (10ENM) 10 English Enrichment (10ENE) <p>Health and Physical Education</p> <ul style="list-style-type: none"> 10 Health Education (10HEA) 10 Physical Education (10PED) <p>Humanities and Social Sciences</p> <ul style="list-style-type: none"> 10 Humanities Extension (10HUX) 10 Humanities Mainstream (10HUM) 10 Humanities Enrichment (10HUE) <p>Mathematics</p> <ul style="list-style-type: none"> 10 Mathematics Extension (10MAX) 10 Mathematics Advanced Mainstream (10MAA) 10 Mathematics General Mainstream (10MAG) 10 Mathematics Enrichment (10MAE) <p>Science</p> <ul style="list-style-type: none"> 10 Science Extension (10SCX) 10 Science Mainstream (10SCM) 10 Science Enrichment (10SCE) 	<p>Careers</p> <ul style="list-style-type: none"> 10 Careers & Enterprise (10CAE) <p>English</p> <ul style="list-style-type: none"> ✧ 10 English as an Additional Language/Dialect (10ELD) <p>Humanities and Social Sciences</p> <ul style="list-style-type: none"> 10 Accounting & Finance (10ACF) <p>Languages other than English</p> <ul style="list-style-type: none"> § 10 Italian (10ISL) § 10 Japanese (10JSL) <p>Physical Education</p> <ul style="list-style-type: none"> # 10 Specialised Basketball (10SPB) 10 Sport and Recreation Skills (10SRS) 10 Sport Science (10SPS) <p>Technologies</p> <ul style="list-style-type: none"> 10 Caring for Children (10CFC) 10 Computer Programming (10COM) 10 Food Science and Technology (10FST) 10 Materials - Engineering (10EST) 10 Materials - Textiles (10TEX) 10 Materials - Wood (10WW) 10 Multimedia (10MED) <p>The Arts</p> <ul style="list-style-type: none"> 10 Drama (10DRA) 10 Dance (10DAN) 10 Media Arts (10MAR) 10 Music (10MUS) 10 Visual Art (10ART)

In Year 10, students study four electives over the year for 8 periods per week (2 per elective).

§ 10 Italian and 10 Japanese count as two electives. You will study these for four periods per week.

✧10 English as an Additional Language/Dialect is a compulsory elective for students with specific needs. Students are placed in these Electives by the Head of Learning Area.

10 Specialised Basketball may only be selected with the approval of the Head of Health and Physical Education.

Religious Education

Head of Learning Area: Miss Michelle Ronchi

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Religious Education Pathways

MIDDLE SCHOOL COURSE	PREPARES STUDENTS FOR THE FOLLOWING SENIOR SCHOOL COURSES		
	Year 10	*Year 11	*Year 12
Religious Education	Religious Education Extension	Religion and Life ATAR Units 1 & 2 Or Religion and Life General Units 1 & 2	Religion and Life ATAR Units 3 & 4 Or Religion and Life General Units 3 & 4
	Religious Education Mainstream	Religion and Life ATAR Units 1 & 2 Or Religion and Life General Units 1 & 2	Religion and Life ATAR Units 3 & 4 Or Religion and Life General Units 3 & 4
	Religious Education Enrichment	Religion and Life General Units 1 & 2	Religion and Life General Units 3 & 4

***Entry will depend on achieving minimum pre-requisite levels of achievement**

10 Religious Education – Extension (1 OREX)

Minimum Entry Requirements

Selection will be based on results from Year 9 Religious Education. The Head of Learning Area and the subject teacher will review a student's position in the Extension class at the end of each Semester.

Description

The Religious Education learning area focuses on the knowledge and understanding of the Gospel as it is handed on by the Catholic Church to those who follow Christ in today's world. The content and processes of the learning area are intended to ensure that students, through a process of cultural, systematic and critical reflection, learn the teachings of the Gospels and understand what it means to be a Christian and how Christians live their lives.

In **Year 10 Extension** students learn the Christian values that Jesus taught and how these values can be lived by Christians today. They investigate the Christian vocation and recognise what is taught about the need to discover personal vocation. They outline the historical spread of the Catholic Church across the world. They

investigate the Christian vocation and recognise what is taught about the need to discover personal vocation. They outline the historical spread of the Catholic Church across the world, how we search for freedom and how the Old and the New Laws and the Sacraments can help us achieve this. The focus in Term 4 is on Social Justice and how to restore God's justice in the world which links closely to the Christian Service Learning students undertake at the end of Year 10.

The focus of this course is to **develop** the questioning, research and analytical skills required to succeed in the ATAR course in Year 11.

Future Pathways

Depending on results, Religion and Life ATAR Units 1 and 2 or Religion and Life General Units 1 and 2 in Year 11

10 Religious Education - Mainstream (1 OREM)

Minimum Entry Requirements

Selection will be based on results from Year 9 Religious Education. The Head of Learning Area and subject teacher will review a student's position in the Mainstream class at the end of each Semester.

Description

Religious Education learning area focuses on the knowledge and understanding of the Gospel as it is handed on by the Catholic Church to those who follow Christ in today's world. The content and processes of the learning area are intended to ensure that students, through a process of cultural, systematic and critical reflection, learn the teachings of the Gospels and understand what it means to be a Christian and how Christians live their lives.

In **Year 10 Mainstream** students learn the Christian values that Jesus taught and how these values can be lived by Christians today. They investigate the Christian vocation and recognise what is taught about the need to discover personal vocation. They outline the historical spread of the Catholic Church across the world, how we search for freedom and how the Old and the New Laws and the Sacraments can help us achieve this. The focus in Term Four is on Social Justice and how to restore God's justice in the world which links closely to the Christian Service Learning students undertake at the end of Year 10.

The focus of this course is to **introduce** the questioning, research and analytical skills required to succeed in the ATAR course in Year 11.

Future Pathways

Depending on results, Religion and Life ATAR Units 1 and 2 or Religion and Life General Units 1 and 2 in Year 11.

10 Religious Education – Enrichment (1 OREE)

Minimum Entry Requirements

Selection will be based on results from Year 9 Religious Education. The Head of Learning Area and subject teacher will review a student's position in the Enrichment class at the end of each Semester.

