Year 10, 2027 Course Handbook

John Septimus Roe
ANGLICAN COMMUNITY SCHOOL

YEAR 10
Curriculum

Introduction

The Year 10 Course Handbook provides descriptions of the Courses offered to Year 10 students.

Students will study a set of Compulsory Courses, these being English, Humanities and Social Sciences (HASS), Mathematics, Science, Physical Education, Health Education and Religious Studies. In addition students will be able to indicate a preference for three more courses from the Specialist Courses that are listed in this handbook.

Students will be assigned to the compulsory course level of English, HASS, Mathematics and Science, appropriate to their aptitude, ability and performance. This information will be provided to parents towards the end of Term Four and parents will be able to contact Heads of Department if they have any queries about these placements. The three other compulsory courses of Religion Studies, Physical Education and Health Education are all of a general nature with all students following the same course for each of these subject areas.

Please note the following stipulations for students

- A student can choose one language.
- In Design and Technology even though students can choose up to two courses, we may not be able to facilitate placing all students who choose two courses into both courses.
- Students in the Basketball program cannot choose Physical Education studies.

Students may choose any combination of the other specialist courses offered. In some instances students may not receive all of their first three preferences due to timetable restrictions. In these cases students will be interviewed and advised of all of the possible options and given their highest choice possible, and parents will be consulted.

Timeline for Specialist Course Preference Selection

Term 1

Week 8

Year 9 into 10 Parent Information Evening.

- Distribution of Specialist Course Preference Planning Form (hardcopy) and
- Year 10 Course Handbook (available online).

Term 2

Week 5

Year 10 Specialist Course presentations from specialist teachers.

- Students advised, from teachers, of Maths, Science, Digital Technology and Business With Accounting grades, as these are needed as prerequisites for some courses.

Week 6 – Week 7

Any questions about courses:

- During lessons, students can ask their current teachers about each Specialist course.
- During some PCG2 sessions Heads of Department will visit PCGs and see if students have any questions.
- Students should be continuing to read the Year 10 Course Handbook and to ask their subject teachers for further clarification about any queries they may have.

Week 8

Students sent email to their school email address to commence the online completion of their Year 10 course preferences.

Week 9 (Wednesday)

School must receive parent/guardian confirmation email of student's Year 10 course preferences.See flow chart

Week 10

Processing of preferences to determine the number of classes of each course for Year 10, 2027.

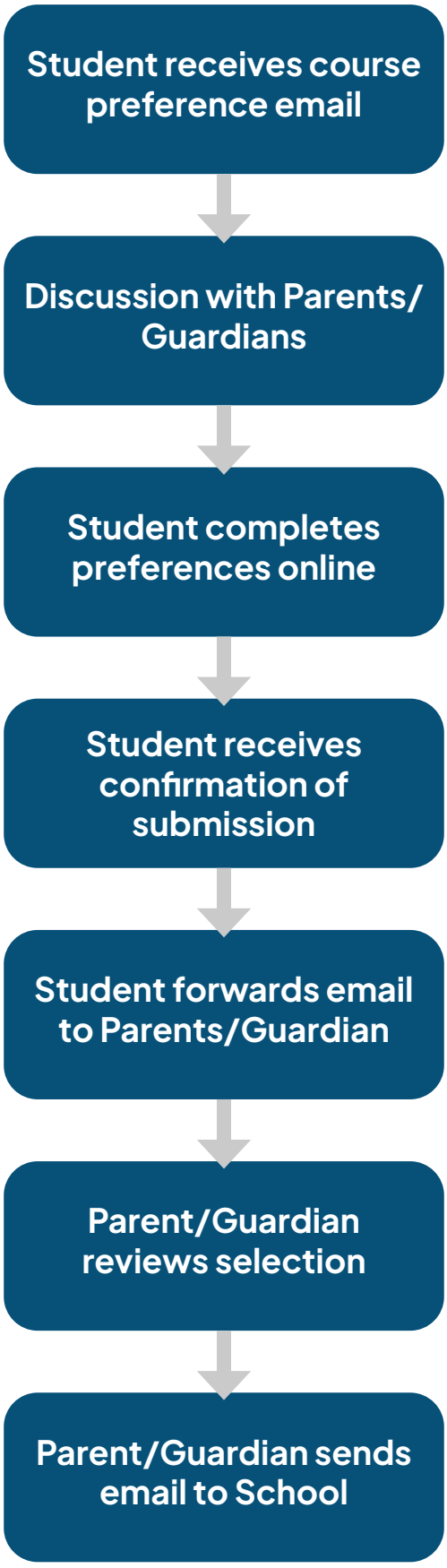
Week 10

If required, re-selection process for some students if a particular course is not viable to run in 2027.

Term 4

Parents will receive confirmation of specialist courses for their child in Year 10.

