MAZENOD
COLLEGE

Year 10

Curriculum Handbook

Contents

Introduction

Year 10 is the first year of Senior School for our students and a key phase in the Mazenod Journey. This is a year in which concrete decisions are made about the pathway that each student will follow towards the completion of his secondary education.

The curriculum for Year 10 reflects this increasing specialisation as the students are given more time to explore and deepen their skills in areas of passion and interest.

This is particularly evident in the selection of electives. In Years 8 and 9, the selections were very broad, while in Year 10 they become more specific .

The Subject Selection program in Term Two will be an exciting time students and their parents with a fortnight-long period of presentations and workshop to support the students in their pathway selection for Year 11 and 12. This will bring about deep conversations between parents and their sons about their futures.

In the core curriculum, examinations will be a feature at the conclusion of each semester. This year is one where each student must taken on board his responsibility for his learning by adopting regular study habits to develop the skills needed for lifelong learning.

Alongside our curricular offerings, I urge you to support your son's engagement in the wide array of co-curricular learning opportunities at the College. These include sport, dance, Young Vinnies, debating, music, games clubs and much more. The full range of offerings can be found in the Co-Curricular Booklet on the College website.

As parents and adults, we can support boys' learning through staying active and engaged in what they are doing in their courses. Listening to draft presentations , helping quiz their knowledge in preparation for examinations and showing interest in their current learning topics are just a few ways to support academic progress.

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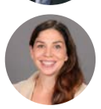

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The Lower School Curriculum

Mazenod College delivers the Western Australian Curriculum in all learning areas. Learning from Years 7 to 9 is characterised by increasing choice and autonomy for students as they begin to explore their own interests and take greater control over their learning.

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The five core learning areas are Religious Education, English, Humanities & Social Sciences, Mathematics, and Science. In addition to these, students study Health & Physical Education, the Arts, Italian, Design & Technology, and Digital Technologies.

There are no electives in Year 7, but students get an experience of some of the elective offerings that will be available to them in Year 8. These are:

Italian	Drama	Music
Visual Art	Design & Technology	Digital Technologies

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In Year 8, streaming is introduced in Mathematics, with the grouping of students into Standard and Extended classes. Additionally, Modified Maths and English classes are introduced for students who cannot access the standard content of those courses. Literacy support also takes place during English and Maths.

In Year 8, students select 8 elective courses, each for a semester. From these, students must select one each from Digital Technologies, Design & Technology, Visual Arts and Performing Arts subject areas. There is a wide selection of courses and these can be found in this handbook.

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In Year 9, streaming is introduced in English, with the grouping of students into Standard and Extended classes. Additionally, Modified Science is introduced alongside the equivalent Maths and English classes for students who cannot access the standard content of those courses.

In Year 9, students select 6 elective courses, each for a semester. Students can select whichever courses they choose. There is a wide selection of courses and these can be found in the Year 9 Curriculum Handbook.

In Term Three, Year students do 90 minute exams in Religious Education, Mathematics, Humanities & Social Sciences, and Science.

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In Year 10, streaming occurs in Maths, English, Science and in Religious Education. The Industry & Enterprise is introduced as an invitational program that prepares students to Vocational Education and Training. Students choose four semester elective units to study, with more time given to the these.

In Term Two, Year 10s undergo the Subject Selection Program, which prepares them to select pathways and courses for Senior School in Term Three. Students who have not prequalified for OLNA by achieving Band 8 in NAPLAN Reading, Writing and Numeracy will do OLNA to meet the literacy requirements for WACE. There are exams in both semesters in Year 10.

Learning Diversity

Isn't it amazing that we are all made in God's image, and yet there is so much diversity among his people?

- Desmond Tutu

Mazenod enrols 150 new students each year, and among these are a rich tapestry of individual gifts, experiences and needs.

Most of that diversity is catered for in the everyday work of the classroom and in the pastoral leadership of the College staff. Through differentiated Success Criteria and extra help, our aim is for all students to make progress academically, socially and spiritually.

Some students, however, need further support to meet their learning needs. To help meet the needs of all learners, Mazenod dedicates resources to three areas for learning diversity: Learning Support, Gifted & Talented, and Aboriginal Education.

