



**IONA**  
PRESENTATION COLLEGE

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***Year 7 - 10 Information Booklet***

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**2012**





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## ***ABOUT THE COLLEGE***



## **NANO NAGLE**

### **Foundress of the Presentation Sisters**

<b>Born:</b>	Ballygriffin, County Cork, Ireland 1718
<b>Historical Era:</b>	France - Louis XV; England - George III; Ireland - Under the English Penal Laws
<b>Educated:</b>	The local 'hedge school', and later in France
<b>Challenged:</b>	By the plight of the poor and uneducated in Ireland
<b>Religious Life:</b>	Daunted by the seemingly impossible task, entered Religious Life in France to pray for her people
<b>Call:</b>	Continually haunted by, and called to alleviate, the plight of the poor in her own country
<b>Ireland:</b>	Returned to Cork and began her ministry to the poor
<b>Religious Congregation:</b>	The Sisters of Charitable Instruction of the Sacred Heart, later renamed The Congregation of PRESENTATION SISTERS, was founded on Christmas Eve, 1775
<b>Works:</b>	In her own time, schools for the poor, homes for aged women, visitation of homes, ministry to prostitutes, and training catechists to send on missions
<b>Death:</b>	26 April 1784
<b>Presentation Sisters Today:</b>	Over 3500 Sisters ministering in five continents, including Third World countries; committed to justice, and to standing with the poor in answering the needs of our times, particularly according to the geographical areas in which the Sisters are ministering

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## The Founding of Iona

The College is named after the Scottish Isle of Iona, on which the Irish Saint Columba (or Columcille) founded a community in 563 AD. Iona became a centre of learning, and, from there, Saint Columba and his monks set forth to spread the Gospel into Scotland and the north of England.

The Presentation Sisters who came to Mosman Park had originally travelled from Kildare in Ireland to Wagga in New South Wales. In 1900, five Sisters volunteered to answer a call to come to Western Australia. They came to Southern Cross in 1900, Collie in 1902, Cottesloe in 1905, and to Mosman Park in 1907. Bishop Gibney, who was then Bishop of Perth, remarked that the site in Mosman Park, situated on a rise, with the Swan River on one side and the ocean on the other, reminded him of the Isle of Iona off Scotland, and he hoped that this too would become a centre of learning and a centre from which the Gospel would spread. Furthermore, one of our four founding Sisters was a Sister Columba, and so it was decided that an appropriate name for our College would be Iona. It was founded on 11 September 1907.

## Mission Statement

In accordance with the teaching of Jesus Christ, through the tradition of the Catholic Church and inspired by the compassion of the founder, Nano Nagle, Iona Presentation College strives to achieve the best spiritual, intellectual and cultural outcome for every student.

## Crest



The crest is in the form of a shield and depicts the Southern Cross and a gum leaf. The shield portrays faith and courage; the Southern Cross portrays Australia, land of the Holy Spirit; and the gum leaf, the Australian equivalent of the oak leaf, is a symbol of the Presentation Sisters.

## Motto

The College motto is '**Pro Deo Et Patria**', which means 'For God and Country'.

## Colours

The College colours are blue and gold.

## Houses

There are four Houses in the College and they are named after four of the pioneer Sisters who founded Iona in 1907.

**Moynihan House** is named after Sister Columba Moynihan.

**Treacey House** is named after Mother Angela Treacey.

**O'Halloran House** is named after Sister Paul O'Halloran.

**O'Dowling House** is named after Sister Joseph O'Dowling.

## Aims

The following two premises form the basis of the policy and conduct of the College:

1. **That we have a faith-filled relationship with God, our Creator and Father, and an eternal destiny.**
2. **That the Catholic College derives its purpose and meaning from the role and mission of the Church.**

From these two premises there spring the aims of the College:

- To provide a Christian environment where the faith of each student can be developed and strengthened and lead to growth that will continue throughout life.



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- To help each student realize her own dignity and worth, and develop the character of each student by encouragement, firm but just discipline, and concern and love for the individual pupil.
  - To provide, in that Christian environment, an opportunity for the development of the whole person through an education that is in keeping with the needs of the age, that will challenge the intelligence and potential of each student, and prepare her to take her place responsibly in society, and be a Christian witness in that society.

## Pastoral Care

Please refer to the College website ([www.iona.wa.edu.au](http://www.iona.wa.edu.au)) under Pastoral Care for information on:

- Form Teachers
- Heads of Year
- Housemothers
- Psychologists
- College Nurse
- Learning Support Teacher
- Canteen
- Student Leadership
- Attendance and Punctuality
- College Communication
- General Conduct
- Bullying
- Drug Policy

## Co-Curricular

The College offers students a wide range of co-curricular activities, which are listed on the College website ([www.iona.wa.edu.au](http://www.iona.wa.edu.au)) under Co-Curricular:

- Culture
- Music
- Service
- Sport
- Other

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## Competitions

The College offers students the opportunity to participate in a number of competitions. These include the Australian Mathematics Competition, Science and Chemistry Competitions, the Australian Computer Studies Competition, the Alliance Française and Dante Alighieri examinations, Apex Fashion Awards, and Drama, Music and Dance festivals, competitions and others.

## Homework

Students are expected to do homework every evening. It should consist of:

- work set by the teachers,
- a review of the day's new work,
- revision of earlier material,
- further reading.

The following gives an approximate guide to homework time per evening:

<b>Year 7</b>	1 hour	<b>Year 9</b>	2 hours	<b>Year 11</b>	3 hours
<b>Year 8</b>	1.5 hours	<b>Year 10</b>	2.5 hours	<b>Year 12</b>	3 hours

Students should also have at least one homework session each weekend.

If set work is not completed, teachers may communicate with parents by:

- writing in the student's diary, or
- posting home a prescribed form, or
- emailing, or
- telephoning

## ***COURSE OUTLINE***

## Overview

Students in Years 7, 8, 9 and 10 study some compulsory subjects and some electives.

### YEAR 7

COMPULSORY SUBJECTS	PERIODS PER WEEK
Religious Education	3
English	4
Mathematics	4
Science	3
Society and Environment	3
Physical Education	2
Visual Arts	(one semester) 2
Dance	(one semester) 2
Drama	(one semester) 2
Music	(one semester) 2
Health Education	(one semester) 1
Critical Thinking	(one semester) 1
Textiles	(one semester) 2
Foods	(one semester) 2
Business Enterprise and Technology	(one semester) 1
Choral	(one semester) 1

### ELECTIVE (students study any one)

French	3
Italian	3
Japanese	3
Literacy	3

*Note: language classes will not run if insufficient numbers of students choose them.*

### ASSESSMENT

In each subject area there will be continuous assessment throughout the year, but no semester or annual examinations.

**YEAR 8****COMPULSORY SUBJECTS****PERIODS PER WEEK**

Religious Education	3
English	4
Mathematics	4
Science	4
Society and Environment	4
Physical Education	2
Health Education	(one semester) 1
Choral	(one semester) 1
French or Italian or Japanese or Literacy	2

**ELECTIVES (students study any three)**

Business Technology	2
ILSA (Inspire-Learn-Succeed-Achieve) – by invitation	2
Dance	2
Design and Multimedia	2
Drama	2
Foods	2
Music	2
Textiles	2
Visual Arts	2

*Note: electives will not run if insufficient numbers of students choose them.*

**ASSESSMENT**

In each subject area there will be continuous assessment throughout the year, but no semester or annual examinations.

**YEAR 9****COMPULSORY SUBJECTS****PERIODS PER WEEK**

Religious Education	3
English	4
Mathematics	4
Science	4
Society and Environment	4
Physical Education	2
Health Education	(one semester) 1
Choral	(one semester) 1

**ELECTIVE GROUP I (students study any two)**

Business Technology	3
Drama 1	3
French	3
Italian	3
Japanese	3
Music	3
Textiles	3
Visual Arts	3

**ELECTIVE GROUP II (students study any one)**

Challenge Science – by invitation	2	
Creative Writing	2	
Dance	2	
Design and Multimedia	2	
Drama 2	2	<i>Note: Students may not study both Drama 1 and Drama 2.</i>
Foods	2	
Outdoor Education	2	

*Note: electives will not run if insufficient numbers of students choose them.*

**ASSESSMENT**

In each subject area there will be continuous assessment throughout the year, and annual examinations in most subjects.

