Curriculum Handbook 2017

A guide to courses and programs for students in Year 10
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
English...............................................................................................................................................................11
  10 English - Extension (10ENX) ........................................................................................................................11
  10 English - Mainstream (10ENM) ....................................................................................................................12
  10 English - Enrichment (10ENE) ....................................................................................................................12
  10 English as an Additional Language/Dialect (10ELD) .....................................................................................12
Health and Physical Education............................................................................................................................13
  10 Health Education (10HE) ............................................................................................................................13
  10 Physical Education (10PE) ..........................................................................................................................14
  10 Specialised Basketball (10SPB) ....................................................................................................................14
  10 Sport Science (10SPS) ................................................................................................................................15
  10 Sport and Recreation Skills (10SPK) ............................................................................................................15
Humanities and Social Sciences...........................................................................................................................16
  10 Humanities and Social Sciences - Extension (10HUX) ..................................................................................17
  10 Humanities and Social Sciences - Mainstream (10HUM) ..........................................................................17
  10 Humanities and Social Sciences - Enrichment (10HUE) ............................................................................18
  10 Accounting and Finance - Elective (10ACF) ...............................................................................................19
  10 Careers and Enterprise - Elective (10CAE) ................................................................................................19
Languages Other Than English...........................................................................................................................20
  10 Italian (10ITA) ..........................................................................................................................................20
  10 Japanese (10JSL) ......................................................................................................................................21
<table>
<thead>
<tr>
<th>Subject</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>10 Mathematics - Extension (10MAX)</td>
<td>23</td>
</tr>
<tr>
<td>10 Mathematics – Advanced Mainstream (10MAM)</td>
<td>24</td>
</tr>
<tr>
<td>10 Mathematics – General Mainstream (10MGM)</td>
<td>25</td>
</tr>
<tr>
<td>10 Mathematics - Enrichment (10MAE)</td>
<td>26</td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>10 Science - Extension (10SCX)</td>
<td>27</td>
</tr>
<tr>
<td>10 Science - Mainstream (10SCM)</td>
<td>28</td>
</tr>
<tr>
<td>10 Science - Enrichment (10SCE)</td>
<td>28</td>
</tr>
<tr>
<td>Technologies</td>
<td></td>
</tr>
<tr>
<td>10 Children, Family and Community (10CFC)</td>
<td>30</td>
</tr>
<tr>
<td>10 Computer Programming (10CP)</td>
<td>30</td>
</tr>
<tr>
<td>10 Design (10DES)</td>
<td>31</td>
</tr>
<tr>
<td>10 Food Science and Technology (10FN)</td>
<td>31</td>
</tr>
<tr>
<td>10 Materials - Metal (10MET)</td>
<td>32</td>
</tr>
<tr>
<td>10 Materials - Textiles (10TEX)</td>
<td>32</td>
</tr>
<tr>
<td>10 Materials - Wood (10WW)</td>
<td>33</td>
</tr>
<tr>
<td>10 Multimedia (10MM)</td>
<td>33</td>
</tr>
<tr>
<td>The Arts</td>
<td></td>
</tr>
<tr>
<td>10 Acting (10TA)</td>
<td>34</td>
</tr>
<tr>
<td>10 Dance (10DA)</td>
<td>35</td>
</tr>
<tr>
<td>10 Music (10MUS)</td>
<td>36</td>
</tr>
<tr>
<td>10 Visual Art (10ART)</td>
<td>37</td>
</tr>
</tbody>
</table>
Year 10 is a pivotal year as it is effectively the commencement of Senior School. It is the year in which many students start to look seriously at their post school destination. In the world they encounter beyond school, students will face many challenges. Students need to develop the skills and values required to engage with this ever changing, complex and highly competitive world.

Year 10 is a time for families and the College to work together to examine career options and future course selection. 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.

Mrs Annette Morey
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.

