



**WESLEY COLLEGE**  
By daring & by doing

# 2021

## Year 9 and 10

### Course Selection Guide

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# INTRODUCTION

A Wesley education is focused on the whole child—head, heart and hands. Our overarching aim is to support the development of balanced and well-adjusted young men and women equipped to contribute and thrive, both locally and globally. We believe that every student has powerful capabilities, skills and talents. Our goal is to support them in activating this potential in order to create their own future.

*Wesley commits to supporting students as they become:*

- **Strong Thinkers** both academically and equipped with thinking skills that span learning areas.
- **Purposeful Doers** who apply and transfer their learning and act on their growing understanding with conviction and the courage to take risks as learners.
- **Powerful Self-Activators** by developing a strong sense of self, amplifying their unique traits and becoming self-directed learners.
- **Positive Connectors** engaging in local and global communities and acting on their values.

We are really excited to be offering some **new courses** in Years 9 and 10 in 2021 with a focus on providing enrichment beyond the compulsory curriculum, as well as our normal range of engaging electives. These enrichment electives are designed to allow students to immerse themselves with subjects they are passionate about, look at a subject from a new perspective, explore real world issues and develop problem solving skills, or pursue cultural studies.

Compulsory Courses	Curriculum Electives (Year 9)	Curriculum Electives (Year 10)	Enrichment Electives
<ul style="list-style-type: none"> <li>• English</li> <li>• HASS</li> <li>• Mathematics</li> <li>• Science</li> <li>• HPE</li> </ul>	<ul style="list-style-type: none"> <li>• French</li> <li>• Indonesian</li> <li>• Chinese</li> <li>• Music*</li> <li>• Drama Studies</li> <li>• Media Studies</li> <li>• Visual Art</li> <li>• Philosophy and Ethics</li> <li>• Business Innovation and Enterprise</li> <li>• Metalwork</li> <li>• Woodwork</li> <li>• Computer Engineering</li> <li>• Computer Game Design</li> </ul>	<ul style="list-style-type: none"> <li>• French</li> <li>• Indonesian</li> <li>• Chinese</li> <li>• Music</li> <li>• Drama</li> <li>• Media Production and Analysis</li> <li>• Visual Art</li> <li>• Photography</li> <li>• Philosophy and Ethics</li> <li>• Business Enterprise and Leadership</li> <li>• Accounting and Finance</li> <li>• Metalwork</li> <li>• Woodwork</li> <li>• Engineering Systems</li> <li>• Computer Science</li> <li>• Sports Science</li> </ul>	<ul style="list-style-type: none"> <li>• Maths Enrichment</li> <li>• English Enrichment</li> <li>• Science Enrichment</li> <li>• Aboriginal Languages and Cultural Studies: Being Global and Local</li> <li>• Contemporary Issues and Events</li> <li>• Project X</li> <li>• Sports Analytics</li> <li>• Chinese for Background Speakers</li> </ul>

\*Music in Year 9 is a year long course when combined with Music Extension in Semester Two.

Wesley is committed to providing a broad range of courses so that each student may experience the satisfaction of a successful and fulfilling senior school journey. In guiding students and their parents the College promotes a number of important principles which include the following:

- Parents and Carers are the primary educators of their children;
- The College will work in partnership with students and parents to help identify the most suitable pathway for each individual student;
- The College supports the individual interests, passions, growth and learning needs of each student;
- The three-way relationship between College, boys and parents is of great importance and communication channels should be responsive to individual student needs;
- The choice of academic pathway, ATAR, General or VET are equally valued by the College and wider community;
- The College regularly tracks and monitors student performance, and growth, intervening, mentoring and coaching students, and their parents, when required;
- The choice of academic pathway does have an impact on student wellbeing.

At the completion of Year 12 all students will receive from SCSA, a WASSA (WA Statement of Student Achievement) and most students will also receive a WACE (WA Certificate of Education). One of several requirements needed by Year 12s to receive a WACE is a demonstration of a minimum level of competency in both numeracy and literacy. This is relevant to students in Year 9 because their performances in the Year 9 NAPLAN can be used as the evidence required in demonstrating this competency.

Students achieving Band 8 in the Reading, Writing and Numeracy tests in the Year 9 NAPLAN immediately satisfy the standard. Those students who do not achieve this level in NAPLAN will be required to participate in the On-Line Literacy and Numeracy Assessments (OLNA) in Year 10. All students must achieve the minimum standard (in both literacy and numeracy) by the time they complete Year 12 in order to receive a WACE.

### Changing Elective Subjects

From the initial choices made by students a timetable grid is constructed for each year group. The correct numbers of classes and staff are then determined. Once the grid is established, future changes requested by students can only be considered if the grid will allow them. This is why it is important that due consideration is given to selecting them in the first place. However, it is understood that some students will make selections which turn out to be unsuitable for them. These students can see Mr Pateman to collect a subject change request form anytime in the first four weeks of them taking the course. After this time requests for changes will only be considered in exceptional circumstances.

### Dates to Note

Monday 10 August	Year 9 and 10 Student Parent Mentor Interviews for Day Students
Tuesday 18 August	Year 9 and 10 Parent Information Presentation
Thursday 20 August	Year 9 and 10 Student Parent Mentor Interviews for Boarding Students
Wednesday 2 September	Year 10 Subject Selections due into your Mentor
Wednesday 2 September	Year 9 Subject Selections due into your Mentor

## Steps to help you decide

**Step 1:** In considering the subjects highlighted above, which learning areas do I generally enjoy the most?

- |  |   |
|--|---|
| <input type="checkbox"/> The Arts                      | <input type="checkbox"/> Mathematics                    |
| <input type="checkbox"/> English                       | <input type="checkbox"/> Science                        |
| <input type="checkbox"/> Health and Physical Education | <input type="checkbox"/> Humanities and Social Sciences |
| <input type="checkbox"/> Languages                     | <input type="checkbox"/> Technologies                   |

From which learning areas do I generally get my best results?

- |  |   |
|--|---|
| <input type="checkbox"/> The Arts                      | <input type="checkbox"/> Mathematics                    |
| <input type="checkbox"/> English                       | <input type="checkbox"/> Science                        |
| <input type="checkbox"/> Health and Physical Education | <input type="checkbox"/> Humanities and Social Sciences |
| <input type="checkbox"/> Languages                     | <input type="checkbox"/> Technologies                   |

**Step 2:** List ALL the subjects you are now considering. Read the details in this booklet of each subject you have selected and look carefully at the possible Year 11/12 pathways then move to Step 3.

**Step 3:** Fill in the Subject Selection Sheet and discuss with your Mentor.

Parents should also note that whilst every attempt will be made to accommodate students with their elective choices there are situations due to timetable constraints which result in some students missing out.

**The College reserves the right not to offer any course which does not attract an adequate enrolment. In spite of the great flexibility of computer generated timetables, we may be unable to accommodate some combinations of courses.**

[Student Academic Pathway Policy](#)

[Student Academic Pathway Procedures](#)

# COMPULSORY COURSES

## English

### Year 9 English Course and (code)

- Year 9 English (9ENG)
- Year 10 English (XENG)

### Why Study English?

At its simplest level, when you study English, you learn the fundamentals of modern communication: reading, writing, viewing, speaking and listening.

However, English is also so much more than this. English teaches you how language works - its power and its beauty. It teaches you to question and critique the world around you. You engage with and appreciate a wide range of texts and text types, covering familiar and unfamiliar topics. You learn about the lives of others in Australia and around the world, in the present and the past. In doing so, you learn to understand and empathise with those who are different to you.

You also learn practical skills for life post-school, including written and verbal communication, analysis, critical thinking and creativity, which can be transferred to a wide range of occupations and contexts.

### Class Placements

In Year 9, English class groupings are decided using diagnostic data, Year 8 marks and teacher recommendations.

In Year 10 English, the course is divided into three levels: Practical, Standard and Further, in order of increasing difficulty. The curriculum, content and assessment focus are the same across all three levels, however, the pace, texts and approach to lessons are adjusted to suit the needs and abilities of students in those particular classes. You will be initially placed in a level of Year 10 English based on your performance in Year 9 English assessments and diagnostic testing, together with teacher recommendations, however, class placements are reviewed regularly and if your performance warrants movement into a more appropriate class, then this will occur.

### Course Content

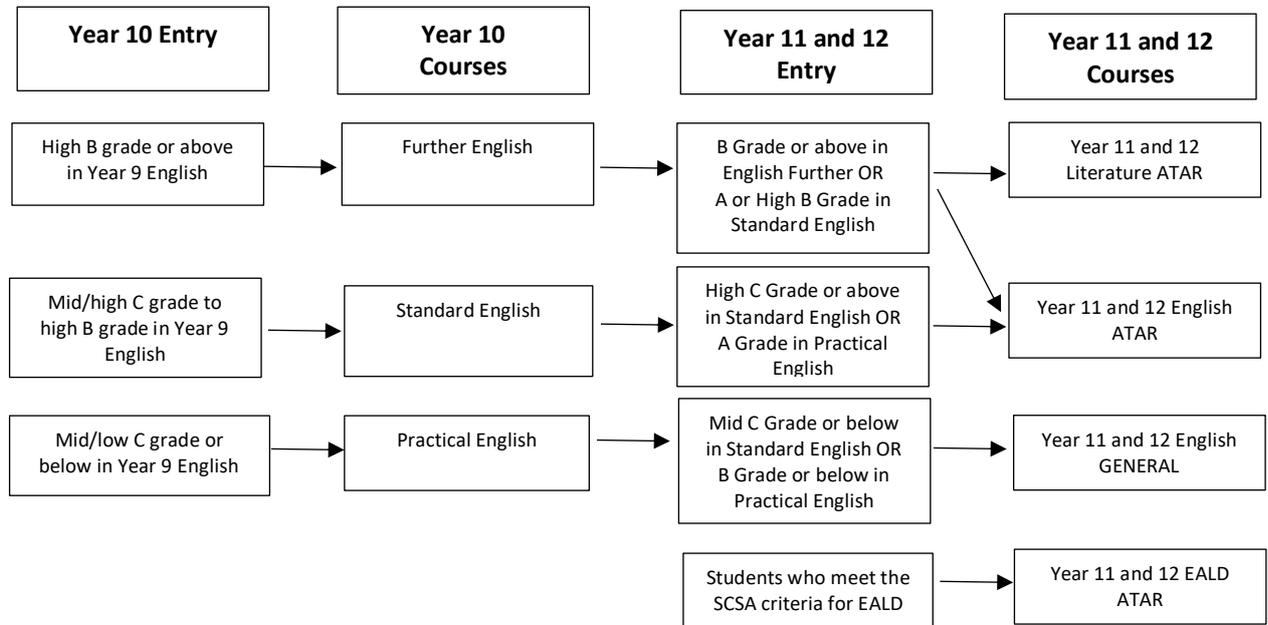
The Year 9 and 10 English curricula are constructed around the three interrelated strands of language, literature and literacy.