**YEAR 10****COMPULSORY SUBJECTS****PERIODS PER WEEK**

Religious Education	4
English	4
Mathematics	4
Science	4
Society and Environment	4
Physical Education	2
Health Education (includes a unit on careers education)	1

**ELECTIVE GROUP I (students study any one)**

Drama 1	3
French	3
Italian	3
Literacy	3
Sport and Recreation	3
Visual Arts 1	3

**ELECTIVE GROUP II (students study any two)**

Challenge Science – by invitation	2	
Design and Multimedia	2	
Design Technology	2	
Drama 2	2	
Foods	2	
Media and Journalism	2	<i>Note: Students may not study both Drama 1 and Drama 2 or visual Arts 1 and Visual Arts 2.</i>
Music	2	
Outdoor Education	2	
Visual Arts 2	2	

*Note: electives will not run if insufficient numbers of students choose them.*

**ASSESSMENT**

In each subject area there will be continuous assessment, plus examinations mid-year and at the end of the year in most subjects.

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## Religious Education

The Religious Education program, in conjunction with other curriculum areas, contributes to the awareness within each student of the need to become "what God wishes him or her to be" (*The Catholic School* par. 45). There is a particular focus on becoming a "whole person", which is understood to include the physical, emotional, intellectual and spiritual dimensions as well as the will.

Four units of study - one per term - have been developed for each of the year levels. The units have been developed in response to students' perceived needs and it is therefore hoped that the students will find the study of these units both interesting and enlightening. The Religious Education program is based on the content and processes outlined in the 'Perth Archdiocesan Guidelines for Religious Educators'.

The first broad aim of these Guidelines relates to students' developing a personal vision of how they can reflect God.

The second broad aim relates to raising the students' awareness of how personal weaknesses prevent them from reaching their personal vision.

The third broad aim relates to raising the students' awareness of the means through which they are able to draw on God's help to rise above their weakness.

All students at Iona Presentation College, regardless of their religious background, participate in Religious Education classes. These classes are held four times a week for a period of forty-five minutes each. Other Religious Education experiences include Reflection Days, Masses, Reconciliation, Liturgies, Guest Speakers, Excursions to Catholic Cathedral, Pro-Cathedral etc, traditional prayers and a variety of multi-media educational experiences. The assessment of student achievement is based on their level of involvement and attentiveness, as well as their knowledge and understanding of the content, rather than on a judgement on their faith commitment.

### YEAR 7

Year 7 students cover **nine units** over the academic year:

- Lord of Life (Initiation Sacraments)
- Called to The Common Good (Bible, Advent / Christmas)
- Created Individually by God (Penance)
- Freed to Live Like Jesus (Jesus, Lent / Easter)
- Gifted by the Spirit (Confirmation)
- Spirit of Truth (Confirmation)
- Lord of Life (Human Life, Baptism)
- No Greater Love (Prayer)
- We Wonder We Praise (Church)



This translates to a time allocation of approximately **four weeks per unit**. Where appropriate, there will be a common assessment for each unit. Year 7 students will have two common assessments per term, Terms 1 to 3 inclusive, and one for Term 4, which is consistent with other year groups throughout the College.

There are no student textbooks. Students will have a Student Workbook, Journal and Bible. The Bible is: "Break Through! the Bible for Young Catholics - Pray it, Study it, Live it".

## YEAR 8

The units covered in the Year 8 program are as follows:

<b>Term 1</b>	Belonging and Acceptance in Catholic Communities
<b>Term 2</b>	Universal Need for God
<b>Term 3</b>	Creation: God's Original Plan
<b>Term 4</b>	Growing in the Image of God

## YEAR 9

Four units of study have been developed for Year 9. The units have been developed in response to the perceived needs of students and it is therefore hoped that the students will find studying these units both interesting and enlightening:

<b>Term 1</b>	The Human search for Truth
<b>Term 2</b>	How can people grow stronger spiritually?
<b>Term 3</b>	Emotional Development
<b>Term 4</b>	Sexuality and Love

## YEAR 10

Year 10 students are at the stage when they are becoming more independent. The Religious Education program attempts to assist these students to integrate their understandings about religion with their emerging maturity. Students are encouraged to use their critical reasoning ability to understand the basis of Church belief.

The units covered in the Year 10 program are as follows:

<b>Term 1</b>	Vocation – called to be and become
<b>Term 2</b>	The search for freedom
<b>Term 3</b>	Recognizing God's call
<b>Term 4</b>	Restoring God's justice in the world

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**SEXUALITY**

The College approach to sexuality reflects the Church's whole-person outlook, which places it in the context of a loving marriage, and believes that initially it is best taught in the home. However, aspects of sexuality arise in Religious Education classes, and to a lesser degree in Science and Health Education classes. While younger students who seek answers in this area will first be directed to their parents, teachers will assume that students have age-appropriate understanding of this topic.

**Religious Education**

In Year 7, sexuality is not addressed in Religious Education classes. In Year 8, Religious Education classes approach the topic within the context of creation, while in Year 9 it is related to the study of conscience, and the focus of the Year 10 program is on relationships. Year 11 and 12 Religion and Life courses address issues of morality related to human relationships.

**Science**

The Year 10 Science course refers to the structure and function of the mammalian reproduction system, without specifically referring to human reproduction. Students in Year 11 or 12 Human Biological Science will study human reproduction in finer detail.

**Health Education**

Year 7 Health Education lessons include the topic of puberty. Year 8 classes discuss male and female anatomy, and fertilization. Year 9 students study conception, pregnancy and birth, and healthy relationships. Year 10 classes learn about sexually transmitted infections and look at the issue of sexual abuse and assault. In Health Studies in Years 11 and 12, the topic of sexuality may arise as part of a general consideration of attitudes and values that influence health behaviour.

## English Learning Area

### ENGLISH

The English course is organized to facilitate the students' achievement of the nine English Learning Area outcomes of the Curriculum Framework.

In Year 7, 8 and 9 there are four modules, organized thematically, allowing students to experience a range of print and non-print texts and to develop writing and speaking skills.

#### Year 7

<i>Title</i>	<i>Emphasis</i>
Getting to know me.	Autobiographical and non-fiction texts,
Getting to know us.	Australian texts
Once upon a time	Imaginative texts
Do you see what I see?	Visual texts

#### Year 8

<i>Title</i>	<i>Emphasis</i>
Imaginary worlds	Myths and legends, Poetry, Novels, Short stories
Dramatic Worlds	A Midsummer Night's Dream, speech and drama, creative writing
Electronic world	Electronic and print media, Letters to the Editor
Speakathon	Public speaking, role play, reading aloud, drama

#### Year 9

<i>Title</i>	<i>Emphasis</i>
Fictional realms and reality	Note-taking, Summaries, Letters, Novel, Feature articles, Reports
Exploring media	Advertising, Soap operas, Radio, Television Drama
Exploring genres	Genres – Science Fiction, Thrillers, Westerns in Feature Film and Literature
Boy Meets Girl	Shakespeare, Dramatic Conventions, Gender Representations, Script-writing

**Year 10**

In year 10 there is a particular focus on the transition to and preparation for Years 11 and 12. This course is semesterized and is closely modelled on the Year 11/12 English course. There is scope to explore a range of texts and text types, along with the further development of written and oral communication skills.

<i>Title</i>	<i>Emphasis</i>
Semester One: <b>Women – their experiences and influence</b> <b>The language of romance</b>	An exploration of a range of texts related to women and romance along with a close study of Romeo and Juliet
Semester Two: <b>War – the personal stories</b>  <b>Australian identity</b>	Representation of war and through a range of non-print, print non-fiction and literary texts Investigating the life times and works of a significant Australian writers and film-makers

**LITERACY (YEARS 7, 8, 10)**

This course concentrates on functional literacy and aims at developing the necessary reading, writing and listening and speaking skills, which, for many reasons, may be missing. This option is supplementary to the standard English course in Years 7, 8 and 10. (Year 9 students requiring special attention in the area of literacy will be catered for within the structure of Year 9 English.)