Description

The Religious Education learning area focuses on the knowledge and understanding of the Gospel as it is handed on by the Catholic Church to those who follow Christ in today's world. The content and processes of the learning area are intended to ensure that students, through a process of cultural, systematic and critical reflection, learn the teachings of the Gospels and understand what it means to be a Christian and how Christians live their lives.

In **Year 10 Enrichment** students learn the Christian values that Jesus taught and how these values can be lived by Christians today. They investigate the Christian vocation and recognise what is taught about the need to discover personal vocation. They outline the historical spread of the Catholic Church across the world, discover how their conscience can help them lead good lives and begin to look at social justice issues in the world, which links closely to the Christian Service Learning students undertake at the end of Year 10.

This course caters for students who experience some difficulties with Literacy skills, as well as the abstract nature of the course.

Future Pathways

Religion and Life General Units 1 and 2.

Careers

Head of Learning Area: Mrs Karen Gonsalves

Phone: 9350 5433 / Email: kgonsalves@norbert.wa.edu.au

Career education involves learning about how your interests, values, skills and preferences impact on your career planning and exploring the life, work and learning options available to you. It provides a focus on experiential learning through out of school learning programs such as workplace learning to ensure that your career decisions fit in with your personal circumstances. These experiences develop a range of enterprise and technical skills while also giving you the confidence that you are making the right decisions. Career development is about continuously fine-tuning your work and learning plans to help you manage the changes in your life and the world of work. Investing your time and effort into career education will set you up for a rewarding future.

10 Careers and Enterprise - Elective (10CAE)

Minimum Entry Requirements

No Minimum Entry Requirement

Description

The 10 Careers & Enterprise Elective program seeks to develop students' self-awareness and work readiness. It helps students reflect on their values, interests, skills and strengths and how they can be matched to different industry and work areas. This course involves resume writing, job search skills and interview preparation for securing part-time work and long-term career goals.

This course **includes a five-day workplace learning placement** in each semester. Students will have the opportunity to complete work experience in an industry area of their choice.

Future Pathways

Studying Year 10 Careers and Enterprise will give you a strong foundation to make confident career decisions in the future as well as preparing students for the Careers and Enterprise General Units 1 & 2.

English

Head of Learning Area: Mrs Penny Mulley

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English Pathways

MIDDLE SCHOOL COURSE	PREPARES STUDENTS FOR THE FOLLOWING SENIOR SCHOOL COURSES		
	Year 10	*Year 11	*Year 12
English Extension Or English Mainstream	English Extension Or English Mainstream	Literature ATAR Units 1 & 2 Or English ATAR Units 1 & 2 Or English General Units 1 & 2	Literature ATAR Units 3 & 4 Or English ATAR Units 3 & 4 Or English General Units 3 & 4
English Enrichment	English Enrichment	English General Units 1 & 2 Or English Foundation Units 1 & 2	English General Units 3 & 4 Or English Foundation Units 3 & 4
English as an Additional Language/Dialect	English as an Additional Language/Dialect	English as an Additional Language/Dialect ATAR Units 1 & 2	English as an Additional Language/Dialect ATAR Units 3 & 4

***Entry will depend on achieving minimum pre-requisite levels of achievement.**

10 English - Extension (10ENX)

Minimum Entry Requirements

Selection will be based on results from Year 9 English and through External and College testing. The Head of Learning Area and subject teacher will review a student's position in the Extension class at the end of each Semester.

Description

Students will be expected to develop an understanding of the elements of literary study and respond to texts of increasing complexity. They will be asked to study poetry, prose and drama texts and to consider how all texts use language and conventions to position reader response. They will consider the impact of reader and writer context through making intertextual connections. Students will also develop their abilities to explore and consider their responses to literary texts.

The structure of Year 10 Extension English reflects that of the Senior Secondary Literature and English ATAR course and is designed to prepare students for high-level English study.

Future Pathways

Depending on results, Literature ATAR Units 1 and 2 or English ATAR Units 1 and 2.

10 English - Mainstream (1 OENM)

Minimum Entry Requirements

Selection will be based on results from Year 9 English and through external and College testing. The Head of Learning Area and subject teacher will review a student's position in the Mainstream class at the end of each Semester.

Description

Students in Mainstream English will develop their knowledge of Reading, Writing, Viewing and Speaking and Listening through building comprehending and analysis skills. They will study a range of familiar and challenging texts and develop an understanding of how each student has their own learning style. Students will develop an understanding of the world around them and how texts are a reflection of society.

Future Pathways

English ATAR or General Units 1 and 2 or English as an Additional Language/Dialect ATAR or General Units 1 and 2.

10 English - Enrichment (1 OEENE)

Minimum Entry Requirements

Selection will be based on results from Year 9 English and through external and College testing. The Head of Learning Area and subject teacher will review a student's position in the Enrichment class at the end of each Semester.

Description

English Enrichment will cater for students who experience difficulties with some aspects of their literacy. Students will be taught strategies and assisted to develop their understanding of reading, writing and comprehending. The aim of this assistance is to enhance student's literacy skills in order to enhance their performance across all learning areas.

Future Pathways

English General Units 1 and 2 or Foundation English Units 1 and 2 in Year 11 (depending on OLNA status).

10 English as an Additional Language/Dialect (1 OELD)

Minimum Entry Requirements

Selection will be based on students meeting EALD criteria. The Head of Learning Area and subject teacher will review a student's position in the 10 English as an Additional Language/Dialect class at the end of each Semester.

Description

Students for whom English is an additional language/dialect benefit from intensive instruction in Standard Australian English so that they are literate in the SAE language when they leave school. They will concentrate on the acquisition of various language forms, skills, strategies, language structures, vocabulary and systems of understanding language and learning. Study of Australian lifestyle and culture helps build understanding of the society they live in.

Students will work towards developing skills to achieve success in external OLNA testing thus enabling them to fulfil the WACE graduation requirements.

Future Pathways

English as an Additional Language/Dialect ATAR or General Units 1 and 2.