- Language: knowing about the English language;
- Literature: understanding, appreciating, responding to, analysing and creating literature; and
- Literacy: expanding the repertoire of English usage.

As a student of Year 9 and 10 English, you can expect to study a range of narrative, persuasive and informative print and non-print texts, on topics such as natural disasters, life in a post 9/11 world, the Marvel cinematic universe, refugees, different cultures, Australian identity and gun control. You will examine short stories, feature articles, speeches, images, blogs, novels, poetry, songs, feature films, plays, documentary and graphic novels, to name a few!

You will analyse the work of others and create your own works, by completing in-class and take-home formative and summative assessments, including short answers, extended analytical responses, creative responses, imaginative and persuasive writing, multimodal text production, discussions and oral presentations.

**FUTURE PATHWAYS**



# Humanities and Social Sciences

## Humanities and Social Sciences Course and (code)

- Year 9 Humanities and Social Sciences HASS (9HAS)
- Year 10 Humanities and Social Sciences HASS (XHAS)

## Why Study Humanities and Social Sciences?

The Humanities and Social Sciences learning area develops your understanding of how individuals and groups live together and interact with their physical and cultural environment. You develop a respect for cultural heritage and a commitment to social justice, the democratic process and sustainability. These inform decision making that contributes to community cohesion and a positive future.

It provides you with opportunities to acquire knowledge, skills and values that enable you to analyse and reflect on your place in contemporary society. You develop critical-thinking and problem-solving skills through the investigation of issues, reflect on civic rights and responsibilities and actively explore and participate in the world around you.

## Course Content

Humanities and Social Sciences is broken down into the broad subjects of:

- Civics and Citizenship;
- Economics and Business;
- Geography and
- History.

The knowledge, skills and understandings essential for success in further study within the social sciences are the foundation of the course.

Subject	Year 9	Year 10
<b>Civics and Citizenship</b>	<p>The focus of this unit is on the importance of active and informed citizenship to the Australian political system through:</p> <ul style="list-style-type: none"> <li>• Australia's democratic values;</li> <li>• the beliefs and policies of political parties;</li> <li>• the voting systems used to elect representatives in Australia and</li> <li>• contemporary issues in the political system;</li> <li>• the court system in WA; and</li> <li>• the strengths and challenges of democracy and justice in Australia.</li> </ul>	<p>The focus of this unit is on democracy and justice issues in Australia and overseas through:</p> <ul style="list-style-type: none"> <li>• key features that promote and protect democratic government</li> <li>• human rights in Australia and how they can be protected by the people, organisations and government;</li> <li>• Australia's political and legal system compared to one country in the Asia region;</li> <li>• the role the United Nations plays in promoting and protecting justice for global citizens; and</li> <li>• recent and contemporary examples or events.</li> </ul>
<b>Economics and Business</b>	<p>This unit will explore why and how participants in the global economy are dependent on each other through:</p> <ul style="list-style-type: none"> <li>• historical and contemporary performance of the Australian economy and our relationship with Asian nations in cultural and economic exchange.</li> <li>• Free Trade Agreements,</li> <li>• China's economic growth and implications for the future.</li> <li>• Consumer risk protection and</li> <li>• Financial investment options, its risks and rewards.</li> </ul>	<p>This unit will explore the fundamental components and principles that are responsible for shaping the economy, including the understanding of economic concepts and the application and interpretation of data through:</p> <ul style="list-style-type: none"> <li>• markets with a focus on consumers and businesses;</li> <li>• concept of economic performance and measuring Australia's recent experience;</li> <li>• identification of recent trends and international comparisons on economic performance;</li> <li>• Macroeconomic concepts of economic growth, unemployment and inflation are</li> <li>• The ways businesses contribute to improvements in productivity and economic conditions in relation to Australia.</li> </ul>
<b>Geography</b>	<p>This unit addresses the interconnectedness of the physical environment and human use of it.</p> <ul style="list-style-type: none"> <li>• The characteristics of the physical environment and world biomes;</li> <li>• the processes that influence the production of food and their significance;</li> <li>• food security as well as how the associated environmental challenges impact the sustainability of our environment.</li> </ul>	<p>This unit addresses the interrelationships that exist between the physical and human environment of the world in which we live from local to global scale and in a range of locations.</p> <p><i>Environmental Change and Management</i></p> <ul style="list-style-type: none"> <li>• the significance of our world;</li> <li>• the concept of sustainability;</li> <li>• how humans change environments; and</li> <li>• challenges to sustainability as well as different views and attitudes about the use and sustainability of our world.</li> </ul> <p><i>Geographies of Human Wellbeing</i></p> <ul style="list-style-type: none"> <li>• use of different measurements to map and understand human wellbeing and development;</li> <li>• why so many inequalities exist in our world;</li> <li>• the study of various countries and an inquiry into the differences that exist between these places, why these differences occur; and</li> <li>• what can be done to close the gaps between and within these countries.</li> </ul>

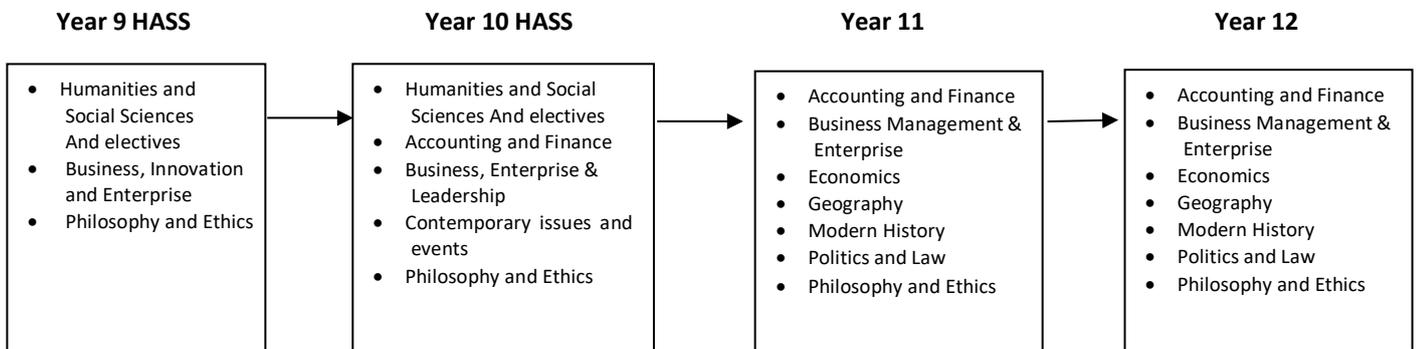
<b>History</b>	<p>This unit will develop understandings around sources, perspectives and significance of historical events and people through:</p> <ul style="list-style-type: none"> <li>• the Industrial Revolution and</li> <li>• Australia’s involvement in World War One and an analysis of its significance to the nation in the past and present</li> <li>• source analysis skills.</li> </ul>	<p>This unit will develop understandings about the concepts of change and continuity over time through:</p> <ul style="list-style-type: none"> <li>• Australia’s World War II experience;</li> <li>• rights and freedoms through the United Nations and civil rights movements in Australia and abroad; and</li> <li>• inquiry and source analysis skills.</li> </ul>
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**Assessment**

Students will receive both formative and summative assessment. There will be two or three major summative assessment items in each unit that may consist of inquiry tasks, written responses, practical (field) work, multimedia or oral presentations and semester tests or examinations.

**Future Pathways**

This course provides the prerequisite knowledge, understandings and skills for the study of Business Management & Enterprise, Economics, Geography, Modern History and Politics & Law in Year 11. Students considering studying Accounting & Finance or Philosophy & Ethics are encouraged to study the relevant Year 10 electives.



# Mathematics

## Year 9 and 10 Mathematics Course and (code)

- Year 9 Mathematics (9MAT)
- Year 9 Mathematics Further (9MAF)
- Year 10 Mathematics (XMAT)
- Year 10 Mathematics Further (XMAF)
- Year 10 Mathematics Practical (XMAP)

## Why Study Mathematics?

We want you to enjoy mathematics and come to see the subject as the toolkit for understanding other subjects such as science, social studies, music and art as well as the world around you. We endeavour to develop in our students' mental discipline and critical thinking through investigation, problem solving activities and the use of appropriate technology.

As a school we have developed long term transfer goals to describe our aspirations. For mathematics we expect you to independently:

- Explore situations mathematically; identify patterns and generalise relationships
- Apply mathematical thinking to solve problems
- Employ mathematical strategies to reach informed conclusions and effectively communicate them.

## Class Placement

Whilst there is a common curriculum across Year 9 and 10 Mathematics, there are three streams: Further, Standard and Practical.

The Standard and Further streams have a common assessment structure (that is, the same number, type and timing of assessments), but assessments will differ to help cater for the broad range of student achievement.

The Practical course will be formed only when necessary to cater for students who have difficulty accessing the Year 9 or 10 curriculum and will study different content and have a different assessment structure to the Further and Standard courses.

## Course Content

### The Western Australian Curriculum: Mathematics

Four proficiencies are articulated in the curriculum documents: fluency, understanding, problem solving and reasoning. These strands describe the actions in which students can engage when learning and using the content and are the focus of the mathematics program rather than the content described below.