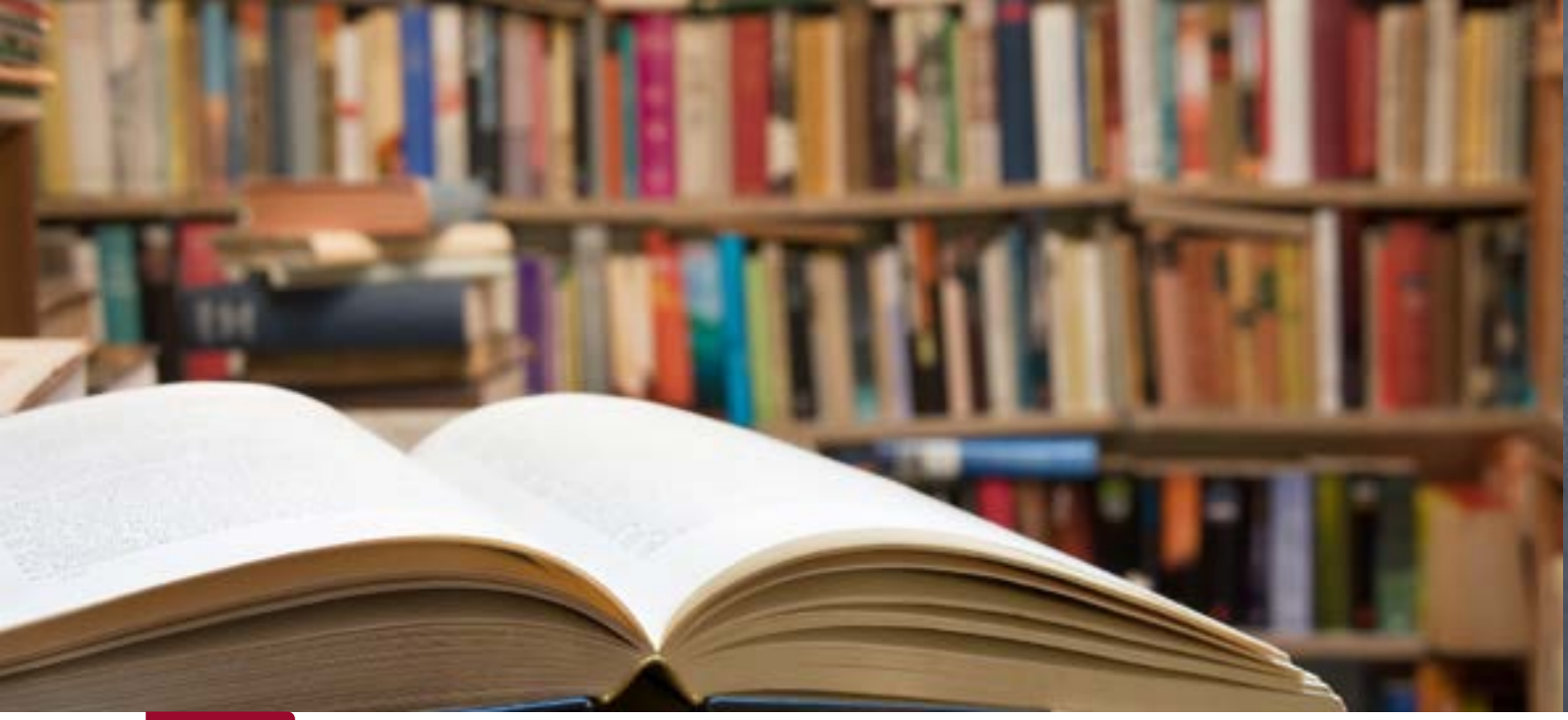
YEAR 10 COURSE PREFERENCES PROCESS



COMPULSORY COURSES

All Year 10 students at JSR will study:

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



ENGLISH

Year 10 English is structured in a similar way to the Year 11 and 12 ATAR courses. The Year 10 course is designed to develop students' functional and critical literacy, enhance their understanding of generic conventions and improve their research skills.

ENGLISH ADVANCED

The content of this Advanced course is a detailed and analytical examination of both literary and media texts. Students taking this course will have already demonstrated a high level of critical literacy, an ability to write proficiently and work independently. Emphasis is placed on the reading and interpretation of short stories, novel, poetry and drama; and the viewing of feature film. Students will examine the way the context of the reader and a writer affects the production and reception of texts.

Students will also analyse the way texts are constructed for particular purposes through the shaping of language and conventions. Students will create a range of imaginative, informative and persuasive types of texts. Students taking this course will be prepared for either ATAR Literature or ATAR English in Year 11.

ENGLISH STANDARD

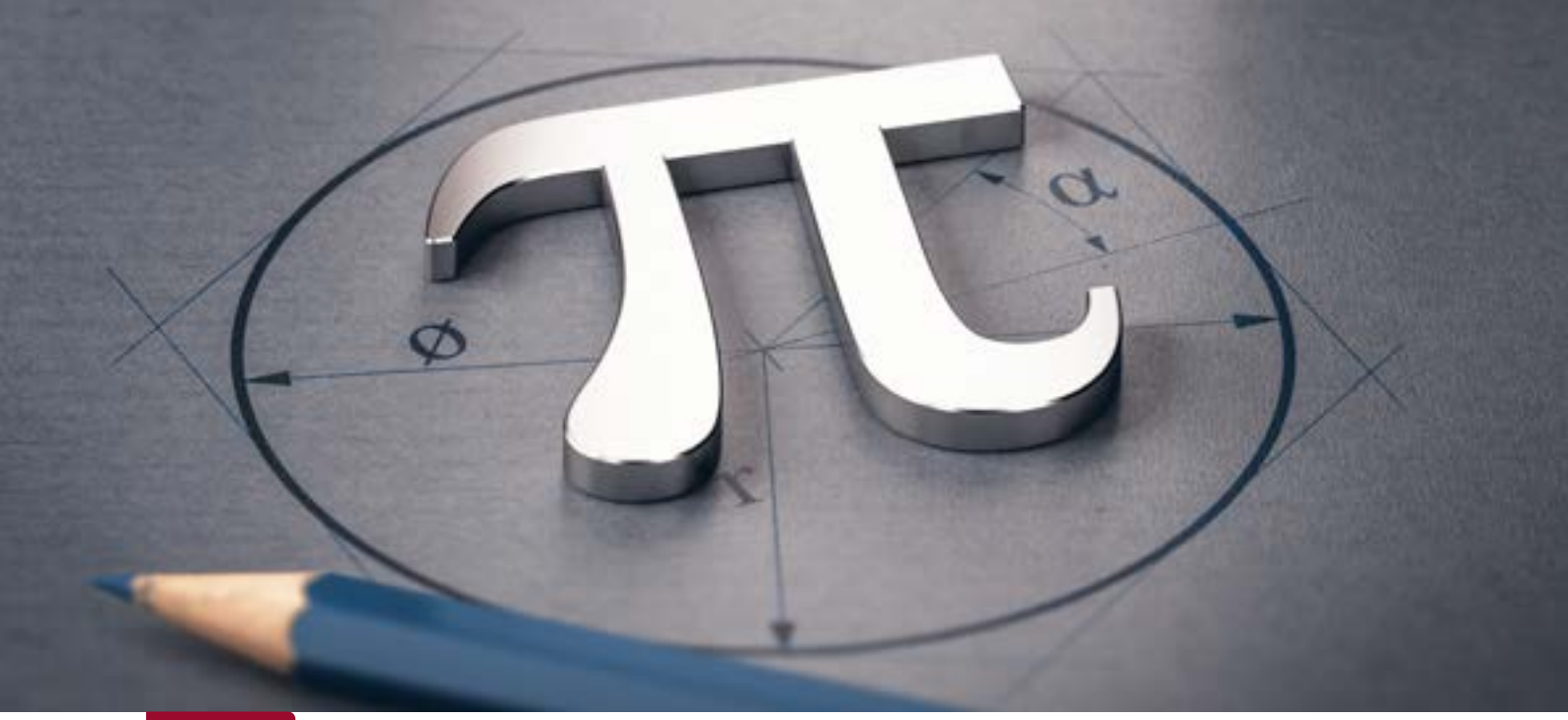
The English Standard course mirrors quite closely the English Advanced course. While the same topics are covered, and essentially the same content taught, the amount and depth of coverage is less than in the English Advanced course. The unit is designed to further develop students' functional and critical literacy skills and enhance their understanding of generic conventions.

They will analyse the way both literary and media texts are constructed for particular purposes through the shaping of the language and conventions of each text type. Students will create a range of imaginative, informative and persuasive types of texts. Students taking this course will be prepared for either ATAR Literature or ATAR English in Year 11.