Learning Support

The Learning Support Team consists of teachers, education assistants and school psychologists. These staff members support students with particular educational and social-emotional needs.

Students with particular learning needs will typically be on some kind of documented plan. These plans include:

Curriculum Adjustment Plan (CAP)
Students on CAPs will usually have a diagnosed learning or social-emotional difficulty. The CAP serves as a guide for teachers to make adjustments to the instruction, the environment or the assessment of learning for these students. A student on a CAP will still be taught and assessed against the year-level curriculum. These students may also receive extra support from the Learning Support Team.

Individual Education Plan (IEP)
Students on IEPs usually need significant learning support and are often supported by an Education Assistant.

In all cases where a documented plan is in place, parents, carers and the students themselves will be part of the process.

Gifted & Talented

Among our students are those with learning needs that demand that thy go beyond the curriculum. These students may not necessarily be achieving the highest grades, but other indicators might suggest that they have cognitive needs that are not being met by the curriculum.

Gifted and talented students are identified through classroom achievement, teacher observation and testing.

In Year 8, gifted students will have opportunities to engage in extra-curricular activities to support their curiosity and their competitiveness. These include the Da Vinci Decathlon, the Have Sum Fun competition, the Ethics Olympiad and the Euler Mathematics program.

In Year 8 and 9, the opportunities for these students expand to include the RiOT Gifted and Talented elective and the Explore Science elective as well as the Specialist Band Program.

In Year 10, students are extended in their curriculum through the streaming of their courses whilst also being invited to engaged with the variety of extra-curricular academic competitions.

Aboriginal Education

While Mazenod is located in Whadjuk Noongar country, it draws Aboriginal students from across the state in addition to the metropolitan area.

Mazenod is committed to supporting the learning ambitions of its Indigenous students while acknowledging and celebrating Aboriginal culture and history.

Aboriginal students are supported by our Aboriginal Education Coordinator. All Aboriginal students in the College will be on **Personalised Learning Plans (PLP)**. These documented plans will focus on the following four key questions for the student:

1. Where is the student now?
2. Where should the student be?
3. How will they get to where they should be?
4. How will we know when they get there?

Learning, Homework & Assessment

All learning activities, whether they be class activities, homework, or assessment aim to give the engaged learner guidance on the following questions:

Homework

Homework is an essential part of the learning. Homework task allows for students to consolidate their learning, practise a skill, or come to class with prior knowledge for the next lesson.

Year 10 students can begin to expect up to and over two hours of homework each night.

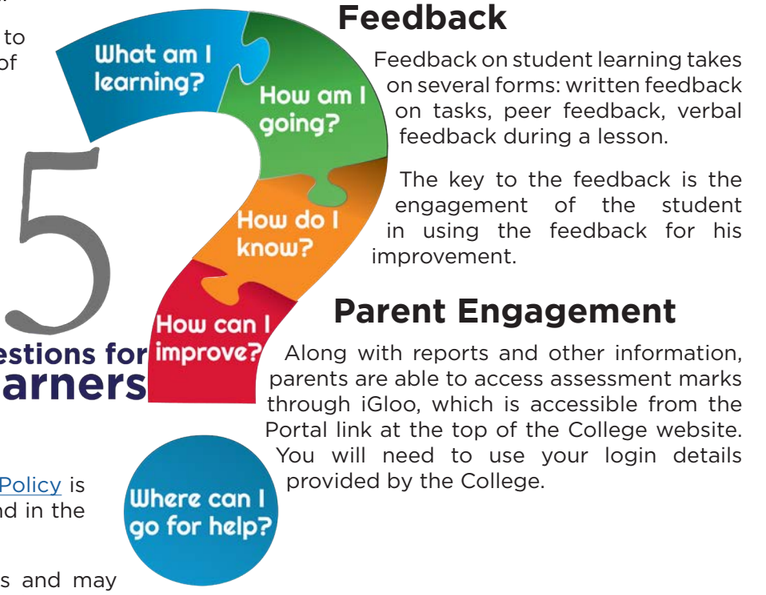
Homework is monitored by teachers to ensure that students complete it to a standard that reflects a commitment to learning.

School Assessment

Throughout the year, students do assessments that provide feedback to the students and teachers about learning and teaching.