Health and Physical Education

Head of Learning Area: Mr Matt Price

Phone: 9350 5433 / Email: mprice@norbert.wa.edu.au

Physical & Health Education Pathways

PREPARES STUDENTS FOR THE FOLLOWING SENIOR SCHOOL COURSES		
Year 10	*Year 11	*Year 12
Health Education	Health Studies ATAR Units 1 & 2 Or Certificate II in Community Services	Health Studies ATAR Units 3 & 4 Or Certificate III in Health Services Assistant
Specialised Basketball	Specialised Basketball	Specialised Basketball
	Sport and Recreation Certificate II	Sport and Recreation Certificate II/III
	NCAA/NAIA Application	NCAA/NAIA Application
	Physical Education Studies ATAR Units 1 & 2 Or Sport and Recreation Certificate II	Physical Education Studies ATAR Units 3 & 4 Or Sport and Recreation Certificate III
Physical Education		
Sport and Recreation Skills		
Sport Science		

***Entry will depend on achieving minimum pre-requisite levels of achievement.**

10 Health Education (1OHEA)

Minimum Entry Requirements

No Minimum Entry Requirements

Description

In Year 10, the Health 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.

Year 10 Health Education aims to develop knowledge and decision making skills in students that will directly affect their lives into young adulthood. Students will complete Keys for Life, Pre-Driver Education Program, and the College peer support mentoring program. Keys for Life is an Endorsed Program, giving the students WACE Graduation credit. Other units include Impacts on Health and Healthy and active communities where students have the opportunity to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

Future Pathways

Certificate II in Community Services or Certificate II Sport and Recreation in Year 11 Health Studies ATAR Units 1 and 2 in Year 11

10 Physical Education (1 OPED)

Minimum Entry Requirements

No Minimum Entry Requirements

Description

Designed to culminate four years of learning, this course begins with the final progression of aquatics. At this stage students should be skilled and competent in the structure of correct techniques for these units. The use of a variety of other activities will be encouraged to develop a deeper understanding of the application of team games.

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 and are provided with opportunities to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

Future Pathways

Certificate II Sport and Recreation in Year 11 or Physical Education Studies ATAR Units 1 and 2 in Year 11

10 Specialised Basketball (1 OSPB)

Minimum Entry Requirements

By selection only

Description

Students will be selected to participate in this course based on an application process that occurs during the previous year. Written applications, fitness and skill testing, references from club basketball coaches and analysis of school reports will form the basis for selection.

Expert coaches from the College will develop a wide range of skills. Students will play for St Norbert College teams in a range of different competitions.

The course will refine student skill, develop tactical and strategic abilities, enhance fitness levels, and develop coaching techniques. Theoretical components will focus on Level "O" coach and umpiring accreditation.

Future Pathways

Certificate II Sport and Recreation (Basketball Context) in Year 11 or Physical Education Studies ATAR Units 1 and 2 in Year 11

10 Sport Science (1OSPS)

Minimum Entry Requirements

65% in Year 9 Physical Education and 65% Grade in Science Mainstream or Science Extension

Description

How does the body produce efficient movement? How do we improve our physical performance?

Sport Science is an elective designed to prepare students for ATAR Physical Education Studies in Year 11. Topics such as anatomy, physiology and biomechanics are explored through the theory component of Sport Science as well as strategies and tactics and coaching skills through practical sports.

Future Pathways

Physical Education Studies ATAR Units 1 and 2 in Year 11

10 Sport and Recreation Skills (1OSRS)

Minimum Entry Requirements

A willingness and capacity to participate in physical activity

Description

An elective designed to give students additional opportunities to be physically active and further the development of their Health and Physical Education learning area outcomes, Sport & Recreation Skills uses various sporting and outdoor recreation contexts to build fitness, skills and self-management skills. These include abseiling, Gaelic football, European Handball, and softball. A focus on the SEPEP model which provides students with the opportunity to develop skills and strategies to improve performance such as: Leadership, Motivation and Team work.

Future Pathways

Certificate II Sport and Recreation in Year 11

Humanities and Social Sciences

Head of Learning Area: Dr Alberto Runco

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Humanities and Social Sciences Pathways

MIDDLE SCHOOL COURSE	PREPARES STUDENTS FOR THE FOLLOWING SENIOR SCHOOL COURSES		
	Year 10	*Year 11	*Year 12
Extension	Humanities and Social Sciences Extension	Economics ATAR Units 1 & 2	Economics ATAR Units 3 & 4
Or	Or	Geography ATAR Units 1 & 2	Geography ATAR Units 3 & 4
Mainstream	Humanities and Social Sciences Mainstream High Achievement	History ATAR Units 1 & 2	History ATAR Units 3 & 4
	Accounting ELECTIVE	Accounting and Finance ATAR Units 1 & 2	Accounting and Finance ATAR Units 3 & 4
Mainstream	Humanities and Social Sciences Mainstream Or Humanities and Social Sciences Enrichment	Career and Enterprise General Units 1 & 2	Career and Enterprise General Units 1 & 2
Or	Careers ELECTIVE		
Enrichment	Humanities and Social Sciences Mainstream Or Humanities and Social Sciences Enrichment	Certificate II in Business	Certificate III in Business
	Management and Enterprise ELECTIVE		

*** Entry will depend on achieving the subject prerequisite levels.**

10 Humanities and Social Sciences - Extension (1OHUX)

Minimum Entry Requirements

Selection will be based on results from Year 9 Humanities and Social Sciences and through external and College testing. The Head of Learning Area - Humanities and Social Sciences and subject teacher will review a student's position in the Extension class at the end of each semester.

Description

Students who are selected to participate in the Year 10 Humanities and Social Sciences - Extension program will study the same course as Humanities and Social Sciences Mainstream classes; however the learning activities will be more challenging.

Students will be given the opportunity to develop more advanced analytical, reasoning and literacy skill through participation in various competitions and external programs.

Future Pathways

Upon successful completion, ATAR courses in Economics, Geography, Modern History or Accounting and Finance Year 11.