ENGLISH ESSENTIAL

The content of this course aims to improve students' skills in interpreting texts and to develop a greater awareness of the use of language and conventions in written texts. Students will examine written and visual texts.

Emphasis is placed on developing functional literacy through a range of text types, which is facilitated through additional scaffolding and teacher support. Students taking this course will be prepared for Year 11 General English (or Foundation English for students who do not demonstrate the required level in the OLNA in Year 10).



MATHEMATICS

MATHEMATICS ADVANCED

Those students in the Mathematics 10 Advanced Course show a definite aptitude for Mathematics. Over the course of the year students will develop their understanding of algebraic symbols and the techniques required to solve equations and inequalities. They will also extend their understanding of algebraic functions to include exponential, reciprocal and trigonometric functions.

Students will develop their measurement skills to include prisms and pyramids and advanced trigonometric techniques. In Number, students explore index laws, logarithms, surds and further develop their understanding of rates, ratio and proportion. Spatial concepts and proofs are undertaken and their skills in data collection and probability are further developed. It is anticipated that high achieving students in the Mathematics 10 Advanced course will progress to ATAR Mathematics Methods in Year 11, and some may also choose to do ATAR Mathematics Specialist.

MATHEMATICS STANDARD

Those students in the Mathematics 10 Standard Course will undertake work that is similar to the Mathematics 10 Advanced Course without including the higher order concepts. Students will further develop their understanding of algebraic symbols and the techniques required to solve equations. They will also consolidate their understanding of linear, quadratic and exponential functions. Students will develop their measurement skills to include prisms and extend their use of trigonometric techniques for right angled triangles. In Number, students explore rates, ratio and proportion and develop an understanding of basic index laws. Students will also develop skills in data collection and probability. It is anticipated that most students in the Mathematics 10 Standard course will progress to ATAR Mathematics Applications in Year 11.

This course does not provide the necessary background for ATAR Mathematics Methods or ATAR Mathematics Specialist; therefore students wishing to select these courses in Year 11 must be achieving at a high enough standard in Year 9 so that they are placed in the 10 Advanced Mathematics course.

MATHEMATICS ESSENTIAL

Students in the Mathematics 10 Essential course undertake work delivered within a contextual framework. General number skills and financial literacy are further developed along with the techniques required to solve simple algebraic equations, and manipulate and use linear functions. Direct and indirect measurement techniques are explored and special concepts such as networks, mapping and 3D drawings and transformations are developed. Students will also develop skills in data collection and probability. It is anticipated that most students in the Mathematics 10 Essential course will progress in Year 11 to General Mathematics Essential (or Foundation Mathematics for students who do not demonstrate the required level in the OLNA in Year 10).

SCIENCE

SCIENCE ADVANCED

Students across all 3 of the Science courses will cover the same topics but to varying depths.

In the Advanced course, students will benefit from being extended by subject specialist teachers, completing a rotation between Physics, Chemistry and Biology during Semester One. Within each of these learning areas, students will get exposed to the nature of ATAR science courses whilst developing fundamental understandings of each subject area with a focus on Newton's laws of motion, atomic structure and bonding, and genetic characteristics and patterns of inheritance.

In Semester Two, students will also cover aspects of Earth and Space science, with a focus on the Big Bang theory and the life cycle of stars. They will then continue developing their understanding of Physics, Chemistry and Biology with a deeper dive into the movement of energy and motion calculations, types and rates of chemical reactions, and the concepts and evidence associated with the theory of evolution.

This course serves as an excellent pathway for students pursuing any ATAR science course and will form a particularly useful foundation for students looking to study ATAR Physics or ATAR Chemistry.

SCIENCE STANDARD

In the Standard Science course, students will cover the same general topics as the Advanced course, but with a greater emphasis on practical and inquiry skills. During Semester One, students will study genetics and inheritance in the Biological science strand, Atomic structure and patterns of the periodic table in the Chemical science strand and Newton's laws of motion in the Physical science strand.

In Semester Two, they will cover Earth and Space Science, with a focus on space exploration and the Big Bang theory. They will also cover transfers and transformations of energy, types and rates of chemical reactions and the theory of evolution in the Physical, Chemical and Biological strands respectively.

Students in the Standard course will still be eligible to study Science at the ATAR level but will need to demonstrate a higher level of achievement than those in the Advanced course due to the difference in difficulty. Those wishing to study ATAR Chemistry or ATAR Physics in in Year 11, will likely be required to move into an Advanced class after the Semester One examination.

This course will also serve as an excellent foundation for students looking to continue studying General Human Biology or General Science in Practice.

SCIENCE ESSENTIAL

In the Science Essentials course, students will cover the same general topics with a much greater emphasis on practical activities and project-based learning. During Semester One, students cover genetics and reproduction in growing plants, Newton's laws and the physics of catapults, as well as chemical reactions in the context of cooking.

In Semester Two students cover the life cycle of stars in the Earth and Space unit, the energy and motion of rollercoasters and rockets in the Physics unit, reaction rates in Chemistry and the evidence for evolution in the Biology topic.

This course is designed to best support students who have found Science challenging in the past and need extra support in reaching a satisfactory standard. As such, the assessment tasks are modified, meaning it is not an appropriate course for students intending on studying science and an ATAR level. However, it will not preclude any students from taking General Science courses and serves as a great precursor for General Science in Practice in particular.

HUMANITIES AND SOCIAL SCIENCES

In Year 10, students follow the Humanities and Social Sciences learning area of the Western Australian Curriculum. This comprises of four subjects: Civics and Citizenship, Economics and Business, Geography and History.

HASS ADVANCED

During Year 10 those students in the HASS 10 Advanced course cover key concepts in all four HASS subjects. In History, students continue to develop their historical understanding of key concepts through a study of the modern world and Australia from 1918 to the present. In Geography, students continue to develop their understanding of geographical concepts through an applied focus on the management of environmental resources and the geography of human wellbeing. In Economics and Business, students are introduced to the concepts of economic performance and living standards and develop an understanding of how businesses operate. In Civics and Citizenship students build upon 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. By studying these subjects in depth, students will develop the ability to question, think critically, make decisions based on evidence, devise proposals for actions, and communicate effectively. Students taking this course will be prepared for ATAR History, Geography and Business Management and Enterprise in Year 11.

HASS STANDARD

The HASS 10 Standard course mirrors quite closely the HASS 10 Advanced course. While the same topics are covered and essentially the same content taught, the amount and depth of coverage is less than in the HASS 10 Advanced course. The unit is designed to further develop students' skills in questioning, researching, analysing, communicating, reflecting and evaluating. Some students taking this course will be prepared for ATAR History, Geography and Business Management and Enterprise in Year 11, others for the General Business Management and Enterprise course.