The **Mathematics Further** course consists of the Standard Mathematics course with a heavier emphasis on algebra, abstract concepts and complex questions. In Year 10 there is also extra content that is covered above and beyond the standard course. The course is also augmented by extension topics designed to broaden students' mathematical horizons and provides pathways that should prepare a strong mathematical background for Engineering, Surveying, Physical Science and Computing.

Further Mathematics students also participate in the CAT and the Australian Mathematics Competition.

### Year 9 Further (9MAF) Content

- Simple interest
- Index laws and scientific notation
- Expanding binomials and factorising
- Midpoint, gradient and distance between points
- Linear graphs and simple parabolas
- Area of shapes, volume and surface area of right prisms and cylinders
- Similarity and scale factor
- Pythagoras and Trigonometric ratios
- Two step chance experiments
- Data types, secondary data collection
- Back to back stem and leaf plots and histograms
- Comparing data using statistical measures.

### Year 10 Further (XMAF) extra content

- Surds
- Surface area and volume of pyramids, cones and spheres
- Pythagoras in 3 dimensions
- Unit circle, trigonometric rules and equations
- Standard deviation.

The **Mathematics Standard** course consists of an amalgam of mathematical skills and applications intended to be relevant, interesting and attainable by most students. It is based on the Western Australian Curriculum – Year 9 Mathematics. This course should provide a sound mathematical basis for general tertiary entry in later years.

### Year 9 Standard (9MAT) content

- Simple interest
- Index laws and scientific notation
- Expanding binomials and factorising
- Midpoint, gradient and distance between points
- Linear graphs and simple parabolas
- Area of shapes, volume and surface area of right prisms and cylinders
- Similarity and scale factor
- Pythagoras and Trigonometric ratios
- Two step chance experiments
- Data types, secondary data collection
- Back to back stem and leaf plots and histograms
- Comparing data using statistical measures.

### Year 10 standard (XMAT) content

- Simple and Compound Interest
- Index laws and algebraic fractions
- Expanding binomials and factorising trinomials
- Linear graphs and solving linear equations, linear inequations and simultaneous equations
- Parabolas and solving quadratic equations
- Circle, reciprocal and exponential functions
- Surface area and volume of composite solids
- Ratios, similar triangles and congruent triangles
- Pythagoras, trigonometry and applied problems
- Two and three step chance experiments
- Probability rules and relationships
- Boxplots, quartiles and interquartile range
- Scatterplots and predicting data.

The **Mathematics Practical** course adapts appropriate sections of the Mathematics Standard course. It offers a small group environment in which to revise and consolidate fundamental mathematical processes by focusing on skills and project work requiring the application of mathematics to real-life situations. In some cases, the course can be tailored to meet the needs and interests of individual students.

#### Year 10 Practical (XMAP) content

- Number skills with and without technology
- Money matters
- Coordinates
- Ratio, Rates and Proportion
- Formula
- Time, scales, meters and scale drawings
- Two and three dimensional shapes
- Perimeter, area volume and mass
- Networks
- Statistical graphs and averages
- Time series data
- Chance.

#### Student Placement

Students are initially placed in Year 9 in a level determined by their performance in the Year 8 mathematics program as well as NAPLAN, Academic Assessment Services testing and teacher recommendation.

Students are placed in Year 10 based on their course and performance in Year 9 and with Year 9 teacher recommendations.

Students who wish to request a deviation from their allocated course should contact the Head of Learning Area to discuss the feasibility of such a change.

Student course allocations are reviewed periodically and students are counselled to ensure that they are working at a level appropriate to their abilities, achievements and efforts. For example, if students are under-performing in Mathematics Further in Semester 1 then they may be required to change to Mathematics Standard in Semester 2.

#### Assessment

Students in Year 9 and 10 are assigned a course grade based on tests and investigations (and assignments in the Practical course) in the course they have studied.

Students are also assigned a Western Australian Curriculum Grade for Mathematics where their work in tests and investigations is graded in line with the SCSA judgement standards.

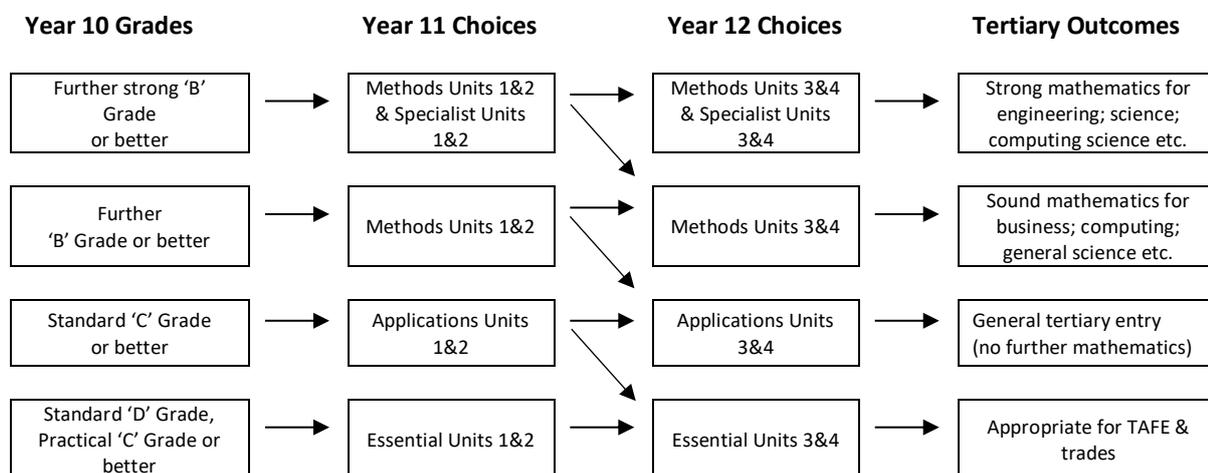
### Year 11 and 12 Courses & Pathways:

There are four Courses offered in Mathematics at Wesley for Year 11 and 12, **Mathematics Essential**, **Mathematics Applications**, **Mathematics Methods** and **Mathematics Specialist**.

For each course Units 1 and 2 are offered in Year 11 and Units 3 and 4 offered in Year 12.

#### Possible Course Pathways:

The most common course selections are represented in the block diagram below.



#### Your choice will depend on:

- your mathematical ability/background; i.e. your Year 10 grades;
- your ambitions – what you need or want to do after Year 12;
- how much maths you are prepared to do.

# Science

## Year 9 and 10 Mathematics Courses and (codes)

- Year 9 Science (9SCI)
- Year 10 Science (XSCI)

## Why Study Science?

You develop your understanding of microscopic and atomic structures, how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts.

You develop questions and hypotheses and independently design and improve appropriate methods of investigation, evaluate the validity and reliability of claims made in secondary sources with reference to the evidence cited and construct evidence-based arguments, selecting appropriate representations to communicate science ideas.

## Course Content

Science is broken down into the broad subjects of:

- Physics;
- Chemistry;
- Biology and
- Earth Science.

In Year 9, you consider the operation of systems at a range of scales. You explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. You are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. You learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. You are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. You begin to apply your understanding of energy and forces to global systems such as continental movement.

In the Year 10 curriculum you explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. You explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang.

You develop your understanding of atomic theory to understand relationships within the periodic table. You understand that motion and forces are related by applying physical laws. You learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

## Future Pathways

### Science ATAR Courses in Years 11 and 12

ATAR Human Biology in Years 11 and 12

ATAR Biological Science in Years 11 and 12

ATAR Chemistry in Years 11 and 12

ATAR Physics in Years 11 and 12

### Science GENERAL in Years 11 and 12

GENERAL Marine and Maritime Studies in Years 11 and 12.

## Science Pathways into Year 11 and 12

Year 10 Science Course		Minimum Entry Targets for Year 11 Science ATAR Subjects 'C' grade for Year 10 English and:	Year 11 Science Subjects
Science (Code: XSCI)	→	'C' grade for Science (XSCI), and Maths.	<b>ATAR Human Biology</b>
Science (Code: XSCI)	→	'C' grade for Science (XSCI), and Maths.	<b>ATAR Biology</b>
Science (Code: XSCI)	→	'C' grade for Science (XSCI), and Maths	<b>ATAR Biology and ATAR Human Biology</b>
Science (Code: XSCI)	→	'B' Grade for Science (XSCI), & 'B' Across the Year Grade for Maths	<b>ATAR Chemistry</b>
Science (Code: XSCI)	→	'B' Grade for Science (XSCI), & 'B' Across the Year Grade for Maths	<b>ATAR Physics</b>
Science (Code: XSCI)	→	'B' Grade for Science (XSCI), & 'B' Across the Year Grade for Maths	<b>ATAR Physics and ATAR Chemistry</b>
Science (Code: XSCI)	→	'A' Grade for Science (XSCI), 'B' Across the Year Grade for Maths	<b>ATAR Physics and ATAR Chemistry and ATAR Biology OR ATAR Human Biology</b>
Science (Code: XSCI)	→	Nil	<b>GENERAL Marine and Maritime Studies</b>
<b>GUIDANCE for Students and Parents</b> <ul style="list-style-type: none"> <li>○ All students do a compulsory year of Science (XSCI) in Year 10 which covers the 4 key areas of Biology, Chemistry, Physics and Earth Sciences.</li> <li>○ Evaluate University and TAFE pre-requisites.</li> </ul>			

# Health and Physical Education

## Year 9 and 10 Health and Physical Education Course and (code)

- Year 9 Health and Physical Education (9HPE)
- Year 10 Health and Physical Education (XHPE)

## Why Study Health and Physical Education

Wesley College's Health and Physical Education program focuses on "Sport For Life".

What does Sport For Life mean? In essence, it means that we want you to learn that there is more to Physical Education than just an ability to demonstrate physical skills. We want you to learn skills that translate to all aspects of your future life, long after your "sporting careers" are over. Thus our lessons will focus on self-management skills and interpersonal skills (Collaboration) as well as developing your knowledge and understanding of both health and sporting concepts.

As always, you will do a range of sports, including both individual and team sports, over a short block. The instructional focus is always on applying effective strategies and tactics to the games, identifying and building on similarities from one sport to another (Critical thinking and Creativity) to solve game-style problems.