In particular, the Year 10 focus is on the St Vincent de Paul Society. Year 10 students coordinate both the Winter Appeal and Christmas Appeal at the College and the rest of the student community participates by donating clothes to the Winter Appeal and gifts to the Christmas Appeal.
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 MAZE and a timetable grid is selected which represents the best possible fit of those choices. 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 complete successfully 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

<table>
<thead>
<tr>
<th>Religious Education</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Religion Extension (10REX)</td>
<td>10 English Extension (10ENX)</td>
</tr>
<tr>
<td>10 Religion Mainstream (10REM)</td>
<td>10 English Mainstream (10ENM)</td>
</tr>
<tr>
<td>10 Religion Enrichment (10REE)</td>
<td>10 English Enrichment (10ENE)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td></td>
</tr>
<tr>
<td>10 Health Education (10HE)</td>
<td></td>
</tr>
<tr>
<td>10 Physical Education (10PE)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities and Social Sciences</td>
<td></td>
</tr>
<tr>
<td>10 Humanities Extension (10HUX)</td>
<td></td>
</tr>
<tr>
<td>10 Humanities Mainstream (10HUM)</td>
<td></td>
</tr>
<tr>
<td>10 Humanities Enrichment (10HUE)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics Extension (10MAX)</td>
</tr>
<tr>
<td>10 Mathematics Mainstream (10MAM)</td>
<td></td>
</tr>
<tr>
<td>10 Mathematics Enrichment (10MAE)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>10 Science Extension (10SCX)</td>
</tr>
<tr>
<td>10 Science Mainstream (10SCM)</td>
<td>10 Science Mainstream (10SCM)</td>
</tr>
<tr>
<td>10 Science Enrichment (10SCE)</td>
<td>10 Science Enrichment (10SCE)</td>
</tr>
</tbody>
</table>

### Student Choice

**Students select from this list**

<table>
<thead>
<tr>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 English as an Additional Language/Dialect (10ELD)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Humanities and Social Sciences</td>
</tr>
<tr>
<td>10 Accounting &amp; Finance (10ACF)</td>
</tr>
<tr>
<td>10 Careers &amp; Enterprise (10CAE)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Languages other than English</td>
</tr>
<tr>
<td>10 Italian (10ITA)</td>
</tr>
<tr>
<td>10 Japanese (10JSL)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
</tr>
<tr>
<td>10 Specialised Basketball (10SPB)</td>
</tr>
<tr>
<td>10 Sport and Recreation Skills (10SPK)</td>
</tr>
<tr>
<td>10 Sport Science (10SPS)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Technologies Learning Area</td>
</tr>
<tr>
<td>10 Computer Programming (10CP)</td>
</tr>
<tr>
<td>10 Design (10DES)</td>
</tr>
<tr>
<td>10 Food Science and Technology (10FN)</td>
</tr>
<tr>
<td>10 Materials - Metal (10MET)</td>
</tr>
<tr>
<td>10 Materials - Textiles (10TEX)</td>
</tr>
<tr>
<td>10 Materials - Wood (10WW)</td>
</tr>
<tr>
<td>10 Multimedia (10MM)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>The Arts Learning Area</td>
</tr>
<tr>
<td>10 Acting (10TA)</td>
</tr>
<tr>
<td>10 Dance (10DA)</td>
</tr>
<tr>
<td>10 Music (10MUS)</td>
</tr>
<tr>
<td>10 Visual Art (10ART)</td>
</tr>
</tbody>
</table>

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

§ 10 Italian and 10 Japanese count as two electives.

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

Religious Education Pathways

<table>
<thead>
<tr>
<th>MIDDLE SCHOOL COURSE</th>
<th>PREPARES STUDENTS FOR THE FOLLOWING SENIOR SCHOOL COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 10</td>
</tr>
<tr>
<td>Religious Education</td>
<td></td>
</tr>
<tr>
<td>Extension</td>
<td>Religious Education ATAR Units 1 &amp; 2 Or Religion and Life General Units 1 &amp; 2</td>
</tr>
<tr>
<td>Religious Education</td>
<td></td>
</tr>
<tr>
<td>Mainstream</td>
<td></td>
</tr>
<tr>
<td>Religious Education</td>
<td></td>
</tr>
<tr>
<td>Enrichment</td>
<td></td>
</tr>
</tbody>
</table>

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

10 Religious Education – Extension (1OREX)

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.

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 (10REM)**

**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.

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.
**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.