HASS ESSENTIAL

The HASS 10 Essential course, whilst covering the same content and skills as both 10 Advanced and 10 Standard, will be a more practical and inquiry-based course using project-based learning activities to supplement other teaching strategies. Drawing upon students' personal experiences and interests, it will build, extend and challenge existing understandings and perceptions whilst exploring a range of different viewpoints. Where deemed necessary, additional support for individuals and groups of students will be available. Students taking this course will be prepared for the General Business Management and Enterprise course in Year 11.

RELIGIOUS STUDIES

Students will attend one lesson of Religious Studies per week covering four topics over the year.

World Religions: Students examine the nature and characteristics of religion, researching one major world religion and seeking to understand the various beliefs and rituals of that religion.

Social Justice: Students explore the concept of social justice and why religion is concerned with a number of issues that arise in today's world that cause people to be oppressed and discriminated against.

Peace and Nonviolence: Students broaden their understanding of peace and nonviolence as a philosophy and practice. Students will look at the scriptural basis for a theological (Christian) foundation for peace and nonviolence.

Break from Rome: Having studied the Reformation in Year 9, students now look at the events that made the Church of England split from Rome to create the Anglican Church.

HEALTH EDUCATION

Students will attend one lesson of Health Education per week, with a broad range of topics being studied. Students will be encouraged to discuss their ideas and opinions in an open and safe environment, with topics including personal relationships, sexual health and safety, the Keys for Life driver education programme and lifestyle diseases. In these classes, the student's knowledge and understanding will be assessed.

PHYSICAL EDUCATION

Students will participate in one lesson per week of practical Physical Education activities, which will be mostly team sports. There will be an element of choice involved with the sports selected, from school-based options. Outcomes assessed are Moving Our Body, Learning Through Movement and Understanding Movement. The emphasis for classes in Physical Education in Year 10 will be on participation, with a strong games focus.

SPECIALIST SUBJECTS

Please note the subjects are listed in alphabetical order in booklet

Health and Physical Education
- Basketball Specialist Program
- Physical Education Studies
- Outdoor Education

Humanities and Social Sciences
- Business and Accounting

Languages
- Chinese: Second Language
- Indonesian: Second Language

Science
- Engineering
- Marine Science
- Science Project

Technologies - Design
- Children and Family Studies
- Food Technologies
- Design and Technolohy - Wood
- Design and Technology - Metal

Technologies - Digital
- AI and Autonomous Systems (New)
- Game Design and Digital Influence (New)

The Arts
- Dance
- Drama
- Music
- Media Studies
- Visual Art : Studio Arts

AI AND AUTONOMOUS SYSTEMS

Design, build and program intelligent machines using robotics, AI and real-world technology.

AI and Autonomous Systems explores how technologies such as Artificial Intelligence (AI), robotics, and mechatronics are used to design intelligent machines that can sense, analyse, and respond to the world around them. Students will learn how sensors, software, and mechanical systems work together to create autonomous technologies that detect, analyse and respond to their environment.

Students will develop skills in Python programming, robotics and physical computing using robotic platforms (such as Lego Spike) and programmable computing devices (such as Raspberry Pi and/or micro:bits). Through these technologies, students will program sensors, motors and control system to build working robotic solutions. They will also be introduced to the fundamentals of AI and machine learning and will create their own simple AI system where a machine learns from actions or patterns in data to make decisions.

The course explores how AI, robotics, and autonomous systems are used in the real-world, including areas such as self-driving vehicles, smart manufacturing, warehouse robotics, and environmental monitoring. After learning key concepts, the course becomes highly project-based and problem-solving focused, where students design and build innovative robotic systems to solve real-world challenges.

Students will develop valuable skills in coding, robotics, software design, and AI technologies, while gaining insight into emerging fields that are shaping the future of automation and intelligent systems. Skills taught in this course will provide a strong foundation for the Computer Science course in Year 11 and 12.

- Pre-requisite – Year 9 Grade B in Mathematics.

BASKETBALL PROGRAM

The Specialist Basketball Program builds on the Year 9 experience, fostering basketball opportunities for talented players.

Supplementing the holistic education provided by the School, the Specialist Basketball Program aims to develop physical skills and fitness, teamwork and interpersonal skills. It focuses on improving a player's individual skill set, their overall understanding of the game and basketball concepts that will enable students to compete successfully in basketball at the highest level.

With specialist individual and team coaching sessions within the school timetable, students will grow as basketball players and experience high-level fitness, speed and agility training that will accelerate the leap to becoming an elite player.

Specific sessions in the following areas are a key part of the Program:

- Developing individual skills, techniques, tactics and decision making specific to Basketball.
- High level speed and agility training.
- Developing general core stability.
- Performance testing.
- Individual Development Plans (IDP's).
- Leadership and communication skills.

It is assumed that students who were in the program in Year 9 will continue into Year 10.

For more information please contact the Director of Basketball, Mr Mark Shipley on 9247 2242 or email mshipley@jsracs.wa.edu.au.

BUSINESS WITH ACCOUNTING

In Business with Accounting, students explore the fundamentals of business operations while developing essential financial skills. This subject introduces key concepts such as entrepreneurship, marketing, and business planning, alongside the accounting principles that support financial decision-making. Through real-world business scenarios, students will learn how to manage budgets, track financial performance, and analyse profitability.

The course also delves into enterprise skills such as problem-solving, innovation, and leadership, while exploring the importance of maintaining a strong public image through ethical business practices and corporate social responsibility (CSR). Whether they aspire to run their own business or pursue further studies in Business Management and Enterprise (BME) General and ATAR or Accounting and Finance (ACF), this course provides a strong foundation in both business strategy and financial literacy.

Prerequisite

- Year 9 Grade A or B in Mathematics, Semester One, which must be maintained in Semester Two.

CHILDREN AND FAMILY STUDIES

Children and Family Studies is a practical based course. The course provides opportunities to develop an understanding of the physical, emotional, cognitive, and social development of children through play, food and interaction within their family and friends. Students' study social, economic and technological factors that impact on the ability of individuals and families to develop skills and enable them to care for others. They consider individual family and societal factors influencing the development, health status and wellbeing of infants and children studied.

The course looks at contemporary issues in Australian Society surrounding adolescents, to help develop students' individual and group skills to implement plans, problem solving strategies, personal and social skills.