You are also required to complete the Health curriculum which covers contemporary issues such as dealing with challenging and unsafe situations, conflict resolution, reliable online information, respectful relationships, drugs and gender and the media. These topics will be covered using different instructional methods and tasks will be given that allow you to demonstrate your understanding of the issues. Again, the purpose of the course is that you take what you've learned into your future lives.

# CURRICULUM ELECTIVES

## Electives: Year 9

You will select courses from the list below to a **total of 4 units**, plus **one** reserve choice.

- Languages run for the whole year and hence count as 2 units.
- Music can be chosen for Semester 1 only, or for the whole year, at 1 or 2 units respectively.
- The four units must **not** be all from the same colour.

Course	Duration	Units
French	Year-long	2
Indonesian	Year-long	2
Chinese	Year-long	2
Music*	Year-long*	2
Music	Semester 1 only	1
Drama Studies	Semester-long	1
Media Studies	Semester-long	1
Visual Art	Semester-long	1
Philosophy and Ethics	Semester-long	1
Business Innovation and Enterprise	Semester-long	1
Metalwork	Semester-long	1
Woodwork	Semester-long	1
Computer Engineering	Semester-long	1
Computer Game Design	Semester-long	1

\*Music Scholarship students must choose year-long Music

## Electives: Year 10

You will select courses from the list below to a **total of 4 units**, plus **one** reserve choice.

- Languages and Music run for the whole year and hence count as 2 units.
- The four units must **not** be all from the same colour.

Course	Duration	Units
French	Year-long	2
Indonesian	Year-long	2
Chinese	Year-long	2
Music*	Year-long*	2
Drama	Semester-long	1
Media Production and Analysis	Semester-long	1
Visual Art	Semester-long	1
Photography	Semester-long	1
Philosophy and Ethics	Semester-long	1
Business Enterprise and Leadership	Semester-long	1
Accounting and Finance	Semester-long	1
Metalwork	Semester-long	1
Woodwork	Semester-long	1
Engineering Systems	Semester-long	1
Computer Science	Semester-long	1
Sports Science	Semester-long	1

\*Music Scholarship students must choose Music

# Languages

## Year 9 and 10 Languages

All courses at Wesley College are Second Language courses (i.e. not for background speakers) apart from Chinese Background Year 9 and Chinese Background Year 10.

### Why Study a Language?

The need for more Australians to have knowledge of at least one other language is now widely recognised both at government level and in the wider community. Globalisation, increased ease of travel, and advanced information and communication technologies have accelerated the movement of people and ideas throughout the world. Knowledge of a second language enables you to respond positively to the opportunities and challenges of our rapidly changing world.

Language students learn to communicate, interact and negotiate across languages and cultures - skills that are highly valued in the workplace. They are more accepting of diversity, more tolerant of others and more aware of their place in the international community. They acquire a sound knowledge of the system of their target language, a deeper understanding of how their own first language works, critical and analytical thinking skills and flexibility of thought.

### Organisation and Content

#### French, Indonesian and Chinese (Second Language)

Year 9 Second Languages courses are continuations of the Year 8 courses. These courses are not for background speakers of the Language.

Senior School is where your language skills take-off! This is where you really start to feel like you can do something in the language because of all the ground work you have done. You are far more able to communicate with others and understand people, cultures and language more deeply. You'll also be joining the majority of the world in speaking more than one language, and our special Wesley Languages community.

Topics in Year 9 include:

French	Indonesian	Chinese
My suburb My sporting hero A horrible crime at Wesley!	Crime, mystery and drama Sport Eating out	Festivals and Culture Ordering Food Shopping in China Traveller's bible in China

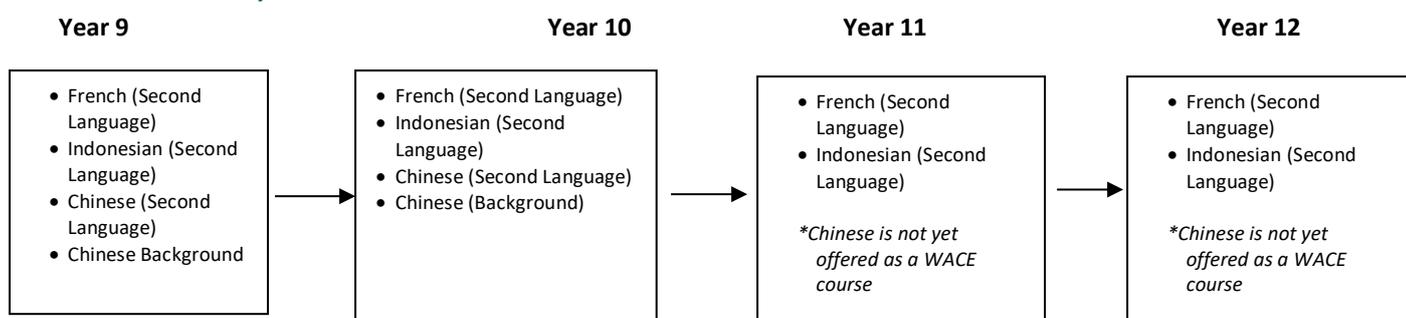
Topics in Year 10 include:

French	Indonesian	Chinese
Perspectives on the world The Francophone world Cooking	Cooking Independent Film Study Environment	China, the familiar stranger Youth issues in China

### Assessment

Students' achievement of learning outcomes is assessed both formally and informally. Students can show they have achieved the desired learning outcomes during class activities and through project work and homework.

## Future Pathways



## Future Pathways

French and Indonesian can be studied to Year 12 at Wesley College and can be used for university entrance. They can also be studied as part of many university degree courses and at TAFE. Chinese is offered up to Year 10 level only at the moment and there are many university and TAFE courses that offer courses at different entry points.

**Important:** A bonus scheme for university entrance is offered to students who complete the study of a language in Years 11 and 12. At the University of Western Australia and Curtin University, 10% of a language student's final score for his WACE language course is added to his aggregate score. The student is not required to study a language at university.

In other states incentive schemes are offered at the Australian National University, the University of Sydney, the University of New South Wales, the University of Queensland, Melbourne University, Monash University and the University of Adelaide.

There are many career paths for which knowledge of a language is valuable: e.g. hospitality, the Diplomatic Service, tourism, interpreting, telecommunications, engineering, medicine, building, sciences, international law, journalism, international banking, mining, public relations, teaching, commerce, marketing, Public Service, computing, the Defence Force.

# Arts: Performance

## Music: Evolution of the Orchestra

### Year 9 Arts Performance Music Course and (code)

- Music: Evolution of the Orchestra (9MUS)

### Pre-requisites

Students selecting this subject are required to be currently playing an instrument or undertaking voice lessons.

### Course Content

The *Year 9 Music: Evolution of the Orchestra* elective takes you on a journey of discovery through time, exploring music written for the most colourful ensemble of all time – the orchestra! Along the way, you will develop music literacy skills through singing, playing of instruments, aural training, music theory, score reading and composition, aiming to develop students as musically-literate performers.

This is a course that combines creativity with performance and theory to allow you to express yourself, as well as studying existing music to understand its role and purpose in society. This course will support students who wish to expand their knowledge and enjoyment of music as well as active members of the College's ensemble program.

This course is only offered in Semester One and is a pre-requisite for the Year 9 Music Extension Course offered in Semester Two. Please see below for information on the Year 9 Music Extension Course.

### Music: Cinematic Composing

- Music: Cinematic Composing (9MCC)

### Pre-requisites

Students selecting this subject are required to complete the Year 9 Music: Evolution of the Orchestra elective in Semester One.

### Course Content

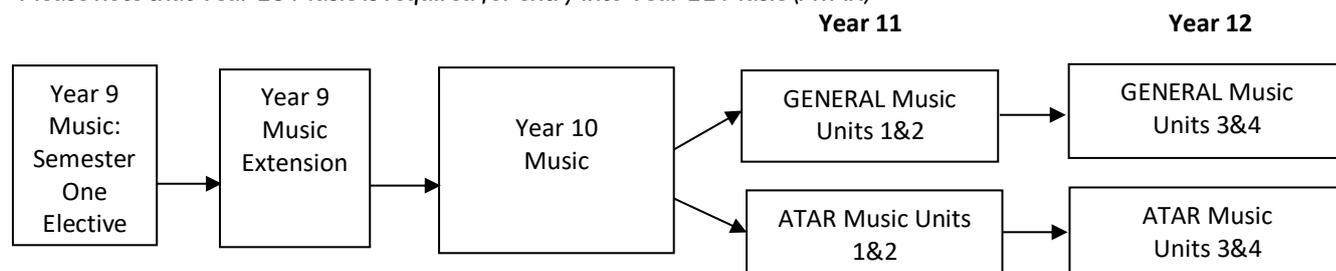
The *Year 9 Music Extension: Cinematic Composing* elective aims to equip you with the skills to perform and compose music for film. You will explore film music as well as how orchestral music of the 19<sup>th</sup> and 20<sup>th</sup> century influence contemporary film composers. You will also further develop and apply the aural, theory and compositional skills you have developed in Semester One to composing music for mini films.

This course forms an excellent springboard for students who are looking to further advance their music studies at a senior level as well as supporting active musicians who wish to expand their knowledge and enjoyment of music.

### Future Pathways

The Music Course options in the Senior School are as follows:

*\*Please note that Year 10 Music is required for entry into Year 11 Music (ATAR)*



# Year 10 Music

## Year 10 Arts Performance Music Course and (code)

- Year 10 Music (XMUS1)

### Pre-requisites

A passing grade for Year 9 Music and/or a standard of AMEB (Australian Music Examinations Board) Grade 2 Theory is expected. The ability to play a musical instrument is compulsory.

### Content

Music has the capacity to engage, entertain, challenge, inspire and empower students. Studying music stimulates imaginative and innovative responses, critical thinking and aesthetic understanding, and encourages students to reach their creative and expressive potential.

