

# 2023 Lower School Handbook



John  
Curtin  
College  
OF THE Arts

# Contents

INTRODUCTION	3
LIST OF ACRONYMS	4
CURRICULUM OVERVIEW IN YEARS 7, 8, 9 AND 10	4
VOCATIONAL EDUCATION AND TRAINING (VET)	5
ENGLISH LEARNING AREA	7
MATHEMATICS LEARNING AREA	9
SCIENCE LEARNING AREA	13
HUMANITIES AND SOCIAL SCIENCES LEARNING AREA	17
HEALTH AND PHYSICAL EDUCATION LEARNING AREA	21
THE ARTS LEARNING AREA	25
TECHNOLOGIES LEARNING AREA	31
LANGUAGES LEARNING AREA	41
STUDENT SERVICES	45
PROPEL: JCCA'S LEARNING SUPPORT PROGRAM	47

**Ngalak kaadatj ngalang wadjak moort wirin keniny, kawininy, kakarookiny wer warangkiny. We acknowledge our Wadjak families' spirits celebrating, laughing, dancing and singing.**

The opening acknowledgement has been permitted and translated by Noongar Linguist, Sharon Gregory.

This publication is an information document for prospective students of John Curtin College of the Arts. Every effort has been made to ensure that the information in this document is correct at the date of printing April 2023.

# INTRODUCTION

Dear students

This booklet identifies the subject choices available to you at John Curtin College of the Arts (JCCA) in Years 7, 8, 9 and 10 for 2023. The advantage of having the information for the four lower secondary years together is to make it easier for you to plan ahead. You can make choices for study in 2023 while considering what lies ahead for you in the future.

As you journey from Year 7 to Year 10, the range of choice within and between the learning areas increases. Note, that a language, other than English must be studied by all students in Years 7 and 8, however the study of Languages is optional in Years 9 and 10. If you are entering Year 10 your choice of subjects becomes more important in relation to the course that you might want to follow in Year 11 and you are urged to make full use of our course advisory system.

As you make subject choices for study each year, you should make sure that you list these in your priority order. Our College timetable is built upon the pattern of students' choices. Once the timetable is complete it is not always possible to make subject changes during the semester.

The college has a strong tradition of academic excellence. I would encourage you to use this handbook to help select a course which best meets your needs and supports your future aspirations.

Good luck in your studies throughout 2023.

TRAVIS VLADICH  
Principal



# CURRICULUM OVERVIEW IN YEARS 7, 8, 9 AND 10

## The Western Australian Curriculum

The School Curriculum and Standards Authority requires all schools to implement the Western Australian Curriculum and Assessment Outline to meet the learning needs of all students. The outline is informed by Belonging, Being and Becoming: The Early Years Learning Framework and the Australian Curriculum. The Outline sets out the mandated knowledge, understandings, skills, values and attitudes that Pre-primary to Year 10 students are expected to acquire in the eight learning areas.

## List of acronyms

The acronyms listed below are used throughout this document:

AEP	Academic Excellence Program
CALD	Culturally and Linguistically Diverse Students
ESL	English as a Second Language
GAT	Gifted and Talented
HASS	Humanities and Social Sciences
HOLA	Head of Learning Area
JCCA	John Curtin College of the Arts
LOTE	Languages
NAPLAN	National Assessment Program in Literacy and Numeracy
S1	Semester 1
S2	Semester 2
TAFE	Technical And Further Education
VET	Vocational Education and Training
WACE	Western Australian Certificate of Education

## Learning areas

Learning outcomes are grouped into eight broad learning areas. These are:

- English
- Mathematics
- Science
- Humanities and Social Sciences
- Health and Physical Education
- The Arts
- Technologies
- Languages

As students progress through their schooling, they will achieve the outcomes at increasing levels of complexity and in different learning contexts.

## What happens at JCCA

Each year, students at JCCA study subjects from each of the eight learning areas. In Years 9 and 10 students have the option of continuing with Languages, the Arts and Technologies Learning Areas or pursue other areas of interest. The amount of time a student spends studying each subject depends upon the requirements of the particular program of study.

## Gifted and Talented Education (GAT) and Specialist Programs

All students who have been accepted into a GAT or specialist program are expected to continue in their program from Year 7 to Year 12 in order to maintain their enrolment in the college.

## Reporting to Parents/Carers

JCCA teachers use many formal and informal methods to report student progress and achievement during the school year. Twice a year each student will receive an Education Department's formal report which will detail a student's progress and achievement reported as A, B, C, D and E.

In addition to the formal reports, Year 7 and 9 students will receive a copy of their NAPLAN results.

## Where you can find further information

<http://www.scsa.wa.edu.au> or explore the college website at <http://www.jc.wa.edu.au>

# VOCATIONAL EDUCATION AND TRAINING (VET)

As a Registered Training Organisation, John Curtin College of the Arts (RTO 50549) provides nationally recognised courses that involve industry standard training and recognition. As a result, students will be able to leave the college either well equipped to seek employment or with credits towards a national industry qualification that will be of assistance in further study at TAFE or university.

The college provides students with opportunities to gain skills, experience and recognition in diverse Arts related industry sectors.

The two key principles in VET programs are:

The use of nationally accredited training qualifications. These are sets of nationally endorsed industry standards that include units of competency which describe the skills and knowledge needed to perform effectively in the workplace.

On-the-job training in some of the skills included in the training packages.

The JCCA VET programs embody both of these principles. The current VET programs offered in lower school at the college are delivered in the following areas:

## Front of House

Students in Year 9 have the opportunity to enrol in CUA20230 Certificate II in Creative Industries (Front of House). The course aims to provide students with a realistic understanding of the world of work in the theatre industry. Students participate as Front of House ushers at college performances. They will be required to complete a minimum of 55 ushering duty hours. Students will have the opportunity to complete the qualification and the minimum ushering duties over four years.

Students will commence the Front of House course in Year 9 for two timetabled periods a week over Semester One. The remainder of the delivery of the course occurs outside of the college hours where students are able to complete the theoretical components. This will involve FOH workshops, formal classes, training days, online and self directed work at home.

An Expression of Interest form will be included with the Year 9 Subject Selection documentation. An EOI is not confirmation of entry into the course.

Students may not commence this course in Year 10, 11 or 12.

## Ballet

Students participating in the Year 10 Gifted and Talented Ballet Program may complete a CUA30120 Certificate III in Dance. This is a rigorous course enabling students to experience dance from a pre-professional perspective.

Delivered over three years, students commence the course in Year 10 and participate in 13 units of competency ranging from ballet, contemporary, fitness, on-ground acrobatics, improvisation, music appreciation and dance analysis.

Designed to provide students with the requisite 15-20 hours per week of intensive training necessary to pursue dance/ ballet as a career, this integrated program is delivered during school curriculum time, in after-school workshops and Saturday mornings.

All students enrolled in this course become part of the college Project Company, working and performing with industry professionals and highly expert college staff.

This certificate course is recognised by the School Curriculum and Standards Authority as helping to complete requirements towards a students WACE but not an ATAR. There is no compulsory external examination or externally set task for this course.

For further information contact Ms Diedre Atkinson (HOLA of Dance) on 9435 0700.

*Students selecting this course cannot select CUA20120 Certificate II in Dance.*

*Please note that if payment of the annual charges have not been made in full prior to the first performance and there is no payment plan in place, the student may not be able to access some resources such as costumes, external guest tutors, extension workshops and performances.*



JCCA

JCCA

JCCA

# ENGLISH LEARNING AREA

**HOLA:** Ms Maree Sayers

**Email:** Maree.Sayers@education.wa.edu.au

**Phone:** 9435 0700

## CONTENT STRANDS:

- Literature
- Literacy
- Language

## LOWER SCHOOL OVERVIEW

The English Learning Area acknowledges the special gifts and interests that all our students possess. Students studying English at JCCA can expect to enjoy themselves while being offered every opportunity to improve in both the traditional elements of English, such as reading and writing, viewing, speaking and listening, as well as in the area of critical literacy – the ability to see how different texts can shape our identity, values and beliefs.

Students in lower school are offered interesting, innovative and creative work that reflects the college's Gifted and Talented arts programs. Students are encouraged to produce a variety of assessment items including creative and analytical tasks. Reflecting the Western Australian Curriculum, the English programs from Years 7 to 10 have been constructed to reflect the three key areas of this subject; Literature, Literacy and Language. Written and visual texts have been selected to meet the demands of the new curriculum. Through Years 7 to 10 students can participate in a range of competitions and extra-curricular programs such as debating. In addition, students are encouraged to enter writing competitions such as the *Tim Winton Short Story Competition*, *The Young Writers' Competition* and the *Dorothea Mackellar Poetry Competition*.

Every student will be able to develop skills and knowledge in the outcomes of viewing, speaking and listening, reading and writing. At the beginning of each semester or term each student receives a course outline detailing which activities and outcomes are to be covered. Parents are encouraged to consult these so that they can assist their child to achieve the highest possible outcomes in the English learning area.

In addition to the grades, the English learning area uses other measures to inform recommendations for students studying upper school courses. These measures include NAPLAN testing, moderation tasks, comparability testing and a common lower school course.

## YEAR 7 ENGLISH

In the English learning area, Year 7 students are placed into appropriate classes based on primary school reports, NAPLAN data and tests conducted at JCCA including the NFER – Nelson testing program. There is also an Academic Excellence Program (AEP) in the humanities conducted at JCCA.

## YEAR 8 and 9 ENGLISH

Years 8 and 9 students are placed in appropriate classes. Students are given further opportunities to develop skills and knowledge in the outcomes viewing, speaking and listening plus reading and writing.

## YEAR 10 ENGLISH

In Year 10 students are placed in appropriate classes. Early in Term 3 Year 10 students face the upper school course selection process and the recommendations made by their teachers are largely based on the grades achieved by students by the end of Semester 1. In Semester 2, Year 10 students begin to undertake the type of tasks they can expect in upper school.

A final word! Students who read widely experience the most success in this subject.



# MATHEMATICS LEARNING AREA

**HOLA:** Mr Mark Ramasary

**Email:** Lutchman.Ramasary@education.wa.edu.au

**Phone:** 9435 0700

## CONTENT STRANDS:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

## LOWER SCHOOL OVERVIEW

Creative and innovative thinking, intellectual curiosity and academic rigour underpin mathematics teaching and learning strategies and encourage students to engage in analytical, investigative and problem-solving skills.

Mathematics has its own value and beauty and allows students to appreciate the elegance and power of mathematical reasoning.

### Content Structure

Mathematics is organised around the interaction of three context strands and four proficiency strands.

### Context Strands

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of the context strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability.

#### *Number and Algebra*

Students are required to:

- apply a range of strategies for computation and understand connections between operations;
- recognise patterns and understand concepts of variables and function;
- describe relationships and formulate generalisations;
- recognise equivalence and solve equations and inequalities; and
- apply number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

#### *Measurement and Geometry*

Students are required to:

- develop an increasingly sophisticated understanding of size, shape, relative position and movement of two-dimensional figures in the plane and three-dimensional objects in space;
- learn to develop geometric arguments; and
- build an understanding of the connections between units and calculate derived measures such as area, speed and density.

#### *Statistics and Probability*

Students are required to:

- recognise and analyse data and draw inferences;
- summarise and interpret data and undertake purposeful investigations involving the collection and the interpretation of data;
- assess likelihood and assign probabilities using experimental and theoretical approaches; and
- develop an increasingly sophisticated ability to critically evaluate chance and data concepts and make reasoned judgements and decisions as well as build skills to critically evaluate statistical information and develop intuitions about data.

# MATHEMATICS (CONTINUED)

## Proficiency Strands

The proficiency strands are Understanding, Fluency, Problem Solving and Reasoning. These strands describe how the content is explored or developed.

## Understanding

Students build a robust knowledge of adaptable and transferable mathematical concepts so that:

- they make connections between related concepts and progressively apply the familiar to develop new ideas;
- they build understanding when they connect related ideas, represent concepts in different ways, describe their thinking mathematically and interpret mathematical information.

## Fluency

Students are fluent when they calculate answers efficiently, recognise robust ways of answering questions, choose appropriate methods and approximations, recall definition and regularly use facts, and when they can, manipulate expressions and equations to find solutions.

## Problem Solving

Students develop the ability to make choices, interpret, formulate, model and investigate problem situations, and communicate solutions effectively. Students formulate and solve problems when they use mathematics to represent unfamiliar or meaningful situations, design investigations and plan their approaches, apply their existing strategies to seek solutions and when they verify that their answers are reasonable.

## Reasoning

Students develop an increasingly sophisticated capacity for logical thought and actions, such as analysing, proving, evaluating, explaining, inferring, justifying and generalising. Students are reasoning mathematically when they explain their thinking, deduce and justify strategies used and conclusions reached, adapt the known to the unknown, transfer learning from one context to another, prove that something is true or false and when they compare and contrast related ideas and explain their choices.

## LOWER SCHOOL CLASS STRUCTURE

At the college, students are streamed into mathematics pathways. These pathways are designed to prepare students for upper school courses. In Year 7 students are selected for the Academic Excellence Program (AEP) from standardised tests. Some students are also selected into AEP using the Nelson NFER test. These students follow a compacted, accelerated and differentiated program.

In Year 8, the AEP Pathway continues. All other students are placed into a pathway one or a mainstream pathway course.

Students are encouraged to perform well throughout Years 7, 8 and 9 as they will be placed into pathways based on their performance. Students are placed into a pathway one course based on their final percentage scores for Semester 1 and Semester 2 in Years 7, 8 and 9.