CHINESE: SECOND LANGUAGE

In Year 10 Chinese (Second Language), students will explore two engaging topics: Future Plans and Travel. In the Future Plans unit, students will discuss subject selections, part-time work, learning Chinese in senior school, and possible career pathways. They will learn how to express their goals, preferences, and opinions about their future. In the Travel unit, students will exchange information and opinions about travel experiences, including preparations, travel plans, memorable trips, accommodation, and transport choices. In class, students will participate in role plays, group discussions, and collaborative tasks. They will discuss cultural differences, exchange ideas with their peers, and share personal experiences to build confidence in speaking Chinese. Through these topics, students will continue to develop their skills in reading Hanzi, writing longer texts, and participating in more detailed conversations in Chinese.

In addition, Year 10 students may have the opportunity to participate in excursions and the China Tour. This experience enhances students' understanding of Chinese culture and provides the chance to build lifelong friendships with our sister school in China.

DANCE

Dance gives students the opportunity to learn several modern genres of dance, and perform to a range of audiences. This course aims to develop dance skills and techniques in the genres taught, as well as allowing students to express their own opinions, ideas and emotions through their choreographic and written tasks. Year 10 Dance is good preparation for both the ATAR and General Dance courses in Year 11 and 12.

Students will be given set technique classes in the genres of Jazz and Contemporary, which will allow them to develop their skills so they can then perform a class dance. They will learn a variety of choreographic devices and then use these devices to choreograph their own work for performance. Students will also record their class work and reflect on dance performances. Through theory lessons, students will cover basic dance theories related to anatomy, reviewing professional performances, specific dance genres, safe dance practices and dance themes and issues. A broad introduction to dance genres enables students to place dance in its time and place and begin to understand its functions within this context.

Assessment will be a combination of practical and theoretical tasks. Students will be expected to demonstrate various choreographic devices within their choreography, review a dance performance, teach their peers a warm up and research a dance artist and genre. They will be assessed on their technique in class as well as their performance of a class dance at a public performance. Students will be assessed on a short dance, which they choreograph and perform themselves, as well as submitting a number of theory based assignments and sitting a written exam.

DRAMA

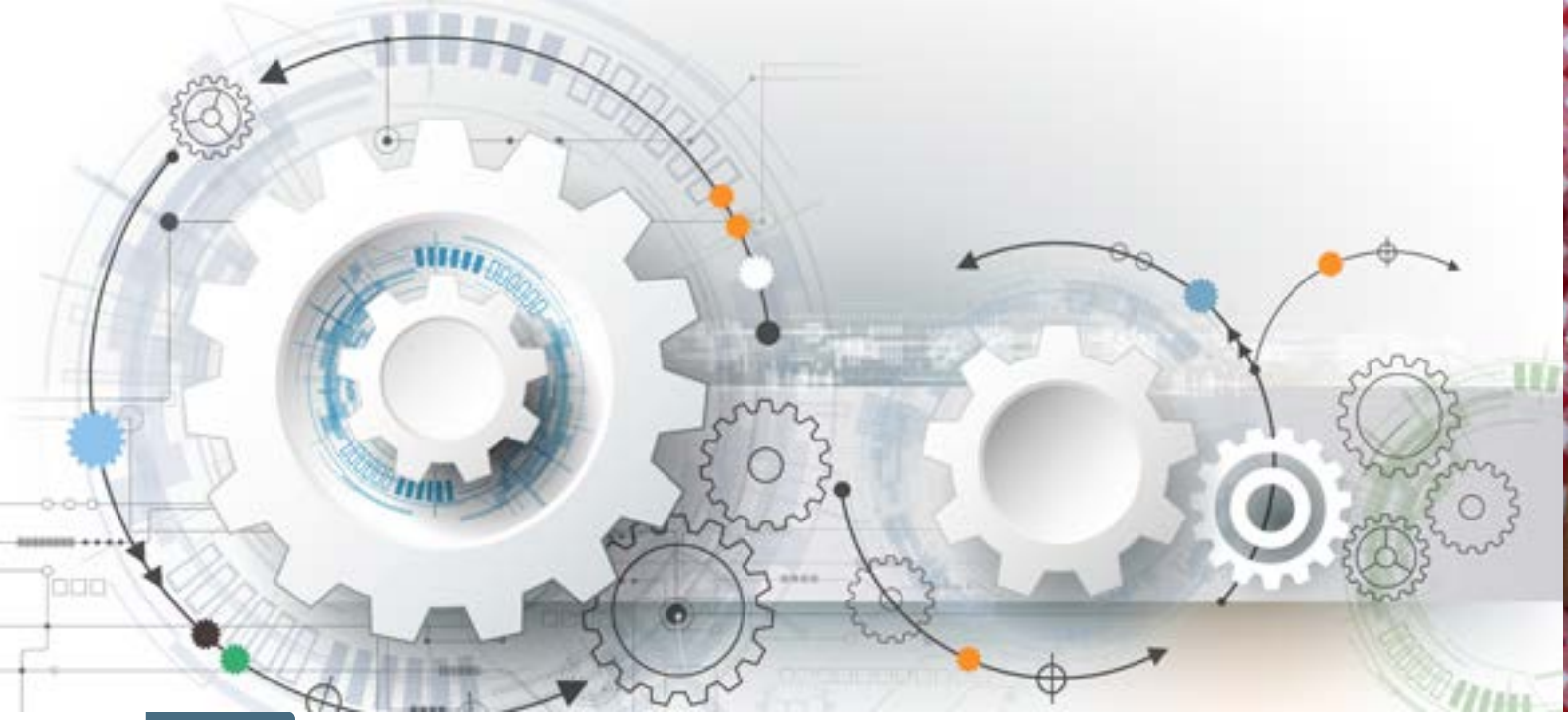
Drama bursts with life—alive in play, storytelling, street theatre, festivals, film, television, interactive games, performance art and on stages across the world. As one of humanity's oldest art forms, it continues to shape the way we see ourselves and the world around us every single day.

In this course, students dive into the rich landscape of both Australian and global drama, exploring everything from Realist and Non Realist styles to the magic and imagination of Children's Theatre. Students command the stage in Youth Theatre, captivating younger audiences as they refine their skills and journey through the powerful, disciplined world of rehearsal.

Our learning journey unfolds through two dynamic content areas:
- Drama Response
- Performance and Production

Students thrive through the core creative processes of making, performing and reflecting. They respond to and evaluate drama, developing into thoughtful, informed audience members who understand the role of drama in society and culture. Through improvisation, playbuilding, text interpretation, playwriting, and costume/set design, students bring original ideas to life and uncover powerful ways to interpret existing works.

Collaboration and independence are both essential—students learn to manage time, lead with initiative, and work confidently with others. Drama challenges them to think boldly and creatively, honing problem solving skills through imaginative and analytical exploration. Year 10 Drama is good preparation for both the ATAR and General Drama courses in Year 11 and 12.