The Mazenod College Assessment Policy is available on the College website and in the students' diaries.

Assessments can take many forms and may be modified to meet the needs of individual students.



Examination

At the end of each semester, students will complete two-hour examinations that cover Religious Education, English, Mathematics and Science.

OLNA

IN Year 9, the students did their final NAPLAN. These tests occur in May and are completed online.

Feedback

Feedback on student learning takes on several forms: written feedback on tasks, peer feedback, verbal feedback during a lesson.

The key to the feedback is the engagement of the student in using the feedback for his improvement.

Parent Engagement

Along with reports and other information, parents are able to access assessment marks through iGloo, which is accessible from the Portal link at the top of the College website. You will need to use your login details provided by the College.

Streaming

At Mazenod, we acknowledge that all students have different learning needs. As the years progress, the content and skills of each course increases in complexity. To support students to continue their own growth, we stream some core subject courses. The streams for their courses are as follows:

Extended
Extended courses are developed for students who need extension to accelerate their learning. These students will work to consolidate "B" grade skills and understanding or to achieve "A" grade levels of achievement against the WA Curriculum.

Standard
The Standard stream is design for students achieve a "C" grade and potentially a "B" grade. This stream aims to help students to consolidate their skills and undersandings of the WA Curriculum for their year-level.

Essentials
This stream is modified to focus on the schools to support students to achieve or consolidate a "C" grade

Industry & Enterprise
The I&E program is a specilised program. In English, HASS and Science, the curriculum is significantly modified to meet the needs of the students.

Year 10 Streaming

Streaming is introduced slowly through the years depending on the nature and demand of each course. In Year 10, the courses are streamed as follows:

Maths is streamed into Modified, Essentials, Standard, Extended 2 and Extended 1. The Extended course is streamed into two parts to reflect the Year 10 and Year 10A curriculum.

English is streamed into I&E, Standard and Extended.

Science is streamed into I&E, Essentials, Standard and Extended.

HASS is streamed into I&E and Standard only.

Reporting

All schools are mandated to grade all students on the same A-E scale against the WA Curriculum. For students in streamed courses, it is also important to report on student achievement in terms of the stream that the student is studying. For this reason, students are reported on in two ways:

WA Curriculum Grade
This is an A-E grade in terms of the year-level standard of the WA Curriculum.

Academic Progress
This is an indicator of achievement relative to the stream that the student is in. This indicator is report on a scale of Excellent, Commendable, Satisfactory, Limited, Unsatisfactory.

Numerical marks are reported relative to the stream that a student is in. For example, a student earning 80% in an Extended course might be considered an "A" while a student with the same mark in a Standard course might be a "B". This is because the assessments within each stream a designed to cater for different levels of achievement.

Religious Education

Rationale

Religious Education is the first learning area for all Catholic Schools. It is in this course that our students come to understand the teachings, beliefs and values of the Catholic Church.

The Religious Education course is an academic program that is compulsory for all students through to Year 12. In Senior School, the course can be studied as an ATAR subject towards university entry.

The Religious Education program explores the interplay between religion, society and individuals. It examines the nature of religion and how it offers individuals and their communities an understanding of the world around them. As students develop the knowledge, understanding, values and skills of this course, they understand ways to interact and communicate with people about the diversity of religious beliefs and practices.

The study of Religious Education at Mazenod will help our students to appreciate their role in sustaining a socially just world in which all are created in eyes of God.

The Year 10 Religious Education course is streamed into Extended RE and Standard RE with an Industry & Enterprise English Class as part of the Industry & Enterprise Program program. All courses follow the same program with instruction and assessment adjusted to the stream of the class.

RELIGIOUS EDUCATION

TERM ONE: VOCATION - CALLED TO BE AND TO BECOME
The content is built around the following areas: The basic human vocation, Discovering personal vocation, The Christian vocation, Marriage is a vocation, Ministerial Priesthood, Religious life and Life Everlasting.

TERM TWO: THE SEARCH FOR FREEDOM
The content is built around the following areas: Freedom to make responsible moral choices, making morally good choices, God's restoration of human freedom, God revealed the Old Law and the New Law, The New Law of True Freedom, The Sacrament of True Freedom.