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

**Future Pathways**
Depending on results, Religion and Life General Units 1 and 2 or Religion and Life Preliminary Units 1 and 2 in Year 11.
English Pathways

<table>
<thead>
<tr>
<th>MIDDLE SCHOOL COURSE</th>
<th>PREPARES STUDENTS FOR THE FOLLOWING SENIOR SCHOOL COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 10</td>
</tr>
<tr>
<td>English Extension</td>
<td>English Extension</td>
</tr>
<tr>
<td>Or</td>
<td>Or</td>
</tr>
<tr>
<td>English Mainstream</td>
<td>English Mainstream</td>
</tr>
<tr>
<td>English Enrichment</td>
<td>English Enrichment</td>
</tr>
<tr>
<td>English as an Additional Language/Dialect</td>
<td>English as an Additional Language/Dialect</td>
</tr>
</tbody>
</table>

|                                               | *Year 11                                                   |
| English Extension                             | Literature ATAR Units 1 & 2                                |
| Or                                            | Or                                                       |
| English Mainstream                            | English ATAR Units 1 & 2                                   |
| English General                               | English General Units 1 & 2                                 |
| English Enrichment                            | English General Units 1 & 2                                 |
| Or                                            | Or                                                       |
| English as an Additional Language/Dialect     | English as an Additional Language/Dialect                     |

|                                               | *Year 12                                                   |
| English Extension                             | Literature ATAR Units 3 & 4                                 |
| Or                                            | Or                                                       |
| English Mainstream                            | English ATAR Units 3 & 4                                    |
| English General                               | English General Units 3 & 4                                 |
| English Enrichment                            | English General Units 3 & 4                                 |
| Or                                            | Or                                                       |
| English as an Additional Language/Dialect     | English as an Additional Language/Dialect                     |
|                                               | English as an Additional Language/Dialect                     |

*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 ATAR course and is designed to prepare students for high-level English study.

Future Pathways
Depending on results, Literature ATAR or English ATAR in Year 11
10 English - Mainstream (10ENM)

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 Language, Literature and Literacy 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 (10ENE)

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 or Foundation Units 1 and 2 in Year 11 - Other courses will need the approval of the Head of Learning Area.

10 English as an Additional Language/Dialect (10ELD)

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.
Physical & Health Education Pathways

<table>
<thead>
<tr>
<th>MIDDLE SCHOOL COURSE</th>
<th>PREPARES STUDENTS FOR THE FOLLOWING SENIOR SCHOOL COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 10</td>
</tr>
<tr>
<td>Health Education</td>
<td>Health Education</td>
</tr>
<tr>
<td></td>
<td>*Year 11</td>
</tr>
<tr>
<td></td>
<td>Health Studies ATAR Units 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>Or</td>
</tr>
<tr>
<td></td>
<td>Health Studies General Units 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>*Year 12</td>
</tr>
<tr>
<td></td>
<td>Health Studies ATAR Units 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td>Or</td>
</tr>
<tr>
<td></td>
<td>Health Studies General Units 3 &amp; 4</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Specialised Basketball</td>
<td>Specialised Basketball</td>
</tr>
<tr>
<td>Sport and Recreation Skills</td>
<td>Sport and Recreation Skills</td>
</tr>
<tr>
<td></td>
<td>Sport Science</td>
</tr>
</tbody>
</table>

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

10 Health Education (10HE)

Minimum Entry Requirements
No Minimum Entry Requirements

Description
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.

Future Pathways
General Health Studies Units 1 and 2 or Certificate II Sport and Recreation in Year 11
ATAR Health Studies Units 1 and 2 in Year 11
10 Physical Education (10PE)

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 such as volleyball, football and ultimate frisbee games will be encouraged to develop a deeper understanding of the application of team games. Semester Two enables students to participate and develop skills in the sports of athletics, badminton and cricket.

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

10 Specialised Basketball (10SPB)

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 the Perth Basketball Association competition on Saturdays.

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 in Year 11 or ATAR Physical Education Studies Units 1 and 2 in Year 11
10 Sport Science (10SPS)

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
ATAR Physical Education Studies Units 1 and 2 in Year 11

10 Sport and Recreation Skills (10SPK)

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.