**CRITICAL THINKING (YEAR 7 ONLY)**

This is a one-semester course undertaken by all Year 7 students covering:

- Issues and arguments
- Second opinions
- Resistant reading
- Speeches that changed the world
- News item analysis
- Persuasive writing
- Debating

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**ILSA (INSPIRE-LEARN-SUCCEED-ACHIEVE) (YEAR 8 ONLY)**

*Prerequisite: None (Enrolment by Invitation)*

The aim of ILSA is to develop the girls' higher-order thinking skills – in particular, their ability to 'think outside the box' – and to enable them to embrace a wide range of concepts across a broad curriculum. Topics such as Problem Solving: Mathematical and Societal, Nanotechnology, Philosophy, and Engineering, and the relationships that exist between Art, Music and Poetry are discovered and expressed. The year culminates with an Author and Illustrator in Residence program, whereby the girls are guided through the production of their own picture book. Girls from this class are chosen to be part of the da Vinci Decathlon team.

**CREATIVE WRITING (YEAR 9 ONLY)**

*Prerequisite: None*

This course is designed for students who are interested in writing creatively. Students will practise crafting stories that grab their reader's attention from the first line and hold it until the last. They will learn tricks used by writers to create stories with movement and life, and will also experiment with different types of poetry and use of poetic techniques. The course aims to develop their use of sensory imagery to create a satisfying and vibrant experience for potential readers.

**MEDIA AND JOURNALISM (YEAR 10 ONLY)**

*Prerequisite: None*

The Media component is designed to provide opportunities for students to explore and reflect upon the mass media's role and function in society. Emphasis is placed on participation in practical activities which will provide key skills to the students' developing awareness and understanding of the communication process. Students will participate in a range of production activities involving film making, print media, design and advertising to demonstrate and apply understanding of the mass media and how meaning is shaped. The course aims to develop the students' competence and confidence in media production and communication.

The Journalism component is designed for students who are interested in writing for the media. It focuses on the acquisition of basic skills of journalism, such as research, interviewing, editing and publication. Students will be able to write feature articles on such diverse topics as world issues, music and fashion. The course aims to develop students' understanding of the print media industry in particular and to enable them to gather, write, edit and publish their writing. It also aims to develop students' abilities to respond to all aspects of the media as informed and active citizens.

# Mathematics Learning Area

## YEAR 7 MATHEMATICS

Classes are not streamed in Year 7. Topics covered include: Number Skills, Angles, Plane and Solid Shapes, Fractions, Time and Mass, Number Theory, Decimals, Patterns and Algebra, Ratio and Percentage, Length, Area, Volume, Statistics, and Problem Solving.

## YEAR 8 MATHEMATICS

Year 8 classes are streamed according to ability at the conclusion of Term One. All classes will, however, cover identical work. Topics covered include: Arithmetic, Algebra, Geometry, Linear Patterns and Relationships, Ratio and Percentage, Length, Area, Volume, Statistics, and Problem Solving.

## YEAR 9 MATHEMATICS

Classes are streamed into 6 groups according to ability. Groups 1 to 5 cover identical work, however. Groups 1 and 2 study the Advanced course, Groups 3, 4, and 5 study the Standard course, while Group 6 studies the General course. Topics covered include: Pythagoras' Theorem, Algebra, Linear Functions, Quadratic Functions, Ratio and Percentage, Geometry, Length, Area, Volume, Trigonometry, and Problem Solving.

## YEAR 10 MATHEMATICS

Classes are streamed into 4 groups according to ability. Groups 1 to 3 cover identical work, however. Groups 1 and 2 study the Advanced course, Group 3 studies the Standard course, while Group 4 studies the General course. Topics covered are: Algebra, Linear Functions, Quadratic Functions, Ratio and Percentage, Measurement, Geometry, Trigonometry, Variation, Statistics, and Problem Solving. The General course has a much lighter focus on algebra and concentrates on the practical aspects of mathematics.

## YEAR 11 COURSE SELECTION

Year 10 students will have access to Year 11 Courses in the Mathematics learning area. The upper school courses in Mathematics are listed below, along with the prerequisite grades that need to be attained:

YEAR 11 SUBJECT	YEAR 10 PREREQUISITE
Mathematics 2A/2B	C (Standard)
Mathematics 2C/2D	C (Advanced), B (Standard)
Mathematics 3A/3B	B (Advanced only)

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## Science Learning Area

Science in the first four years of secondary school aims to fulfill four major objectives:

- To increase students' knowledge of the physical and biological world in which they live.
- To provide students with the opportunity to examine relationships between themselves, the scientific world and the community.
- To provide a foundation for students choosing to pursue one or more of the sciences available in Years 11 and 12.
- To provide interesting and relevant material for students not intending to study science beyond Year 10.

### YEAR 7 SCIENCE

All students undertake a common course, the broad areas of which include:

<b>Science Inquiry and Science as a Human Endeavour:</b>	An introduction to the investigative nature of science
<b>Biological Science:</b>	Classification and Interactions of Species
<b>Physical Science:</b>	Forces
<b>Earth and Space Science:</b>	The Earth and it's resources
<b>Chemical Science:</b>	Mixtures and separations

### YEAR 8 SCIENCE

All students undertake a common course, the broad areas of which include:

<b>Science Inquiry and Science as a Human Endeavour:</b>	The investigative nature of science The History and future of Science.
<b>Biological Science:</b>	Cells and Organs
<b>Physical Science:</b>	Energy Transformations
<b>Chemical Science:</b>	Nature, properties and uses of matter
<b>Earth and Space Science:</b>	The rock cycle and Geological time scale

**YEAR 9 SCIENCE**

Students commence Year 9 in one of three science courses: Year 9 Advanced Science (Groups 1, 2 and 3) and Year 9 Standard Science (Groups 4, and 5) and General (Group 6). Most units cover similar material, but the depth of coverage and assessments differ. At the end of Year 8, the science staff will recommend the most appropriate Year 9 course for each student. This will be reviewed at the completion of each semester in Year 9. The broad areas of the Year 9 course include:

<b>Science Inquiry and Science as a Human Endeavour:</b>	The investigative nature of science The History and future of Science.
<b>Biological Science:</b>	Body systems
<b>Physical Science:</b>	Energy transformations, specifically heat and electricity
<b>Chemical Science:</b>	Chemical structure and change
<b>Earth and Space Science:</b>	Climate Change, Emission Trading Scheme

**YEAR 10 SCIENCE**

Students commence Year 10 in one of three science courses: Year 10 Advanced Science (Groups 1, 2 and 3), Year 10 Standard Science (Group 4). At the end of Year 9, the science staff will recommend the most appropriate Year 10 course for each student. This will be reviewed throughout Year 10.

The broad areas of the Year 10 course include:

<b>Science Inquiry and Science as a Human Endeavour:</b>	The investigative nature of science The History and future of Science.
<b>Physical Science:</b>	Motion, energy (groups 1 – 3) Light and Sound (group 4 )
<b>Chemical Science:</b>	Descriptive, calculations (groups 1 – 3) Plastics and Recycling (groups 4 )
<b>Biological Science:</b>	Genetics, ecological studies (all groups)
<b>Earth and Space Science:</b>	Physics of the Universe (groups 1-3) Minerals and Resources in WA (groups 4 )

**CHALLENGE SCIENCE (YEARS 9, 10)**

This course is designed as an extension to the regular Science course. Students will participate in Science competitions, make iMovies and carry out group investigations in topics including:



- 
- Radiation and the use of Geiger counters
  - Robotics
  - Astronomy

**YEAR 11 COURSE SELECTION**

Year 10 students will have access to Year 11 Courses in the Science learning area. The upper school courses in Science are listed below, along with the prerequisite grades that need to be attained:

<b><i>YEAR 11 SUBJECT</i></b>	<b><i>YEAR 10 PREREQUISITE</i></b>
<b>Biological Sciences 2A/2B</b>	B in Genetics/Biology Topic (Standard or Advanced)
<b>Chemistry 2A/2B</b>	Advanced Science B (Physics), B (Chemistry) Maths C (Advanced) or A (Standard)
<b>Human Biological Science 2A/B</b>	B in Genetics/Biology Topic (Standard or Advanced)
<b>Integrated Science 1A/1B</b>	C (General Science)
<b>Physics 2A/2B</b>	Advanced Science B (Physics), B (Chemistry) Maths C (Advanced) or A (Standard)

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## Society and Environment Learning Area

### LEARNING AREA STATEMENT

“The Society and Environment learning area develops students’ understanding of how individuals and groups live together and interact with their environment. Students develop a respect for cultural heritage and a commitment to social justice, the democratic process and ecological sustainability.”

[The Curriculum Framework, p.249.]