TERM THREE: THE HOLY SPIRIT'S ACTION THROUGH CONSCIENCE AND THE CHURCH
The content is built around the following areas: Alone with God, Making judgement of Conscience, Four Principles of Conscience, Challenges recognising the voice of Conscience, The Holy Spirit guides Conscience, The Characteristics of the Church, The growth of the Church, Renewal of the Church through the Holy Spirit.

TERM FOUR: VOCATION – CALLED TO BE AND BECOME
The content is built around the following areas: Concern for Justice, Human injustice in the world, Jesus as the realisation of God's justice, Jesus restores Justice in people's hearts, Jesus calls Christians to promote Social Justice, The Church promotes Social Justice.

Health & Physical Education

Year 10 Achievement Standard

Health Education

At Standard, students explain the impact of social and cultural influences on personal identity and health, safety and wellbeing, including stereotypes and gender, diversity and cultural differences. They analyse media messages about health, and propose and evaluate interventions to improve individual and community health and wellbeing.

Students evaluate the impact of emotional responses on relationships and apply skills and strategies to promote respectful relationships, such as taking action to address disrespect or other inappropriate behaviour.

Physical Education

At Standard, students select, use and evaluate individual movement skills and sequences and implement tactics appropriate to the physical activity context, based on the outcome of previous performances. They apply appropriate technique while performing skills that increase in complexity.

Students describe acceleration and force absorption in relation to physical activity and improving performance. They describe ways to measure hydration and perceived exertion in response to physical activity. Students demonstrate ethical behaviour in competitive contexts and apply skills and strategies to improve team performance.

Course Outline

TERM ONE
In Term One, students transfer learned specialised movement skills with increasing proficiency and success in the contexts of cricket and swimming. They use feedback to improve their own and others' performance with greater consistency, and critically evaluate movement responses based on the outcome of previous performances. Through the application of biomechanical principles to analyse movement, students broaden their understanding of optimal techniques necessary for enhanced athletic performance. In Health, through the Keys4Life program, the students focus on being healthy, safe and active in the community.

TERM TWO
Students transfer learned specialised movement skills with increasing proficiency and success in the contexts of soccer and athletics. They use feedback to improve their own and others' performance with greater consistency, and critically evaluate movement responses based on the outcome of previous performances. Through the application of biomechanical principles to analyse movement, students broaden their understanding of optimal techniques necessary for enhanced athletic performance. In Term Two, the Keys4Life program continues.

TERM THREE
Using a range of Invasion/evasion sports students use feedback to improve their own and others' performance with greater consistency, and critically evaluate movement responses based on the outcome of previous performances. Through the application of biomechanical principles to analyse movement, students broaden their understanding of optimal techniques necessary for enhanced athletic performance. In Health, students study external influences on health decisions based on nutrition and evaluate their impact on personal identity and the health of the broader community.

TERM FOUR
Students self-assess their own and others' leadership styles and apply problem-solving approaches to motivate participation and contribute to effective team relationships. They are also provided with opportunities to assume direct control of physical activities in coaching, coordinating or officiating roles. The Keeping Safe Child Protection Curriculum is the focus for Term Four.

English

Year 10 Achievement Standard

Reading and Viewing

At Standard, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style. They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them.

Writing and Creating

Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. Students create a wide range of texts to articulate complex ideas. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

Speaking and Listening

Students listen for ways features within texts can be manipulated to achieve particular effects. They show how the selection of language features can achieve precision and stylistic effect. Students explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments.

The Year 10 English course is streamed into Extended English and Standard English with an Industry & Enterprise English Class as part of the Industry & Enterprise Program program

Industry & Enterprise English

TERM ONE
The focus for this term is the world of workplaces. You will explore the ideas behind the changing world of employment, rights and responsibilities and working conditions in workplaces in Australia and around the world.
Throughout the term, you will examine and produce a range of different texts. This term includes a study of the novel *The Dead I Know*, about a character who has a rather interesting job.

TERM TWO
In this unit you will look at a range of texts which aim to persuade us to take action. You will look at the ways we can be manipulated by texts to respond in particular ways and the ways that the creators of texts use specific techniques to make us act. You will look at some excerpts from visual texts including documentary excerpts, films, advertising campaigns as well multimodal texts and persuasive speeches. You will also have a wonderful opportunity to write your own speech presentation and present them to an audience in a TED talks style 'expo', encouraging them to act.