Future Pathways
Certificate II Sport and Recreation in Year 11
# Humanities and Social Sciences Pathways

<table>
<thead>
<tr>
<th>MIDDLE SCHOOL COURSE</th>
<th>PREPARES STUDENTS FOR THE FOLLOWING SENIOR SCHOOL COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 10</td>
</tr>
<tr>
<td>Extension</td>
<td>Humanities and Social Sciences Extension</td>
</tr>
<tr>
<td></td>
<td>Or Humanities and Social Sciences Mainstream High Achievement</td>
</tr>
<tr>
<td></td>
<td>Accounting ELECTIVE</td>
</tr>
<tr>
<td>Mainstream</td>
<td>Humanities and Social Sciences Mainstream</td>
</tr>
<tr>
<td></td>
<td>Or Humanities and Social Sciences Enrichment</td>
</tr>
<tr>
<td></td>
<td>Careers ELECTIVE</td>
</tr>
<tr>
<td>Enrichment</td>
<td>Humanities and Social Sciences Mainstream</td>
</tr>
<tr>
<td></td>
<td>Or Humanities and Social Sciences Enrichment</td>
</tr>
<tr>
<td></td>
<td>Management and Enterprise ELECTIVE</td>
</tr>
</tbody>
</table>

* Entry will depend on achieving the subject prerequisite levels.
10 Humanities and Social Sciences - Extension (10HUX)

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 into 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 Course in Year 11. 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.

10 Careers and Enterprise - Elective (10CAE)

Minimum Entry Requirements
No Minimum Entry Requirement

Description
The 10 Careers and Enterprise Elective program seeks to develop students’ self-awareness and work readiness. The development of self-awareness includes understanding of one’s values, interests, skills and strengths and how they can be matched to different industry and work areas. Work readiness includes the development of key employability skills such as communication, teamwork and self-management and understanding the importance of personal attributes such as personal presentation, reliability and motivation.

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 Course 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

<table>
<thead>
<tr>
<th>MIDDLE SCHOOL COURSE</th>
<th>PREPARES STUDENTS FOR THE FOLLOWING SENIOR SCHOOL COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 10</td>
</tr>
<tr>
<td>Italian</td>
<td>Italian</td>
</tr>
<tr>
<td>Japanese</td>
<td>Japanese</td>
</tr>
</tbody>
</table>

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

10 Italian (10ITA)
Ms Diana Tersigni
Phone: 9350 5433 / Email: dtersigni@norbert.wa.edu.au

Minimum Entry Requirements
‘C’ grade and mark of 50% 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 and 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:

* **The Individual**
  - Personal Information
  - My Future
  - Leisure Activities

* **The Italian-speaking Communities**
  - Italian Sports, Arts & Entertainment
  - Let’s go out!
  - Restaurants
  - Eating Out

* **The Changing World**
  - Combining School, Work and Leisure

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

---

10 Japanese (10JSL)
Mr Tony Godden
Phone: 9350 5433 / Email: agodden@norbert.wa.edu.au

**Minimum Entry Requirements**
‘C’ grade and a mark of 50% 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, and the everyday life of teenagers in Japan. The Katakana script for foreign words is taught and mastered.

The focus for Semester Two is neighbourhood. 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.

**Future Pathways**
ATAR Japanese Units 1 and 2 in Year 11 (A1JAP and A2JAP)
Students must achieve Band 8 in Year 9 NAPLAN or Category 3 in the OLNA to graduate in Year 12.

MAX = Mathematics - Extension
MAM = Mathematics - Advanced Mainstream
MGM = Mathematics - General Mainstream
MAE = Mathematics - Enrichment
NS = Numeracy Support (Max of 12 Students)

University Bound Pathway
Other Pathways such as TAFE
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.

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)
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
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 Pathways

<table>
<thead>
<tr>
<th>MIDDLE SCHOOL COURSE</th>
<th>PREPARES STUDENTS FOR THE FOLLOWING SENIOR SCHOOL COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 10</td>
</tr>
<tr>
<td>Extension</td>
<td>Extension</td>
</tr>
<tr>
<td>Or</td>
<td>Or</td>
</tr>
<tr>
<td>Mainstream</td>
<td>Mainstream</td>
</tr>
<tr>
<td></td>
<td>High Achievement</td>
</tr>
<tr>
<td>Enrichment</td>
<td>Mainstream</td>
</tr>
<tr>
<td>Or</td>
<td>Enrichment</td>
</tr>
</tbody>
</table>

*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 Psychology. 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 (10SCM)

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 Psychology including the human brain and psychological investigations. 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 (10SCE)