### DEFINITION AND RATIONALE

The Society and Environment Learning Area develops students’ understandings of how and why individuals and groups live together, interact with and within their environment, manage resources, and create institutions and systems. Students further understand that, over time, these relationships and interactions may change to varying degrees.

Students develop these understandings through processes of social inquiry, environmental appraisal, ethical analysis and skills designed to constructively investigate and understand various perspectives from past and present contexts.

Students are encouraged to apply their understandings and skills in their own lives, in developing environmental consciousness, social competence and civic responsibility. In doing so, they are engaged in actively exploring, making sense of and contributing to improving the world around them.

[The Curriculum Framework, p.250.]

### LEARNING AREA OUTCOMES

The Society and Environment Learning Area has **seven** learning outcomes. These describe the key learning processes, understanding and values that all students should develop.

#### 1. Investigation, Communication And Participation

*Students investigate the ways people interact with each other and with their environments in order to make informed decisions and implement relevant social action.*

#### 2. Place And Space

*Students understand that the interaction people have with places in which they live is shaped by the location, patterns and processes associated with natural and built features.*

#### 3. Resources

*Students understand that people attempt to meet their needs and wants by making optimum use of limited resources in enterprising ways.*

**4. Culture**

*Students understand that people form groups because of shared understandings of the world, and in turn, they are influenced by the particular culture so formed.*

**5. Time, Continuity And Change**

*Students understand that people's actions and values are shaped by their understanding and interpretation of the past.*

**6. Natural And Social Systems**

*Students understand that systems provide order to dynamic natural and social relationships occurring in the world.*

**7. Active Citizenship**

*Students demonstrate active citizenship through their behaviours and practices in the school environment, in accordance with the principles and values associated with the democratic process, social justice and ecological sustainability.*

[The Curriculum Framework, p.252.]

**KEY ASPECTS**

Each learning area outcome has associated key aspects as shown below.

	OUTCOME 1	OUTCOME 2	OUTCOME 3	OUTCOME 4	OUTCOME 5	OUTCOME 6	OUTCOME 7
	INVESTIGATION, COMMUNICATION AND PARTICIPATION	PLACE AND SPACE	RESOURCES	CULTURE	TIME, CONTINUITY AND CHANGE	NATURAL AND SOCIAL SYSTEMS	ACTIVE CITIZENSHIP
K E Y  A S P E C T S	Planning	Features of Places	Use of Resources	Beliefs and Culture	Time and Change	Natural Systems	Democratic Process
	Conducting	People and Places	Management and Enterprise	Cohesion and Diversity	Understanding the Past	Political and Legal Systems	Social Justice
	Processing and Translating	Care of Places	People and Work	Personal, Group and Cultural Identity	Interpretations and Perspectives	Economic Systems	Ecological Sustainability
	Applying and Communicating Findings						

**UNITS OF STUDY**

The following units of study are offered to students in Years 7-10.

<b>YEAR 7</b>	<b>YEAR 8</b>
<ol style="list-style-type: none"> <li><i>Introduction to Geography</i></li> <li><i>The Ancient World: Greece, Rome, Aborigines</i></li> <li><i>The Economy and Work</i></li> </ol>	<ol style="list-style-type: none"> <li><i>Geography Skills</i></li> <li><i>Exploring Medieval History</i></li> <li><i>Citizenship, Local Government and You</i></li> </ol>
<b>YEAR 9</b>	<b>YEAR 10</b>
<ol style="list-style-type: none"> <li><i>Resources and Choices: Introducing Australia's Economy</i></li> <li><i>Twentieth Century Australian History, 1901-1933</i></li> <li><i>Cultures of the Asia-Pacific Region</i></li> </ol>	<ol style="list-style-type: none"> <li><i>Politics and Law</i></li> <li><i>Introducing Geography Skills and Issues</i></li> <li><i>Twentieth Century Australian History, 1939-1975</i></li> <li><i>Understanding Economic Systems and Issues</i></li> </ol>

**YEAR 10 STREAMING**

Students in Year 10 Society & Environment are streamed according to ability. There are two courses: Advanced and Standard.

All Year 10 students will have the opportunity of promotion to a higher level. It is therefore essential that they maintain a high standard of work at all times.

**YEAR 11 COURSE SELECTION**

Year 10 students studying the Advanced or Standard course will have access to Year 11 Courses in the Society & Environment learning area. The upper school courses in Society and Environment are listed below, along with the prerequisite grades that need to be attained:

<b>YEAR 11 S&amp;E SUBJECT</b>	<b>YEAR 10 PREREQUISITE</b>
<b>Economics 2A/2B</b>	'C' Grade (Advanced) 'B' Grade (Standard)
<b>Geography 2A/2B</b>	'C' Grade (Advanced) 'B' Grade (Standard)
<b>Modern History 2A/2B</b>	'C' Grade (Advanced) 'B' Grade (Standard)
<b>Politics and Law 2A/2B</b>	'C' Grade (Advanced) 'B' Grade (Standard)

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## Health and Physical Education Learning Area

The Health and Physical Education Learning Area focuses on a holistic concept of health and physical well-being. It recognizes the physical, social, mental and emotional dimensions of the individual.

Through their active participation and study in this learning area students are encouraged to develop skills and games strategies, improve fitness levels, and exhibit attitudes and values that are consistent with lifelong enjoyment and participation in sport and physical activities.

Throughout the lower school program students are provided with opportunities to improve their physical skills, knowledge and personal fitness levels. They are also made aware of the important role that the following attributes play in the maintenance of a healthy lifestyle:

- enthusiasm
- initiative
- self-discipline
- self-respect
- cooperation and
- the assumption of responsibility towards oneself and others.

Students are also provided with learning opportunities to promote their interpersonal skills to enable them to relate responsibly and contribute effectively to groups and teams. These include assertive communication, negotiation, conflict resolution, cooperation and leadership.

Students will be assessed as to how they:

- Demonstrate a variety of co-ordinated movement skills and game strategies for confident participation in physical activities.
- Know and understand health and physical activity concepts that enable informed decisions for a healthy active lifestyle.
- Demonstrate self-management skills that exhibit independence in order to make informed lifestyle decisions.
- Demonstrate effective interpersonal skills to interact positively in a variety of situations.

Studies in the Health and Physical Education Learning Area encourages participation in regular physical activity and supports the maintenance of a healthy lifestyle.

## PHYSICAL EDUCATION

The Physical Education program provides many opportunities for students to participate in a variety of different sports and activities to develop their movement and game skills and also improve their level of fitness. The program prepares students for participation in the IGSSA competition and includes the following sports and activities:

### Year 7

<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>
Aquatics Fitness Testing Fundamental Ball Skills Netball / Hockey	Hockey Netball Athletics	Soccer Softball	Fitness Re-Test Volleyball Water Polo

### Year 8

<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>
Aquatics Fitness Testing Tennis	Basketball Athletics	Dance/Gym Softball Fitness Re-Test	Volleyball Water Polo

### Year 9

<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>
Aquatics / Life Saving Fitness Testing Netball / Basketball	Netball / Basketball Athletics	Rhythmic Gym Touch Fitness Re-Test	Softball Cricket Water Activities

### Year 10

<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>
Aquatics Fitness Testing Option A <ul style="list-style-type: none"> <li>• Badminton</li> <li>• Softball</li> <li>• Soccer / AFL</li> <li>• Touch Rugby</li> <li>• Floor Ball</li> </ul>	Option B <ul style="list-style-type: none"> <li>• Basketball</li> <li>• Dance</li> <li>• Rhythmic Gymnastics</li> <li>• La Crosse</li> <li>• Ultimate Frisbee</li> </ul>	SEPED Sports Education Volleyball Option C <ul style="list-style-type: none"> <li>• Floorball</li> <li>• Netball</li> <li>• Zumba</li> </ul>	Option D <ul style="list-style-type: none"> <li>• Softball</li> <li>• Fitness</li> <li>• Yoga</li> <li>• Water Polo</li> </ul>

The Year 10 Physical Education options provide students with an opportunity to select activities of choice.

**HEALTH EDUCATION**

Health Education provides students with opportunities to develop knowledge and an understanding of health concepts that will enable them to adopt good health practices and make informed decisions for a healthy lifestyle.