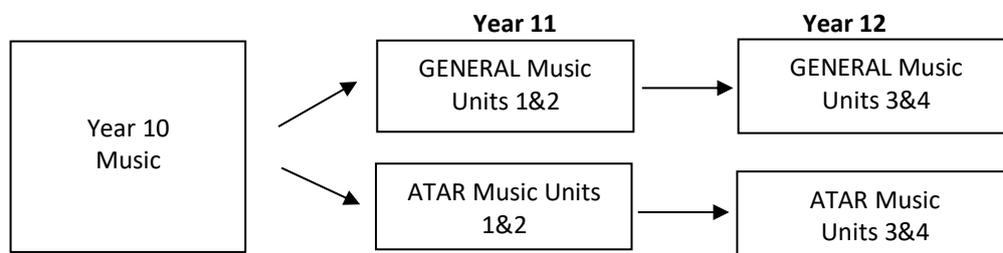
The Year 10 Music course aims to develop high-level musicians who are confident and expressive performers and composers. You will analyse a range of different scores, both aurally and visually, discovering the stories behind the music and the defining characteristics of various eras and styles. As you extend and consolidate their music understanding across a range of aural, theory and analysis activities, you are given the opportunity to express yourself through composition and performance.

This course complements instrumental tuition and the Wesley College ensemble program for the student wanting a well-rounded music education. The skills gained through completion of this course empower students to become lifelong active musicians as well as succeed in the ATAR Music courses should they wish to pursue their music studies seriously in Years 11 and 12.

### Future Pathways

The Music Course options in Year 11 and 12 are as follows:

*\*Please note that Year 10 Music is required for entry into Year 11 Music (ATAR)*



## Drama Studies

### Year 9 and 10 Arts Performance Drama Studies Courses and (codes)

- Year 9 Drama Studies (9DRA)
- Year 10 Drama Studies (XDRA)

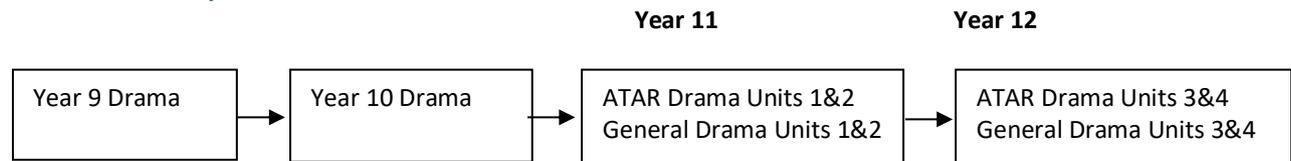
### Why Study Drama

In Year 9, you develop collaborative skills, confidence and stage craft through a variety of creative drama-based activities. You will enhance your vocal technique, movement skills, dance, improvisation, comedy, scripted performance, mime & slapstick with opportunities throughout the Semester to view live theatre performances.

The forms and styles of theatre we explore in Year 9 include elements from Commedia dell'Arte, Melodrama, Musical Theatre, Stand-Up Comedy & Theatre Sports. Each Year 9 class will have the opportunity to workshop one or more of these skills with a trained professional in the form of a Year 9 Drama Incursion. The course will also introduce you to Design & Technologies used in the theatre, such as lighting design, sound design & costume creation.

In Year 10 the basic concepts inherent in Drama in Year 9 are pursued more intently, thus giving the student an appreciation of drama in a worldly context, should he decide to pursue Drama in Years 11 and 12. Assessment is based on practical acting work, both group and individual, as well as the creation of a contemporary costume and a critical analysis of a live theatre event.

### Future Pathways



# Arts: Creative Arts Media Studies

## Year 9 and 10 Media Arts Courses and (codes)

- Year 9 Media Studies (9MPA)
- Year 10 Media Production and Analysis (XMPA)

## Why Study Media Studies?

Media Arts is a dynamic area that involves multiple forms of media integrated together. It represents the joining of text, pictures, video and sound into a single form. Digital programs alter and present text, audio, video, animation, interactive features and still images. You will learn to apply technology intelligently and to present content in an innovative manner. By creating media artworks, you will engage the senses, imagination and intellect, and learn to express yourself and challenge constructs of the world.

Media Arts provides the opportunity to develop the skills to present content and ideas using digital SLR cameras, video cameras and Adobe programs. You will learn visual literacy; an appreciation of what you see by developing skills related to analysis, interpretation and justification. Through the creative and critical use of language and technology, you will develop aesthetic control that allows you to communicate with clarity and impact through the media you create and consume.

You extend and refine their skills and processes for working in a team, problem solving, and working to timelines. Focus options include both fiction (e.g. TV fiction, comics, graphic novels, magazines) and non-fiction (e.g. documentaries, news stories, current affairs stories across film, television, photography, print media, radio or online media). The course explores the areas of entertainment, infotainment, popular culture, Australian journalism and international cinema and skill in story boarding, scripting, filming and editing in post- production, through a variety of genres ranging from narrative film to documentary.

The central focus of Media Arts is to provide you with the skills and knowledge to perform a broad range of functions in media, which include journalism, radio, film, television production and emerging multimedia technologies.

Finding inspiration through engaging with how people, events and issues are represented in the media you will create produce and present your own works in media of your choice. Throughout the course there are opportunities to work independently on projects and in collaboration with others, as you use media technologies to express ideas with increasing confidence and creativity.

Media Arts is perfect for anyone who may need to present content digitally. Media Arts professionals work in fields ranging from website design to game design, from video editing to special effects creation. In our digital world, nearly all industries present information innovatively including the science, health, education, engineering, entertainment, business and defence sectors.

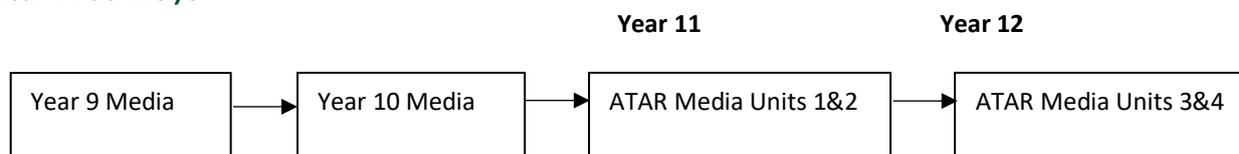
You will be given significant freedom of choice to explore their creativity through visual and aural expression in a collaborative environment.

## Assessment

The course will be assessed with an emphasis on:

- Art Making – body of work through inquiry, art practice and presentation
- Art Responding – analysis, interpretative reflection and personal response.

## Future Pathways



# Visual Art

## Year 9 and 10 Visual Art Courses and (codes)

- Year 9 Visual Art (9VAR)
- Year 9 Visual Art (XVAR)

## Why Study Visual Art?

Are you interested in making art? In this highly practical course you will engage with a variety of art forms both two and three-dimensional art-forms in a hands on environment.

Through art-making, you will engage in art experiences aimed at building skills in creative, critical and reflective thinking processes, with a focus on personal interpretation, exploration and imagination.

The course offers a range of art experiences aimed at developing a sense of observation. In a dynamic environment, you will engage in art making processes in traditional and new media which involves exploring, selecting and manipulating materials, techniques, processes, emerging technologies and responses to life.

Through this course you will gain knowledge, understanding and appreciation of art and culture, both in Australian and international contexts. The course enables you to develop visual literacy and communication skills and become discriminating in making judgements. You will analyse and evaluate your own works and the works of others from a range of historical and cultural view points and develop an appreciation of the role of art in the community and your daily life.

Excursions to galleries and visits from practicing artists are included in the program to enrich your art experience.

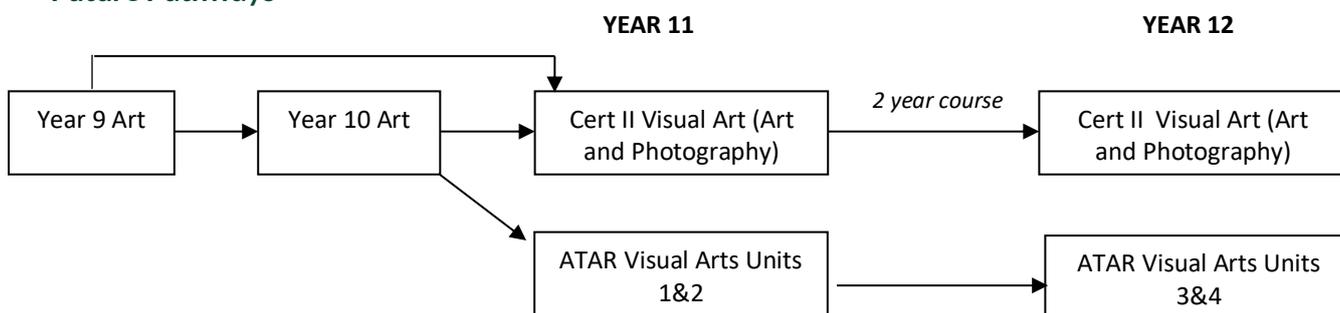
In Visual Arts our specialist team focuses on creating opportunities that meet your learning needs, career choices and interests. This course is for anyone who likes the idea of inventing original and creative artworks, while developing your own personal aesthetic

## Assessment

The course will be assessed with an emphasis on:

- Art Making – body of work through inquiry, art practice and presentation
- Art Responding – analysis, interpretative reflection and personal response.

## Future Pathways



# Design Photography

## Year 10 Design Photography Courses and (codes)

- Year 10 Design Photography (XPHO)

### Why Study Design Photography?

Digital Photography has become a core medium for artists and designers and is integrated into this creative arts course, which involves the specialisation, exploration and development of digital photography techniques. You discover the creative potential of the digital camera by applying traditional photographic values to image capture.

The aim of the design course is to facilitate a deeper understanding of how design works, how ideas, beliefs, values, attitudes, messages and information are effectively communicated to specific audiences with specific intentions or purposes via visual media forms. In this unit you are exposed to a variety of communication forms and a thorough exploration of design. You will be introduced to the design process and practice through a focus on commercial design concepts.

The course covers a balance of practical and creative skills and introduces you to a versatile medium for creative expression. You will use industry standard equipment and software to ensure the skills you acquire can be utilised in a wide range of settings and relevant employment fields. You will learn how design can be used to provide solutions to creative design problems and communication needs.