In Year 9, the AEP pathway, pathway one and the mainstream pathway continues. In Year 10 there is the AEP pathway as well as pathways one and mainstream.

As a guide, students who achieve at least 70% in the AEP pathway may enrol in Mathematics Specialist and/or Mathematics Methods course in Year 11. Students in pathway one who achieve at least 75% may enrol in the Mathematics Methods course in Year 11. Students in pathway one and mainstream may enrol in Mathematics Applications in Year 11 based on teacher recommendation. Students in mainstream pathway who achieve at least 70% may enrol in Mathematics Applications in Year 11.

Mainstream pathway students can enrol in the Mathematics Essentials course in Year 11 if they achieve at least 50% in this pathway.

## TECHNOLOGY

Each student must have a calculator. The mathematics department will advise, through the booklists, which brands and models are suitable for classroom use.

Laptops and iPads are also used in classrooms. All classes have interactive white boards and/or data projectors.

## MATHEMATICS ELECTIVES:

### YEAR 10 MATHEMATICS

#### DATA SCIENCE

##### Subject Code: 10DATA1 (S1) OR 10DATA2 (S2)

The ability to work with, understand, and use data has become an essential life skill and requirement for an ever-expanding range of jobs and careers. Data is everywhere around us. Ninety percent of the world's data has been created in the last two years (Marr, 2018). This course will introduce students to the main ideas in data science through free tools such as Google Sheets, Python, CODAP, Data Commons and Tableau.

Students will learn to be data explorers in project-based units, through which they will develop their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments, the power of data in society, and more. Students will work together to create visual displays to represent data and build a digital portfolio using Google Sheets.

# MATHEMATICS COURSES AND PATHWAYS





# SCIENCE LEARNING AREA

**HOLA:** Mrs Sally Harban

**Email:** Sally.Harban@education.wa.edu.au

**Phone:** 9435 0700

## CONTENT STRANDS:

- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills

## LOWER SCHOOL OVERVIEW

In 2022, Year 7, 8, 9 and 10 students are studying the Western Australian Curriculum. The Western Australian Curriculum: Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science related careers.

The Western Australian Curriculum: Science has three interrelated strands; Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. Together, the three strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

**Science Understanding:** This strand comprises four sub-strands: Biological Sciences; Chemical Sciences; Earth and Space Sciences; and Physical Sciences.

*Biological Sciences:* The Biological Sciences sub-strand is concerned with understanding living things. The key concepts developed within this sub-strand are:

- a diverse range of living things have evolved on Earth over hundreds of millions of years;
- living things are interdependent and interact with each other and their environment; and
- the form and features of living things are related to the functions that their body systems perform.

*Chemical sciences:* The chemical sciences sub-strand is concerned with understanding the composition and behaviour of substances. The key concepts developed within this sub-strand are:

- chemical and physical properties of substances are determined by their structure at an atomic scale;
- substances change and new substances are produced by rearranging atoms through atomic interactions; and energy transfer.

*Earth and space sciences:* The Earth and space sciences sub-strand is concerned with Earth's dynamic structure and its place in the cosmos. The key concepts developed within this sub-strand are:

- Earth is part of a solar system that is part of a larger universe; and
- Earth is subject to change within and on its surface, over a range of timescales as a result of natural processes and human use of resources.

*Physical sciences:* The physical sciences sub-strand is concerned with understanding the nature of forces and motion, and matter and energy. The key concepts developed within this sub-strand are:

- forces affect the behaviour of objects; and
- energy can be transferred and transformed from one form to another.

# SCIENCE (CONTINUED)

**Science as a human endeavour:** Through science humans seek to improve their understanding and explanations of the natural world. Science involves the construction of explanations based on evidence and science knowledge can be changed as new evidence becomes available. Science influences society by posing and responding to social and ethical questions, and scientific research is itself influenced by the needs and priorities of society. This strand highlights the development of science as a unique way of knowing and doing, and the role of science in contemporary decision making and problem solving. It acknowledges that in making decisions about science practices and applications, ethical and social implications must be taken into account. This strand also recognises that science advances through the contributions of many different people from different cultures and that there are many rewarding science based career paths.

**Science inquiry skills:** Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings. This strand is concerned with evaluating claims, investigating ideas, solving problems, drawing valid conclusions and developing evidence based arguments.

## **Cognitive acceleration**

Year 7 and 8 students are also involved in the *Thinking STEM* program. The program aims to accelerate the cognitive development of students through the targeted development of higher order thinking skills and is closely aligned to the requirements

of the Western Australian Curriculum. It takes the structure of a series of regular lessons each term.

## **LOWER SCHOOL CURRICULUM**

### **ORGANISATION**

The curriculum across Years 7, 8, 9 and 10 comprises units of work that integrate one of the Science Understanding sub-strands with the Science as a Human Endeavour and Science Inquiry Skills strands. A unit of work may vary in length from three weeks to a term. Each sub-strand in each year level has specific mandated content. Academic Excellence Program (AEP) students are given an enriched and accelerated version of this curriculum.

Students in Years 7, 8 and 9 are not placed in streamed classes (unless they are selected for inclusion in the respective AEP class). In Year 10 students are streamed into two pathways depending on their Year 9 results. These streamed classes are designed to better prepare students for the relevant science courses in Year 11. This can include students working in multiple strands at the same time. The following diagram shows the science courses and pathways operating across the years of lower secondary schooling leading to particular combinations of upper school subjects.

# SCIENCE COURSES AND PATHWAYS



WATER  
SCARCITY

COMPOST CREW

GREEN HOUSE  
EFFECT

ROOTS &

GREEN STAG

CLC

Climate Cha  
are schools do



**Continuous learning and teaching**  
**Motivating passion and engagement**

# HUMANITIES AND SOCIAL-SCIENCES LEARNING AREA

**HOLA:** Mr Andrew Sproat

**Email:** Andrew.Sproat@education.wa.edu.au

**Phone:** 9435 0700

## CONTENT STRANDS:

- Economics
- Geography
- History
- Law
- Politics

## LOWER SCHOOL OVERVIEW

The Humanities and Social Sciences in Years 7 to 10 follow the Western Australian Curriculum in a broad range of subjects that include: Ancient History, Economics, Geography, Modern History, Law and Politics.

The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

Through studying humanities and social sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

The humanities and social science subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

**In Years 11 and 12, students will have the opportunity to study ATAR courses in Geography, Modern History, Politics & Law and Psychology and the General Philosophy and Ethics course.**

**The pre-requisite for ATAR courses is a B Grade in Year 10 Humanities.**

## The Humanities Course – An Overview:

### YEAR 7 HASS

**Geography:** Water in the World, Place and Liveability.

**History:** What is History, Ancient History of Egypt, Rome or Athens. Ancient China or India.

**Politics and Law:** The Constitution and Democratic Government, Rights and Justice.

**Economics and Business:** Consumers & Producers, Financial Planning, Employment.

### YEAR 8 HASS

**Geography:** Mapping Skills, Landforms & Landscapes, Changing Nations.

**History:** Medieval Europe, The Crusades, The Black Death.

**Politics and Law:** The Freedoms & Responsibilities of Australian citizens, Australian Laws, Perspectives on Australian Identity.

**Economics and Business:** Markets, The Role of Government, Consumer Rights & Business Responsibilities, Changes in the Workforce.

### YEAR 9 HASS

**Geography:** Biomes and Food Security, Interconnections / Globalisation.

**History:** Industrial Revolution, Colonialism in India and Australia, Great War 1914-1918. .

**Politics and Law:** Australian Political system, the Court system, Participatory Democracy.

**Economics and Business:** The Global Economy, Business Competition, Responsibilities and Participation in the Workplace.

# HUMANITIES AND SOCIAL-SCIENCES (CONTINUED)

## YEAR 10 HASS

**Geography:** Environmental Change and Management, Geographies of Human Wellbeing.

**History:** The Second World War 1939-1945 and Rights & Freedoms.

**Politics and Law:** Australian Democracy in a Global Context.

**Economics and Business:** Economic Systems and Performance, The Role of Government & Businesses in Economic Management.

## HASS Electives:

### YEAR 9 HUMANITIES AND SOCIAL SCIENCES:

#### FINANCE

##### Subject code: 9FIN1 (S1)

**Subject description:** This course is designed to introduce personal money management to students. It can be seen as a life skill which helps students in their future handling of such matters as money – Australian and foreign currency, saving, credit and loan facilities, personal budgeting, payroll and wages, taxation and exposure to investing in shares via the share-market.

### YEAR 9 HUMANITIES AND SOCIAL SCIENCES:

#### BUSINESS

##### Subject code: 9BUS2 (S2)

**Subject description:** This course aims to inform students of their rights and responsibilities in making decisions in the market place. Students are introduced to different methods of personal wealth creation, entrepreneurship, credit cards and credit financing, shares and the share market, buying wisely and sales outlets, advertising and promotion methods and consumer protection mechanisms.

### YEAR 10 HUMANITIES AND SOCIAL SCIENCES:

#### LAW

##### Subject code: 10LAW1 (S1) OR 10LAW2 (S2)

**Subject description:** Legal Studies is a subject that, in many respects, teaches life skills. Students are introduced to the concepts of legal and non-legal rules and learn about how parliament makes law and how these laws relate to young people. The focus then turns to criminal law and criminal liability as well as police arresting powers and criminal trial procedures. We then investigate the effect the law has on the family, relationships and employment.

### YEAR 10 HUMANITIES AND SOCIAL SCIENCES: PHILOSOPHY

#### Subject code: 10PHIL1 (S1) OR 10PHIL2 (S2)

**Subject description:** Philosophy is the study of the fundamental nature of knowledge, reality, and existence and the skills practiced assist students academically as well as socially. In the Year 10 Elective, the focus is on Ethics and Society. We begin with ethical codes and ask questions like 'How do we decide what is right and wrong?', 'Who should decide?', 'Is morality subjective?', 'Should the majority rule?' and 'Can an act be judged by its consequences?'. We then move into discussions of ethical dilemmas to explore social issues, environmental responsibility and political philosophy. Asking questions like 'What does it mean to lead a good life?', 'What is more important: freedom or equality?', 'Do animals have rights?', 'Can you feel joy without experiencing suffering?', 'Should we bring back the death penalty?' and 'Is it possible to act truly selflessly or are we always being selfish?' Enjoy discussion and debate as well as the development of your critical thinking skills.





macri9n



# HEALTH AND PHYSICAL EDUCATION LEARNING AREA

**HOLA:** Mr Denis Clarke

**Email:** Denis.Clarke@education.wa.edu.au

**Phone:** 9435 0700

## CONTENT STRANDS:

- Moving our body
- Understanding movement
- Learning through movement

## LOWER SCHOOL OVERVIEW

The subject of Health Education focuses on prevention and covers areas of prime importance to adolescents living in a rapidly changing world. The underlying principle of this subject is to produce well-informed young people who can make considered decisions to ensure their good health both now and in the future.

The Physical Education curriculum has been developed for all students and not just students who like sport, as physical activity is crucial to the development of a healthy lifestyle. The activities offered focus on Moving Your Body, Learning Through Movement and Understanding Movement. Whilst success in this subject is assessed what is more important is what each individual gains from participation and what is learned for the longer term.

**Students are required to change into the college's physical education uniform before each class. These items of clothing can be purchased at the uniform shop.**

## FOOTBALL SPECIALIST

The Football Specialist program is an Approved Specialist Sports Program which is conducted in Years 7 to 12 at JCCA. This program is available only by selection and application forms are available by contacting Mrs Helen Dixon on 9435 0700 or visiting [www.jc.wa.edu.au/admissions](http://www.jc.wa.edu.au/admissions) to download a form.

The program is technically-based and sessions focus on individual and small group skills which increase in complexity from Years 7 to 12. For more information on this program please refer to the Football Specialist Program Handbook.

*Please note that if payment of the annual charges have not been made in full and there is no payment plan, the student may not be able to access some resources such as bus transport, external guest tutors, lightning carnivals, items of uniform or interschool fixtures.*

# HEALTH AND PHYSICAL EDUCATION (CONTINUED)

**ALL YEAR 7 STUDENTS STUDY THE FOLLOWING SUBJECTS:**

## **YEAR 7 HEALTH EDUCATION**

**Subject code: 7HED1 (S1) OR 7HED2 (S2)**

**Subject description:** Students develop their knowledge and understanding of health issues to assist them value physical, social, emotional and mental wellbeing. This course focuses on communication, resilience and team building. Students learn skills to make informed decisions on health issues such as bullying behaviours, relationships, sexuality, in particular puberty and body image, and drug topics such as caffeine and prescription drug use. The course is run in an energetic, applied learning environment.

## **YEAR 7 PHYSICAL EDUCATION**

**Subject code: 7PE1 (S1) AND 7PE2 (S2)**

**Subject description:** This course has been developed to correspond with the guidelines of the Western Australian Curriculum. A balanced range of activities will be studied with a focus on skill development, health and fitness, discovery learning, leadership skills and fun.

**ALL YEAR 8 STUDENTS STUDY THE FOLLOWING SUBJECTS:**

## **YEAR 8 HEALTH EDUCATION**

**Subject code: 8HED1 (S1) OR 8HED2 (S2)**

**Subject description:** Students identify skills and strategies to manage change and promote all aspects of their own and others' health, including making informed decisions, using assertive responses, and making contingency plans to avoid and prevent risks to health. Students identify the impact of negative behaviours on relationships and describe a range of factors and their impact on a person's emotional response and behaviour.