10 Humanities and Social Sciences - Mainstream (10HUM)

Minimum Entry Requirements

Selection will be based on results from Year 9 Humanities and Social Sciences and through external and College testing. The Head of Learning Area - Humanities and Social Sciences and subject teacher will review a student's position in the Mainstream classes at the end of each semester.

Description

In Year 10 Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History.

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 in to the values and practices that enable a resilient democracy to be sustained.

Students are introduced to the concept of economic performance and living standards while continuing to further their understanding of the concepts of making choices, interdependence, specialisation, and allocation and markets through examining contemporary issues, events and/or case studies delving into the reasons for variations in the performance of economies. They explore the nature of externalities and investigate the role of governments in managing economic performance to improve living standards. They inquire into the ways businesses can manage their workforces to improve productivity.

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.

Future Pathways

Certificate II in Business and/or Career and Enterprise General Units 1 and 2. ATAR courses in Accounting and Finance, Geography, Modern History and Economics units may be selected with approval from the Head of Learning Area - Humanities and Social Sciences.

10 Humanities and Social Sciences - Enrichment (10HUE)

Minimum Entry Requirements

Selection will be based on results from 9 Humanities and Social Sciences. The Head of Learning Area - Humanities and Social Sciences and subject teacher at the end of each semester, will review a student's position in the Enrichment class.

Description

Students will have the opportunity to study the four disciplines in Humanities and Social Sciences during Year 10 at a level and pace that is commensurate with their learning abilities. The four disciplines are: History, Civics and Citizenship, Geography and Economics.

Future Pathways

Certificate II in Business. Other units may be selected with approval from the Head of Learning Area - Humanities and Social Sciences.

10 Accounting and Finance - Elective (10ACF)

Minimum Entry Requirements

'C' Grade and a mark of 50% in Year 9 Humanities and Social Sciences

Description

Year 10 Accounting and Finance Elective aims to make students financially literate and will provide a solid foundation for students who intend to study Accounting and Finance at Year 11 and Year 12. In our current economic environment, where small businesses are the largest employers in the economy, many students will find themselves self-employed or engaged in some form of accounting practice. Hence the course will focus on small businesses and will cover topics such as the role of the government, nature and purpose of documents, recording and maintaining accounting system.

Future Pathways

Studying 10 Accounting and Finance Elective is an advantage to those interested in studying, Accounting and Finance ATAR in Year 11

Languages Other Than English

Head of Learning Area: Mrs Penny Mulley

Phone: 9350 5433 / Email: pmulley@norbert.wa.edu.au

Languages Other Than English Pathways

MIDDLE SCHOOL COURSE	PREPARES STUDENTS FOR THE FOLLOWING SENIOR SCHOOL COURSES		
	Year 10	*Year 11	*Year 12
Italian	Italian	Italian ATAR Units 1 & 2	Italian ATAR Units 3 & 4
Japanese	Japanese	Japanese ATAR Units 1 & 2	Japanese ATAR Units 3 & 4

***Entry will depend on achieving minimum pre-requisite levels of achievement.**

10 Italian (1 OISL)

Ms Diana Tersigni

Phone: 9350 5433 / Email: dtersigni@norbert.wa.edu.au

Minimum Entry Requirements

'C' grade and mark of 60% in Year 9 Italian

Description

The focus for Semester 1 is *Questo il mio Mondo (My World)*. Students are introduced to the Italian language and culture from a personal perspective, enabling them to share personal information and obtain information from others in relation to personal identity, aspects of living in Italy 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 living in Italy.

The **Italian Exchange** program is offered in this year. Students have the opportunity to host an Italian exchange student for two months from the end of June until the end of August. Our students then have the possibility to travel to Italy over the December/January period, live with an Italian family, experience an Italian Christmas (in winter!) and attend an Italian high school. A "full-immersion" into the Italian way of life.

Themes and topics include:

The Individual:

Personal Information
Home and Family

The Italian-speaking Communities:

The Italian Community
Food & Shopping

The Changing World:

Communicating in a Modern World
Italian World on the Net

The focus for Semester 2 is *Cose da Fare, Luoghi da Visitare (things to do and places to go)*. Students will build on their developing language skills in order to improve their ability to communicate in Italian. They

begin to develop the skills to travel within Italy, and learn more about Italian-speaking communities and cultures. Themes and topics for this unit include:

<i>The Individual:</i>	Personal Information My Future Leisure Activities
<i>The Italian-speaking Communities:</i>	Italian Sports, Arts & Entertainment Let's go out! Restaurants Eating Out
<i>The Changing World:</i>	Combining School, Work and Leisure

Future Pathways

Italian Second Language ATAR Units 1 and 2 in Year 11 (A1ISL and A2ISL)

10 Japanese (10JSL)

Mr Tony Godden

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Minimum Entry Requirements

'C' grade and a mark of 60% in Year 9 Japanese

Description

The focus for Semester One is teenagers. Students share and obtain basic information from others related to personal identity, daily life of Japanese-speaking communities, and popular activities in Japan and Australia. Students begin to develop an understanding of what it is to be Japanese and Japanese-speaking.

Students explore activities and events associated with their life in Australia, including family, friends, school, daily activities, neighbourhoods and city life and well as look at the everyday life of teenagers in Japan.

The focus for Semester Two is comparing neighbourhoods and lifestyles between Japan and Australia. Students share information about locations and directions, around the home, the neighbourhood, locations of shops and shopping.

Students explore activities, events and features of Japanese communities and neighbourhoods. Further kanji characters are introduced and learnt relating to the topics covered in the course.