TERM THREE
The focus for this unit will be preparation for the job seeking process. Many of you will be looking for some form of Employment in the future, whether in a part time or casual position, or later on in full-time employment. We will practise our letter-writing, undertake mock interviews and write résumés skills to make sure you present yourself in the best possible way.

TERM FOUR
Despite how far we have developed as world Citizens, a damaging issue which lingers in our society and continues to create huge divisions between social groups is prejudice. You will study the contemporary classic novel *To Kill a Mockingbird* by Harper Lee, a coming of age story which explores the prejudice which existed in the 1930s Deep South. You will explore the historical and social context of this text and develop an understanding of these important time periods.

Standard English

TERM ONE: STORIES & PERSPECTIVES
This unit is based around the study of narrative texts and the ways that authors create engaging stories which explore unique perspectives. IYou will read the novel, *The Curious Incident of the Dog in the Night-time*, and consider how it explores unique perspectives. Developing essay writing skills and structured writing is also a strong focus of this unit. Based on your reading, you will use your knowledge of narratives to create an engaging and original narrative from an alternative perspective in the novel.

TERM TWO: PERSUASION
In this unit, you will look at a range of texts which aim to persuade us to take action. You will look at the ways we can be manipulated by texts to respond in particular ways and the ways that the creators of texts use specific techniques to make us act. You will look at some excerpts from visual texts including documentary excerpts, advertising campaigns as well multimodal texts and persuasive speeches.

TERM THREE: THIS IS AUSTRALIA
n this unit, you will look a wide range of text types that represent different Australian experiences. You will examine, poetry, photography and drama and the ways that these show different definitions of what it means to be Australian. You will look at the conventions of these different text types and explore how they construct varying representations. Through the medium of drama, you will create a scene from an original drama which explores and aspect of what you believe is the 'real Australia'. You will then study the feature film Last Cab to Darwin and produce an essay response to the text.

TERM FOUR: INJUSTICE
Despite how far we have developed as world citizens, a damaging issue which lingers in our society and continues to create huge divisions between social groups is prejudice. You will study the contemporary classic novel *To Kill a Mockingbird* by Harper Lee, a coming of age story which explores the prejudice which existed in the 1930s Deep South. You will explore the historical and social context of this text and develop an understanding of these important time periods.

Extended English

TERM ONE: THE HORROR THE HORROR

This unit is a genre study of the enduring Horror genre. It will begin by defining the genre and its history before undertaking a study of various Horror extracts. After that, the class will undertake a novel study of *I am Legend* by Richard Matheson and then finally lead to composing a Horror creative text of your own.

TERM TWO: WAR PERSPECTIVES
This unit will be focused on the theme of war and the different perspective on this always contentious and present event in our world. We will explore a series of war poetry, prose and imagery, developing your ability to closely analysis a range of texts using metalanguage related to visual texts, and poetry. The course of study will lead you to an extended film study of *Dirty Wars*, a text that provides an engaging perspective on war.

TERM THREE: TRAGEDY
Tragedy is an ancient genre that speaks across millennia because it engages our deepest flaws as human beings. In this unit, you will study *Oedipus Rex* by Sophocles and Shakespeare's Othello. Trust us, you will be talking about these for years! This unit will give you a strong grounding for future studies in this subject. By engaging with this unit, you will see how the stories we still tell have their patterns in age-old literature. Additionally, you will develop your analytical writing skills as well as your ability to convey information in innovative ways.

TERM FOUR: INJUSTICE
Despite how far we have developed as world citizens, a damaging issue which lingers in our society and continues to create huge divisions between social groups is prejudice. You will study the contemporary classic novel *To Kill a Mockingbird* by Harper Lee, a coming of age story which explores the prejudice which existed in the 1930s Deep South. You will explore the historical and social context of this text and develop an understanding of these important time periods. The text itself was created during the civil rights movement in the 1960s and you'll look at the way that an author's context, including their values and attitudes, can influence the way that a texts is constructed. You will also have an exam at the end of this unit.