**Note: Year 8 GAT ballet students undertake Health outcomes as part of the Ballet GAT program.**

## **YEAR 7 PHYSICAL EDUCATION**

**Subject code: 8PE1 (S1) AND 8PE2 (S2)**

**Subject description:** This course has been developed to correspond with the guidelines of the Western Australian Curriculum. A balanced range of activities will be studied with a focus on skill development, health and fitness, discovery learning, leadership skills and fun. The course is vertically integrated with Year 7 and Year 9 study.

**ALL YEAR 9 STUDENTS STUDY THE FOLLOWING SUBJECTS:**

## **YEAR 8 HEALTH EDUCATION**

**Subject code: 9HED1 (S1) OR 9HED2 (S2)**

**Subject description:** Students identify and apply relevant criteria to determine reliability of online health information and whether it is suitable for use in a particular context. Students evaluate a range of characteristics of respectful relationships, such as showing respect for self and others, and personal differences and opinions. They describe and apply appropriate skills and strategies to resolve and manage conflict within different environments.

## **YEAR 9 PHYSICAL EDUCATION**

**Subject code: 9PE1 (S1) AND 9PE2 (S2)**

**Subject description:** This course has been developed to correspond with the guidelines of the Western Australian Curriculum. A balanced range of activities will be studied with a focus on skill development, health and fitness, discovery learning, leadership skills and fun. The course is vertically integrated with Year 7 and Year 8 study.

**OTHER SUBJECTS OFFERED IN YEAR 9 ARE:**

## **YEAR 9 PHYSICAL RECREATION**

**Subject code: 9PREC1 (S1) OR 9PREC2 (S2)**

**Subject description:** Students will gain an opportunity to become involved in a wide range of sports and games, providing fun and exercise. This course aims to facilitate the development of leadership and teamwork skills such as communication, delegation, collaboration, problem solving and resolution.

# HEALTH AND PHYSICAL EDUCATION (CONTINUED)

ALL YEAR 10 STUDENTS STUDY THE FOLLOWING SUBJECTS:

## YEAR 10 HEALTH EDUCATION

**Subject code: 10HED1 (S1) OR 10HED2 (S2)**

**Subject description:** Students explain the impact of social and cultural influences on personal identity and health and safety and wellbeing, including stereotypes about gender, 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, including taking action to address disrespect or other inappropriate behaviour.

**Note: Year 10 GAT ballet students undertake health outcomes as part of the Ballet GAT program.**

## YEAR 10 PHYSICAL EDUCATION

**Subject code: 10PE1 (S1) AND 10PE2 (S2)**

**Subject description:** This course has been developed to correspond with the guidelines of the Western Australian Curriculum. A range of activities will be offered to students with a focus on choosing a healthy lifestyle into adulthood and retaining a love of physical movement and fun.

OTHER SUBJECTS OFFERED IN YEAR 10 ARE:

## YEAR 10 OUTDOOR EDUCATION

**Subject code: 10OED1 (S1) OR 10OED2 (S2)**

**Subject description:** Outdoor Education provides the opportunity for students to develop confidence, attain life skills and attitudes that can be used in the natural environment. Students will undertake activities which develop skills in canoeing, camp-craft, bike riding and water environments. Students will be participating in the canoeing program at the Marine Boatshed located on the river at East Fremantle. Students who are interested in exploring the great outdoors, taking on a challenge and participating in a camp are well suited to this course.

**A prerequisite for this course is that students are competent and confident open water swimmers. It is an expectation that all students attend the overnight excursion. Students will be provided with all the necessary equipment with the exception of a sleeping bag. Costs for the camp are not included in the subject fee.**

## YEAR 10 PHYSICAL RECREATION

**Subject code: 10PREC1 (S1) AND/OR 10PREC2 (S2)**

**Subject description:** Students will gain an opportunity to become involved in a wide range of sports and games, providing fun and exercise. This course aims to facilitate the development of leadership and teamwork skills such as communication, delegation, collaboration, problem solving and resolution.

## YEAR 10 SPORTS SCIENCE

**Subject code: 10SPC1 (S1) OR 10SPC2 (S2)**

**Subject description:** Students will gain an understanding of the requirements of ATAR Physical Education Studies in senior school. This course focuses on the complex relationships between anatomical, physiological and bio-mechanical factors that influence individual and game play performance. Learning in this course involves participation linked closely with written, oral, and practical experiences. Physical activity and sport are used to develop skills and performance.

This course prepares students for an ATAR Physical Education Studies pathway in senior school.



# THE ARTS LEARNING AREA

## DEPUTY PRINCIPAL OF ARTS AND INNOVATIONS:

Mrs Judy Hendrickse

**Email:** Judy.Hendrickse@education.wa.edu.au

au

**Phone:** 9435 0700

## DIRECTOR OF BALLET AND DANCE:

Ms Diedre Atkinson

**Email:** Diedre.Atkinson@education.wa.edu.au

au

**Phone:** 9435 0700

## DIRECTOR OF MEDIA AND VISUAL

### ARTS:

Ms Sophie Jaques

**Email:** Sophie.Jaques@education.wa.edu.au

au

**Phone:** 9435 0700

## DIRECTOR OF DRAMA:

Ms Marissa Atzemis

**Email:** Marissa.Atzemis@education.wa.edu.au

au

**Phone:** 9435 0700

## DIRECTOR OF MUSIC AND MUSIC

### THEATRE:

Mr Kieran Drew

**Email:** Kieran.Drew@education.wa.edu.au

**Phone:** 9435 0700

## CONTENT STRANDS:

- Marking
- Responding

## GIFTED AND TALENTED EDUCATION (GAT) ARTS PROGRAMS

After undertaking the GAT testing process, successful Year 7, 8, 9 and 10 students participate in their selected GAT Arts program. Information about each program and also enrichment classes is detailed in the *Gifted and Talented Arts Handbook*. For further information about the GAT courses and on how to apply please contact Mrs Helen Dixon on 9435 0700 or email Helen.Dixon2@education.wa.edu.au.

Please note: It is understood that students who accept a position in a Gifted and Talented program at the college will continue in this program for the remainder of their secondary schooling.

## GENERAL ARTS COURSES

At JCCA a range of arts courses across all lower school years are offered which do not require prerequisites. These courses are described below in this handbook and are available to all students.

# THE ARTS (CONTINUED)

## YEAR 7 MUSIC

### Subject code: 7MUS1/7MUSC2 (S1) AND 7MUSC3/7MUSC4 (S2)

**Subject description:** Enjoy learning an instrument, playing in an ensemble and discover what makes music unique. As a music student you continue tuition on the instrument you began in primary school through the Instrumental Music Services (IMSS) program. If you have not previously learnt an instrument there are limited places in beginner classes for trombone, saxophone, tuba and euphonium and orchestral percussion. You will play in the ensemble relevant to your instrument and perform in concerts, assemblies and festivals. In Class Music you learn to read, write and analyse music and learn to compose your own music using music software and keyboards.

**NOTE:** There is an expectation that a music student continue in the music program for at least four years. Before enrolling in music, a student must seek pre-approval from Mr Kieran Drew (Director of Music).

## YEAR 7 PERFORMING ARTS-DANCE

### Subject code: 7DAN1 (S1) OR 7DAN2 (S2)

**Subject description:** This dance unit allows students to develop an interest in moving to music in a safe environment. It provides an opportunity to develop physical fitness as well as an awareness of how dance can be used as a form of positive self-expression. Students will also be encouraged to add their own creative flair to group based activities.

## YEAR 7 PERFORMING ARTS-DRAMA

### Subject code: 7DRA1 (S1) OR 7DRA2 (S2)

**Subject description:** In this course, students will use various creative drama techniques to build ensemble, stimulate imagination, movement, and role-play with an emphasis on concentration.

Students will be taught to direct their focus, intent, and motivation to create and sustain a character. Students will address plot, setting, and character in published scripts. Students will learn and use drama and theatre vocabulary in class discussions and the activities will address the promotion and reinforcement of students' literacy skills.

Students are introduced to basic theatrical and stage terminology; improvisation and the basic elements of theatrical performance and technologies. Students will exhibit and reinforce their skills through individual and group presentations and performances.

## YEAR 7 VISUAL ARTS

### Subject code: 7VAR1 (S2) and 7VAR2 (S2)

**Subject description:** Students will:

- explore visual arts making to encourage confidence, curiosity, imagination and enjoyment;
- enjoy exploring a variety of techniques, materials and processes to create artworks through the design, inquiry and making process; and
- discover how to apply visual art language and critical creative thinking skills when creating and responding to artworks.

## YEAR 8 MEDIA ARTS

### Subject code: 8MAR1 (S1) OR 8MAR (S2)

**Subject description:** Ever thought of acting in a movie? Ever thought of working behind the scenes? This subject gives you the chance to do either or both. Throughout this course you will be introduced to the world of film making, both on a theoretical and practical level.

## YEAR 8 MUSIC

### Subject code: 8MUS1/8MUS2 (S1) AND 8MUS3/8MUS4 (S2)

**Subject description:** Enjoy learning an instrument, playing in an ensemble or band and discover what makes music unique. As a music student you continue tuition on the instrument you began in Year 7. You play in a band or ensemble according to your instrument and perform in concerts, assemblies and festivals. In music you learn to read, write and analyse music and how to compose your own pieces using music software and in small groups using instruments.

## YEAR 8 PERFORMING ARTS

### Subject code: 8PAR1 (S1) OR 8PAR2 (S2)

**Subject description:** In this course, students will build characters and scenes. Students will use various creative drama techniques to build ensemble, stimulate imagination, movement, and role-play with an emphasis on movement and stage presence.

Students will focus on realistic and non-realistic acting, commanding audience attention, and developing a stage presence. They will understand and follow stage directions, and use proper techniques for body and voice control. Students will learn and discuss the basic elements of drama to better understand and analyse characters and scripted material. Students will learn and use drama and theatre vocabulary in class discussions and the activities will address the promotion and reinforcement of students' literacy skills.

Students are introduced to theatrical and stage terminology; improvisation, and elements of theatrical performance and technologies. Students will exhibit and reinforce their skills through individual and group presentations, performances and script writing.

# THE ARTS (CONTINUED)

## YEAR 9 CREATIVE DESIGN

**Subject code: 9DES1 (S1) AND/OR 9DES2 (S2)**

**Subject description:** Explore the dynamic world of Creative Design. This course is for students who love to create and design solutions to real world problems. Creativity and skills will be developed through traditional and digital platforms. The course focuses on design processes in a range of areas including but not limited to Photography, Illustration, Graphics and 3D Technologies.

## YEAR 9 MEDIA ARTS

**Subject code: 9MAR1 (S1)**

**Subject description:** This subject will give you the opportunity to investigate types of popular culture and how they influence society in general. You are encouraged to explore forms of popular culture of interest to you from the film and television industry. You will analyse television genre and advertisements and explore the production process.

## YEAR 9 FRONT OF HOUSE

**Subject code: 9FOH1**

**Subject description:** CUA20220 CERTIFICATE II IN CREATIVE INDUSTRIES

Students in Year 9 have the opportunity to enrol in CUA20220 Certificate II in Creative Industries (Front of House). The course aims to provide students with a realistic understanding of the world of work in the Theatre industry. Students participate as Front of House Ushers at college performances. They will be required to complete a minimum of 55 hours in Ushering duties. Students will have the opportunity to complete the units of competency and the minimum Ushering duties over four years.

Students will commence the Front of House course in Year 9 for two timetabled periods a week over Semester One. The remainder of the delivery of the course occurs outside of college hours where students are able to complete the theoretical components. This will involve workshops, formal classes and self directed work at home. An Expression of Interest form will be included with the Year 9 Subject Selection information sent home in Year 8.

Students may not commence this course in Year 10, 11 or 12.

## YEAR 9 MEDIA ARTS

**Subject code: 9MAR2 (S2)**

**Subject description:** This course focuses on film and the process of movie making. Exploring films to discover the nature of construction will cover part one of this course. Part two will explore production and editing skills and processes.

## YEAR 9 MUSIC

**Subject code: 9MUS1/9MUS2 (S1) AND-9MUS3/9MUS4 (S2)**

**Subject description:** Enjoy learning an instrument, playing in an ensemble and discover what makes music unique.

As a music student you continue tuition on the instrument you began in Year 7. You play an ensemble according to your instrument and perform in concerts, assemblies and festivals. In music you learn to read, write and analyse music and how to compose your own pieces using music software and in small groups using instruments.

## YEAR 9 VISUAL ARTS

**Subject code: 9VAR1 (S1) AND/OR 9VAR2 (S2)**

**Subject description:** In this course students will go on a journey of discovery, experimentation and problem-solving. They will undertake this journey by exploring a variety of visual techniques, practices and processes. Students will be encouraged to be curious about the world around them and gain confidence in responding to what they see and feel. This course supports students' ability to recognise and develop cultural appreciation of visual arts in the past and contemporary contexts through exploring and responding to artists and their artworks.

# THE ARTS (CONTINUED)

## YEAR 10 ARTS ENRICHMENT

Expanding on from the Year 7 – 9 Arts Enrichment courses, these subjects will refine skills and processes in the selected art form. Enhancing inquiry skills, collaboration and imagination in an environment that nurtures persistent, disciplined and a creative approach to learning.

Students can choose to select one of the arts learning area for one Semester or opt for a yearlong course by choosing the subject in both Semesters. Course content will not be repeated; new content will be delivered in each semester.