You will become competent in using the latest digital SLR cameras and Adobe Photoshop, to creatively manipulate their ideas.

You will participate in field excursion to use their photography skills in environments that provide a high level of creative and technical challenge.

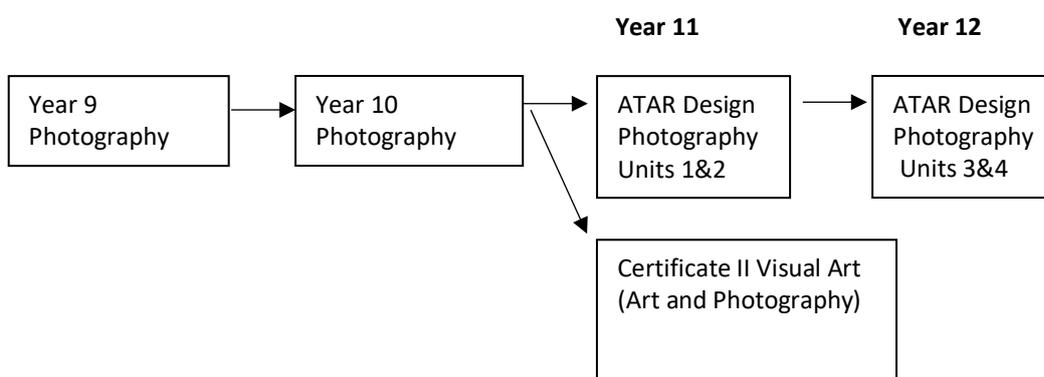
This course is recommended for students who enjoy Photography and whose aim is to complete either ATAR Design or the Certificate II in Visual Arts and Photography as part of their WACE program.

### Assessment

The course will be assessed with an emphasis on:

- Art Making – body of work through inquiry, art practice and presentation
- Art Responding – analysis, interpretative reflection and personal response.

### Future Pathways



# Humanities and Social Sciences

## Philosophy and Ethics

### Year 9 and 10 Humanities and Social Sciences Courses and (codes)

- Year 9 Philosophy and Ethics (9PAE)
- Year 10 Philosophy and Ethics (XPAE)

### Why Study Philosophy and Ethics

This is an exciting course which aims to provide you with an introduction to Philosophy and Ethics, building on the work carried out in PREP in Middle School.

The Year 9 course is designed to provide opportunity to ask questions, discuss, debate and be creative. It deals with issues that have challenged human beings for centuries and continues to perplex them today. You will engage in regular discussion where every view is welcome, though every view will be challenged. You will be expected to build on the points of others.

Questions that will be tackled throughout this course include:

- If God is good would he allow evil events to take place (but...what is 'evil'?)
- If I don't get attached to things, will that stop suffering when those things are taken away?
- If everything in the universe needs a cause, does the universe need a cause?
- Has nature got any purpose?
- Does evolution get rid of God?
- Is the world designed? If it is designed, does it need a designer?
- If I am an atheist do I have any beliefs?

The Year 10 course will encourage you to discuss and reflect upon questions of importance and ethical inquiry. You will be taught critical reasoning to equip them with the skills to identify inductive and deductive arguments and evaluate them in terms of inferential strength and cogency. You can look forward to regular discussions, during which philosophical ideas can be exchanged and debated.

An example of typical questions that you might be asked to engage with throughout the course:

- What makes an argument 'sound'?
- What is knowledge?
- Can I have knowledge of things that I haven't experienced?
- What is the criteria for personhood?
- Could a robot ever be conscious?
- What are rights, fairness and justice?
- Should we always abide by the laws and respect the law makers?
- Is there such a thing as society and do we have any obligations to others?
- Is morality absolute or relative?

This course will facilitate a personal awareness of individual views and opinion. Philosophy and Ethics should produce intelligent thinkers who are confident in rational debate, yet sensitive to the needs of others.

### Assessment

- Critical reasoning
- Analysis and evaluation of texts and transcripts
- Construction of Argument
- Community of Inquiry.

### Future Pathways

- Philosophy and Ethics in Year 11 and Year 12
- University – such as Medicine, Law, Philosophy .

## Year 9 Business, Innovation and Enterprise

### Year 9 Business, Innovation and Enterprise Course and (code)

- Year 9 Business, Innovation and Enterprise (9BIE)

### Why Study Business, Innovation and Enterprise?

This course aims to develop enterprising spirit through initiative using business concepts as a foundation to decision-making. It will build your business literacy by deepening your understanding of entrepreneurial decision-making, business competition and innovation.

You may explore contemporary social, science, technological, economic and environmental problems or issues in Australia and the global market. You will build their knowledge and understandings of:

- community needs,
- equity and ethics
- decision-making
- the notions of advancement, sustainability and productivity.

You will develop critical and creative thinking skills that will generate ideas, proposals and promote problem-solving through futuristic lens. Opportunities may exist to interact with organisations or businesses and their leaders that pose problems and promote entrepreneurial thinking, learning and experimentation. You will be required to develop a solution-focused product that addresses an innovation need through:

- research,
- product development and
- publishing.

This course builds on prior knowledge of Year 8 Business (as part of Humanities and Social Sciences compulsory curriculum) that focuses on product development and revenue. It also sets the foundation for the Year 10 Business Enterprise and Leadership course.

### Future Pathways

- Business, Enterprise and Leadership in Year 10
- Business Management and Enterprise in Year 11 and Year 12
- University – Commerce.

# Year 10 Business, Enterprise and Leadership

## Year 10 Business, Enterprise and Leadership Course and (code)

- Year 10 Business, Enterprise and Leadership (XBEL)

## Why Study Business, Innovation and Leadership

Business has a complex and dynamic organisational structure that requires a combination of skills, aptitude, creativity, initiative and enterprise to operate effectively. The course embeds enterprising skills, attitudes and promoting enterprising behaviour such as problem-solving. It is designed to introduce you to the questions that need to be addressed when creating and running a business to operate effectively.

You will be exposed to a wide range of business activities, management strategies and their role as a business leader. To do this business requires leaders with strategic vision who are enterprising, innovative and creative. The course will focus on the development of these skills to establish and operate a business such as:

- Environment - business environment – stakeholders, conflicts and ethics;
- Management - role of managers and leaders, key leadership styles;
- People – characteristics of entrepreneurs, key traits of teamwork that facilitate creativity and innovation;
- Investigate contemporary business issues.

## Assessment

- Written responses
- Investigations
- Multimedia oral presentations.

## Future Pathways

- Business Management & Enterprise in Year 11 and Year 12
- University – Commerce.

# Year 10 Accounting and Finance

## Year 10 Accounting and Finance Course and (code)

- Year 10 Accounting and Finance (XACF)

## Pre-requisites

A minimum 'C' Grade in Year 9 Mathematics.

## Why Study Accounting and Finance?

You will develop an understanding and knowledge of the financial systems, principles and language of the world of finance at a business level. You may choose the subject for interest or to gain an insight into the field as a possible future subject of study.

## Course Content

The study of this subject will provide you with an understanding of the accounting procedures used to process financial transactions for the sole proprietorship form of business organisation. The procedures are based on the principles of double-entry.

This course applies MYOB software as an integral element in processing and analysing information. Processing transactions and data is based in the double entry accounting entity principle. It covers:

- The Accounting Cycle
- Balance Sheet
- Journals, and General Ledgers to the Trial Balance Stage
- Profit Determination
- Presentation of Accounting Reports for a Merchandising and Service Business
- Computerised Accounting – MYOB.

You will be given the opportunity to complete a simulated business involving the legal requirements for setting up a small business, recording of transactions including GST and analysing the end of year financial reports.

## Future Pathways

- Accounting and Finance in Year 11 and Year 12;
- In the workforce it will help you adapt to, and cope with, the business environment; and
- develop financial literacy that will enable you to deal successfully with the financial aspects of their lives as individuals, employees, and business-people.

# Technologies

## Materials and Design Metalwork

### Year 9 and 10 Technologies Materials and Design – Metalwork Courses (codes)

- Year 9 Materials and Design - Metalwork (9MDTM)
- Year 10 Materials and Design - Metalwork (XMDTM)

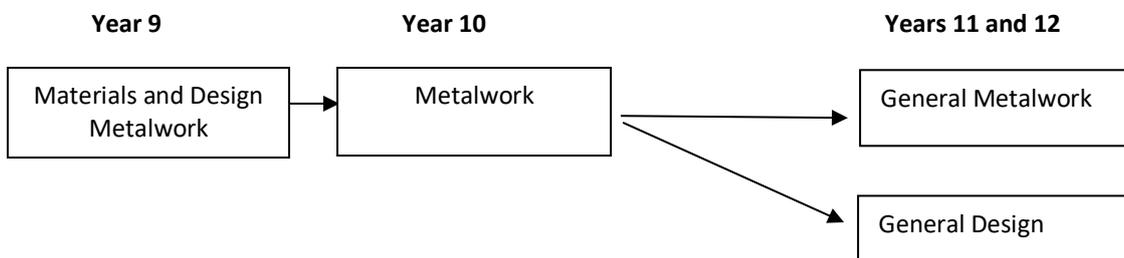
### Why Study Metalwork?

Interested in becoming a tradesman in the metals fabrication industry? This course will allow you to learn valuable skills that will enhance your ability to become a highly skilled metalworker in the future.

Metalwork is a hands-on course designed to give you a range of skills, knowledge and techniques when working with a variety of different metals. You will complete set tasks to acquire specific skills and knowledge that lead to open ended problems being solved. Creativity and individuality are strongly encouraged, and a high standard of presentation is required.

In Year 9 you will make a small car, recycled nuts and bolts metal figurines, a spark plug plane, an aluminum men's dress ring as well as an open-ended design project of the student's choice. In Year 10 some examples of the projects you may construct include CD racks, metal furniture, metal sculpture, and clocks. By doing a Year 10 course you will get a strong background in the properties and characteristics of metal, basic conventions of cutting, joining and fabrication and machining all of which is essential background knowledge for engineers or architects. In making these projects you will be given the opportunity to work with many materials, hand tools and machines, learning skills in welding, lathe work, sheet-metalwork and general construction. Sketching and 'project planning' are also both important aspects of the course.