Humanities & Social Sciences

Year 10 Achievement Standard

At Standard, students construct a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives. They use a range of methods to select, record and organise relevant information and/or data from multiple sources. When interpreting sources, students identify their origin and purpose, and draw conclusions about their usefulness. They examine sources to compare different points of view/perspectives and describe different interpretations. Students analyse information and/or data to identify simple patterns, trends, relationships and/or change over time. They draw evidence-based conclusions, using information and/or data to consider multiple perspectives and/or to propose action in response to contemporary challenges. Students develop a range of texts appropriate to the type of discussion and/or explanation required. They use subject-specific terminology and concepts, and provide evidence from a range of sources to support conclusions, and acknowledge these sources.

Students describe key features of the Westminster system and Australia's democratic values. They make comparisons between Australia's democracy and the political system of one other country. Students identify the international agreements Australia has ratified, and make connections between these agreements and the rights and responsibilities of citizens. They explain how Australia's democracy, and other democracies, may be undermined, and identify the safeguards that protect Australia's democratic system.

Students use economic indicators to analyse the economic performance of the Australian economy. They describe how government policy is used to manage the economy and improve economic performance and living standards, including the redistribution of income and wealth. Students describe how businesses respond to changing economic conditions, and explain how the different sectors in the economy are interdependent.

Students describe how the places in which people live influence their wellbeing and opportunities. They describe the interconnections between people and natural environments, and compare how the characteristics of places and natural environments can be influenced, changed and managed by people over time. Students predict the consequences of the changes, and describe the alternate views on strategies to sustainably manage a geographical challenge.

Students identify the causes and effects of World War II and the development of people's rights and freedoms, describing their significance from a range of perspectives. They refer to key events, the actions of individuals and groups, and beliefs and values, to explain patterns of change and continuity over time. Students describe different interpretations of the past, and identify the evidence used to support these interpretations.

The Year 10 Humanities and social Sciences course is taught on a rotational basis with students changing classes for new disciplines within the area. These disciplines are: History, Geography, Economics, and Politics and Law.

History

In this unit, students will develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.

At the end of this unit of study students will be able to identify the causes and effects of World War II and the development of people's rights and freedoms, describing their significance from a range of perspectives. They will refer to key events, the actions of individuals and groups, and beliefs and values, to explain patterns of change and continuity over time. Students will also be able to describe different interpretations of the past, and identify the evidence used to support these interpretations.

Geography

The first unit begins with an overview of human wellbeing and development around the world. Students will gain an understanding of how to measure and map human wellbeing and will also be able evaluate and justify the reasons for the spatial variations between countries in selected indicators of human wellbeing. There is a focus on issues affecting the development of places and their impact on human wellbeing and the role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries

The second unit will start an overview of the natural and human processes that shape coastlines. Students will then investigate the major challenges facing the sustainability of coasts, and the environmental worldviews - including those of Aboriginal and Torres Strait Islander Peoples - that influence how people perceive and respond to these challenges. Students will investigate a specific coastal area in Australia and one other country, focusing on the environmental changes occurring in these study areas. The unit of work will also involve a field-trip to a coastal area in Perth where land use change and sustainability of the ecosystem will be examined.

Economics

In Economics students will gain knowledge and understanding of Macroeconomic and Microeconomic concepts building on the Economic knowledge and understanding gained in previous years. Skills include questioning, researching, analysing, evaluating, communicating and reflecting.

Concepts include: scarcity, opportunity cost, supply, demand and price equilibrium, specialisation and trade, interdependence, markets, economic performance and living standards, circular flow of income model, business cycle, taxation, innovation and marketing.

Civics & Citizenship

Year 10 Civics and Citizenship aims students to continue to build on their understanding of the concepts of democracy, democratic values, justice, and rights and responsibilities by exploring Australia's roles and responsibilities at a global level and its international legal obligations. They inquire in to the values and practices that enable a resilient democracy to be sustained. Students will describe key features of the Westminster system and Australia's democratic values.

Students will make comparisons between Australia's democracy and the political system of one other country i.e. Indonesia or China. Students will identify the international agreements Australia has ratified, and make connections between these agreements and the rights and responsibilities of citizens. They will explain how Australia's democracy, and other democracies, may be undermined, and identify the safeguards that protect Australia's democratic system.