Learning Area options;

## YEAR 10 DANCE

**Subject code: 10DAN1 (S1) AND/OR 10DAN2 (S2)**

- Foundation skills and technique in a range of dance genres.
- Choreographic processes
- Contextual studies in dance

## YEAR 10 DRAMA

**Subject code: 10DRA1 (S1) AND/OR 10DRA2 (S2)**

- Explore a range of theatre styles
- Develop skills in acting, directing and design
- Study theatrical styles

## YEAR 10 PRODUCTION

**Subject code: 10PRO1 (S1) OR 10PRO2 (S2)**

- Fundamental skills in lighting and sound
- Set design and model making
- Elements and principles of the design process

## YEAR 10 MUSIC THEATRE

**Subject code: 10MT1 (S1) AND/OR 10MT2 (S2)**

- Vocal Training
- Study Musical Theatre repertoire
- Music and Society studies

## YEAR 10 ABORIGINAL AND INTERCULTURAL STUDIES

**Subject code: 10AIS1 (S1) AND/OR 10AIS2 (S2)**

- Develop and explore arts practices based on the studies of Aboriginal histories and culture.
- Investigate Aboriginal leadership and the relationship with the environment.
- Create culturally sensitive, multi modal and multi-disciplinary creative works inspired by research, social inquiry and self-reflection.

## YEAR 10 CREATIVE DESIGN

**Subject code: 10DES1 (S1)**

**Subject description:** This course provides students with the opportunity to expand on their ability to be visual problem solvers in the world of Design. Students will learn complex applications of Design practices in one of more studio areas of photography, illustrations, graphics and 3D technologies, whilst building industry skills through traditional and digital platforms. This course will equip students with the important skills and knowledge for entry into upper school Design courses, leading to Design ATAR and Design General in Year 11.

## YEAR 10 CREATIVE DESIGN

**Subject code: 10DES2 (S2)**

**Subject description:** This course provides students with the opportunity to expand on their ability to be visual problem solvers in the world of Design. Students will learn complex applications of Design practices in one of more studio areas of photography, illustrations, graphics and 3D technologies, whilst building industry skills through traditional and digital platforms. This course will equip students with the important skills and knowledge for entry into upper school Design courses, leading to Design ATAR and Design General in Year 11.

## YEAR 10 FRONT OF HOUSE

**Subject code: 10FOH**

*Prerequisites: Successful completion of Year 9 Units of Competence*  
**Subject description:**CUA20230 CERTIFICATE III IN CREATIVE INDUSTRIES

Students in Year 10, who have completed the Year 9 component of the course, may continue with their enrolment in the Front of House course. The course continues to provide students with a realistic understanding of the world of work in the Theatre industry. As part of the Front of House course students will participate in First Aid training and are able to complete a First Aid certificate. It is expected that students will continue with their ushering duties throughout the year.

The certificate will be awarded at Year 12 graduation and it also contributes to a student's WACE.

**NB: Classes for this subject are conducted outside normal class hours.**

## YEAR 10 MEDIA ARTS: GENRES

**Subject code: 10MAR1 (S1)**

**Subject description:** This subject aims to investigate media genres and allows you to use your knowledge and understanding in completing small media projects and investigations. Skills in camera operation, editing, titling and audio production will be developed and refined. You will also develop the ability to work in a small group, complete work on time and use media equipment responsibly.

## YEAR 10 MEDIA ARTS: NARRATIVES

### Subject code: 10MAR2 (S2)

**Subject description:** This subject aims to explore the elements required for the structuring of a narrative based media production. Media techniques will be examined and adapted for your production. You will be expected to script and storyboard your own short narrative. Elements of the technical, symbolic, audio and written codes of media making will be explored to enhance your media project.

## YEAR 10 MUSIC

### Subject code: 10MUS1 (S1) AND 10MUS2 (S2)

**Subject description:** Enjoy learning an instrument, playing in an ensemble or band and discover what makes music unique. As a music student you continue tuition on the instrument you began in Year 7.

You play in an ensemble according to your instrument and perform in concerts, assemblies and festivals. In music you learn to read, write and analyse music and how to compose your own pieces using music software and in small groups using instruments. By the end of the year you will know which context you would like to study in Year 11.

## YEAR 10 VISUAL ARTS

### Subject code: 10VAR1 (S1)

**Subject description:** In this course students will go on a journey of discovery, experimentation and problem-solving. They will undertake this journey by exploring a variety of visual techniques, practices and processes. Students will be encouraged to be curious about the world around them and gain confidence in responding to what they see and feel. This course supports students' ability to recognise and develop cultural appreciation of visual arts in the past and contemporary contexts through exploring and responding to artists and their artworks.

## YEAR 10 VISUAL ARTS

### Subject code: 10VAR2 (S2)

**Subject description:** In this course students will go on a journey of discovery, experimentation and problem-solving. They will undertake this journey by exploring a variety of visual techniques, practices and processes. Students will be encouraged to be curious about the world around them and gain confidence in responding to what they see and feel. This course supports students' ability to recognise and develop cultural appreciation of visual arts in the past and contemporary contexts through exploring and responding to artists and their artworks.



**Learning for life**  
Resilience, perseverance and reflection

# TECHNOLOGIES LEARNING AREA

**HOLA:** Mr Tim Rowberry

**Email:** Timothy.Rowberry@education.wa.edu.au

**Phone:** 9435 0700

## CONTENT STRANDS:

- Knowledge and understanding
- Processes and production skills

## LOWER SCHOOL OVERVIEW

The Technologies Learning Area encompasses two fields of study. These are:

- Design and Technologies
- Digital Technologies

The subjects offered for lower school students in this learning area are grouped by year under each field of study listed above.

# TECHNOLOGIES (CONTINUED)

## YEAR 7 DIGITAL TECHNOLOGIES- COMPUTER STUDIES

**Subject code: 7COM1 (S1) OR 7COM2 (S2)**

**Subject description:** In Year 7 students develop understanding and skills in computational thinking, to decompose problems and engage with a wide range of information systems. Students have opportunities to create a range of solutions to explore the properties of networked systems, acquiring data from a range of digital systems to model objects and events to develop an understanding of the vital role that data plays in their lives.

Students are provided with opportunities to develop abstractions, identifying common elements, while decomposing apparently different problems and systems to define requirements; recognising that abstractions hide irrelevant details for particular purposes. When defining problems, students identify the key elements of the problems and the factors and constraints as they design increasingly complex algorithms that allow data to be manipulated automatically.

## YEAR 7 DESIGN AND TECHNOLOGIES- FOOD AND FIBER

**Subject code: 7F&F1 (S1) OR F&F2 (S2)**

**Subject description:** This subject has two components - food and textiles. Students will investigate healthy food choices and the importance of food safety. Students produce a variety of dishes using a range of equipment and techniques.

Students will explore factors that influence our food preferences and the nutritional and physical properties of food. In textiles, students work independently and collaboratively to investigate, design, produce and evaluate a textiles project. Production systems are considered, including key design features and the development of technologies.

## YEAR 7 DESIGN AND TECHNOLOGIES- MATERIALS AND TECHNOLOGIES SPECIALISATIONS

**Subject code: 7M&T1 (S1) OR 7M&T2 (S2)**

**Subject description:** Under a term rotation all students will be introduced to the areas of wood and metal. Each introductory unit involves a hands-on approach, allowing students to develop their creative and practical skills. This will provide students with valuable knowledge that can be applied across all learning areas and prepare them for further studies in the technology and enterprise area.

Students will develop design skills using problem solving strategies to build knowledge and understanding in designing, making and appraising and how this relates to technology. Students are expected to meet all safety requirements in the workshop for successful completion of the course.

## YEAR 8 DIGITAL TECHNOLOGIES- COMPUTER STUDIES

**Subject code: 8COM1 (S1) OR 8COM2 (S2)**

**Subject description:** In Year 8, students further develop the understanding and skills in computational thinking, such as decomposing problems as they investigate the properties of networked systems and use for the transmission of data types. They acquire, analyse, visualise and evaluate various types of data, and the storing and transmitting of data. Students use structured data to model objects and events. They develop their understanding of the role of data and how it may be used.

Students develop abstractions, identifying common elements, decomposing problems and systems to define requirements; and recognise that abstractions hide irrelevant details. When defining problems, students identify the key elements of the problems. They design increasingly complex algorithms that allow data to be manipulated automatically, and explore ways of showing the relationship between data elements to help computation. They progress from designing the user interface, to considering user experience factors, such as user expertise, accessibility and usability requirements. Students have opportunities to plan and manage individual and team projects.

## YEAR 8 DESIGN AND TECHNOLOGIES- METAL TECHNOLOGY

**Subject code: 8MT1 (S1) AND/OR 8MT2 (S2)**

**Subject description:** This introductory metals course is designed to introduce students to various materials, tools and processes within this industry. Students will undertake a series of set projects to develop their metalworking skills. They will have the opportunity to develop techniques which will equip them with broad educational and industry level skills, as well as provide them with future links to further courses of study in the design and technology area.

Students wishing to complete both semesters of metalwork will focus on a series of personal design projects in the second semester structured to further advance their skills in this area.

# TECHNOLOGIES (CONTINUED)

## YEAR 8 DESIGN AND TECHNOLOGIES- TECHNICAL GRAPHICS

**Subject code: 8TGR1 (S1) AND/OR 8TGR2 (S2)**

**Subject description:** This is an introductory course in Computer Aided Design (CAD) which provides students with the opportunity to experience 2D and 3D digital modelling and design conceptualisation.

Students will be introduced to a variety of engineering architectural, digital animation and computer graphics most commonly used in such industries as film and advertising, interior design, building, project design and SFX. Expertise in software such as Sketchup, Sculptris, Sweet Home 3D, Photoshop and a diverse range of Autodesk products like Maya, Mudbox, Inventor and 3D Studio Max will be developed throughout the semester.

Students will also gain experience with rapid prototyping techniques such as 3D printing and laser cutting by producing a solid 3D prototype of one of their own design solutions.

Students wishing to complete both semesters of technical graphics will focus on a series of personal design projects in the second semester structured to further advance their skills in this area.

## YEAR 8 DESIGN AND TECHNOLOGIES- WOODWORK

**Subject code: 8WW1 (S1) AND/OR 8WW2 (S2)**

**Subject description:** This introductory wood course is designed to introduce students to various materials, tools and processes within this industry. They will undertake projects that will extend their knowledge of and skills in machining and fabricating various timbers to complete a series of set projects. Students will have the opportunity to develop techniques which will equip them with broad educational and industry level skills, as well as provide them with future links to further courses of study in the design and technology area.

Students wishing to complete both semesters of woodwork will focus on a series of personal design projects in the second semester structured to further advance their skills in this area.

## YEAR 8 DESIGN AND TECHNOLOGIES- TEXTILES

**Subject code: 8TEX1 (S1)**

**Subject description:** Students safely develop their technical textiles skills to earn their sewing machine license and begin initial investigations into fibers and fabric structure. Students will use the technology process to design, produce and evaluate a pair of pajama shorts using a basic commercial pattern. They will also investigate and research the global fashion industry and sustainable fashion.

## YEAR 8 DESIGN AND TECHNOLOGIES- TEXTILES

**Subject code: 8TEX2 (S2)**

**Subject description:** Students further develop their sewing machine skills and apply their creative knowledge to design, produce and evaluate a range of fashion accessories. Their Knowledge and understanding of fibres and fabrics is further developed when they explore felt-making techniques and 3D textile forms. Students investigate and research the Australian wool industry.

## YEAR 8 DESIGN AND TECHNOLOGIES- FOOD

**Subject code: 8FOD1 (S1)**

**Subject description:** Students will develop their knowledge and understanding of nutrition, exploring healthy food options and Australian food models. The investigation and design task explores breakfast solutions to meet individual and community needs. Social, ethical and sustainable issues will be considered throughout the course in practical and theory lessons. Students will produce a wide variety of recipes using a range of appropriate techniques and kitchen equipment. The sensory properties of food are examined to create healthy eating options.

Students with special dietary needs/allergies must consult with the Home Economics Assistant HOLA, Damian Cochrane.

## YEAR 8 DESIGN AND TECHNOLOGIES- FOOD

**Subject code: 8FOD2 (S2)**

**Subject description:** Students will further expand their practical skills and safely apply appropriate techniques to produce and evaluate a variety of dishes from snacks to main meals. They will investigate, design, produce and evaluate their own recipe that meets teenager's daily nutritional requirements while examining sensory properties. Students will use innovative and creative approaches to manage projects collaboratively and independently.

Students with special dietary needs/allergies must consult with the Home Economics Assistant HOLA, Damian Cochrane.

# TECHNOLOGIES (CONTINUED)

## YEAR 9 DIGITAL TECHNOLOGIES- GAME DESIGN AND CONSTRUCTION

**Subject code: 9GAM1 (S1) AND/OR 9GAM2 (S2)**

**Subject description:** Game Design is focused on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. Students will be introduced to the role of hardware, software, and data and file types for developing games. Throughout the course students are required to develop designs and design briefs for game projects, working both collaboratively and independently.

This unit primarily utilises the Unity Game Engine software, where students will begin to develop an understanding of C# object-oriented programming. Unity is an industry proven Game Engine that has been used to develop many big titles such as: Pokémon Go, Hearthstone, Fall Guys, Hollow Knight and many more. Unity also offers a range of free courses and certifications allowing students to develop real-world transferable skills to a career in the games development industry.

This course requires students to complete several open-ended tasks that involve planning, designing, developing and testing within the Unity Engine. Students will develop the skills to effectively identify, diagnose and solve problems throughout this process, while also developing project management skills, exploring different methodologies and utilising software to manage their own projects.

Students wishing to complete both semesters of Game Design and Construction will explore advanced courses using the Unity Learn resources, while also developing both individual and collaborative projects.