Future Pathways

Japanese Second Language ATAR Units 1 and 2 in Year 11 (A1JSL and A2JSL)

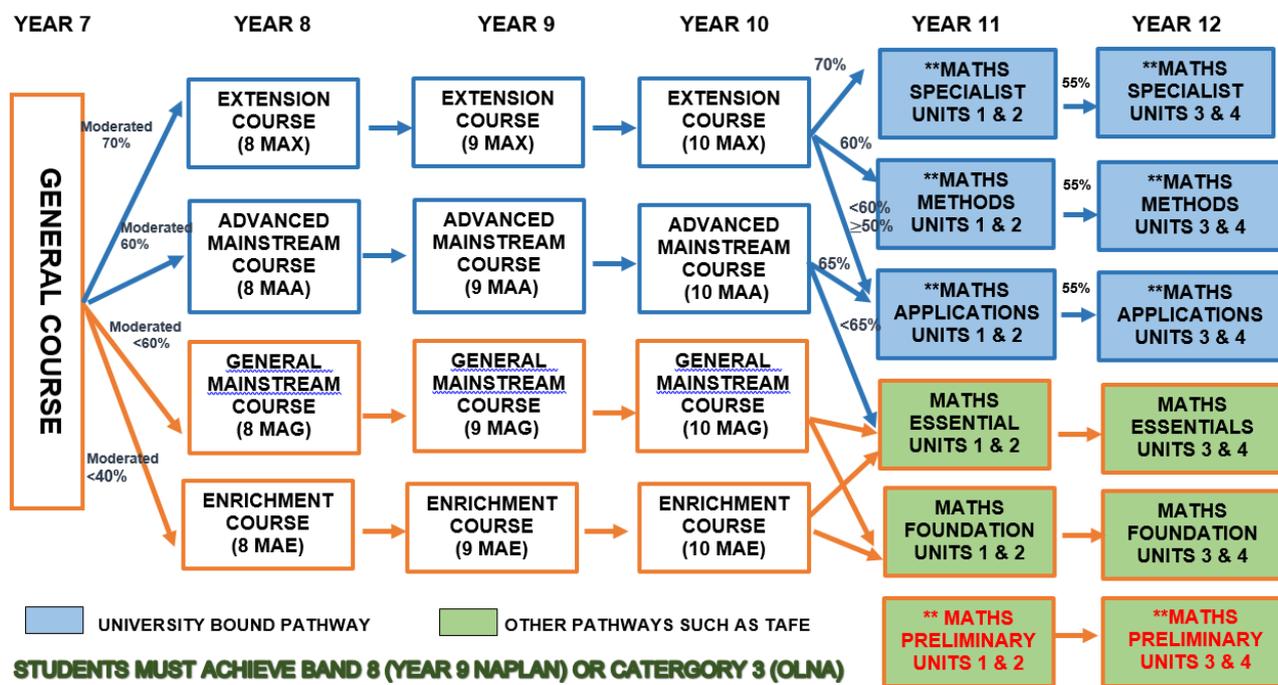
Mathematics

Head of Learning Area: Mrs Colette Miranda

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MATHEMATICS AT ST NORBERT COLLEGE

PATHWAYS FOR MATHEMATICS



BY INVITATION ONLY

10 Mathematics - Extension (10MAX)

Minimum Entry Requirements

Selection will be based on results from Year 9 Mathematics and through external and College testing. The Head of Learning Area and subject teacher will review a student's position in the Extension classes at the end of each Semester.

Description

Students will be working in Number, Measurement, Space, Algebra and Chance and Data. A rigorous approach to topics is taken and emphasis is placed on correct communication of mathematical thinking in preparation for the ATAR Mathematics Courses in Years 11 and 12. Students are required to demonstrate their level of achievement by completing Tests, Investigations and an Exam at the end of each Semester. The correct use of a calculator is a very important skill and will be taught throughout the course. The correct use of a calculator is a very important skill and will be taught throughout the course – this includes the use of a Classpad.

Students will be assessed on the following:

- Number including applications to business maths, scientific notation, rounding, indices (including fractional and negative powers) and the transposition of equations.
- Measurement - covering perimeter, area, surface area, volume, capacity and trigonometry.

- Space - including work with angle relationships, polygons, drawing and transformations in two and three dimensions, congruence, similarity, circles and tangents (with proofs).
- Advanced Algebra focusing on simplifying, factorising, solving linear and quadratic equations, graphing and recognising different function types (linear, quadratic, exponential, reciprocal, cubic and trigonometric) and solving simultaneous equations.
- Chance and Data introducing more complex concepts of probability, simulations, surveys and exploring bivariate data.
- The 10A (Extension) content is intended for students who require more content to enrich their mathematical study whilst completing the common Year 10 content as mentioned in previous points. It is anticipated that all students in Extension Mathematics will attempt the 10A content. Doing so is necessary for students intending to pursue Mathematical Methods or Specialist Mathematics in the senior secondary years. A selection of topics from the 10A curriculum such as surds, logarithms and more advanced trigonometry will be completed during Semester Two.

Future Pathways

Mathematics Specialist - Units 1 and 2 (ATAR)

Mathematics Methods - Units 1 and 2 (ATAR)

Mathematics Applications - Units 1 and 2 (ATAR)

Mathematics Essential - Units 1 and 2 (General)

10 Mathematics – Advanced Mainstream (10MAA)

Minimum Entry Requirements

Selection will be based on results from Year 9 Maths and through external and College testing. A student's position in the Advanced Mainstream class will be reviewed by the Head of Learning Area and subject teacher at the end of each Semester.

Description

Students will be working in Number, Measurement, Space, Algebra and Chance and Data. Advanced Mainstream students are expected to perform above standard in preparation for ATAR courses in Year 11.

Students will be assessed on the following:

- Number including applications to business maths, scientific notation and rounding.
- Measurement covering perimeter, area, surface area, volume, capacity and trigonometry.
- Space including work with angle relationships, polygons, drawing and transformations in two and three dimensions.
- Algebra focussing on simplifying, factorising, solving linear and quadratic equations, graphing and recognising different function types (linear, quadratic, exponential, reciprocal) and solving simultaneous linear equations.
- Chance and Data - introducing more complex concepts of probability, simulations, surveys and exploring bivariate data.

Future Pathways

Mathematics Applications - Units 1 and 2 (ATAR)

Mathematics Essential - Units 1 and 2 (General)

Mathematics Foundation - Units 1 and 2 (Foundation) - Only if on a Category 1 in OLNA

10 Mathematics – General Mainstream (1 OMAG)

Minimum Entry Requirements

Selection will be based on results from Year 9 Maths and through external and College testing. A student's position in the Mainstream class will be reviewed by the Head of Learning Area and subject teacher at the end of each Semester.