ENGINEERING

The Year 10 Engineering Course provides a flexible framework that encourages students to be creative, innovative, and enterprising in an ever-changing world. They apply critical thinking and problem-solving skills, and incorporate technologies to address design problems and challenges. This subject incorporates the transfer of interdisciplinary skills and knowledge and promotes individualised and inquiry-based learning. Design, Technology, and Engineering provides opportunities for students to apply engineering processes and use new and evolving technologies including Laser Cutting, CNC Plasma Cutting and 3D Printing.

In this course students use an iterative design process to explore possible solutions to a problem or opportunity. They investigate and analyse the purpose, design features, materials, and production techniques used across diverse situations. This information is used to create a design brief that provides the basis for the development of potential solutions. The importance of the design process as a preliminary to the realisation process is emphasised, as is ongoing evaluation of the solution.

Students apply appropriate skills, processes, procedures and techniques whilst implementing safe work practices when creating their solution. Typical tasks set for Year 10 Engineering students include:

- A design folio, including 3D sketching and modelling
- Production of small set tasks to establish machine competence
- Major project incorporating CNC, Laser, 3D Printing manufacturing techniques
- Investigation of material properties, physics concepts and engineering calculations

NB - This course has a higher level of academic rigour than the Materials Design and Technology - Wood and Metal courses. Students with higher levels of achievement in Mathematics, Science and Digital Technology will be given preference to the places available.

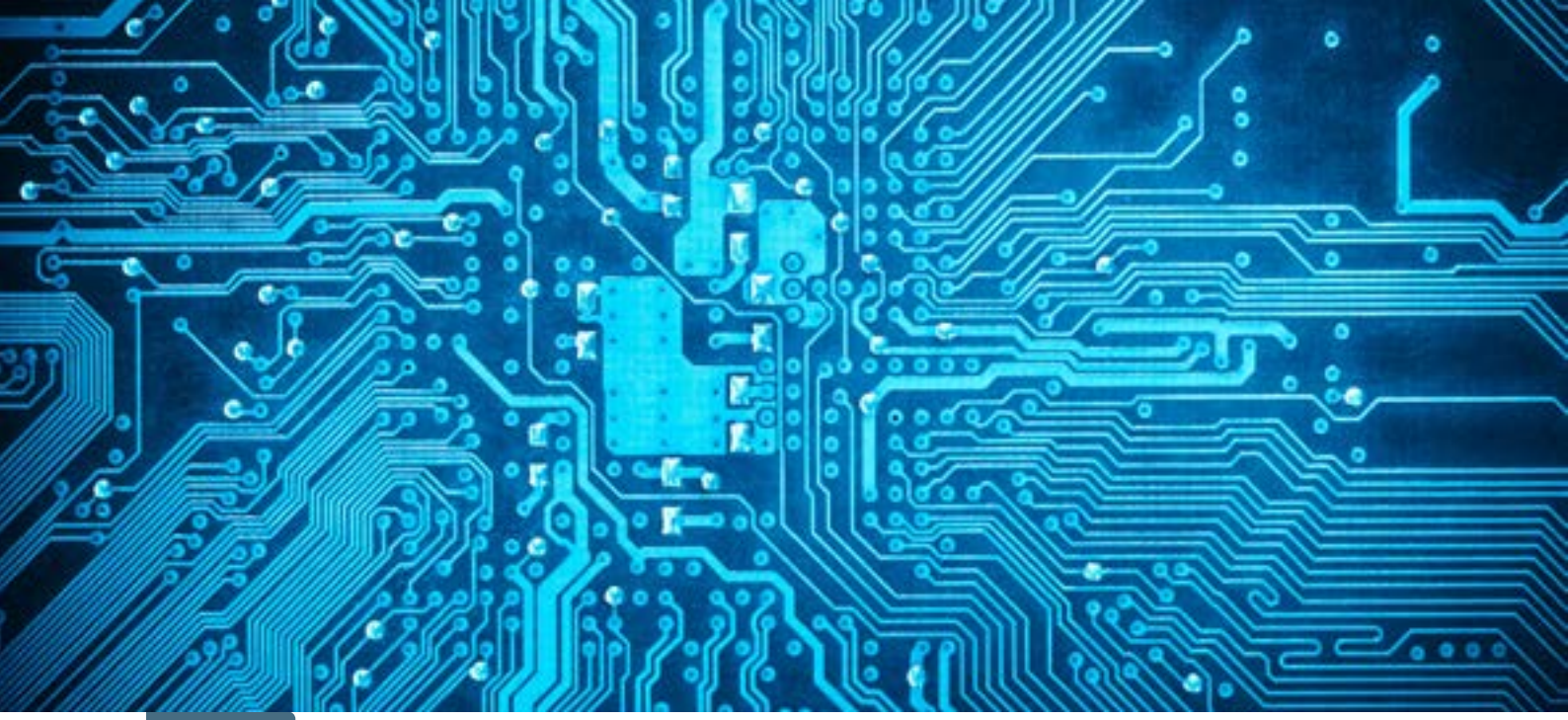
This course is intended as a valuable pre-requisite for ATAR Engineering Studies. It is not required for the more practical based General Engineering which is part of the Year 11 Trade Preparation Pathway.

Prerequisite - Year 9 Grade A or B in Mathematics and Science. Grades must be maintained in Semester Two. The final list of students enrolled in this course will be the top 24 students who apply.

FOOD AND TECHNOLOGY

You may be thinking about a career in food, nutrition, the wellness industry or be passionate about food and cooking. In this practical course you will cook a range of contemporary foods, focusing on how food preparation techniques and the presentation of dishes impact on the sensory properties of food. You will learn about healthy eating practices and gain a knowledge of nutrients; aspects of food safety and preservation used in a kitchen environment. You will study food production and the environmental impacts of the journey from paddock to plate. Work independently, and collaboratively to manage projects, using digital technology. Your projects consider time, cost, risk, safety, production processes, sustainability and legal responsibilities. We encourage you to design Instagram worthy food projects which meet student developed criteria.

In this course you will develop the skills to transition into Year 11 General Food Science and Technology and/or the Certificate II/III in Hospitality course.



GAME DESIGN AND DIGITAL INFLUENCE

Discover how creative design, game mechanics and digital platforms shape modern experiences and influence online communities.

The Game Design and Digital Influence course introduces students to the creative and technical processes behind designing interactive digital experiences and understanding how digital platforms influence audiences. In an increasingly digital world, students need to understand not only how games and digital experiences are created, but also how they shape behaviour, communication and decision-making. This course encourages students to become creative designers, critical thinkers and responsible digital creators.

Throughout the course, students develop practical skills in design thinking, digital production and communication. They explore how visual design, storytelling, game mechanics and user experience contribute to engaging games and digital environments. Students also examine how digital platforms and online creators influence trends, communication and behaviour in modern online communities.