## YEAR 9 DIGITAL TECHNOLOGIES- COMPUTER ANIMATION

**Subject code: 9COM1 (S1) AND/OR 9GAM2 (S2)**

**Subject description:** Computer Animation explores traditional and modern forms of both 2D & 3D computer animation, developing skills and techniques to create animation utilising a variety of software.

For 3D animation students will learn to use Blender 3.0 exploring the workflow of 3D modelling process from initial concept to final render. Students will explore some of the stages in detail such as modelling, texturing, animating/posing and lighting.

For 2D animation students will learn to use Adobe Animate and Adobe Photoshop using a drawing tablet. Students will learn the fundamentals of good character design using an iterative approach, where they will begin to develop expertise in adobes cutting edge software while producing 2D animations.

After exploring both 2D & 3D computer animation students will plan and produce an animation of their choice either 2D or 3D.

Giving students the opportunity to explore the animation style of their choice in greater depth.

Students wishing to complete both semesters of computer animation will continue to develop expertise in animation software, having the opportunity to design, produce and evaluate their own larger scale animation projects. Students will have the opportunity to research and explore skills and techniques in their preferred animation style.

## YEAR 9 DESIGN AND TECHNOLOGIES- METAL TECHNOLOGY

**Subject code: 9MT1 (S1) AND/OR 9MT2 (S2)**

**Subject description:** Students will undertake a series of projects which will extend their knowledge of and skill in machining and fabricating various metals to complete projects. Students will have the opportunity to further develop their design skills with the selection of a personal project based on a designated environmental need.

Students begin to explore the social and environmental implications of using various materials. They will start to recognise that the supply of some materials is limited, and examine possibilities for reusing and recycling a variety of materials other than metal to complete their projects.

Students wishing to complete both semesters of metalwork will focus on a series of personal design projects in the second semester structured to further advance their skills in this area.

## YEAR 9 DESIGN AND TECHNOLOGIES- TECHNICAL GRAPHICS

**Subject code: 9TGR1 (S1) AND/OR 9TGR2 (S2)**

**Subject description:** This course further develops student's skills in 2D and 3D computer aided design providing an opportunity to commence a specialised focus on specific software programs.

Students will follow the Design Process in order to conceptualise, develop and produce a solution to a personal project using preferred software to present their ideas.

Throughout this course, students will also build on any previous Computer Aided Design (CAD) skills by completing more advanced tutorials to further improve their knowledge.

Students wishing to complete both semesters of technical graphics will focus on a series of personal design projects throughout the year structured to further advance their skills in this area.

# TECHNOLOGIES (CONTINUED)

## YEAR 9 DESIGN AND TECHNOLOGIES- WOODWORK

**Subject code: 9WW1 (S1) AND/OR 9WW2 (S2)**

**Subject description:** Students will undertake a series of projects which will extend their knowledge of and skill in machining and fabricating various materials to complete projects. Students will have the opportunity to further develop their design skills with the selection of a personal project based on a designated environmental need. Students begin to explore the social and environmental implications of using various materials. They will start to recognise that the supply of some materials is limited, and examine possibilities for reusing and recycling a variety of materials other than wood to complete their projects.

Students wishing to complete both semesters of woodwork will focus on a series of personal design projects in the second semester structured to further advance their skills in this area.

## YEAR 9 DESIGN AND TECHNOLOGIES- TEXTILES

**Subject code: 9TEX1 (S1)**

**Subject description:** Following the technology process students will investigate, design, produce and evaluate quilting techniques and processes. They will develop their creative design skills to produce a quilt top design and will learn safe and efficient skills on the sewing machine to complete their project. They will develop their knowledge and understanding of social considerations associated with the textiles industry and research a quilt designer of their choice.

## YEAR 9 DESIGN AND TECHNOLOGIES- TEXTILES

**Subject code: 9TEX2 (S2)**

**Subject description:** Students will develop new skills using a sewing machine. They will investigate, design and produce a garment or interior item using a commercial pattern exploring the use of up-cycled and recycled fabrics. Planning will include consideration of time, cost, risk and safety, and test appropriate technologies and processes to make successful products.

Students will research and investigate ethical, economic and environmental issues associated with the textiles industry.

## YEAR 9 DESIGN AND TECHNOLOGIES- FASHION DESIGN

**Subject code: 9FASH1 (S1) OR 9FASH2 (S2)**

**Subject description:** Explore the world of wearable art/fashion. Students will explore the future of fashion design by studying the Elements and Principles of design when creating innovative concepts and products. Creative skills will be developed through the construction of wearable art that makes a statement about sustainable and ethical fashion using reclaimed textiles/materials.

## YEAR 9 DESIGN AND TECHNOLOGIES- FOOD

**Subject code: 9FOD1 (S1)**

**Subject description:** Students explore physical and sensory properties of food to produce tasty, nutritious foods that are quick and easy to prepare. They will investigate and identify recipes and foods that may enhance the performance of an active teenager against given criteria. Students will work collaboratively using time management skills to safely produce each recipe. They will investigate social, ethical and sustainability issues that impact on our food choices, and use this knowledge to produce and evaluate appealing lunch and dinner food products.

Students with special dietary needs/allergies must consult with the Home Economics Assistant HOLA, Damian Cochrane.

## YEAR 9 DESIGN AND TECHNOLOGIES- FOOD

**Subject code: 9FOD2 (S2)**

**Subject description:** Students will discover past and current technological trends in food preservation, preparation and dietary habits spanning from pre-colonial times to the present and beyond. Students will safely cook and present nutritious meals using a variety of food preparation methods and equipment. They will learn how to decipher the technical terms and terminologies of modern food labels. Students will consider the economic, social, ethical and sustainable factors that influence the food we eat while collaboratively designing, producing and evaluating tasty food products in teams.

Students with special dietary needs/allergies must consult with the Home Economics Assistant HOLA, Damian Cochrane.

## YEAR 9 DESIGN AND TECHNOLOGIES- PERMACULTURE

**Subject code: 9PERM1 (S1) AND/OR 9PERM2 (S2)**

**Subject description:** A hands-on course that gets you outside designing closed loop systems of energy and resource harvesting for food security. If you enjoy practical outdoor learning, building and fixing things, are socially and environmentally minded or just want to be prepared for the zombie apocalypse you will love this course. The course will be led by you with the opportunity to develop practical design skills and implement them on the school grounds as you explore your interests in design, sustainability, regenerative food production practices, energy systems, building and maintaining structures, use and maintenance of hand tools, the local seasons, foraging for native foods and edible weeds, retrofitting, developing low impact regenerative solutions to the needs of our society and more. You will have the opportunity to shape the course based on your interests as you follow a design approach to human needs that focuses on whole system regenerative thinking.

You will develop your 21st century skill set to identify and solve the problems faced by society such as creative problem solving, collaboration, safe work practices, species identification, energy and water harvesting, food production and harvesting for food security, design, weather reading, creative and critical thinking.

# TECHNOLOGIES (CONTINUED)

## YEAR 10 DIGITAL TECHNOLOGIES- GAME DESIGN AND CONSTRUCTION

**Subject code: 10GAM1 (S1)  
AND/OR 10GAM2 (S2)**

**Subject description:** This course is both an introductory course and an extension of Year 9 Game Design and Construction. Students will develop skills in C# scripting by designing and implementing features into their game projects, considering the functional and non-functional requirements of their projects through detailed planning and regular review using the scrum project management methodology.

Throughout semester one students will explore good game design in context of narrative, stylisation and gameplay loops. Students will complete learning modules developing and extending their knowledge of the Unity software and the processes to build a game within the engine. Students will have the opportunity to choose a specialist area to focus on such as: lighting, 2D/3D asset creation, animating, shaders, materials, sound effects, UI design, and C# programming.

Throughout semester two students will produce a large-scale project utilising the skills learned throughout the Year 9 and 10 game design courses. This project requires students to develop all the necessary planning, documentation and delegation tasks needed in a real-world game design project before beginning production.

This unit continues to utilise the Unity Game Engine software, where students will develop C# object-oriented programming skills. Unity also offers a range free courses and certifications allowing students to develop real-world transferable skills to a career in the games development industry.

This course leads onto: Applied Information Technology, both ATAR (AEAIT) and GENERAL (GEAIT) in Year 11.

## YEAR 10 DIGITAL TECHNOLOGIES- COMPUTER ANIMATION

**Subject code: 10COM1 (S1)  
AND/OR 10COM1 (S2)**

**Subject description:** This subject explores modern computer animation techniques and workflows. Students will build and understanding of how modern animation is developed and the steps required to go from a character concept to an animated 3D character.

In the first semester students will take a detailed look at creating an animated 3D character and the workflow process of this task. Beginning with a character design concept drawing students then model, sculpt, texture, rig, animate and render their character through a guided major assessment task. Students will develop their animation skills using Adobe Photoshop and Blender.

Semester two requires students to select a major design project

that requires them to plan, design and produce their own animations. Students can choose to complete this major task as either a 2D or 3D animation. Students will follow the stages of creation and distribution of an animated film throughout this project, broken into 3 separate stages, Pre-Production, Production and Post-Production.

This course leads onto: Applied Information Technology, both ATAR (AEAIT) and GENERAL (GAIT) in Year 11.

## YEAR 10 DESIGN AND TECHNOLOGIES- TECHNICAL GRAPHICS

**Subject code: 10TGR1 (S1) AND/OR 10TGR2**

**(S2) Subject description:** This subject focuses on enhancing student's abilities to solve simple and complex design problems by originating and developing a plan for a product, structure or component. Students are exposed to a huge variety of 2D and 3D software programs that will assist them in producing detailed and highly imaginative solutions to their project selections.

Students will now have the opportunity to select major design projects from a variety of options including architecture, animation, animatronics, movie SFX, art metal sculpturing and engineering. 3D modelling programs such as Maya, Mudbox, Inventor, 3D Studio max and Sculpttris will allow students to explore highly inventive and dynamic presentations commensurate with industry standards.

Students will also construct detailed prototype models using a variety of rapid prototyping machines such as 3D printers and laser cutters. Access to the design and technology workshops will be critical to students producing maquettes and models of creatures and characters for their animatronics projects and animation themes.

Students wishing to complete both semesters of technical graphics will focus on a series of personal design projects throughout the year structured to further advance their skills in this area.

This subject leads to:

- CUA20715 Certificate II in Visual Arts - DESIGN
- DESIGN-DIMENSIONAL (GEDES) in Year 11.

# TECHNOLOGIES (CONTINUED)

## YEAR 10 DESIGN AND TECHNOLOGIES- METAL TECHNOLOGY

### Subject code: 10MT1 (S1) AND/OR 10MT2 (S2)

**Subject description:** This subject provides students with the opportunity to develop skills in functional and aesthetically pleasing metal based projects in the field of metal sculpturing, junk art, metal jewellery, art metal, metal-smithing and custom design metal arts.

Students will develop a variety of machine and hand skills working with a diverse range of materials to create innovative and decorative solutions to their own design problems.

This subject places a great emphasis on creativity and originality. Students are encouraged to explore progressive concepts, use new materials and develop new techniques. Students will learn to refine a variety of traditional, contemporary and innovative metalworking techniques as well as develop skills in 2D and 3D digital modelling.

Students wishing to complete both semesters of metalwork will focus on a series of personal design projects throughout the year structured to further advance their skills in this area.

This subject leads to:

- CUA20715 Certificate II in Visual Arts - DESIGN
- DESIGN-DIMENSIONAL (GEDES) in Year 11.

## YEAR 10 DESIGN AND TECHNOLOGIES- WOODWORK

### Subject code: 10WW1 (S1) AND/OR 10WW2 (S2)

**Subject description:** This subject provides students with an opportunity to apply the concepts of design and aesthetics to objects of function and everyday use.

Students will construct machine and hand-made products with a specific design focus making them more attractive and easy to use, OR create individual, aesthetically pleasing but mostly functional craft products.

Unlike previous woodwork classes which focused predominately on simple household items, this course allows students to apply their creative abilities to the manufacture of items such as musical instruments, chess sets, sculptures, theatre props and other fine woodworking projects.

Students wishing to produce traditional workshop pieces such as wine racks, bedside tables, storage devices and other furniture items will be able to complete their projects with a stronger emphasis on design and aesthetics.

All students will develop competency in Sketchup and Autocad to conceptualise designs and finalise plans. Students wishing to complete both semesters of woodwork will focus on a series of personal design projects throughout the year structured to further advance their skills in this area.

This subject leads to:

- CUA20715 Certificate II in Visual Arts - DESIGN
- DESIGN-DIMENSIONAL (GEDES) in Year 11.

## YEAR 10 DESIGN AND TECHNOLOGIES- TEXTILES

### Subject code: 10TEX1 (S1)

**Subject description:** Students will learn the relevant skills of using the sewing machine and overlocker, and look at new technologies that help with design and textile production. A variety of dye techniques are researched and tested, and the students will design and produce an item that extends their production skills. Students investigate historical and modern cultural textiles and design, produce and evaluate a garment or interior item inspired by their research.

This course leads to:

- MATERIALS, DESIGN AND TECHNOLOGY: TEXTILES (GEMDTT) in Year 11.

## YEAR 10 DESIGN AND TECHNOLOGIES- TEXTILES

### Subject code: 10TEX2 (S2)

**Subject description:** Students safe machining and overlocker skills will be further advanced. Exploring upcycled fashion students will learn how to alter and modify garments and patterns to fit themselves, explore the impact of clothing production on the environment, and research how to buy and make garments that are ethically sustainable. Planning will include consideration of time, cost, risk and safety, and students will test appropriate technologies and processes to make successful garments.