Description

Students will be working in Number, Measurement, Space, Algebra and Chance and Data.

Students will be assessed on the following:

- Number including applications to business maths, scientific notation and rounding.
- Measurement covering perimeter, area, surface area, volume, capacity and trigonometry.
- Space including work with angle relationships, polygons, drawing and transformations in two and three dimensions.
- Algebra focussing on simplifying, factorising, solving linear and quadratic equations, graphing and recognising different function types (linear, quadratic, exponential, reciprocal) and solving simultaneous linear equations.
- Chance and Data - introducing more complex concepts of probability, simulations, surveys and exploring bivariate data.

Future Pathways

Mathematics Essential - Units 1 and 2 (General)

Mathematics Foundation - Units 1 and 2 (Foundation) - Only if on a Category 1 in OLNA

10 Mathematics – Enrichment (10MAE)

Minimum Entry Requirements

Selection will be based on results from Year 9 Maths and through external and College testing. A student's position in the Enrichment class will be reviewed by the Head of Learning Area and subject teacher at the end of each Semester.

Description

The course addresses those mathematical skills and concepts that are regarded as essential for functioning in today's society. The correct use of a calculator is a very important skill and will be taught throughout the course.

Students will be assessed on the following:

- Number including applications to business maths and rounding.
- Measurement - covering perimeter, area, surface area and volume.
- Space work including angle relationships and polygons.
- Algebra, focussing on number patterns, simplifying and factorising expressions, solving simple linear and quadratic equations, graphing and recognising simple linear and quadratic relationships.
- Chance and Data - reviewing probability and statistics and working with surveys and exploring bivariate data.

Future Pathways

Mathematics Essential - Units 1 and 2 (General)

Mathematics Foundation - Units 1 and 2 (General) – Only if on a category 1 in OLNA

Mathematics Preliminary - Units 1 and 2 (Foundation) – By invitation only.

Science

Head of Learning Area: Roger D'Almeida

Phone: 9350 5433 / Email: rdalmeida@norbert.wa.edu.au

Science Pathways

MIDDLE SCHOOL COURSE	PREPARES STUDENTS FOR THE FOLLOWING SENIOR SCHOOL COURSES		
	Year 10	*Year 11	*Year 12
Extension Or Mainstream	Extension	Chemistry ATAR Units 1 & 2	Chemistry ATAR Units 3 & 4
	Or	Human Biology ATAR Units 1 & 2	Human Biology ATAR Units 3 & 4
	Mainstream	Physics ATAR Units 1 & 2	Physics ATAR Units 3 & 4
	High Achievement	Psychology ATAR Units 1 & 2	Psychology ATAR Units 3 & 4
Enrichment	Mainstream Or Enrichment	Integrated Science General Units 1 & 2	Integrated Science General Units 3 & 4

***Entry will depend on achieving minimum pre-requisite levels of achievement.**

10 Science - Extension (10SCX)

Minimum Entry Requirements

Selection will be based on results from 9 Science - Extension and through external and College testing. The Head of Learning Area and subject teacher will review a student's position in the Extension class at the end of each Term.

Description

Students who would benefit from a more rigorous range of learning activities are placed in an Extension class. A differentiated program from the mainstream classes is undertaken, however, the learning, teaching and assessment strategies used reflect the level of ability of students in the class. Students will be exposed throughout the year to extension activities, competitions and projects. In Year 10, students study Chemistry, Human Biology, Physics and Earth Sciences. Students make predictions and propose explanations, drawing on evidence to support their views. Learning technology is integrated into a number of learning activities and students will be expected to demonstrate mastery of them.

Future Pathways

Upon achieving pre-requisite requirements, ATAR units in Chemistry, Human Biology, Physics and Psychology in Year 11.

10 Science - Mainstream (1 OSCM)

Minimum Entry Requirements

Selection will be based on results from 9 Science - Mainstream and through external and College testing. The Head of Learning Area and subject teacher will review a student's position in the Mainstream classes at the end of each Semester.

Description

In Year 10 students study Chemistry including balancing equations and kinetic theory; Human Biology including reproduction and genetics; Physics including Newton's Laws of Motion, and Earth Sciences which includes system cycles. Students will be required to work in a variety of ways, both individually and collaboratively while engaging in both theory and practical work. Learning technology is integrated into a number of learning activities and students will be expected to demonstrate mastery of them.

Future Pathways

Upon achieving pre-requisite requirements, ATAR Units in Chemistry, Human Biology, Physics and Psychology in Year 11. General units in Integrated Science in Year 11.

10 Science - Enrichment (1 OSCE)

Minimum Entry Requirements

Selection will be based on results from 9 Science. The Head of Learning Area Science and subject teacher will review a student's position in the Enrichment class at the end of each Term.

Description

The Enrichment course is available to students needing a modified curriculum that focuses on the development of literacy skills in the context of science. Students will focus on the same concepts as the Mainstream science course but the curriculum is adjusted to cater for the students' Learning needs. Students will work both individually and collaboratively in theory and practical work. Learning technology will also be integrated into a number of activities, which is designed to both engage students and deepen their understanding of core scientific principles.

Future Pathways

Upon successful completion General units in Integrated Science in Year 11.