Students will be assessed in the following outcomes:

- Knowledge and Understandings - students know and understand health concepts that enable informed decisions to be made in relation to healthy living
- Self-management Skills - students demonstrate self-management skills that exhibit independence
- Interpersonal Skills - students demonstrate effective interpersonal skills that are necessary for effective relationships.

The following topics are studied:

**Year 7**

- Growth and development- sexual health
- Drug Education –legal drugs
- Safety

**Year 8**

- Lifestyle choices - nutrition
- Drug Education - alcohol
- Growth and development – sexual health
- Wellness – choices & consequences

**Year 9**

- Skin Cancer– risk factors and prevention strategies
- Good nutrition promotes good health
- The effects and harms of drug use on health and lifestyle
- Healthy relationships
- Growth and development – pregnancy, contraception and birth

**Year 10**

- The impact and implications of legal and illicit drugs on lifestyle
- Wellness – resilience. Self-awareness. positive self-esteem and body image and stress management
- Lifestyle and hereditary conditions condition that impact on lifestyle
- Female conditions and diseases
- Careers
- Sexual health

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## OUTDOOR EDUCATION

In Years 9 and 10 students may select a course in Outdoor Education, as part of their elective subjects. Both programs cover a variety of outdoor pursuits and include practical and theory lessons. To meet the course requirements, students must be proficient swimmers and be able to complete a 200m survival swim.

Students will be assessed in the following outcomes:

- Skills for Physical Activity
- Knowledge and Understanding
- Self-management skills
- Interpersonal skills

Students will have the opportunity to develop their interpersonal skills through decision-making, leadership roles and discussion. They will also be encouraged to develop their self-management skills.

Activities and topics covered include the following:

**Year 9:** Body Boarding, First Aid, Fishing, Kite Construction and Flying, Orienteering, Snorkeling, Team Problem Solving Activities and Rock Climbing

**Year 10:** Archery, Biking, Environmental Appreciation, Hiking and Bushwalking, Surfing, Water Rescue & Resuscitation and Camp Craft activities which includes minimal impact practices, tenting and survival skills. Students are also required to attend a two day outdoor camp.

\*Please note that the activities listed are subject to change, as the selection will depend on the availability of resources and the best interests of the students.

## SPORT AND RECREATION - PHYSICAL EDUCATION STUDIES 1A/1B

*Pre-Requisite: Minimum B in PE & Health, Interest & Passion for Sport & PE*

In Year 10 students may select a course in Sport and Recreation as part of their elective subjects. This course is aimed at developing students' practical and theoretical abilities beyond that of the compulsory Physical Education course; studying sport-related topics and developing physical skills to a more advanced level. Students will build on personal understanding of participation in physical activity and extend interest and aspirations for future involvement in sport. In 2011 the Sport and Recreation Year 10 students studied the Curriculum Council course Physical Education Studies 1A/1B as a lead-in to 2A/2B for Year 11. This is to be continued in 2012.



This course will be assessed in the following outcomes:

- Skills for Physical Activity
- Self -management Skills
- Interpersonal Skills
- Knowledge and Understandings

The Sport and Recreation course is designed as a pathway for students hoping to pursue Physical Education Studies in Year 11 and 12. It is also designed to promote vocational and lifestyle opportunities in sport and recreational areas.

Activities and topics covered include the following:

- Learning Movement Skills
- Fitness for Physical Activity
- Roles and Positions in a Team
- Coaching and Officiating

Sport and recreational activities will be selected from the following: Basketball, Golf, Lifesaving, Beach Volleyball, Sailing and Tennis.

\*Please note that the activities chosen are subject to change, as the selection will depend on the availability of resources, the best interests of the students and the consideration of the Year 11 and 12 Physical Education Studies sport selections. Fees will depend on activities selected.

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## Languages Learning Area

The Languages learning area enables students to communicate effectively in languages other than English and further develop their skills and understandings in English. They gain understanding of other societies, the ability to interact with people and cultures other than their own, and practical skills which they can use in future social, cultural and vocational areas. The Languages learning area has six learning outcomes, each of which is essential to students' ability to communicate effectively and appropriately in the target language. These learning outcomes are interrelated and cannot be achieved in isolation. They include:

- Listening and Responding, and Speaking
- Viewing, Reading and Responding
- Writing
- Cultural Understandings
- The System of the Target Language
- Language Learning Strategies

### FRENCH

In order to take French in Years 11 and 12, it is advised to study this subject from Year 7 onwards.

#### Year 7

This course introduces the students to French language and culture. All skill areas - reading, writing, listening and speaking - are equally emphasized.

On completion of the course, students will be able to communicate in simple terms in French in the areas outlined below:

- Greetings and Introductions
- Talking about Myself
- Family and Pets
- The Classroom and School Life
- Likes and Dislikes
- French Festivals

#### Year 8

*Prerequisite: Year 7 French (as above) desirable*

This course is a continuation of Year 7. New topics will be taught, but those covered in Year 7 will be enhanced and extended.

The following topics will be covered in the Year 8 course:

- Talking about future plans

- Clothing and Fashion
- House and Home
- Shops and Shopping
- Leisure and Sport

### Year 9

*Prerequisite: Year 8 French (as above)*

This is the final stage of the lower-school French course. Topics covered in Years 7 and 8 will be extended, and new topics introduced. As with Years 7 and 8, the four skill areas will be of equal importance. In Term 3, the students will take part in the Australian Language Competence Tests.

Students will cover the following topics:

- |                         |                                |
|-------------------------|--------------------------------|
| • Leisure and Going Out | • Health                       |
| • Cinema and Television | • Travel                       |
| • Food and Drink        | • Staying with a French Family |
| • Daily Routine         | • Future Plans                 |
| • Weather and Seasons   | • Finding your way             |

**The WA/ La Reunion exchange student program is offered to girls who continue the study of French in Years 10, 11 & 12. This is offered every two years.**

### Year 10

*Prerequisite: Year 9 French (as above)*

#### *Semester One*

The focus for this unit is *le monde des jeunes (the world of youth)*. It introduces students to the French language and culture from a personal perspective, enabling them to share information related to personal identity, aspects of everyday life, and popular culture. They begin to develop an understanding of what it is to be French and French-speaking, and compare their own lives to those of others in French-speaking communities.

#### *Semester Two*

The focus for this unit is *la Francophonie (the francophone world)*. It is aimed at students who have a basic knowledge of French. They extend their knowledge of the French-speaking world while at the same time sharing information about, and developing a sense of their own space and place.

**This course is a prerequisite for Year 11 French.**

**Students sit for the Alliance Française Examination in Year 10 and participate in the “Why we learn French Forum”**

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**The University of Western Australia and Curtin University of Technology will boost the TEA by 10% for those students who undertake the study of a language other than English in Year 12.**

## ITALIAN

In order to take Italian in Years 11 and 12, it is advised to study this subject from Year 7 onwards.

### Year 7

This course aims at developing listening, speaking, reading and writing skills. By the end of the year, students should be familiar with:

- Ways of greeting;
- objects and people in the classroom;
- talking of subjects;
- likes and dislikes;
- school timetable;
- simple requests and orders in the classroom;
- description of objects in terms of quantity and colour;
- simple description of themselves and friends in terms of looks and character;
- dates, time; months; days of the week;
- simple questions about people's address, nationality, languages spoken, family and their relation to each other.

### Year 8

*Prerequisite: Year 7 Italian (as above) desirable*

This course aims at developing the listening, speaking, reading and writing skills introduced in Year 7. By the end of the year, students should be familiar with:

- ways of expressing likes and dislikes with regard to café foods & leisure activities.
- giving and accepting or declining invitations;
- making arrangements to go out;
- buying and ordering foods;
- dates, times, nationality;
- personality, and physical descriptions of self and others;
- present-tense verbs in the regular and irregular forms;
- articulated prepositions and their uses with nouns.

**Year 9**

*Prerequisite: Year 8 Italian (as above)*

The Year 9 course aims to develop further the students' listening, speaking, reading and writing skills. The students will be exposed to the language through the following themes:

- Buying clothes;
- methods of transport;
- health and fitness,
- sport;
- speaking on the telephone;
- accepting and declining invitations;
- Italian products;
- computer & Internet technology.

In Term 3, students will complete the Australian Language Competence Tests.