Mathematics

Year 10 Achievement Standard

Number and Algebra

At Standard, students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. Students make the connections between algebraic and graphical representations of relations. They expand binomial expressions and factorise monic quadratic expressions. Students find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations.

Measurement and Geometry

Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles.

Statistics and probability

Students compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges.

The Mathematics course in year 10 is streamed into Modified, Standard, and two Extended courses. The extended courses are streamed depending on the ability of the students.

Modified Mathematics

TERM ONE
The focus for the first term of Standard Mathematics is on working with indices and developing skills in algebra.

TERM TWO
The first part of this term focuses on developing student skills and understanding in trigonometry.

TERM THREE
Students learn how to interpret data using statistics and apply this knowledge to understanding our world.

TERM FOUR
Students learn about measurement and how we use length, width, area and perimeter in everyday life.

Standard Mathematics

TERM ONE
In this term students develop the skills with indices, including negative indices and scientific notation. In the second half the term students develop the algebra skills by working with simplifying algebraic expressions and factorising trinomials.

TERM TWO
Students begin the term with trigonometry by learning how to calculate angles of elevation and depression as well as bearings. In the second half the term students learn about statistics, including interpreting graphs and tables and developing their own graphical representations of statistical data. At the end of the term, students will learn about financial mathematics, including simple interest, compound interest, and tax tables.

TERM THREE
Students begin the term with linear modelling. They then return to deepen their understanding of the uses of statistical data as well as their understanding of financial mathematics.

TERM FOUR
in this term students work with simultaneous equations by solving inequalities, solving simultaneous equations graphically, and solving through substitution and elimination.

Extended Mathematics 1

TERM ONE
In the first half of this term, students hone their algebraic skills as well as their skills with number. In the second half of the term, students learn about linear functions, including solving simultaneous equations and finding gradients of lines in linear functions.

TERM TWO
The focus for term two is on trigonometry. Students perform a range of trigonometric calculations and apply their understandings to real-world, complex situations. Students learn how to work with practical problems involving sine, cosine and tangent. Students also study geometry through congruent triangles and geometric proofs.

TERM THREE
In the first half of this term, students develop their understanding of probability. Students then engaged with quadratic functions and simultaneous equations.

TERM FOUR
Students use the unit circle to find trigonometric values and work with algebraic representations of transformations associated with trigonometric graphs. They then move into index laws and learn about the concept of half-life, applying this to real-world situations.

Extended Mathematics 2

TERM ONE
Students begin the term by studying algebra, including factorising, adding and subtracting algebraic functions, and solving quadratics. They then move into working with linear functions and statistics.

TERM TWO
Students start the term by continuing with their study of statistics before developing the skills and understandings in trigonometry.

TERM THREE
Students begin the term by stating probability, including constructing Venn diagrams, tree diagrams, and understanding conditional probability. They then move into the study of quadratic functions and understanding parabolas and their properties. Students then learn about sequence and series, including arithmetic and geometric progressions.

TERM FOUR
In this term students learn about indices and surds, which includes a review of index laws, exponential growth and decay, compound interest, and exponential equations.

Science

Year 10 Achievement Standard

Science Understanding

At Standard, students analyse how the periodic table organises elements and use it to make predictions about the properties of elements. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions. Students apply relationships between force, mass and acceleration to predict changes in the motion of objects. They explain the concept of energy conservation and represent energy transfer and transformation within systems. Students describe and analyse interactions and cycles within and between Earth's spheres. They describe the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth. Students explain the processes that underpin heredity and evolution.

Science as a Human Endeavour

Students analyse how the models and theories they use have developed over time.

Science Inquiry Skills

Students develop questions and hypotheses and independently design and improve appropriate methods of investigation. They describe how they have considered reliability, safety, fairness and ethical actions in their methods. When analysing data, selecting evidence and developing conclusions, students identify any sources of uncertainty. They evaluate the validity and reliability of claims made in secondary sources with reference to the evidence cited. Students construct evidence-based arguments and select appropriate representations to communicate science ideas.

In Year 10, Science is streamed into Standard and Extended Science in addition to the Industry & Enterprise Science course, which is part of the Industry and Enterprise Program. Standard and Extended courses are delivered on a rotation with teachers adjusting course delivery for the stream of the classes. Industry & Enterprise Science is delivered through a modified curriculum and taught by the same teacher all year.