This course leads to:

- MATERIALS, DESIGN AND TECHNOLOGY: TEXTILES (GEMDTT) in Year 11.

## YEAR 10 DESIGN AND TECHNOLOGIES- CHILD CARE

### Subject code: 10CC1 (S1)

**Subject description:** This practical course is suitable for students who enjoy being around or are interested in working with infants and young children. Students investigate family structures, care for a newborn, and learn about the physical, social, emotional and cognitive development of a child over the first five years of life. Students' knowledge and understanding of the implications of parenthood are realised through caring with 'virtual baby' technology. This project helps develop the skills and knowledge, to care for an infant. Combined with this students also investigate the needs of a new born at home, identify and develop environmentally and cost effective solutions and evaluate their response.

They also investigate, design, produce and evaluate a developmentally appropriate and low- cost activity for young children and their families. There is a considerable practical component to this course.

# TECHNOLOGIES (CONTINUED)

## YEAR 10 DESIGN AND TECHNOLOGIES-CHILD DEVELOPMENT

### Subject code: 10CC2 (S2)

**Subject description:** Students enhance their knowledge of the human reproductive process by investigating the various stages and changes the human body goes through to bring a new life into the world.

Students learn about contraception, conception, foetal development, labour and delivery of a newborn. They also have the opportunity to reflect on their family's newborn experiences by constructing and caring for a 'rice baby', based on their exact birth weight or alternatively develop their knowledge and understanding of the implications of parenthood and caring with 'virtual baby' technology. This project helps develop the skills and knowledge to care for an infant. In this course student's knowledge and understanding of the needs of children and their carers is enhanced through investigating factors such as safety, costs, production processes, sustainability and legal requirements that influence the toy making industry.

Students' production skills are developed when they research, design, produce and evaluate a toy of their own. There is a considerable practical component to this course.

## YEAR 10 DESIGN AND TECHNOLOGIES-FOOD

### Subject code: 10FOD1 (S1)

**Subject description:** Students will learn how to entertain and prepare a range of foods, from planning around dietary needs to food presentation. They will consider food security and its impact locally and globally, then independently produce a meal for others that addresses this issue. Students will investigate, design and produce a meal based on a current food trend of their choice.

Students with special dietary needs must consult with the Home Economics Assistant HOLA, Damien Cochrane.

This course leads to:

- FOOD SCIENCE AND TECHNOLOGY (GEFST) in Year 11

## YEAR 10 DESIGN AND TECHNOLOGIES-FOOD

### Subject code: 10FOD2 (S2)

**Subject description:** This course will allow students to travel the world and embrace traditional foods from many different countries. Investigating social and ethical issues, students will safely prepare ethnic dishes applying authentic techniques, ingredients and utensils. Food preparation skills will be enhanced using appropriate garnishes for attractive food presentation.

Students with special dietary needs must consult with the Home Economics Assistant HOLA, Damien Cochrane.

This course leads to:

- FOOD SCIENCE AND TECHNOLOGY (GEFST) in Year 11.

## YEAR 10 DESIGN AND TECHNOLOGIES-FASHION DESIGN

### Subject code: 10FASH1 (S1) OR 10FASH2 (S2)

**Subject description:** Students will explore fashion cultures from around the world and create a portfolio of works that embodies their creativity and innovation, producing a collection of works that reflects their experience in the fashion industry as an emerging fashion label/brand,





# LANGUAGES LEARNING AREA

## DEPUTY PRINCIPAL OF ARTS AND INNOVATIONS:

Mrs Judy Hendrickse

**Email:** Judy.Hendrickse@education.wa.edu.au

**Phone:** 9435 0700

## CONTENT STRANDS:

- Communicating
- Understanding

## LOWER SCHOOL OVERVIEW

The College will be following the new Western Australian Curriculum for 7-12 Italian: Second Language. Studying a Latin-based language helps build and support general literacy skills. Language and culture do not exist alone and therefore, there is an emphasis on both in our courses.

Italian is compulsory for Year 7 and 8 and it is an option thereafter. It is essential that students intending to take upper school Italian also complete Year 9 and 10 Italian.

Italian remains as one of the most popular languages that people worldwide choose to learn as a second language. Italian is also an official language of Switzerland and Slovenia and is a well known language in Malta, Monaco, the region of Nice (France), Corsica, Albania, Somalia and Ethiopia. With its extensive history spanning from Ancient Rome to the Medieval and Renaissance periods to the present, the Italian culture is fascinating. From the architecture to art, fashion and design to food and music, Italy has contributed so much to our world.

At John Curtin College of the Arts, Italian is a particularly important complement to our students' artistic and sporting passions. In addition, we find ourselves in Fremantle, an area influenced heavily by Italian culture and migration. The cappuccino strip and the history of the local fishing industry are just some examples.

# LANGUAGES (CONTINUED)

## YEAR 7 ITALIAN

### Subject code: 7ITA1 (S1) OR 7ITA2 (S2)

**Subject description:** This course teaches students basic Italian communication skills and helps to develop an understanding of culture and an awareness of how Latin based languages function grammatically. Students communicate in Italian, interacting with peers to exchange information about self, family, friends and interests.

They engage in individual and collaborative tasks to identify topic, gist and specific points of information from texts related to their personal and social worlds, convey the information and ideas and use them in new ways. In Year 7 students also develop awareness of features of the Italian sound system and differences in tone and rhythm. Reflection on interactions and inter-cultural experiences will allow students to improve inter-cultural communication.

## YEAR 8 ITALIAN

### Subject code: 8ITA1 (S1) OR 8ITA2 (S2)

**Subject description:** Students will build on the skills, knowledge and understanding developed in Year 7 and focus on extending their oral and written communication skills and their understandings of the Italian language and culture. Communication and interaction in Italian will be centred around aspects of food, grocery shopping, meals and ordering from a menu.

They engage in individual and collaborative tasks that involve making arrangements, or organising events, or outings. Students become more familiar with the grammar, metalanguage and are encouraged to experiment and are supported to develop increasing autonomy as language learners. Students learn to apply elements of their Italian grammatical system and rules, as well as formulaic expressions, to develop their own texts.

## YEAR 9 ITALIAN

### Subject code: 9ITA1 (S1) AND 9ITA2 (S2)

**Subject description:** This course focuses on consolidating and extending students oral and written communication skills and their understanding of Italian language, culture, and history. Students engage in individual and collaborative tasks that involve exchanging information, making arrangements or obtaining goods or services. They gather and express ideas of opinions through a range of texts that consider purpose, audience and context.

Excursions form an exciting part of this course as students expand the range and nature of their learning by engaging in opportunities for authentic practice of the Italian language and culture.

Students learn to independently analyse, reflect on and monitor their language learning experience developing greater control of regular and irregular forms of Italian. Grammar focus points may include adverbs of time, articulated and simple prepositions, modal verbs and the present tense.

## YEAR 10 ITALIAN

### Subject code: 10ITA1 (S1) AND 10ITA2 (S2)

**Subject description:** In Year 10 students have a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. They are considering future pathways and prospects, including how Italian may feature in these.

This course leads students to initiate and participate in sustained interactions with others to exchange ideas, opinions, experiences and thoughts about making choices for today and in the future as well as discussing current affairs and Italy's fascist past. They engage in individual, collaborative tasks that involve exchanging views, comparing and justifying opinions.

Excursions continue to form an exciting part of this course allowing for authentic practice of the Italian language and culture. Film study is also a core component of this course and offers students both a deeper linguistic experience and a closer connection and reflection on the Italian culture and history.

Students are challenged to engage with some independent learning experiences to become increasingly autonomous when using Italian in familiar contexts and with the support of this course, will learn to manage less familiar contexts.

Grammar focus points may include but are not limited to direct object and indirect object pronouns, the present perfect and imperfect tenses, the conditional mood and future tense.

This course leads to:

- ATAR ITALIAN: SECOND LANGUAGE (AEISL) IN YEAR 11.





# STUDENT SERVICES

## HEAD OF STUDENT SERVICES

### YEARS 7-9:

Mrs Melissa Prince

**Email:** Melissa.Prince@education.wa.edu.

au

**Phone:** 9435 0757

## HEAD OF STUDENT SERVICES

### YEARS 10-12:

Mr Gavin Bradshaw

**Email:** Gavin.Bradshaw@education.wa.edu.

au

**Phone:** 9435 0703

## STUDENT SERVICES OVERVIEW

The Student Services team works together to enhance every student's chance for success at JCCA and their life beyond the college. The team works collaboratively and cooperatively to foster the intellectual, emotional and social development of all students and their right to learn in a safe, healthy and caring environment.

### Our range of services include:

- pastoral care and mentoring;
- rewards and recognition;
- behaviour management and attendance monitoring;
- facilitation of communication between parents, students and staff at the college;
- academic support, assessment and monitoring;
- course and career advice;
- psychological, counselling and coaching services;
- whole school approach to health and wellbeing advice;
- orientation and transition to secondary schooling;
- organisation of student social activities; and
- learning support and ESL (refer section on Propel).

## Student Services staff

The Student Services team is made up of professional practitioners qualified in education, health care and/or psychological issues. The make up of the team is:

### Head of Student Services (HOSS)

Two full time Heads, one Years 7-9 and one Years 10-12, who oversee and coordinate the activities of the team and work closely with the principal and deputy principals.

### Student Services Coordinators (SSC)

Three coordinators support the HOSS in providing pastoral and social care of students.

### Student Services Administration Officers

These officers carry out the day to day attendance and administrative tasks of student services.

### Student Services Triage Officer

This person manages the initial intake and assessment of students and student appointments within the Student Services team.

### College Nurses

The college nurse is employed four days per week and provides medical assistance and health and wellbeing advice.

### College Psychologists

The psychologists are available to listen to and assist students cope with a range of emotional, social and learning problems.

### Course Advisers

These people are available to offer students' advice as to possible course and career options.

### Chaplain

The chaplain provides pastoral care and support for students, staff and parents in times of need.

### Events Coordinator

This person works with the HOSS and SSC to organise a variety of information and social events throughout the year.

### Propel Program

A detailed look at the college's learning support program is given in a separate section of this handbook.

### ESL Teacher

Students from a non-English background are provided with English



**Connecting with Community**  
Social, cultural and environmental responsibility

# PROPEL: JCCA'S LEARNING SUPPORT PROGRAM

## TEACHERS IN CHARGE:

### PROPEL:

Dr Lynne Ivcevic

**Email:** Lynne.Ivcevic@education.wa.edu.au

**Phone:** 9435 0780

### PROPEL:

Ms Emma James

**Email:** Emma.James@education.wa.edu.au

**Phone:** 9435 0780

### EAL/D:

Ms Ellen Morrissey

**Email:** Ellen.Morrissey@education.wa.edu.au

au

**Phone:** 9435 0780

## PROPEL OVERVIEW

The PROPEL (Providing Real Opportunities = Participation, Empowerment and Learning) program at JCCA has grown since its inception in 1999. Propel won the prestigious 2001 Norm Hyde Award for best practice in pastoral care in a secondary school in Western Australia and the 2016 Learning Difficulties Australia's Bruce Wicking Award. This very successful program caters for students with average to above average ability, inclusive of intellectually gifted students from Years 7 to 12 and is unique in Western Australia. PROPEL is an innovative, successful and research-based model of secondary learning support that aims to provide accommodations and support to teenagers to empower them to achieve their secondary education goals.

PROPEL uses a variety of approaches to cater for the individual needs of students. These approaches are different to normal remediation processes that may not have worked in the past.

Typically students who are invited to join PROPEL evidence one or more of the following risk factors and have provided the following information:

- a documented learning disability by a psychologist;
- documented diagnosis or assessment fitting Department of Education's Disability Resourcing Branch categories;
- documented attentional disorder under the care of a paediatrician or psychiatrist;
- documented mental health issue by a psychologist or psychiatrist with ongoing therapy;
- English as an additional language or dialect (EAL/D) including Indigenous students.

The benefit of this program are:

- students are encouraged to be in control of their learning;
- outcomes are relevant to students;
- expectations are clear and structured;
- students feel empowered to learn;
- improved academic performance/attendance;
- improved self-image;
- greater self-motivation; and
- students centered learning.

Experience has shown that a further flow-on effect has been witnessed by both classroom teachers and parents.

Long term case management of students with a learning disability or mental health issue is essential when demonstrating a need for special examination arrangements in upper school through the Schools Curriculum and Standards Authority.

PROPEL also caters for Indigenous students and those students who come from an English as an Additional Language or Dialect (EAL/D) background where English may not be their first language and/or another language is spoken at home.

PROPEL has a cross-curricular focus. Students are provided with one out-of-class support period per week to assist them with the demands of the curriculum. PROPEL does not offer an alternate curriculum or intensive remediation due to resourcing limitations.