**Year 10**

*Prerequisite: Year 9 Italian (as above)*

***Semester One***

The focus for this unit is ***questo mio mondo (my world)***. It introduces students to the Italian language and culture from a personal perspective, enabling them to share information related to:

- personal identity;
- aspects of everyday life including home life;
- popular culture;
- an understanding of what it is to be Italian and Italian-speaking;
- compare their own lives to those of others in Italian-speaking communities.

***Semester Two***

The focus for this unit is ***cose da fare, luoghi da visitare (things to do, places to go)***. It is aimed at students who have a basic knowledge of Italian.

- They share information about, and develop a sense of their own space and place.
- Students learn more about Italian speaking communities and cultures and their sense of space and place.

Students sit for the Dante Alighieri examination.

**WAATI/Intercultura exchange student program is offered to students who continue the study of Italian in Year 11.**

**A study tour of Italy is also offered to those students who continue the study of Italian in Year 10, 11 & 12. This tour is offered every two years.**

**This course is a prerequisite for Year 11 Italian.**

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**The University of Western Australia and Curtin University of Technology will boost the TEA by 10% for those students who undertake the study of a language other than English in Year 12.**

## **JAPANESE**

In order to take Japanese in Years 11 and 12, it is advised to study this subject from Year 7 onwards.

### **Year 7**

This course introduces students to the Japanese language and culture. Equal importance will be placed on all four macro skills in a communicative setting. The complete 'hiragana' script is taught in Term One. In addition, some 'kanji' are introduced. The cultural component will allow students to gain an insight into the Japanese culture.

Topics covered are:

- Greetings
- Family, Friends and Pets
- Things about Self
- Scripts

### **Year 8**

*Prerequisite: Year 7 Japanese (as above) desirable*

This is a continuation of the Year 8 course. Essentially, students will build on the language skills taught, and extend them into the following new topics:

- Personal information
- Food
- Pets
- Spare time

The complete 'katakana' script is taught in Term One. More 'kanji' are introduced.

### **Year 9**

*Prerequisite: Year 8 Japanese (as above)*

Students will cover the new topics:

- Invitations
- School
- Locations
- Weather & Seasons

More 'kanji' will be taught. In order to prepare students for the study of Japanese in upper school, emphasis will be placed on the practical use of the language in communicative situations.

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**A tour of Japan is offered to those students who continue the study of Japanese in Years 10, 11 and 12.**

### **Year 10**

*Prerequisite: Year 9 Japanese (as above)*

#### ***Semester One***

The focus for this unit is ティーンエイジャー (**teenagers**). It is primarily aimed at learners of Japanese, with year 7-9 as prior learning. The unit introduces students to the Japanese language and culture from a personal perspective, enabling them to share personal information and obtain basic information from others related to personal identity, daily life of Japanese-speaking communities, and popular activities. Topics covered are Shopping, Friends and Eating out.

#### ***Semester Two***

The focus for this unit is 近所 (**neighbourhood**). It is primarily aimed at students who have basic knowledge and skills in Japanese that are consolidated in Semester 1. They build on their developing language skills in order to share information about locations, directions, neighbourhoods and transport.

**This course is a prerequisite for Year 11 Japanese.**

**The University of Western Australia and Curtin University of Technology will boost the TEA by 10% for those students who undertake the study of a language other than English in Year 12.**

## Technology and Enterprise Learning Area

(Business, Children, Food, Information Technology, Jewellery, Textiles)

This learning area provides vital skills and knowledge that will assist students in all facets of their personal and working lives. Students interested in potentially completing senior school study of

- Accounting and Finance
- Applied Information Technology (Business)
- Career and Enterprise
- Children, Family and Community – Caring for Others
- Materials Design and Technology – Textiles
- Workplace Learning

...will find a relevant preliminary course here.

Students in Technology and Enterprise learning area apply develop specialized knowledge and skills to satisfy human needs and wants, extending their capabilities and realizing opportunities.

Students learn to use materials, information, systems and processes effectively. The courses aim to also make students aware of relevant societal and environmental issues. (*The Curriculum Framework*)

### Learning Area Outcomes

Students will be assessed on the achievement of outcomes derived from the Technology and Enterprise learning area of the Curriculum Framework:

1. Technology Process	Students apply a technology process to create or modify products, processes, systems, services or environments to meet human needs and realize opportunities.
2. Materials	Students select and use materials that are appropriate to achieving solutions to technology challenges.
3. Information	Students design, adapt, use and present information that is appropriate to achieving solutions to technology challenges.
4. Systems	Students design, adapt and use systems that are appropriate to achieving solutions to technology challenges.
5. Enterprise	Students pursue and realize opportunities through the development of innovative strategies designed to meet human needs.
6. Technology skills	Students apply organizational, operational and manipulative skills appropriate to using, developing and adapting technologies.
7. Technology in society	Students understand how cultural beliefs, values, abilities and ethical positions are interconnected in the development and use of technology and enterprise.

**PLEASE NOTE: If a student wishes to complete a Technology and Enterprise Learning Area Year 11/12 course to University or TAFE entry level, it is *strongly recommended* that**



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she complete the relevant Year 9 and 10 courses to enable entry to the Year 11 course at a higher level of understanding.

### **Year 10 Foods**

The aim of this course is to provide students with an understanding of the social aspects of food. Students will study the formal menu and its modern variations. They will learn the necessary skills to design menus, select ingredients, balance budgets, and prepare and serve a variety of foods suitable for different functions.

This course is designed to cater for students who enjoy learning in a practical, creative environment. Students will complete regular practical projects in which they will follow the design process and practice as many food preparation skills as possible. In addition, they will cater for two functions within the school community.

This general course is suitable for students who are keen to pursue careers in a food-related area as well as those who wish to learn a craft for relaxation and balance in their lives, or to develop their creativity, or purely for pleasure.

Study of this course will be advantageous for completion of the Year 11 and 12 courses **Children, Family and Community – Caring for Others** and/or **Children, Family and Community – Living Independently**.

### **Year 10 Design Technology**

This is an introductory course covering the following areas:

- Woodwork and Related Materials
- Metalwork, Plastics and Materials
- Technical Graphics
- Computer-Assisted Drawing

Students will spend the majority of class time in the workshops and will be provided with the opportunity to gain confidence in using industrial type machines, tools and equipment. Students will create several construction items. Study of this course will be advantageous for completion of the Year 11 and 12 courses **Career and Enterprise and/or Workplace Learning**.

### **Year 9 Business Technology**

The focus for this unit is personal communication and using technology to meet personal computing needs. This includes the study of how individuals use information technology in their daily lives. Students investigate and develop an understanding of what is required to be able to successfully communicate to meet their personal needs. They develop a range of skills that enable them to communicate using appropriate technologies and to gain knowledge that assists in communicating within a personal context.

On completion of this course the student should be able to use ICT to:

- Design products for a particular audience

- 
- Apply OSH principles to the use of computers (eg correct posture, equipment placement)
  - Understand privacy issues particularly in relation to Internet use
  - Identify the benefits of Internet use for learning (eg podcasting, social networking)
  - Organize electronic documents for ease of retrieval, storage

### **Year 9 Foods**

This course offers students the opportunity to creatively prepare and present food from around the world.

The aim is to provide students with a broad program that includes applying the design process, knowledge of ingredients, use of equipment, skills for designing recipes and menus, development of food preparation skills, standards for safety and hygiene, the food industry, and social aspects of foods.

The course is designed to cater for students who enjoy learning in a practical, creative environment. Students will complete regular practical projects in which they will follow the design process and practice as many food preparation skills as possible.

This general course is suitable for students who are keen to pursue a career in a food-related area as well as those who wish to learn a craft for relaxation and balance in their lives, or to develop their creativity, or purely for pleasure.

### **Year 9 Textiles**

The aim of this course is to provide students with a broad program that includes applying the design process; fabric knowledge; dyeing and printing fabrics; standards for safety; use of equipment; development of fashion and design skills; and development of construction skills.

The course is designed to cater for students who enjoy learning in a practical, creative environment. Students will complete four craft or clothing projects in which they will follow the design process and practice a variety of creative techniques.

This general course is suitable for students who are keen to pursue a career in a textiles-related area as well as those who wish to learn a craft for relaxation and balance in their lives, or to develop their creativity, or purely for pleasure.

### **Year 8 Business Technology**

The focus for this course is **personal finance**. Students are introduced to the concepts, principles and terminology used in financial decision-making and management on a personal basis. They will develop their own personal financial budget. Throughout the course students will develop creative marketing and financial skills and knowledge using information and communication technologies. In addition, students will consider the areas of ethics and management in business through practical role plays and group discussions.