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 Learning Area Pathways

<table>
<thead>
<tr>
<th>MIDDLE SCHOOL COURSE</th>
<th>PREPARES STUDENTS FOR THE FOLLOWING SENIOR SCHOOL COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 10</td>
</tr>
<tr>
<td>No Previous Course</td>
<td>Children, Family and Community</td>
</tr>
<tr>
<td>Computer Programming</td>
<td>Computer Programming</td>
</tr>
<tr>
<td>Design</td>
<td>Design</td>
</tr>
<tr>
<td>Food Science and Technology</td>
<td>Food Science and Technology</td>
</tr>
<tr>
<td>Multimedia</td>
<td>Multimedia</td>
</tr>
<tr>
<td>Materials - Metal</td>
<td>Materials - Metal</td>
</tr>
<tr>
<td>Materials - Textiles</td>
<td>Materials - Textiles</td>
</tr>
</tbody>
</table>

*Entry will depend on achieving minimum pre-requisite levels of achievement.
Minimum Entry Requirements
No Minimum Entry Requirement

Description
This course is designed to give students a good basic background in the skills that would be used in simple child-care situations such as babysitting and helping with children’s parties.

The course would cover a range of topics, including:
- Simple children’s craft and sewing activities.
- Healthy-but-fun food preparation.
- Children’s games and group activities - designing and managing.
- Knowledge about child development, safety and aspects of care.

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
General Units 1 and 2 Children, Family & Community

10 Computer Programming (10CP)
Mr Greg Hulshoff
Phone: 9350 5433 / Email: ghulshoff@norbert.wa.edu.au

Minimum Entry Requirements
‘C’ Grade and a mark of 50% in Year 9 Computer Programming

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 ATAR Units 1 and 2 in Computer Science
**10 Design (10DES)**

**Mrs Samantha Eloff**  
Phone: 9350 5433 / Email: mitaliano@norbert.wa.edu.au

**Minimum Entry Requirements**  
No Minimum Entry Requirement

**Description**  
Year 10 Design is a continuation of Year 9 Design. It provides a sound base for those intending to study the Design Course of Study in either Photographic or Graphics contexts in Years 11 and 12.

Students are assessed on their knowledge, creativity and skills in a number of areas of photography and graphics over four extended tasks.

Specifically, the course concentrates on applying the design process to different briefs. The students will be given three briefs and the fourth will be a free design. All of the tasks will combine skills from both photography and graphics. Specific skills include photographic composition methods, graphical representation, sublimation printing and colour manipulation.

**Future Pathways**  
General Units 1 and 2 or ATAR Units 1 and 2 in Design

---

**10 Food Science and Technology (10FN)**

**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 cafe culture, 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**  
General Units 1 and 2 in Food, Science and Technology
10 Materials - Metal (10MET)
Mr Brad Collins
Phone: 9350 5433 / Email: bcollins@norbert.wa.edu.au

Minimum Entry Requirements
No Minimum Entry Requirement

Description
This course is designed to develop students’ self-confidence through a range of assembly-type projects requiring a high degree of precision and the manipulative use of specialised tools and equipment. The use of hand tools, portable power tools, machinery and welding equipment, will enable the students to demonstrate their creativity in a free choice project. Awareness of associated health and safety issues need to be demonstrated while consolidating on skills acquired.

This course is an ideal foundation to the Materials, Design and Technology (Metals) courses of study.

Future Pathways
General Units 1 and 2 in Engineering Studies

10 Materials - Textiles (10TEX)
Mrs Leon Rogers
Phone: 9350 5433 / Email: lrogers@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. Students will apply these skills by decorating a plain bag into something much more exciting! Students will also experiment with silk and wool fibres, creating their own paper-like fabrics and felted products. Skills on the sewing machines and overlocker are further developed, allowing students to produce a number of fashion items for themselves. In addition, students will learn the basics of quilting, and will apply their skills and knowledge to creating a mini quilt.

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
General Units 1 and 2 in Materials Design and Technology - Textiles
10 Materials - Wood (10WW)
Mr Robert Woodward
Phone: 9350 5433 / Email: rwoodward@norbert.wa.edu.au

Minimum Entry Requirements
No Minimum Entry Requirement

Description
This exciting course provides students with a confidence in the use of all machine processes within the college. 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 all procedures and techniques, enabling them to move towards further study in year 11 and 12. Students are encouraged to time manage, and work through more complex making projects, where multiple components can be worked on at a time.

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 produce high quality graphic work in projects.