### Future Pathways



# Materials and Design Woodwork

## Year 9 and 10 Technologies Materials and Design – Woodwork Courses (codes)

- Year 9 Materials and Design - Woodwork (9MDTW)
- Year 10 Materials and Design - Woodwork (XMDTW)

### Why Study Woodwork?

In Woodwork you apply the principles of problem-solving following the design process approach. Projects will be made predominantly in a variety of different wood and will be of both, a set skills and open ended problem solving with creativity and individuality encouraged in your work. The Materials Design and Technology - Woodwork course aims to prepare you for a future in a technological and material world by providing the foundation for lifelong learning about how materials are developed and used.

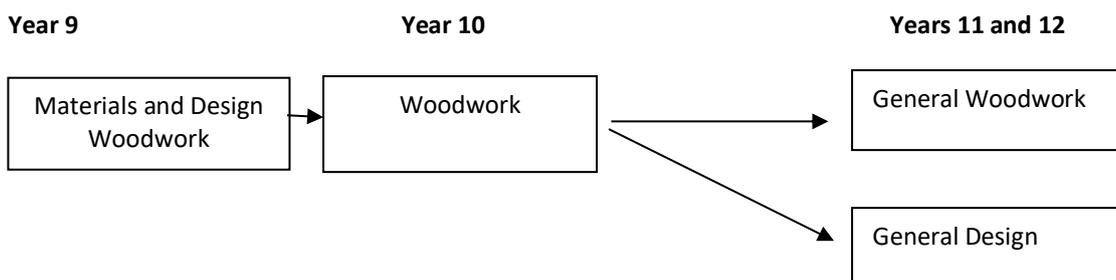
The Year 9 course aims to further develop the basic skills learned in Year 8 with an emphasis on presentation of designs, consolidating safe working procedures in the use of power tools and machines, and broadening the range of materials, tools and techniques used in woodworking.

In Year 9 you will make a storage box, laminated bowl (turned on a lathe), use a range of machines and hand tools to create a gumball dispenser and a selection of other projects. This is an important course of study for students contemplating doing Woodwork in Year 10 as it sets up the skill base, preparing for a more creative experience.

In Year 10 the focus is production fundamentals. Using CAD/CAM processes, you will use a computer drawing package to design components for a variety of wood-based products then using the latest in laser cutting technology and CNC machining, create their projects. Some of the projects that a student may design include a musical instrument, a turned lamp, dartboard cabinet and a veneered document box. You will then construct them using a variety of hand and machine skills and processes with sensitivity towards fine furniture.

Working with wood, you will develop a range of manipulative, processing, manufacturing and organisational skills which will make you more technologically literate. As consumers, you should become enabled to make decisions about the use and misuse of technology now and in the future.

### Future Pathways



## Year 9 Computer Engineering

### Year 9 Technologies Computer Engineering Course (code)

- Year 9 Computer Engineering (9TCE)

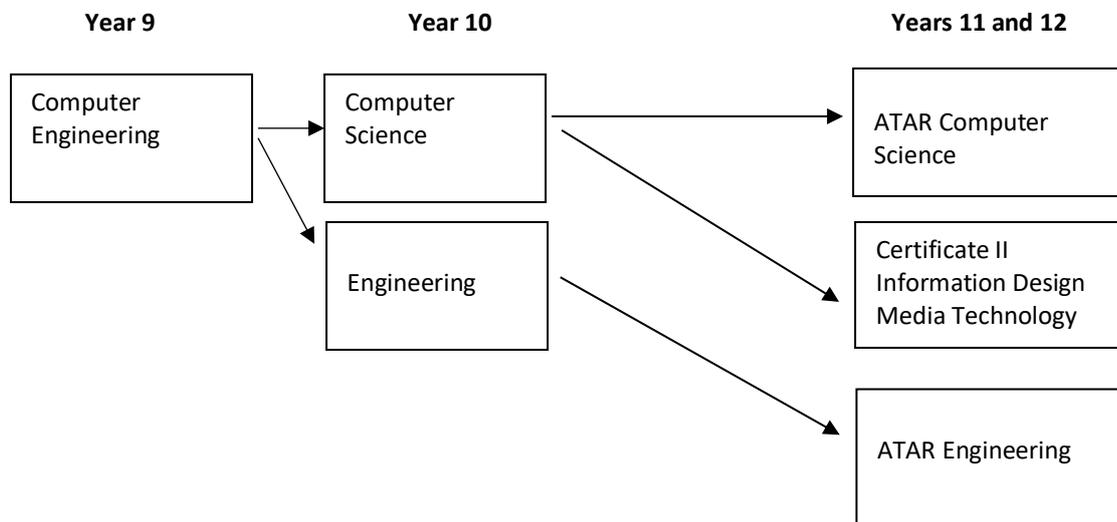
### Why Study Computer Engineering?

Have you always enjoyed the challenge of building something and understanding how it works? Then Computer Engineering is for you. In this course you will analyze, design develop and code solutions to problems.

Using a variety different industry-based technologies such as laser cutters, 3D printers and electronics you will research, design, produce, code and evaluate your robot against design criteria and each other, in a series of tasks simulated to real life problems. You will code solutions to various design challenges using C++ and Arduino controllers.

The course has been designed to allow for students who have an interest in both computer science and engineering to explore the content of both disciplines in a fun and interactive manner that is predominantly hands-on.

### Future Pathways



# Year 9 Computer Game Design

## Year 9 Technologies Computer Game Design Course (code)

- Year 9 Game Programming (9CGD)

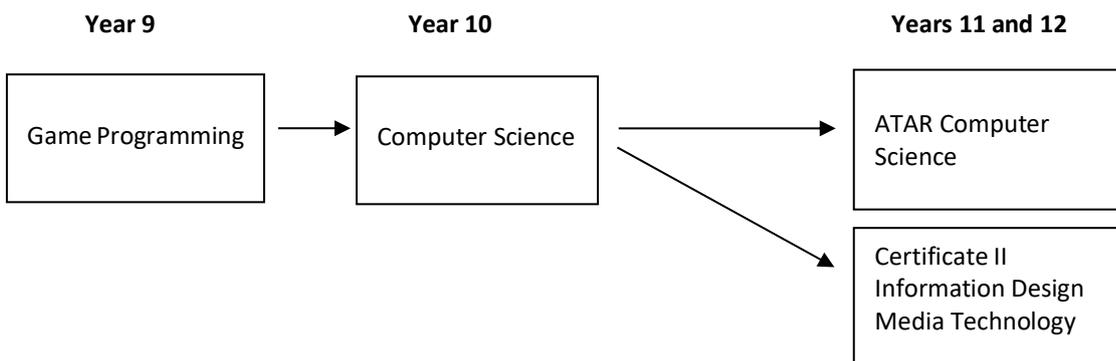
### Why Study Game Programming?

Have you always tinkered with computers, loved technology and been interested in how things work? If so, game programming may just be the perfect course for you. That is all well and good, I hear you say, but what exactly is Game Programming?

Well, in a nutshell, game programming is creating programs, like apps and websites, which run on computers based around familiar electronic and board games. This course has been designed to cater for the student who enjoys the challenges of problem-solving on the one hand and engage in creative design on the other. Through a series of guided examples you will become familiar with the code structure and the algorithms used in the development interesting and creative graphics, which will culminate in the creation of a totally original project.

You will use a variety of programming languages and graphics design software in assisting in the development programming solutions and graphics which emphasize the use of essential structured programming techniques and skills. Languages such as Visual Basic, Python, Java Script and Unity will be explored to develop solutions.

### Future Pathways



# Year 10 Engineering Systems

## Year 10 Technologies Engineering Course (code)

- Year 10 Engineering Systems (XTES)

### Why Study Engineering?

Engineering Systems offers students a challenging mix of theory and hands on workshop based activities. The course is ideal for those students with an interest in engineering and how things work. This course is highly recommended for those students intending to study Engineering Studies in Years 11 and 12.

You will cover engineering concepts and systems that are common to all disciplines of Engineering. You will spend considerable time learning how these systems are applied in solving engineering problems specifically in relation to vehicle design and control.

During this course you will be learning about Engineering principles such as forces and mechanisms. You will be learning about structures and how they are used in the Engineering world. You will learn to use CAD/CAM processes to design and produce working prototypes to solve authentic problems. Some of the projects you will demonstrate your understanding of these principles and processes in are:

- designing and making a spaghetti bridge
- designing and making a wallet tool
- and producing a flatpack plane.

This subject will prepare you for the Year 11 and Year 12 Engineering ATAR course.

### Future Pathways



# Year 10 Computer Science

## Year 10 Technologies Computer Science Course (code)

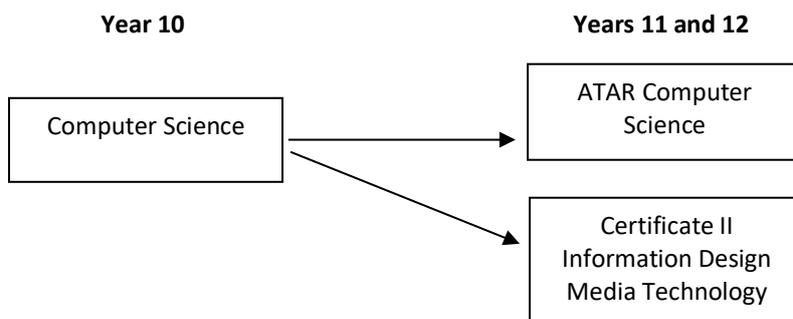
- Year 10 Computer Science (XTCS)

### Why Study Computer Science?

Information and communication technologies are integral to the 21st century global village and economy. Everyone is influenced by computers in some way. Whilst we all use them as a means to an end, it is vital to develop an interest in the intricate workings of computer systems, so that future generations have the knowledge, understanding and skills to create and maintain them. The Computer Science course aims to take you beyond the use of computers at an application level, into the realm of creating software, building and networking computer-based systems.