### **Year 8 Foods**

The aim of this course is to give students an opportunity to experience the practical and creative aspects of foods. Students will be introduced to the design process, knowledge of ingredients, use of equipment, standards for safety and hygiene, skills for recipe design and

food preparation skills. The practical projects will be to design, prepare, serve and evaluate their own recipes.

### **Year 8 Textiles**

This course will enable students to build on the skills learnt in Year 7 and give them the opportunity to develop further the practical and creative aspects of textiles. Students will use the design process to design, construct and evaluate a craft item, using techniques learned in the course. Essential content will include: fabric knowledge, use of equipment, standards for safety, and design and construction skills.

### **Year 7 Business Enterprise and Technology**

This course focuses on financial and computer literacy. Students are introduced to a range of skills and techniques used in the finance, graphic design and multimedia industries. Students are challenged to create solutions to business problems using available technologies. They will learn about the Technology Process and how to information products including surveys, spreadsheets and graphs, and simple animations.

### **Year 7 Foods**

Students will undertake this course for one semester. This course will introduce students to the process of following basic recipes and working with food in a practical classroom environment. Regular practical sessions will provide the opportunity for students to gain essential food production skills. With the emphasis on learning about healthy eating, this course aims to empower students to meet their individual needs in choosing and preparing food.

### **Year 7 Textiles**

This semester-long course aims to introduce students to the basic processes used in designing and working with a simple textile product. Students will have the opportunity to develop the basic skills required in each stage of the Technology Process, in order to produce a simple textile product. Regular practical sessions will provide the opportunity for students to gain essential knowledge and use of simple sewing construction techniques which will then form a foundation for further development in textiles and crafts.

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## The Arts Learning Area

(Dance, Design Graphics, Drama, Music and Visual Arts)

**Dance, Drama, Music and Visual Arts** all assess the following **four Learning Area Outcomes**:

1. Arts Ideas
2. Use of Arts Skills, Techniques, Technologies and Processes
3. Arts Responses
4. Arts in Society

### DANCE

#### Years 7, 8, 9 Dance

These courses will provide students with a basic introduction to Dance. Students will have the opportunity to explore movement and improve their skills in a fun and safe environment. They will participate in choreographed warm-ups and dance sequences, and will also explore how dance can convey meaning through movement. Students will develop their confidence and self-esteem through working with others to choreograph their very own dance piece.

### DESIGN GRAPHICS

#### Year 10 Design and Multimedia

This course is designed to further develop the knowledge, understandings and skills acquired in the Year 9 Design and Multimedia course. With the hands-on experiences provided, students will appreciate the computer as a tool requiring a range of skills to enable effective solutions to a wide variety of design and information problems. Some of the areas to be covered include:

- Digital Video Editing and Imaging
- Multimedia and Graphic Design
- Animation Design
- Internet and Web Page Programming
- Computer Maintenance and Network Administration

Study of this course would be advantageous for completion of the **Applied Information Technology (Multimedia) course and/or the Design - Graphics course in Year 11 and 12.**

**Year 9 Design and Multimedia**

This course develops computing techniques in the areas of digital photography, internet, visual screen design, web pages, graphics, and communication. Knowledge and skills will be developed in effective Internet usage and in graphic design application.

Student computer-generated information products will be in response to teacher-directed design problems, embodying the technology outcomes of the course. Some of the areas to be covered include:

- Digital Photography
- Presentations and Screen Design
- Web Pages
- Design Graphics
- Communication

**Year 8 Design and Multimedia**

In this course students develop their confidence with hardware and software for graphic design. Building on skills from Year 7, students learn to design, adapt, use and present graphics and animation for a multimedia environment. The focus is on developing student's creativity and technology skills to entertain and engage an audience.

**DRAMA**

Effective vocal and non-verbal communication is our passport to life and the common denominator of the subjects and activities in which we are involved. Drama is a fun way of developing the skills of the individual. It is through perceptive listening and courteous, effective speaking that we move towards breaking down social, professional and racial barriers.

The courses enable students to achieve in the four Curriculum Framework Arts Learning Outcomes, *Arts Ideas*, *Arts Skills and Processes*, *Arts Responses* and *Arts in Society*.

**Year 7**

*Prerequisite: None*

In Year 7, the students will be introduced to the fundamental skills required in Drama. These include basic stagecraft, terminology, improvisation skills, focus exercises and the use of imagination. Students undertake group-work exercises to explore these skills in practice, and create their own works to demonstrate their understanding. They begin to understand the conventions of drama, including how to devise and script original performances, as well as critically reflecting on the Drama works of others by writing a critical review. Students begin to learn processes of verbal and non-verbal communication to aid in characterization. They will also maintain a drama journal to reflect on their own creative process. Students will have the opportunity to perform in Variety Night in Term 4 to put their new skills into practice and showcase their original works.

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**Year 8***Prerequisite: None*

In Year 8, the students will continue to develop the fundamental skills required in Drama. Through discussion, movement, role-play, improvisation and reflection, the students develop a greater understanding of these skills in practice. Focusing on physical comedy and clowning, the students will explore physical communication and characterization. They will be able to identify the conventions of this genre, and will explore these through original group-devised and solo works. Later on, students will turn their focus to verbal communication by exploring Ancient Greek Theatre. They will learn the basic mechanics of voice and skills for warm-up, projection and characterization. They will also maintain a drama journal to reflect on their own creative process. Students will have the opportunity to perform in Variety Night in Term 4 to put their new skills into practice and showcase their original works.

**Year 9 (Drama 1 or 2)***Prerequisite: None*

In Year 9, the students will be introduced to Drama by exploring mime and mask work as a foundation for understanding the body as the actor's tool. They will learn the history of mime and masks and will undertake exercises to explore physicality using neutral masks and Baal Masks. From there, they move into Commedia Dell Arte (Italian Comedy). Commedia Dell Arte involves comic stock characters, mask work, situation comedy and zany costumes. Students will learn about the fundamental elements of drama, develop team work skills, follow script directions and have a chance to explore their theatrical abilities. The term's work will culminate with students performing a complete Commedia Dell Arte scene. They will also maintain a drama journal to reflect on their own creative process. Students will have the opportunity to perform at the Showcase evening in Term 4 to put their new skills into practice and showcase their original works.

**Year 10 (Drama 1 or 2)***Prerequisite: None*

While studying the elements of drama, students will analysis and interpret a range of scripts which vary in Form and Style. The initial focus is on Musical Theatre and students will have the opportunity to devise, script and perform their own musical theatre piece. Then, students will explore the conventions of silent film, and will devise, script, film and produce their own silent film. This unit will include skills of video camera use and maintenance, and basic film editing. Production and design skills will be advanced through a series of activities during the year. The Year 10 course furthers students' knowledge of fundamental drama skills and terminology, and encourages students to apply their knowledge to the interpretation of scripted works as well as original pieces.

## MUSIC

Music is central to the lives of young people and provides an avenue for creativity and self-expression. Study of these subjects gives students the opportunity to gain an understanding of the unique language, techniques and conventions of Music. Students are engaged in a range of learning activities including composing, listening, performing and responding.

Students are able to utilize the performance of their own instrument through performance and composition.

There are four outcomes that provide a framework for the curriculum in Music. The outcomes and associated concepts are interrelated and interconnected. All are equally important and are developed concurrently. As students progress, they demonstrate the outcomes in increasingly complex ways. They include:

<b>Music Ideas</b> <i>Students generate works that communicate ideas</i>	<b>Music Skills and Processes</b> <i>Students use the skills, techniques, processes, conventions and technologies of Music</i>
<ul style="list-style-type: none"> <li>▪ Interpreting the ideas of others</li> <li>▪ Creating original ideas</li> <li>▪ Presenting ideas</li> <li>▪ Developing ideas</li> <li>▪ Exploring ideas</li> </ul>	<ul style="list-style-type: none"> <li>▪ Using skills, techniques and processes</li> <li>▪ Using and adapting technologies</li> <li>▪ Using Music conventions</li> </ul>
<b>Music Responses</b> <i>Students use their aesthetic understanding to respond to, reflect on and evaluate Music</i>	<b>Music in Society</b> <i>Students understand the role of the Music in society</i>
<ul style="list-style-type: none"> <li>▪ Responding to works and experiences</li> <li>▪ Evaluating works and experiences</li> <li>▪ Reflecting to works and experiences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Valuing Music</li> <li>▪ Understanding Australian Music</li> <li>▪ Understanding the economic significance of Music</li> <li>▪ Understanding the historical and cultural contexts of Music</li> </ul>

### Year 7 Music (one semester)

Year 7 students will have the opportunity to explore the elements of music through practical activities. Students will develop music skills and techniques, develop music ideas and look at the role music plays in society.