Projects vary, as we like students to input on what they inspired by. Examples of products made are passive computer speakers, Chopping board with holders, Storage solutions and more.

Future Pathways
General Units 1 and 2 in Materials Design and Technology – Wood

10 Multimedia (10MM)
Mr Greg Hulshoff
Phone: 9350 5433 / Email: ghulshoff@norbert.wa.edu.au

Minimum Entry Requirements
No background in IT or Multimedia is required to take this course. But it is preferred if the students have successfully completed an IT subject in Year 8 or 9 or both. Students who have done prior studies will be able to extend their skills further by doing more ambitious projects during the year.

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 Pathways

<table>
<thead>
<tr>
<th>MIDDLE SCHOOL COURSE</th>
<th>PREPARES STUDENTS FOR THE FOLLOWING SENIOR SCHOOL COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 10</td>
</tr>
<tr>
<td>Drama</td>
<td>Acting</td>
</tr>
<tr>
<td>Dance</td>
<td>Dance</td>
</tr>
<tr>
<td>Music</td>
<td>Music</td>
</tr>
<tr>
<td>Visual Art</td>
<td>Visual Art</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

### 10 Acting (10TA)

**Ms Kerri Hilton**  
Phone: 9350 5433 / Email: khilton@norbert.wa.edu.au

**Minimum Entry Requirements**  
No Minimum Entry Requirement

**Description**  
This is a one year course. As in all Drama classes in the College the emphasis on self awareness and confidence building is a vital component of this course. Students will examine the different forms of comedic acting (including slapstick, stand up, mime and commedia dell arte) and will experiment with these forms on stage. There will also be an emphasis on different genres of theatre and two of these will be examined. Direction for the stage is a major part of this course.

Students will examine different approaches to direction and then will be given the opportunity to direct others on stage as well as be directed themselves. Students will be introduced to dramatic monologues and will be given the opportunity to present two on stage, a self-devised piece and a published monologue. Students will examine several different scripts from around the world with an emphasis on Australia. There will be the opportunity to perform a production in class.

**Future Pathways**  
Drama General Units 1 and 2
Minimum Entry Requirements
Participation in Year 8 or 9 Dance or out of school dance experience

Description
The Year 10 course is designed as an extension of the components of dance, building on the students’ previous experiences. Through dance styles such as Hip-Hop, Contemporary, Jazz and Ballet students continue to develop the elements of dance within the forms of performance, composition and appreciation. During the course students will be expected to acquire and develop greater strength, flexibility, coordination, endurance and skill. Students will develop a more articulate body as they perform non-locomotor and locomotor combinations, sequences, choreographed dances of increasing complexity and choreographic elements with their own creativity.

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

Future Pathways
Certificate 2 in Dance in Year 11
Minimum Entry Requirements
Successful completion of Year 9 Music or audition/interview

While it is not a prerequisite of the course, all 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 school choirs, bands and orchestras is also highly encouraged as it will enhance students understanding of the concepts studied in class.

Description
Using student’s individual instrumental learning as a focus, the Year 10 Music Course will explore music culture through the performance and analysis of various styles and genres of music. Through a study of the evolution of music, students will discover the changing role of the musician and the impact of society on musical trends. An increased focus on music theory will see students further develop students’ composition skills including form, structure, style and technique. Composition and arrangement tasks will make use of a range of music technology including GarageBand.

The course will focus on the four main areas of musical knowledge:

- Performing – students apply music language, skills, techniques when performing
- Composing – students apply music language, skills, techniques and conventions when composing or arranging.
- Listening and Responding – students respond to, reflect on and evaluate music
- Culture and Society – students understand the role of music in society

Future Pathways
Certificate II in Music
10 Visual Art (10ART)
Ms Amanda Marsh
Phone: 9350 5433 / Email: amarsh@norbert.wa.edu.au

Minimum Entry Requirements
No Minimum Entry Requirement

Description
The work of a great artist exhibits unique forms of personal expression. This course helps students to develop visual inquiry (drawing) skills to establish a good basis for major investigations into painting, sculpture, design or ceramics. This course prepares students for upper school studies.

Students explore how other artists and artworks can inform their own work. Students learn the process of design development through the visual diary. Students complete a series of tasks designed to help them learn and apply these skills.

Future Pathways
General Units 1 and 2 or ATAR Units 1 and 2 in Visual Art