Semester 1 – Game Design
Semester 1 focuses on the foundations of game design. Students explore the principles and elements of design, game mechanics, player experience and interactive storytelling. Through hands-on projects, students design and prototype simple games while developing skills in planning, asset creation and digital production using game development and digital design tools. Students build a folio of work demonstrating their understanding of game design concepts and development processes.

Semester 2 – Digital Influence
Semester 2 focuses on how digital platforms and online environments influence audiences. Students investigate how design, messaging and digital communication strategies engage users and guide decision-making in online spaces. They explore digital identity, platform design, audience engagement and the ethical responsibilities of digital creators.

By the end of the course, students develop a strong foundation in digital design, communication and critical thinking, supporting pathways into Applied Information Technology (AIT).

Pre-requisite – Year 9 Grade C in Mathematics

INDONESIAN: SECOND LANGUAGE

In Year 10 Indonesian, students deepen their language skills while exploring real-world themes that connect closely to teenage life in Australia and Indonesia. In the Careers and Ambitions unit, students build vocabulary to label a wide range of jobs, describe personal qualities and workplace duties, and express their hopes and ambitions for the future. Through the Healthy Lifestyles topic, students compare Indonesian and Australian diets, explore traditional Indonesian cuisine, learn key food groups and ingredients, and take part in practical cooking activities. Students also exchange ideas and opinions about choices related to health and physical activity and current environmental issues.

A heavy focus in Year 10 is placed upon developing students' understanding of Indonesian grammar, speaking and communication skills. Throughout the course, students examine the benefits of learning a language and participating in exchange programs, preparing them for future travel, cultural experiences and global opportunities.

MARINE SCIENCE

The Marine Science course offers students the opportunity to develop an understanding of ocean and coastal environments, encouraging students to explore the interconnection between marine ecosystems and human activity. The course places strong emphasis on practical skills, environmental responsibility, and sustainable management of marine resources for both conservation and commercial purposes.

Students will explore both theoretical and hands-on aspects of marine studies, including:

- The physics and physiology of scuba diving
- Snorkeling
- Environmental surveying techniques and data collection Marine ecology and the interactions between organisms and their environments
- Oceanography and the study of ocean currents, tides, and weather systems
- Threats to marine environments and associated conservation efforts

At the completion of the course, students should have a foundational understanding of marine environments and ecology, with practical skills that support responsible interaction with the ocean.

This course provides a pathway into General Marine and Maritime Studies, as well as providing a great supporting foundation for ATAR Physics, ATAR Chemistry and ATAR Biology.

Prerequisites:

- Must be able to swim 200 meters
- Float or tread water for 10 minutes without a floatation aid

MATERIALS DESIGN AND TECHNOLOGY – WOOD

The Materials Design and Technology–Wood Course continues to foster the skills already developed in lower school. Students are introduced to more complex tasks in the process of Design, Make and Appraise. The area of study for this unit is focused upon the material wood. Students will also train in the use of design CAD and the incorporation of Computer Aided Machining.

Students will be required to show skills in the development of pencil and computer drawn designs, working drawings, the use of a CNC wood router and laser cutter, and complete wood projects in a workshop environment. Theory topics will be based upon workshop safety, studies of materials, tools and their use.

Typical tasks set for Year 10 students in the wood context will include:

- A design folio
- The understanding and use of operating CNC based machinery
- The development of Computer Aided Design skills
- The production of two projects; a CNC engraved clock and laminated sandboard

MATERIALS DESIGN AND TECHNOLOGY – METAL

The Materials Design and Technology–Metal Course continues to foster the skills already developed in lower school. Students are introduced to more complex tasks in the processes of Design, Make and Appraise. The area of study for this unit is focussed upon the material metal. Students will also be trained in the use of design CAD and the incorporation of Computer Aided Machining.

Students will be required to show skills in the development of pencil and computer drawn designs, working drawings, use of the plasma cutter and complete production based tasks in a workshop environment. Theory topics will be based upon workshop safety, studies of materials, tools and their use.

Typical tasks set for Year 10 students in the metal context will include:

- A design folio
- The production of two projects in metal; candelabra and foldable shovel.
- The development of Computer Aided Design skills
- The understanding and use of operating CNC based machinery

MEDIA STUDIES

In Media Studies students will learn to identify the conventions of a variety of genres including Action, Horror, Sci-fi and Teen Drama. They will study how these genres are used in commercial television shows to make profit and manipulated in independent films for artistic expression. Students will make a variety of short film productions that help to develop their production skills particularly scripting, storyboarding, cinematography and editing. They will also continue to develop their photography skills and personal style.

Assessment will be a combination of practical and theoretical assignments. Students will be assessed on the practical skills of video production they have acquired. They will also be required to demonstrate that they can work successfully in small production groups. The course is highly recommended for students who wish to study ATAR Media Production and Analysis in Year 11 and 12.

The Media Production and Analysis Course in Year 11 and 12 is designed for students who plan to apply for either TAFE or University entrance and are interested in pursuing courses or a career in areas such as Film, TV, Radio, Newspaper and Magazine production, Journalism, Photography, Public Relations, Media and Communications, Information Technology / Computing / Multimedia, Graphic/ Fine Arts, Theatre and many more.

MUSIC

Music in Year 10 will extend the skills of students carrying on from Year 9. The course will develop students' understanding of how harmony, melody and rhythm are used to create the greatest music ever composed.

The course begins with students listening to, analysing and then creating their own Contemporary Rock solo for piano, bass, drums and their choice of solo instrument. Students also study Western Art, Jazz and Contemporary music. They will also be expected to develop their skills in aural, theory, arranging, performing and composition.

Students must be able to play an instrument or have competent vocal skills. Weekly instrumental lessons are considered essential. Students studying music in Year 10 are expected to be involved in one of the Schools' many ensembles which rehearse once a week. Students will also develop performance skills as a solo performer and in an ensemble.

Assessments will be a combination of practical, performance on their chosen instrument and written assessments. It is desirable that students studied elective classroom music in Year 9.

OUTDOOR EDUCATION

Outdoor Education promotes the development of effective individual and group skills through participation in a wide range of activities including a camp. Emphasis is placed on developing leadership qualities and creating a sense of responsibility for self, others and the natural environment.

Outdoor Education in Year 10 offers an introductory course to those students interested in continuing Outdoor Education in Year 11. Students will be involved in both practical and theoretical activities on the following topics:

- Team building activities
- Snorkelling
- Roping activities
- Climbing
- Abseiling
- Orienteering, Navigation and Mapping Skills
- Camping Skills (tenting, cooking, planning expeditions)
- Study of and care for the natural environment
- One camp

At the completion of the course, students should have developed an appreciation for the natural environment and have the confidence to plan and partake in camping activities in a responsible and safe manner. In addition to this, students will learn to co-operate effectively in group settings, develop leadership skills and develop respect for themselves and others. It is likely that students who were in the programme in Year 9 will continue in Year 10 to build on the skills they have learnt in Year 9.