Unit focus:

- Term One/Three – The elements of rhythm are explored with a strong emphasis on practical music making and creativity. Students will learn about elements such as tempo, dynamics, articulation and tonality and how these impact on music.
- Term Two/Four – Students will explore the elements of melody with a strong emphasis on composing and playing the major pentatonic scale. - Students will explore the different musical families of the orchestra.

### **Year 8 Music**

This course is designed to develop an appreciation of music through a range of practical tasks and developing skills of musicianship (aural perception and theory), composition, literature and performance in a variety of different contexts. This course is ideal for students who enjoy music and would like to enhance their understanding and appreciation of the topic. Different genres of music are studied such as Classical, Jazz and Rock/Popular.

Unit focus:

- Term One- The elements of tempo, dynamics, timbre and texture will be explored, with a strong emphasis on practical music making and creativity.
- Term Two- Three new elements of music will be explored through creative activities. There will be an emphasis on Music Theory.
- Term Three- An understanding of how melody works will be developed through the study of compositional techniques.
- Term Four- Harmonic structure will be explored through the use of the student's own compositions.

Students are required to learn a musical instrument and are encouraged to participate in College music ensembles.

### **Year 9 Music**

*Prerequisite: Year 8 Music or approval by Director of Music*

This course is ideal for students who have completed Year 8 MUSIC and would like to continue developing their skills and understanding in the subject. Students who are pursuing study of an instrument and endeavor to study Music in upper school should enroll in this course, as it is an excellent preparation for Music Courses. Particular genres of music are explored with a focus on music from the Baroque and Classical eras: Jazz and Contemporary styles. This course focuses on development of musicianship skills (music theory and aural perception), broadening knowledge in music literature and nurturing performance ability. The use of music technology is utilized in this course for composing and arranging music.

Units of study include:

- Baroque Music
- Jazz and Blues Music



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- Classical Music
  - Contemporary Music

Students are required to learn a musical instrument and are encouraged to participate in College music ensembles.

**Year 10 Music**

*Prerequisite: Year 9 Music or approval by Director of Music*

This course is ideal for students who have completed Year 8 and 9 MUSIC and would like to continue developing their skills and understanding in the subject. Students who are pursuing study of an instrument and endeavor to study Music in upper school should enroll in this course, as it is an excellent preparation for Music Courses Stage 2 and 3. Particular genres of music are explored with a focus on Baroque, Classical, Romantic and 20<sup>th</sup> Century music as well as a focus on Jazz and Contemporary music. This course focuses on development of musicianship skills (music theory and aural perception), broadening knowledge in music literature and nurturing performance ability.

Units of study may include:

- Chamber Music
- Symphony
- Classical and 20<sup>th</sup> Century
- Jazz

Students are required to learn a musical instrument and it is recommended that students participate in College music ensembles.

Pathways:

- Year 11 Music 2A/B Western Art Music
- Year 12 Music 3A/B Western Art Music

**VISUAL ARTS**

Our world is a visual one in all its beauty and richness. The study of Visual Arts not only gives one a lifelong visual appreciation but also provides insight into the importance of art in the society in which we work and live.

The aim of the Visual Arts courses in Years 7, 8, 9 and 10 is to explore a wide variety of concepts, visual inquiries, techniques, art responses, artistic influences and references to society. As the students work through their projects, aspects of the 'elements and principles of design' will be identified, utilized and manipulated. Students will be encouraged to learn and use art language and become competent in the use of art media, techniques and equipment. Students in Years 8 to 10 will complete three or four projects per year, working to separate detailed assessment briefs, while Year 7 students will complete two projects.

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Examples of Project areas for Years 7-10:

- Painting
- Drawing
- Graphics
- Textiles
- Printmaking
- Ceramics (hand building)
- Collage
- Sculpture

Various art themes are identified and referred to in projects; for example:

- Aboriginal Art
- Contemporary Australian Art (visits to local galleries)
- Impressionism
- Japanese Art
- Modern Masters (e.g. Picasso, Van Gogh, Matisse)

### **Year 10 Visual Arts 1 (3 periods per week)**

*Prerequisite B grade in Year 9*

This course is the Curriculum Council Visual Arts 1A/1B course, which prepares the students for the Upper School ATAR Pathway, and includes a Year 10 examination:

Year 11:

Stage 2 (A/B) – *prerequisite B grade in Visual Arts 1 (or A grade in Visual Arts 2)*

Year 12:

Stage 3 (A/B) – *must successfully have completed Stage 2 in Year 11*

### **Year 10 Visual Arts 2 (2 periods per week)**

*No prerequisite*

This course prepares the students for the Upper School Access Learning Pathway, and does not include a Year 10 examination:

Year 11:

Stage 1 (A/B) – *no prerequisite*

Year 12:

Stage 1 (C/D) – *no prerequisite*

## ***UPPER SCHOOL***



## General Information

In Years 11 and 12, students embark on one of the following pathways:

<b>Access Learning Pathway</b>	<ul style="list-style-type: none"> <li>• No external examinations</li> <li>• Courses may include structured workplace learning and/or Certificate courses at TAFE</li> <li>• A total of six courses including Religion and Life</li> <li>• This pathway provides access to both TAFE and university</li> </ul>
<b>ATAR Pathway</b>	<ul style="list-style-type: none"> <li>• External examinations in at least four courses</li> <li>• A total of six courses including Religion and Life</li> <li>• This pathway provides access to both TAFE and university</li> </ul>

Students will choose six courses for Year 11, including Religion and Life, mid-way through Year 10, following a careful preparation that includes a unit in careers education and guidance from staff members on the various courses available. Students must work to capacity throughout Years 7 to 10 so that they are in the best possible position to follow their chosen pathway into Years 11 and 12 and beyond. It is very important that students choose appropriate courses – the College will guide them in the selection process.

Students usually take the same six courses in Year 12 that they took in Year 11, although there is some possibility for change. Taking up new courses in Year 12 is particularly difficult if students have not undertaken study to the appropriate level in previous years – for example, it would be most unwise to attempt a language in Year 12 without having studied it in Year 11.

A student undertaking the Access Learning pathway will work towards achieving her Western Australian Certificate of Education (WACE), which will depend upon grades achieved in her courses, and will have the opportunity of participating in the College's structured workplace learning program (which counts as one of her courses) and Certificate courses at TAFE, which will then provide access to both TAFE and university.

A student undertaking the ATAR (Australian Tertiary Admissions Rank) pathway will work towards achieving her Western Australian Certificate of Education (WACE), but will also receive an *Australian Tertiary Admissions Rank*, a number derived from her performance in her courses, both at the College and in the public examinations in those courses. A student's *Australian Tertiary Admissions Rank* at the end of Year 12 will be calculated by averaging her marks in her best four courses, combining examination marks achieved with school marks achieved.

The College will advise parents mid-way through Year 10 as to the pathway most suited to their daughter. English, Mathematics, Science, and Society & Environment are compulsory in Years 7 to 10. Hence, all students will receive sound preparation for courses in those learning areas. However, subjects in Technology & Enterprise, Languages, Music, and The Arts are electives from Years 8 to 10. The study of courses in those learning areas will be significantly advantaged by their having been taken from Years 8 to 10 as well.

## Courses

The following is a list of the Years 11/12 courses offered at Iona:

- Accounting and Finance
- Applied Information Technology
- Biological Sciences
- Career and Enterprise
- Chemistry
- Design – Graphics
- Children, Family and the Community – Caring for Others
- Drama
- Economics
- English
- French
- Geography
- Health Studies
- Human Biological Science
- Integrated Science
- Italian
- Japanese
- Literature
- Materials Design and Technology – Textiles
- Mathematics
- Media Production and Analysis
- Modern History
- Music
- Physical Education Studies
- Physics
- Politics and Law
- Psychology
- Religion and Life
- Visual Arts

The College is also exploring the possibility of introducing Marine and Maritime Technology.