PHYSICAL SCIENCE
Students study the way energy is conversed in a system in a way that can be explained by describing energy transfers and transformations. Students also study the motion of objects and how this can be described and predicted using the laws of physics.

EARTH & SPACE SCIENCE
Students explore the idea that the universe contains features including galaxies, stars and solar systems, and that the Big Bang theory can be used to explain the origin of the universe. Also, they learn how global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere.

BIOLOGICAL SCIENCE
Students study the transmission of heritable characteristics from one generation to the next involves DNA and genes. Additionally, they study the theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence.

CHEMICAL SCIENCE
Students study the atomic structure and properties of elements are used to organise them in the Periodic table. They also study how different types of chemical reactions are used to produce a range of products and can occur at different rate.

Industry & Enterprise

The **Industry & Enterprise Program** is an invitational program for student in Year 10 with particular skills in the Design & Technology learning area.

With the changing curriculum expectations and the needs that have arisen from the changing employment market, a stand alone program has been developed for a select group of Year 10 students.

The Industry and Enterprise course is designed to assist students who have been identified as having difficulties in the core subject areas.

The program consists of 16-18 students who have been recognized as having good hands skills and are most likely to enter a trade or apprenticeship.

A modified curriculum that has greater relevance and practical application has been developed for this core group. The program is designed on the assumption that the students enrolled will progress to a General pathway in Year 11 and who are likely to study a VET certificate.

As part of the I&E program, students engage in workplace learning. Each term students participate in work experience giving students an opportunity to try different trades. Work experience assists students with their potential career pathway with time in the actual discipline or trade.

Through this program, students gather first hand knowledge about different trades and the activities that are undertaken. It also provides them with a good understanding of their suitability for the trade. Students are required to keep a logbook and evidence of the tasks they have completed. This will assist TAFE applications in the future.

In addition to their core subject learning, students undertake a variety of other courses that will improve their employability and competitiveness for post-school options. These include:

- Creating a USI Number
- White Card Construction Course
- Fire Extinguisher Course
- Senior First Aid Course
- Try a trade bricklaying course

Electives

In Year 10, students are free to choose any of the electives with placements determined by class size and timetabling.

Students choose 4 electives with more time allocated for study than in Year 8 and In Year 9, Although Year 10 electives are not prerequisites for Senior School, students considering pursuing these areas in Senior School are strongly advised to select these electives in Year 10.

Details of the elective units can be found on the College website:

https://www.mazenod.wa.edu.au/our-learning/lower-school-curriculum

Note: Some units are whole-year courses and count as two unit to a total selection of 4 units.

Design & Technology Units

No. of Units	Name	No. of Units	Name
1	**Design** (1 unit course)	1	**Metalwork** (1 unit course)
2	**Design** (2 unit course)	2	**Metalwork** (2 unit course)
1	**Electrical Engineering**	1	**Woodwork** (1 unit course)
1	**Robotic Engineering**	2	**Woodwork** (2 unit course)

Digital Technologies Units

No. of Units	Name	No. of Units	Name
1	**Programming**	1	**AI and Machine Learning**
1	**Game Development**	1	**Using Adobe Software Skills**

Visual Arts Units

No. of Units	Name	No. of Units	Name
1	Visual Art: **Art on Trend**	1	Visual Art: **Visual Arts Careers**
1		1	Media: **Ready or Not**

Performing Arts Units

No. of Units	Name	No. of Units	Name
1	Drama: **Australian Theatre**	1	Music: **All Blues**
1	Drama: **World Drama**	1	Music: **MixMaster**

Health & Physical Education Units

No. of Units	Name	No. of Units	Name
1	**Outdoor Education**	1	**Sport Science** (1 unit course)
1	**Specialised Physical Education**	2	**Sport Science** (2 unit course)

Industry & Enterprise Units

No. of Units	Name	No. of Units	Name
1	**Industry & Enterprise Program Unit 1**	2	**Industry & Enterprise Program Unit 2**

Commerce Units

No. of Units	Name	No. of Units	Name
1	Commerce: **Business Management & Enterprise (Shark Tank)**	1	Commerce: **Personal Finance**

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