Technologies

Head of Learning Area: Mrs Samantha Mark

Phone: 9350 5433 / Email: smark@norbert.wa.edu.au

Technologies Learning Area Pathways

MIDDLE SCHOOL COURSE	PREPARES STUDENTS FOR THE FOLLOWING SENIOR SCHOOL COURSES		
Year 9	Year 10	*Year 11	*Year 12
No Previous Course	Caring for Children	Children, Family and Community General Units 1 & 2	Children, Family and Community General Units 3 & 4
Computer Programming OR Multimedia	Computer Programming OR Multimedia	Computer Science ATAR Units 1 & 2 Or Certificate II in Information, Digital Media & Technology	Computer Science ATAR Units 3 & 4 Or Certificate III in Information, Digital Media & Technology
Food Science and Technology	Food Science and Technology	Food Science and Technology General Units 1 & 2	Food Science and Technology General Units 3 & 4
Materials - Metal	Engineering	Engineering Studies General Units 1 & 2	Engineering Studies General Units 3 & 4
Materials - Textiles	Materials - Textiles	Materials, Design and Technology - Textiles General Units 1 & 2	Materials, Design and Technology - Textiles General Units 3 & 4
Materials - Wood	Materials - Wood	Materials, Design and Technology - Wood General Units 1 & 2	Materials, Design and Technology - Wood General Units 3 & 4

***Entry will depend on achieving minimum pre-requisite levels of achievement.**

10 Caring For Children (1 OCFC)

Mrs Samantha Mark

Phone: 9350 5433 / Email: smark@norbert.wa.edu.au

Minimum Entry Requirements

No Minimum Entry Requirement

Description

This course is designed to give students a good understanding of child growth and development, as well as an appreciation for the complexity of looking after young children, as a parent or carer.

The course would cover a range of topics, including:

- Knowledge about pregnancy and child development
- Safety and aspects of care.
- Healthy-but-fun food preparation.
- Children's games and group activities - designing and managing.
- Simple children's craft and sewing activities.

The students would be involved in negotiating the projects that they would like to work on and would be given as much choice as possible.

Future Pathways

Children, Family & Community General Units 1 and 2

10 Computer Programming (1 OCOM)

Mr Greg Hulshoff

Phone: 9350 5433 / Email: ghulshoff@norbert.wa.edu.au

Minimum Entry Requirements

No Minimum Entry Requirement; however previous experience is an advantage

Description

This advanced course teaches about principles related to the creation of computer systems, software and connectivity between computers. Students will develop conceptual and technical skills as they learn how to diagnose and solve problems in the course of understanding the basic building blocks of computing.

Future Pathways

Certificate 2 in Information, Digital Media & Technology or
Computer Science ATAR Units 1 and 2

10 Engineering (1OEST)

Mr Brad Collins

Phone: 9350 5433 / Email: bcollins@norbert.wa.edu.au

Minimum Entry Requirements

No Minimum Entry Requirement

Description

The Engineering course is essentially a practical course focusing on engineering principles, concepts and ideas, and design proposals. Students develop their engineering technology skills in planning and implementing a process to manipulate tools and machines to produce a prototype of their designed solution. Skills used in completing a design solution include electronics, CAD (computer assisted design), laser and vinyl cutting as well as plastic, metal and wood working construction techniques

Future Pathways

Engineering Studies General Units 1 and 2

10 Food Science and Technology (1OFST)

Mrs Leon Rogers

Phone: 9350 5433 / Email: lrogers@norbert.wa.edu.au

Minimum Entry Requirements

No Minimum Entry Requirement

Description

The course is designed to give students the opportunity to relate food, society and the importance of a healthy diet. Students explore a range of topics including food with friends, international foods and cake decorating. Students enjoy hands on learning style which develops food handling, nutritional knowledge, and food preparation skills as a way of introducing them to the hospitality and food production systems.

The students enrolled in the course are given opportunities to cater for others and conduct small scale functions. Students are required to work in small groups which develop interpersonal skills, time management and problem solving.

Future Pathways

Food, Science and Technology General Units 1 and 2

10 Materials - Textiles (10TEX)

Mrs Samantha Mark

Phone: 9350 5433 / Email: smark@norbert.wa.edu.au

Minimum Entry Requirements

No Minimum Entry Requirement

Description

Students enjoy this year long course as they experiment further with textiles by learning different techniques such as beading, quilting, felting, patchwork, dyeing, painting, embroidery and free machine embroidery. These techniques are then applied in the completion of a practical group project. Skills on the sewing machines and overlocker are further developed, allowing students to produce a number of fashion items for themselves, namely a hoodie and track pants. Finally, students will put all their skills together in creating their final project, a denim laptop bag.

Individuality and creativity are the focus for this unit. Students use the design process to plan, implement and evaluate their creations and they learn to incorporate the advances in textile technology into their creations. Successful completion of an earlier Textiles subject would be beneficial, but is not essential, as individual tuition is given as part of the teaching process.

Future Pathways

Materials Design and Technology – Textiles General Units 1 and 2

10 Materials - Wood (10WWK)

Mr Scott Arnold

Phone: 9350 5433 / Email: sarnold@norbert.wa.edu.au

Minimum Entry Requirements

No Minimum Entry Requirement

Description

This exciting course provides students with a confidence in machine processes. Projects are designed to offer more flexibility in designs and final products, an opportunity that students relish.

At this stage, students will develop a high level of competency with procedures and techniques, enabling them to move towards further study in Years 11 and 12. Students are encouraged to time manage, and work through more complex projects.

With CAD (computer aided design) and CAM (computer aided manufacture) becoming a common place in industry, we now have access to such equipment, allowing students to incorporate these into their projects.

Future Pathways

Materials Design and Technology – Wood General Units 1 and 2

10 Multimedia (10MED)

Mr Greg Hulshoff

Phone: 9350 5433 / Email: ghulshoff@norbert.wa.edu.au

Minimum Entry Requirements

No Minimum Entry Requirement

Description

In this course students will develop a wide range of multimedia and IT communications skills. The first half of the course concentrates on digital data skills including advanced graphics and image processing, digital sound and music editing, video capture and editing and basic animation techniques. Students will consolidate those skills in the form of interactive digital presentations. The second half of the course is web-based. Students will learn to create dynamic and interactive websites using web page software and incorporating their multimedia skills and basic JavaScript editing. They will create fully-featured websites which can be published to a web server and run live on the World Wide Web. They will also develop website management skills to become their own 'webmaster'