## 2022 Year 7 Subject Charges

Subject Code	Subject	Term Semester Year	Total
7SBAL1	Ballet Gifted and Talented	S	\$332.50
7SBAL2	Ballet Gifted and Talented	S	\$332.50
7CIRET1	Circus and Perseverance Enrichment Term 1	T	\$12.50
7CIRET2	Circus and Perseverance Enrichment Term 2	T	\$12.50
7CIRET3	Circus and Perseverance Enrichment Term 3	T	\$12.50
7CIRET4	Circus and Perseverance Enrichment Term 4	T	\$12.50
7COM1	Computer Studies	S	\$25.00
7COM2	Computer Studies	S	\$25.00
7CONET1	Confidence and Self-Management Enrichment Term 1	T	\$12.50
7CONET2	Confidence and Self-Management Enrichment Term 2	T	\$12.50
7CONET3	Confidence and Self-Management Enrichment Term 3	T	\$12.50
7CONET4	Confidence and Self-Management Enrichment Term 4	T	\$12.50
7CULET1	Culture and Acknowledgement Enrichment Term 1	T	\$12.50
7CULET2	Culture and Acknowledgement Enrichment Term 2	T	\$12.50
7CULET3	Culture and Acknowledgement Enrichment Term 3	T	\$12.50
7CULET4	Culture and Acknowledgement Enrichment Term 4	T	\$12.50
7DAN1	Dance	S	\$30.00
7DAN2	Dance	S	\$30.00
7SDAN1	Dance Gifted and Talented	S	\$225.00
7SDAN2	Dance Gifted and Talented	S	\$225.00
7DESET1	Design and Reflection Enrichment Term 1	T	\$12.50
7DESET2	Design and Reflection Enrichment Term 2	T	\$12.50
7DESET3	Design and Reflection Enrichment Term 3	T	\$12.50
7DESET4	Design and Reflection Enrichment Term 4	T	\$12.50
7DRA1	Drama	S	\$30.00
7DRA2	Drama	S	\$30.00
7SDRA1	Drama Gifted and Talented	S	\$200.00
7SDRA2	Drama Gifted and Talented	S	\$200.00
7ENG	English	Y	\$50.00
7ENGA	English Academic Excellence Program	Y	\$85.00
7F&F1	Food and Fibre	S	\$50.00
7F&F2	Food and Fibre	S	\$50.00
7FBLEN1	Football Enrichment	S	\$25.00
7FBLEN2	Football Enrichment	S	\$25.00
7FBLS1	Football Specialist	S	\$427.50
7FBLS2	Football Specialist	S	\$427.50
7HASS	HASS (Humanities and Social Science)	Y	\$50.00
7HASSA	HASS Academic Excellence Program	Y	\$85.00
7HED1	Health Education	S	\$20.00
7HED2	Health Education	S	\$20.00
7INNET1	Innovation and Problem Solving Enrichment Term 1	T	\$12.50
7INNET2	Innovation and Problem Solving Enrichment Term 2	T	\$12.50
7INNET3	Innovation and Problem Solving Enrichment Term 3	T	\$12.50
7INNET4	Innovation and Problem Solving Enrichment Term 4	T	\$12.50
7ITA1	Italian	S	\$25.00
7ITA2	Italian	S	\$25.00
7MAKET1	Making and Connections Enrichment Term 1	T	\$12.50
7MAKET2	Making and Connections Enrichment Term 2	T	\$12.50
7MAKET3	Making and Connections Enrichment Term 3	T	\$12.50
7MAKET4	Making and Connections Enrichment Term 4	T	\$12.50
7M&T1	Materials and Technologies	S	\$30.00
7M&T2	Materials and Technologies	S	\$30.00
7MATH	Mathematics	Y	\$70.00
7MATHA	Mathematics Academic Excellence Program	Y	\$112.00
7SMAR1	Media Arts Gifted and Talented	S	\$200.00
7SMAR2	Media Arts Gifted and Talented	S	\$200.00
7MEDET1	Media and Communication Enrichment Term 1	T	\$12.50
7MEDET2	Media and Communication Enrichment Term 2	T	\$12.50
7MEDET3	Media and Communication Enrichment Term 3	T	\$12.50

7MAKET4	Making and Connections Enrichment Term 4	T	\$12.50
7M&T1	Materials and Technologies	S	\$30.00
7M&T2	Materials and Technologies	S	\$30.00
7MATH	Mathematics	Y	\$70.00
7MATHA	Mathematics Academic Excellence Program	Y	\$112.00
7SMAR1	Media Arts Gifted and Talented	S	\$200.00
7SMAR2	Media Arts Gifted and Talented	S	\$200.00
7MEDET1	Media and Communication Enrichment Term 1	T	\$12.50
7MEDET2	Media and Communication Enrichment Term 2	T	\$12.50
7MEDET3	Media and Communication Enrichment Term 3	T	\$12.50
7MEDET4	Media and Communication Enrichment Term 4	T	\$12.50
7MOVET1	Movement and Awareness Enrichment Term 1	T	\$12.50
7MOVET2	Movement and Awareness Enrichment Term 2	T	\$12.50
7MOVET3	Movement and Awareness Enrichment Term 3	T	\$12.50
7MOVET4	Movement and Awareness Enrichment Term 4	T	\$12.50
7MUS1	Music	T	\$32.50
7MUS2	Music	T	\$32.50
7MUS3	Music	T	\$32.50
7MUS4	Music	T	\$32.50
7MSCET1	Music and Social Change Enrichment Term 1	T	\$12.50
7MSCET2	Music and Social Change Enrichment Term 2	T	\$12.50
7MSCET3	Music and Social Change Enrichment Term 3	T	\$12.50
7MSCET4	Music and Social Change Enrichment Term 4	T	\$12.50
7SMUS1	Music Gifted and Talented	S	\$200.00
7SMUS2	Music Gifted and Talented	S	\$200.00
7SMT1	Music Theatre Gifted and Talented	S	\$225.00
7SMT2	Music Theatre Gifted and Talented	S	\$225.00
7PE1	Physical Education	S	\$35.50
7PE2	Physical Education	S	\$35.50
7SFXET1	SFX and Imagination Enrichment Term 1	T	\$12.50
7SFXET2	SFX and Imagination Enrichment Term 2	T	\$12.50
7SFXET3	SFX and Imagination Enrichment Term 3	T	\$12.50
7SFXET4	SFX and Imagination Enrichment Term 4	T	\$12.50
7SCI	Science	Y	\$65.00
7SCIA	Science Academic Excellence Program	Y	\$115.00
7VAR1	Visual Art	S	\$50.00
7VAR2	Visual Art	S	\$50.00
7SVAR1	Visual Arts Gifted and Talented	S	\$225.00
7SVAR2	Visual Arts Gifted and Talented	S	\$225.00
7VOIET1	Voice and Empathy Enrichment Term 1	T	\$12.50
7VOIET2	Voice and Empathy Enrichment Term 2	T	\$12.50
7VOIET3	Voice and Empathy Enrichment Term 3	T	\$12.50
7VOIET4	Voice and Empathy Enrichment Term 4	T	\$12.50
7YOGET1	Yoga and Mindfulness Enrichment Term 1	T	\$12.50
7YOGET2	Yoga and Mindfulness Enrichment Term 2	T	\$12.50
7YOGET3	Yoga and Mindfulness Enrichment Term 3	T	\$12.50
7YOGET4	Yoga and Mindfulness Enrichment Term 4	T	\$12.50

## 2022 Year 8 Subject Charges

Subject Code	Subject	Term Semester Year	Total
8SBAL1	Ballet Gifted and Talented	S	\$332.50
8SBAL2	Ballet Gifted and Talented	S	\$332.50
8CIRET1	Circus and Perseverance Enrichment Term 1	T	\$12.50
8CIRET2	Circus and Perseverance Enrichment Term 2	T	\$12.50
8CIRET3	Circus and Perseverance Enrichment Term 3	T	\$12.50
8CIRET4	Circus and Perseverance Enrichment Term 4	T	\$12.50
8COM1	Computer Studies	S	\$45.00
8COM2	Computer Studies	S	\$45.00
8CONET1	Confidence and Self-Management Enrichment Term 1	T	\$12.50
8CONET2	Confidence and Self-Management Enrichment Term 2	T	\$12.50
8CONET3	Confidence and Self-Management Enrichment Term 3	T	\$12.50
8CONET4	Confidence and Self-Management Enrichment Term 4	T	\$12.50
8CULET1	Culture and Acknowledgement Enrichment Term 1	T	\$12.50
8CULET2	Culture and Acknowledgement Enrichment Term 2	T	\$12.50
8CULET3	Culture and Acknowledgement Enrichment Term 3	T	\$12.50
8CULET4	Culture and Acknowledgement Enrichment Term 4	T	\$12.50
8SDAN1	Dance Gifted and Talented	S	\$225.00
8SDAN2	Dance Gifted and Talented	S	\$225.00
8DESET1	Design and Reflection Enrichment Term 1	T	\$12.50
8DESET2	Design and Reflection Enrichment Term 2	T	\$12.50
8DESET3	Design and Reflection Enrichment Term 3	T	\$12.50
8DESET4	Design and Reflection Enrichment Term 4	T	\$12.50
8SDRA1	Drama Gifted and Talented	S	\$200.00
8SDRA2	Drama Gifted and Talented	S	\$200.00
8ENG	English	Y	\$50.00
8ENGA	English Academic Excellence Program	Y	\$85.00
8FOD1	Food	S	\$60.00
8FOD2	Food	S	\$60.00
8FBLEN1	Football Enrichment	S	\$25.00
8FBLEN2	Football Enrichment	S	\$25.00
8FBLS1	Football Specialist	S	\$427.50
8FBLS2	Football Specialist	S	\$427.50
8HASS	HASS (Humanities and Social Science)	Y	\$50.00
8HASSA	HASS Academic Excellence Program	Y	\$85.00
8HED1	Health Education	S	\$29.00
8HED2	Health Education	S	\$29.00
8HEDB	Health Education	Y	\$5.00
8INNET1	Innovation and Problem Solving Enrichment Term 1	T	\$12.50
8INNET2	Innovation and Problem Solving Enrichment Term 2	T	\$12.50
8INNET3	Innovation and Problem Solving Enrichment Term 3	T	\$12.50
8INNET4	Innovation and Problem Solving Enrichment Term 4	T	\$12.50
8ITA1	Italian	S	\$25.00
8ITA2	Italian	S	\$25.00
8MAKET1	Making and Connections Enrichment Term 1	T	\$12.50
8MAKET2	Making and Connections Enrichment Term 2	T	\$12.50
8MAKET3	Making and Connections Enrichment Term 3	T	\$12.50
8MAKET4	Making and Connections Enrichment Term 4	T	\$12.50
8MATH	Mathematics	Y	\$70.00
8MATHA	Mathematics Academic Excellence Program	Y	\$112.00
8MATHP1	Mathematics Pathway 1	Y	\$70.00
8MAR1	Media Arts	S	\$45.00
8MAR2	Media Arts	S	\$45.00
8SMAR1	Media Arts Gifted and Talented	S	\$200.00
8SMAR2	Media Arts Gifted and Talented	S	\$200.00
8MEDET1	Media and Communication Enrichment Term 1	T	\$12.50
8MEDET2	Media and Communication Enrichment Term 2	T	\$12.50
8MEDET3	Media and Communication Enrichment Term 3	T	\$12.50
8MEDET4	Media and Communication Enrichment Term 4	T	\$12.50

8MTEC1	Metal Technology	S	\$70.00
8MT2	Metal Technology	S	\$70.00
8MOVET1	Movement and Awareness Enrichment Term 1	T	\$12.50
8MOVET2	Movement and Awareness Enrichment Term 2	T	\$12.50
8MOVET3	Movement and Awareness Enrichment Term 3	T	\$12.50
8MOVET4	Movement and Awareness Enrichment Term 4	T	\$12.50
8MUS1	Music	T	\$32.50
8MUS2	Music	T	\$32.50
8MUS3	Music	T	\$32.50
8MUS4	Music	T	\$32.50
8MSCET1	Music and Social Change Enrichment Term 1	T	\$12.50
8MSCET2	Music and Social Change Enrichment Term 2	T	\$12.50
8MSCET3	Music and Social Change Enrichment Term 3	T	\$12.50
8MSCET4	Music and Social Change Enrichment Term 4	T	\$12.50
8SMUS1	Music Gifted and Talented	S	\$200.00
8SMUS2	Music Gifted and Talented	S	\$200.00
8SMT1	Music Theatre Gifted and Talented	S	\$225.00
8SMT2	Music Theatre Gifted and Talented	S	\$225.00
8PAR1	Performing Arts	S	\$30.00
8PAR2	Performing Arts	S	\$30.00
8PE1	Physical Education	S	\$35.50
8PE2	Physical Education	S	\$35.50
8SFXET1	SFX and Imagination Enrichment Term 1	T	\$12.50
8SFXET2	SFX and Imagination Enrichment Term 2	T	\$12.50
8SFXET3	SFX and Imagination Enrichment Term 3	T	\$12.50
8SFXET4	SFX and Imagination Enrichment Term 4	T	\$12.50
8SCI	Science	Y	\$65.00
8SCIA	Science Academic Excellence Program	Y	\$115.00
8TGR1	Technical Graphics	S	\$70.00
8TGR2	Technical Graphics	S	\$70.00
8TEX1	Textiles	S	\$35.00
8TEX2	Textiles	S	\$35.00
8SVAR1	Visual Arts Gifted and Talented	S	\$225.00
8SVAR2	Visual Arts Gifted and Talented	S	\$225.00
8VOIET1	Voice and Empathy Enrichment Term 1	T	\$12.50
8VOIET2	Voice and Empathy Enrichment Term 2	T	\$12.50
8VOIET3	Voice and Empathy Enrichment Term 3	T	\$12.50
8VOIET4	Voice and Empathy Enrichment Term 4	T	\$12.50
8WW1	Woodwork	S	\$70.00
8WW2	Woodwork	S	\$70.00
8YOGET1	Yoga and Mindfulness Enrichment Term 1	T	\$12.50
8YOGET2	Yoga and Mindfulness Enrichment Term 2	T	\$12.50
8YOGET3	Yoga and Mindfulness Enrichment Term 3	T	\$12.50
8YOGET4	Yoga and Mindfulness Enrichment Term 4	T	\$12.50