Prerequisites:

- Must be able to swim 200m and tread water for 10mins
- Must be able to ride a bike (Rottnest excursion & potential mountain biking on camp)
- Must be willing to challenge yourself with heights and climb to heights
- Must be organised, motivated, capable of physical activities and have stamina- as demonstrated in PE classes in Year 9, or in Outdoor Ed classes in Year 9 for those students who have done Outdoor Ed as an elective in Year 9.
- Must be someone who has demonstrated a high level of responsibility and conducts them self in a safe manner
- Must be someone who is cooperative, listens, and responds to instructions the first time they are given.

PHYSICAL EDUCATION STUDIES

Physical Education Studies is a course that is designed to meet the needs of those students who show a keen interest in health and fitness, physical activity and sport. Emphasis is placed on physical activity and performance as well as acquiring knowledge and understandings of health and fitness concepts.

Physical Education Studies in Year 10 offers an introductory course to those students interested in continuing Physical Education Studies as a course of study in Year 11. The course aims to provide students with interesting and meaningful learning experiences to motivate them in their sporting pursuits. Components of the course include:

- Physical Activity Component – Students will be given the opportunity to participate in selected sporting activities during the course of the year. The focus during these activities will be skill development and analysis, and strategies and tactics of game play. In addition to this, students will be involved in peer coaching and general conditioning and exercise activities.

- Theoretical Component – Students will be given the opportunity to study various health and fitness concepts that form direct links with the practical component of the course. Key concepts to be covered include:
    - » Developing skills, strategies and tactics
    - » Biomechanics
    - » Motor learning and coaching
    - » Sports Psychology
    - » Functional Anatomy
    - » Exercise Physiology

SCIENCE PROJECT

The Science Project course is a specialist course that is designed to engage students in a highly practical way. It will foster creativity, application of scientific and technical knowledge, and perseverance through task orientated project work. Initially students will look at approaches to problem solving and developing ideas, beginning with a simple application and following through to more complex applications. Students will participate in teacher led demonstrations of an open investigation to develop their skills. These investigative skills will then be applied as they are guided to develop their own open investigations in topics of their choosing. They may work on a project individually or in a small group. Students will demonstrate that they can be creative, have persevered and carried out research into a topic that has applications in the everyday world.

This course is designed for students with creative flair and a passion for Science, who like to research topics of their own interest. The course also gives the students a chance to have their research work recognised with the awarding of a CSIRO bronze or silver CREST award.

VISUAL ART : STUDIO ARTS

The Year 10 Visual Arts course provides students with the chance to discover and experiment with different art forms while exploring their own creativity. This course helps students develop their critical thinking and problem-solving skills, as well as their innovative and creative intelligence. Students who undertake this course will have the opportunity to work as a studio artist exploring:

- Drawing in a variety of styles and art mediums
- Acrylic and oil painting
- Printmaking- relief and intaglio printing
- Sculpture, wearable art and ceramics
- Digital Photography

There will be two themed projects over the course of the year allowing students approximately 14 weeks per project to develop original ideas and experiment with art materials before arriving at a final studio artwork. Throughout the year, students produce two finished studio artworks, with opportunities to work in both 2D forms (including painting, drawing, printmaking and photography) and 3D forms (such as ceramics, sculpture and wearable art).

The course is designed to engage students through practical tasks that expand their technical knowledge and foster the development of original ideas. Alongside hands-on artmaking, students will also engage in theoretical studies that involve analyzing art and studying pivotal artists and art movements, both contemporary and historical. The course is intended to prepare students for the ATAR or General Visual Art courses offered in Year 11 and Year 12 by providing a solid foundation in technical skills and critical analysis.

Year 10 in 2027
Specialist Course List and Staff

Parents and students are encouraged to contact the staff listed if they would like advice or further information about the various specialist courses.

Department	Subject	Staff Contact
Arts	Dance	Miss Tarsha Smolenski
	Drama	Mrs Tracy Carr
	Music	Mr Jason Kidd
	Visual Art	Mrs Jessica Martin-Barrell
Information Technology	Game Design and Digital Influence	Ms Diane Vettler
	AI and Autonomous Systems	Ms Diane Vettler
Food and Consumer Studies	Food Technology	Ms Sharonne Crossley
	Children and Family Studies	Ms Sharonne Crossley
Languages Students may select only 1 Language	Chinese: Second Language	Mr Brendon Cook
	Indonesian: Second Language	Mr Brendon Cook
Materials, Design and Technology Students may select maximum of two; however, we may not be able to accommodate all students with two courses.	Engineering	Mr Heath Edmunds
	Materials, Design & Technology – Wood	Mr Heath Edmunds
	Materials, Design & Technology – Metal	Mr Heath Edmunds
Media	Media Studies	Miss Michelle Egan
Physical Education Students who are in the Basketball Program may NOT select Physical Education studies.	Physical Education Studies	Mr Len Fernandes
	Outdoor Education	Mr Len Fernandes
Specialist Basketball	Specialist Basketball Programme	Mr Mark Shipley
Science Students who are in Marine Science may NOT select Outdoor Education Studies.	Science Project	Mr Michael Bailey
	Marine Science	
Humanities and Social Sciences	Business With Accounting	Dr Victoria O'Brien

For general queries and advice about specialist course preferences please contact your student's Year Coordinator, PCG Tutor or the Director of Teaching and Learning-Senior School.

For specific questions relating to any of the specialist courses above please contact the staff member listed above.

Year 11 and 12 Overview

In Year 11 and 12 students will have the choice of six clearly defined pathways. Depending on the pathway and a student's Year 10 marks, students will be able to select between a number of ATAR and/or General and/or Certificate courses. For more information on Year 11 and 12 pathways and courses on offer, as well as WACE (Western Australian Certificate of Education) requirements and Year 10 pre-requisites for Year 11 and 12 courses as they currently stand, please access the following two links:

Year 11 and 12 Course Handbook - Year 11 2026 and Year 12 2027 Course Handbook.pdf

Year 11 and 12 Subject Selection Overview Document - Year 10 Course prerequisites for Year 11 2027

Please note that there may be slight variations from year to year on Year 11 and 12 courses offered as well as the Year 10 prerequisites needed for different Year 11 and 12 courses.

If you have any further queries about a particular Year 11 course please speak to the relevant Head of Department, Teacher in Charge or specialist teacher, as listed in the back of the Year 11 and 12 Course Handbook.

John Septimus Roe

ANGLICAN COMMUNITY SCHOOL