Future Pathways

Certificate 2 in Information, Digital Media & Technology

The Arts

Head of Learning Area: Mr Chadwick Beins

Phone: 9350 5433 / Email: cbeins@norbert.wa.edu.au

The Arts Pathways

MIDDLE SCHOOL COURSE	PREPARES STUDENTS FOR THE FOLLOWING SENIOR SCHOOL COURSES		
	Year 10	*Year 11	*Year 12
Dance	Dance	Dance ATAR Units 1 & 2 Or Dance General Units 1 & 2	Dance ATAR Units 3 & 4 Or Dance General Units 3 & 4
Drama	Drama	Drama General Units 1 & 2	Drama General Units 3 & 4
Music	Music	Certificate II in Music Industry	Certificate III in Music Industry
Media Arts	Media Arts	Design ATAR Units 1 & 2 Or Design General Units 1 & 2	Design ATAR Units 3 & 4 Or Design General Units 3 & 4
Visual Art	Visual Art	Visual Art ATAR Units 1 & 2 Or Visual Art General Units 1 & 2	Visual Art ATAR Units 3 & 4 Or Visual Art General Units 3 & 4

*** Entry will depend on achieving minimum pre-requisite levels of achievement**

10 Dance (1ODAN)

Miss Laura Alban

Phone: 9350 5433 / Email: lalban@norbert.wa.edu.au

Minimum Entry Requirements

'C' grade and mark of 50% in Year 9 Dance or audition/interview

Description

In the study of dance students develop knowledge, understanding and skills through the experiences of performing, composing and appreciating their own dances and the dances of others.

In Year 10, Dance students continue to extend their understanding of the elements of dance (BEST) and choreographic processes to expand choreographic intentions in choreography. Students extend their technical dance skills to include style-specific movement skills.

Through performance, students continue to work on confidence, accuracy, clarity of movement and projection. They refine their discussion of the use of the elements of dance, choreographic processes and design concepts in their own dance work and the dance work of others. Students investigate dance and influences of the social, cultural and historical contexts in which it exists.

Students who choose this subject should have an interest in the areas of dance and a willingness to learn, practice and perform various genres of dance including Contemporary, Jazz, Hip Hop and Musical Theatre dance. The course provides a pathway to studying dance in the senior years and encourages participation and enjoyment of dance throughout life.

Future Pathways

Dance ATAR Units 1 & 2 or Dance General Units 1 & 2

10 Drama (1ODRA)

Ms Kerri Hilton

Phone: 9350 5433 / Email: khilton@norbert.wa.edu.au

Minimum Entry Requirements

'C' grade and mark of 50% in Year 9 Drama or audition/interview

Description

In Year 10, students will be given the opportunity to develop their knowledge and skills in drama. Students will look at their own drama works and appropriate script excerpts, both Australian and world drama. During this course, students will look at youth theatre and theatre of the absurd and explore these areas in some detail.

The emphasis is on self-awareness and confidence building as well as developing drama skills.

Future Pathways

Drama General Units 1 and 2

10 Music (10MUS)

Mr Chadwick Beins

Phone: 9350 5433 / Email: cbeins@norbert.wa.edu.au

Minimum Entry Requirements

'C' grade and mark of 50% in Year 9 Music or audition/interview

Description

Using student's individual instrumental learning as a focus, the Year 10 Music course will further develop student's knowledge of music. Through performance, analysis and composition activities, students will further develop their aural and technical skills and gain a high-level understanding of musical theory and elements. Students will explore a range of contexts including musical theatre, folk music and jazz as well as gain an insight into the requirements of the music industry.

The course will focus on the following areas of musical knowledge:

- Music literacy – aural/theory skills
- Composing and arranging – application of aural/theory skills in context
- Practical/performance skills – technique development in ensemble for public performance
- Analysis and context – application of the elements of music in context
- Response interpretation and evaluation – ensemble work and critical analysis of industry

While it is not a prerequisite of the course, students are encouraged to undertake instrumental tuition on an instrument of their choice. Lessons can be taken at St. Norbert College or with a private tutor outside of school. Participation in College ensembles and/or bands is also highly encouraged to enhance student understanding of concepts studied in class.

Future Pathways

Certificate II in Music Industry

10 Media Arts (10MAR)

Mr Craig Mecham

Phone: 9350 5433 / Email: cmecham@norbert.wa.edu.au

Minimum Entry Requirements

'C' grade and mark of 50% in Year 9 Design or audition/interview

Description

In Year 10, students are provided with opportunities to explore in more depth the way media work is constructed in different contexts and how it can be used to challenge the values of an audience. They explore past and current media trends on audience use of media.

Students continue to make and respond to their own media productions and professional media work within the selected media type, genre or style studied, using refined media production skills and processes: problem solving, working as a team, or independently; setting and following personal and group timelines; and independently using media equipment safely and responsibly.

Media foci are: Media Fiction (for example, narrative focused video games, celebrities in media fiction, Hollywood or Bollywood films) and Media Non-Fiction (for example, educational programs, wiki site blogs, photographic essays).

Students are expected to work within, or across, the following media in each year level: film, television, photography, print media, radio or online media.

Future Pathways

Design ATAR Units 1 and 2 or Design General Units 1 and 2

10 Visual Art (1 OART)

Ms Amanda Marsh

Phone: 9350 5433 / Email: amarsh@norbert.wa.edu.au

Minimum Entry Requirements

'C' grade and mark of 50% in Year 9 Visual Art or audition/interview

Description

In Year 10, students use visual art language and artistic conventions to further develop and refine their ideas and techniques. They resolve artwork by documenting their design, production and evaluation processes. Students will extend their knowledge of art practices, such as, adaptation, manipulation, deconstruction and reinvention techniques, and use their understanding of a variety of art styles in the making of their 2D, 3D and/or 4D artwork. Students extend their knowledge and practise of safe and sustainable visual arts practice. Resolved artwork is exhibited and appraised, with consideration to their own artistic intentions, personal expression, and audience.

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 artwork using a range of critical analysis frameworks, incorporating visual art language, art terminology and conventions.

Art forms:

2D (painting, printmaking, drawing, photo and digital media, graphics, textiles, collage)

3D (ceramics, sculpture, installations, textiles, jewellery)

4D (performance art, time-based video, digital animation)

Art styles:

Realism, Modernism (Dadaism, Surrealism, Futurism), contemporary Australian art; Postmodernism, international art.

Future Pathways

Visual Art ATAR Units 1 and 2 or Visual Art General Units 1 and 2