## 2022 Year 9 Subject Charges

Subject Code	Subject	Term Semester Year	Total
9SBAL1	Ballet Gifted and Talented	S	\$615.00
9SBAL2	Ballet Gifted and Talented	S	\$615.00
9BUS2	Business	S	\$20.00
9CIRET1	Circus and Perseverance Enrichment Term 1	T	\$12.50
9CIRET2	Circus and Perseverance Enrichment Term 2	T	\$12.50
9CIRET3	Circus and Perseverance Enrichment Term 3	T	\$12.50
9CIRET4	Circus and Perseverance Enrichment Term 4	T	\$12.50
9COM1	Computer Animation	S	\$45.00
9COM2	Computer Animation	S	\$45.00
9CONET1	Confidence and Self-Management Enrichment Term 1	T	\$12.50
9CONET2	Confidence and Self-Management Enrichment Term 2	T	\$12.50
9CONET3	Confidence and Self-Management Enrichment Term 3	T	\$12.50
9CONET4	Confidence and Self-Management Enrichment Term 4	T	\$12.50
9CULET1	Culture and Acknowledgement Enrichment Term 1	T	\$12.50
9CULET2	Culture and Acknowledgement Enrichment Term 2	T	\$12.50
9CULET3	Culture and Acknowledgement Enrichment Term 3	T	\$12.50
9CULET4	Culture and Acknowledgement Enrichment Term 4	T	\$12.50
9SDAN1	Dance Gifted and Talented	S	\$250.00
9SDAN2	Dance Gifted and Talented	S	\$250.00
9DES1	Creative Design (New Subject 2023)	S	TBA
9DES2	Creative Design (New Subject 2023)	S	TBA
9DESET1	Design and Reflection Enrichment Term 1	T	\$12.50
9DESET2	Design and Reflection Enrichment Term 2	T	\$12.50
9DESET3	Design and Reflection Enrichment Term 3	T	\$12.50
9DESET4	Design and Reflection Enrichment Term 4	T	\$12.50
9SDRA1	Drama Gifted and Talented	S	\$200.00
9SDRA2	Drama Gifted and Talented	S	\$200.00
9ENG	English	Y	\$50.00
9ENGA	English Academic Excellence Program	Y	\$85.00
9FASH1	Fashion Design	S	\$100.00
9FASH2	Fashion Design	S	\$100.00
9FIN1	Finance	S	\$20.00
9FOD1	Food	S	\$60.00
9FOD2	Food	S	\$60.00
9FBLEN1	Football Enrichment	S	\$25.00
9FBLEN2	Football Enrichment	S	\$25.00
9FBLS1	Football Specialist	S	\$410.00
9FBLS2	Football Specialist	S	\$410.00
9GAM1	Game Design and Construction	S	\$45.00
9GAM2	Game Design and Construction	S	\$45.00
9HASS	HASS (Humanities and Social Science)	Y	\$50.00
9HASSA	HASS Academic Excellence Program	Y	\$85.00
9HED1	Health Education	S	\$29.00
9HED2	Health Education	S	\$29.00
9INNET1	Innovation and Problem Solving Enrichment Term 1	T	\$12.50
9INNET2	Innovation and Problem Solving Enrichment Term 2	T	\$12.50
9INNET3	Innovation and Problem Solving Enrichment Term 3	T	\$12.50
9INNET4	Innovation and Problem Solving Enrichment Term 4	T	\$12.50
9ITA1	Italian	S	\$26.00
9ITA2	Italian	S	\$26.00
9MAKET1	Making and Connections Enrichment Term 1	T	\$12.50
9MAKET2	Making and Connections Enrichment Term 2	T	\$12.50
9MAKET3	Making and Connections Enrichment Term 3	T	\$12.50
9MAKET4	Making and Connections Enrichment Term 4	T	\$12.50
9MATH	Mathematics	Y	\$70.00
9MATHA	Mathematics Academic Excellence Program	Y	\$112.00
9MATHP1	Mathematics Pathway 1	Y	\$70.00
9MAR1	Media Arts	S	\$45.00
9MAR2	Media Arts	S	\$45.00
9SMAR1	Media Arts Gifted and Talented	S	\$200.00
9SMAR2	Media Arts Gifted and Talented	S	\$200.00
9MEDET1	Media and Communication Enrichment Term 1	T	\$12.50
9MEDET2	Media and Communication Enrichment Term 2	T	\$12.50
9MEDET3	Media and Communication Enrichment Term 3	T	\$12.50
9MEDET4	Media and Communication Enrichment Term 4	T	\$12.50
9MT1	Metal Technology	S	\$70.00
9MT2	Metal Technology	S	\$70.00

9MOVET1	Movement and Awareness Enrichment Term1	T	\$12.50
9MOVET2	Movement and Awareness Enrichment Term2	T	\$12.50
9MOVET3	Movement and Awareness Enrichment Term3	T	\$12.50
9MOVET4	Movement and Awareness Enrichment Term4	T	\$12.50
9MUS1	Music	T	\$32.50
9MUS2	Music	T	\$32.50
9MUS3	Music	T	\$32.50
9MUS4	Music	T	\$32.50
9MSCET1	Music and Social Change Enrichment Term1	T	\$12.50
9MSCET2	Music and Social Change Enrichment Term2	T	\$12.50
9MSCET3	Music and Social Change Enrichment Term3	T	\$12.50
9MSCET4	Music and Social Change Enrichment Term4	T	\$12.50
9SMUS1	Music Gifted and Talented	S	\$200.00
9SMUS2	Music Gifted and Talented	S	\$200.00
9SMT1	Music Theatre Gifted and Talented	S	\$225.00
9SMT2	Music Theatre Gifted and Talented	S	\$225.00
9PERM1	Permaculture (New Subject 2023)	S	TBA
9PERM2	Permaculture (New Subject 2023)	S	TBA
9PHOT1	Photography	S	\$47.00
9PHOT2	Photography	S	\$47.00
9PE1	Physical Education	S	\$35.50
9PE2	Physical Education	S	\$35.50
9PREC1	Physical Recreation	S	\$40.00
9PREC2	Physical Recreation	S	\$40.00
9SFXET1	SFX and Imagination Enrichment Term1	T	\$12.50
9SFXET2	SFX and Imagination Enrichment Term2	T	\$12.50
9SFXET3	SFX and Imagination Enrichment Term3	T	\$12.50
9SFXET4	SFX and Imagination Enrichment Term4	T	\$12.50
9SCI	Science	Y	\$65.00
9SCIA	Science Academic Excellence Program	Y	\$115.00
9TGR1	Technical Graphics	S	\$70.00
9TGR2	Technical Graphics	S	\$70.00
9TEX1	Textiles	S	\$60.00
9TEX2	Textiles	S	\$60.00
9VAR1	Visual Art	S	\$50.00
9VAR2	Visual Art	S	\$50.00
9SVAR1	Visual Arts Gifted and Talented	S	\$225.00
9SVAR2	Visual Arts Gifted and Talented	S	\$225.00
9VOIET1	Voice and Empathy Enrichment Term1	T	\$12.50

## 2022 Year 10 Subject Charges

Subject Code	Subject	Term Semester Year	Total
10AIS1	Aboriginal and Intercultural Studies (New Subject 2023)	S	TBA
10AIS2	Aboriginal and Intercultural Studies (New Subject 2023)	S	TBA
10AISE1	Aboriginal and Intercultural Studies Enrichment (New Subject 2023)	S	TBA
10AISE2	Aboriginal and Intercultural Studies Enrichment (New Subject 2023)	S	TBA
10ARTE1	Art Enrichment	S	\$25.00
10ARTE2	Art Enrichment	S	\$25.00
10SBAL1	Ballet Gifted and Talented	S	\$225.00
10SBAL2	Ballet Gifted and Talented	S	\$225.00
10CC1	Child Care	S	\$30.00
10CC2	Child Development	S	\$30.00
10COM1	Computer Animation	S	\$45.00
10COM2	Computer Animation	S	\$45.00
10SDAN1	Dance Gifted and Talented	S	\$225.00
10SDAN2	Dance Gifted and Talented	S	\$225.00
10DAN1	Dance Enrichment	S	\$25.00
10DAN2	Dance Enrichment	S	\$25.00
10DATA1	Data Science (New Subject 2023)	S	TBA
10DATA2	Data Science (New Subject 2023)	S	TBA
10DES1	Creative Design (New Subject 2023)	S	TBA
10DES2	Creative Design (New Subject 2023)	S	TBA
10DESE1	Creative Design Enrichment (New Subject 2023)	S	TBA
10DESE2	Creative Design Enrichment (New Subject 2023)	S	TBA
10SDRA1	Drama Gifted and Talented	S	\$200.00
10SDRA2	Drama Gifted and Talented	S	\$200.00
10DRA1	Drama Enrichment	S	\$25.00
10DRA2	Drama Enrichment	S	\$25.00
10ENG	English	Y	\$50.00
10ENGA	English Academic Excellence Program	Y	\$85.00
10FASH1	Fashion Design	S	\$100.00
10FASH2	Fashion Design	S	\$100.00
10MAR1	Film and TV Genre	S	\$45.00
10MAR2	Film and TV Narrative	S	\$45.00
10FOD1	Food	S	\$70.00
10FOD2	Food	S	\$70.00
10FBEN1	Football Enrichment	S	\$25.00
10FBEN2	Football Enrichment	S	\$25.00
10FBLS1	Football Specialist	S	\$410.00
10FBLS2	Football Specialist	S	\$410.00
10GAM1	Game Design and Construction	S	\$45.00
10GAM2	Game Design and Construction	S	\$45.00
10HASS	HASS (Humanities and Social Science)	Y	\$50.00
10HASSA	HASS Academic Excellence Program	Y	\$85.00
10HED1	Health Education	S	\$29.00
10HED2	Health Education	S	\$29.00
10HEDB	Health Education	Y	\$5.00
10ITA1	Italian	S	\$26.00
10ITA2	Italian	S	\$26.00
10LAW1	Law	S	\$20.00
10LAW2	Law	S	\$20.00
10MATH	Mathematics	Y	\$70.00
10MATHA	Mathematics Academic Excellence Program	Y	\$112.00
10MATP1	Mathematics Pathway 1	Y	\$70.00
10SMAR1	Media Arts Gifted and Talented	S	\$200.00
10SMAR2	Media Arts Gifted and Talented	S	\$200.00
10MEDE1	Media Arts Enrichment	S	\$25.00
10MEDE2	Media Arts Enrichment	S	\$25.00
10MT1	Metal Technology	S	\$70.00

10MT1	Metal Technology	S	\$70.00
10MT2	Metal Technology	S	\$70.00
10MUS1	Music	S	\$70.00
10MUS2	Music	S	\$70.00
10SMU1	Music Gifted and Talented	S	\$200.00
10SMU2	Music Gifted and Talented	S	\$200.00
10SMT1	Music Theatre Gifted and Talented	S	\$225.00
10SMT2	Music Theatre Gifted and Talented	S	\$225.00
10MT1	Music Theatre Enrichment	S	\$25.00
10MT2	Music Theatre Enrichment	S	\$25.00
10OED1	Outdoor Education	S	\$100.00
10OED2	Outdoor Education	S	\$100.00
10PHIL1	Philosophy and Ethics	S	\$20.00
10PHIL2	Philosophy and Ethics	S	\$20.00
10PHOT1	Photography	S	\$47.00
10PHOT2	Photography	S	\$47.00
10PHOE1	Photography Enrichment	S	\$25.00
10PHOE2	Photography Enrichment	S	\$25.00
10PE1	Physical Education	S	\$35.50
10PE2	Physical Education	S	\$35.50
10PREC1	Physical Recreation	S	\$50.00
10PREC2	Physical Recreation	S	\$50.00
10PRO1	Production Enrichment	S	\$25.00
10PRO2	Production Enrichment	S	\$25.00
10SCI	Science	Y	\$65.00
10SCIA	Science Academic Excellence Program	Y	\$115.00
10SCIP1	Science Pathway 1	Y	\$65.00
10SCIP2	Science Pathway 2	Y	\$65.00
10SPSC1	Sports Science	S	\$30.00
10SPSC2	Sports Science	S	\$30.00
10TGR1	Technical Graphics	S	\$70.00
10TGR2	Technical Graphics	S	\$70.00
10TEX1	Textiles	S	\$70.00
10TEX2	Textiles	S	\$70.00
10VAR1	Visual Art	S	\$50.00
10VAR2	Visual Art	S	\$50.00
10SVAR1	Visual Arts Gifted and Talented	S	\$225.00
10SVAR2	Visual Arts Gifted and Talented	S	\$225.00
10WW1	Woodwork	S	\$70.00
10WW2	Woodwork	S	\$70.00
VET Certificate Courses			
10SBAL1	CUA30120 Certificate III in Dance: Ballet Gifted and Talented	S	\$815.00
10SBAL2	CUA30120 Certificate III in Dance: Ballet Gifted and Talented	S	\$815.00
10BALF1	CUA30120 Certificate III in Dance: Ballet Fulltime Gifted and Talented	S	\$915.00
10BALF2	CUA30120 Certificate III in Dance: Ballet Fulltime Gifted and Talented	S	\$915.00



# John Curtin College OF THE Arts

(08) 9435 0700  
E [johncurtin.col@education.wa.edu.au](mailto:johncurtin.col@education.wa.edu.au)  
90 Ellen Street Fremantle WA 6160

[www.jc.wa.edu.au](http://www.jc.wa.edu.au)