The course introduces you to the workings of a computer i.e. the hardware, how they communicate via networks, database management and software development systems. Design features of hardware systems and components as well as the factors affecting this design are considered. This is based on knowledge of the functions and technical capabilities of systems, how components are configured to form a computer system suitable for a particular context and factors which affect the design of a networked information system.

### Future Pathways



# Health and Physical Education

## Year 10 Sports Science

### Year 10 Health and Physical Education Course (code)

- Year 10 Sports Science (XSPS)

### Why Study Sports Science?

The Sports Science course has been specifically designed to provide you with early exposure to the concepts and content of the Year 11 Physical Education Studies curriculum. Its intention is to introduce concepts in a practical way through playing a variety of sports reflecting on the theory content previously covered.

The content covers Exercise Physiology, Functional Anatomy, Motor Learning and Coaching, Sports Psychology and Biomechanics looking at anatomy and body systems, energy systems, principals of training and specific training methods, nutrition and injury prevention and management.

The assessment process involves a mixture of self, peer and teacher assessment to formatively and summatively monitor your achievement across the full range of activities including a mini examination at the conclusion of the semester.

### Future Pathways

ATAR Pathway: ATAR PES (Units 1 and 2) in Year 11 then ATAR PES (Units 3 and 4) in Year 12.

# ENRICHMENT ELECTIVES

The following subjects are intended to run for three periods per cycle (a fortnight) for the whole year. Courses are run dependent on demand.

You will select one course and one reserve.

## Enrichment: Year 9

Course
Mathematics Enrichment: Is this a fair game?
English Enrichment: Young Writers
Science Enrichment: S.A.S (Serious About Science)
Aboriginal Languages and Cultural Studies: Being Global and Local
Contemporary Issues and Events
Project X
Sports Analytics
Chinese for Background Speakers

## Enrichment: Year 10

Course
Mathematics Enrichment: From Chaos to Connections
English Enrichment: Asking the Big Questions - A Study of Genre
Science Enrichment: S.A.S. (Serious About Science)
Aboriginal Languages and Cultural Studies: Being Global and Local
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# Mathematics Enrichment

## Year 9: Is this a Fair Game

## Year 10: From Chaos to Connections

- Year 9 Mathematics Enrichment: Is this a Fair Game (9MEN)
- Year 10 Mathematics Enrichment: From Chaos to Connections (XMEN)

### Pre-requisites

The pre-requisite for 9MEN is an 'A' grade or better in Year 8 Mathematics.

The pre-requisite for XMEN is a 'C' Grade or better in Year 9 Further Mathematics.

### Why Study Mathematics Enrichment?

This unit is a project oriented course which provides an avenue for students with an interest in mathematics to further explore their interests and the opportunity to extend their natural talents in this area. The course is intended to provide challenge and to motivate students to pursue further studies in the area of mathematics.

### Learning Outcomes

Students will be expected to:

- use mathematical facts, traditional terminology, concepts, relationships and skills in routine and non-routine ways
- select and use appropriate forms for representing mathematical data and relationships
- recognize and extend patterns and make conjectures, predictions and inferences from information given in oral and written forms
- understand and use deductive reasoning
- apply suitable mathematical techniques and problem-solving strategies to both routine and non-routine situations
- select and use different technologies appropriately
- communicate mathematical ideas and results in both oral and written forms.

### Course Content

Students will look at some topics in mathematics and ways of thinking that are not usually part of school courses. Much of the content of the course will be developed by negotiation, with students having some say as to which topics are studied as a group and choosing to follow specific areas of individual interest through project work. Puzzles and problem solving will be a particular focus. Topics could include

- Proof
- Chaos and fractals
- Topology
- Number theory
- Competition Problems
- Simulation
- Games theory.

### Assessment

There will be no marks or grades for this course apart from those required for school awards. Students will do a number of projects, the form of which will be decided by negotiation and reflect on and self-assess their work.

### Future Pathways

Students successful in Enrichment Mathematics are encouraged to pursue the double course of study: Mathematics Methods (AEMAM) and Mathematics Specialist (AEMAS) in Year 11. This provides strong mathematics for engineering, science & computer science courses at university.

# English Enrichment

## Year 9: Young Writers

### Year 10: Asking the Big Questions: A Study of Genre

- Year 9 English Enrichment: Young Writers (9EYW)
- Year 10 English Enrichment: Asking the Big Questions: A study of Genre (XEBQ)

#### Why Choose Young Writers?

Do you have a story that you want to tell? Do you read books and know that you could do better?

For emerging imaginative writers, this Year 9 enrichment course will challenge you to discover your unique voice as a writer. You will learn new skills and hone your craft, with likeminded peers who are also passionate about imaginative writing.

Classes will be run as a series of writers' workshops, targeting a wide range of creative writing skills, and teaching you the tips and tricks of the trade.

In this enrichment course, you will also consult with published writers and workshop your ideas with the experts.

You will develop a portfolio of pieces that demonstrate your growth over the year, ultimately creating a signature piece of narrative work which will be published in the inaugural Year 9 English Enrichment Writers Collection.

#### Why Choose Asking the Big Questions

Looking at written stories, film and television texts, in Semester One you'll explore the question of "what if?" through the lens of speculative fiction. Speculative fiction stories are those that include elements, settings and characters whose features are created out of the human imagination and speculation, rather than based on reality and everyday life. You can expect to explore the genres of science fiction, fantasy, science fantasy, horror, alternative history, and magical realism, amongst others.

In Semester Two, you'll ask "whodunnit?" as your adventures in crime fiction help you to crack the case. Crime fiction centres on the aftermath of criminal acts and the subsequent investigation, either by an amateur or professional detective. You'll examine the clues, learn about red-herrings, and identify the archetypes of the genre. This unit will explore a wide range of crime fiction texts, from classic English detective stories, like Sherlock Holmes, modern Australian crimes set against the backdrop of the harsh Aussie outback, teen sleuths, all the way through to Nordic noir and other emerging genres.

You will be assessed through self-directed projects, based on your exploration of genre and in forms of your choice.

# Science Enrichment

## S.A.S (Serious About Science)

- Year 9 Science Enrichment: S.A.S. (Serious About Science) (9SAS)
- Year 10 Science Enrichment: S.A.S. (Serious About Science) (XSAS)

### Why Study Science Enrichment in Year 9 and 10?

The science enrichment elective will be involve creative science practical activities and projects as well as looking at research areas of interest to the students that are outside the normal science curriculum.

Focus topics will be developed in partnership between the students and staff and may include, amongst many other ideas, potential offerings such as:

- Agricultural Science
- Forensic Science
- Food Science and nutrition
- External Science Competitions
- Rockets
- Aquaponics
- The Science of Vehicles
- Science/STEM Projects
- Plagues, Parasites and Pandemics
- Science Innovations that changed the world.

There won't be any tests in this elective, it will be project based and may include research assignments and presentations with feedback given to students on creativity, collaboration, critical thinking and communication skills. The Key Science outcomes will be based on the following aspects:

### Science as a Human Endeavour

Students describe social and technological factors that have influenced scientific developments.

### Science Inquiry Skills

Students design questions that can be investigated. They design methods that include the control and measurement of variables and systematic collection of data and describe how they considered ethics and safety. Students analyse trends in data, identify relationships between variables and inconsistencies in results. They analyse their methods and the quality of their data, and suggest actions to improve the quality of their evidence. Students evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas.

## Aboriginal Languages and Cultural Studies: Being Global and Local

- Year 9 Aboriginal Languages and Cultural Studies: Being Global and Local (9ACS)
- Year 10 Aboriginal Languages and Cultural Studies: Being Global and Local (XACS)

### Why Study Aboriginal Languages and Cultural Studies: Being Global and Local?

To be a global citizen, you need to also understand your own country and place. This course will enable you to learn some elementary Noongar and the knowledge that is embedded in this language, you will read aboriginal stories and listen to Aboriginal people so you can find out more about where we live and where we learn. Using this essential grounding you will be set up to do the creative and critical thinking that we need to solve the biggest issues of our time. The world needs young people who have the intercultural skills to move in and between cultures, who can communicate appropriately. In this course you will understand what it means to be an intercultural global citizen. The course will focus on developing the following elements: Recognizing culture and developing respect, Interacting and empathizing with others and Reflecting on intercultural experiences and taking responsibility. Look out world!

This course is useful for anyone who wants to go on to study education, anthropology, an Indigenous specialist degree, medicine, social work, counselling, youth work or law. Many degree programs now expect students to complete units on Aboriginal Studies. You will develop social inquiry skills and research skills. It will be well regarded by many employers and offers a pathway to continue teaching about Aboriginal Culture and Histories.

It will engage students who are interested in learning about how Australia's national identity is shaped and the variable and changing evolving nature of culture; about how we can empower and disempower people with our decisions; about sustainable living and the environment; and about civil rights and much more.

## Contemporary Issues and Events

- Year 9 Contemporary Issues and Events (9CIE)
- Year 10 Contemporary Issues and Events (XCIE)

### Why Study Contemporary Issues and Events?

This course will encourage you to discuss and reflect upon contemporary and relevant issues and events. You will develop your critical thinking, communication and active citizenship to equip you with the ability to conduct analysis and synthesis of information as well as advocate your points of view. You can look forward to regular discussions and inquiries into recent events and present issues facing our community, state, nation and the world.

This course will draw on recent and contemporary events in Australia and the world. Issues and events that you might be asked to engage with throughout the course include:

- What is leadership and how influential is it in the past, present and future?
- What impact does leadership have, especially when dealing with crises like COVID-19?
- How and why young people treated differently in society, the law and what constitutes adulthood?
- What is reconciliation and how could we contribute to the debate on constitutional recognition?
- Is justice a universal concept that applies equally to all people in Australia?
- Is the world dying and are our parents and grandparents responsible for climate change?
- Is violence warranted when protesting?
- Can we really have privacy in a globalized world?
- Is cyber-security real?
- Is war a real and imminent threat?
- Could Australia survive as an island, not reliant on any other country?
- How can you effectively advocate for individuals and communities?

This course will facilitate a personal awareness of national and world events as well as an understanding of different perspectives, individual views and opinion. This course should produce intelligent thinkers who are confident in exploring the world around them and engaging in matters of importance.

### Future Pathways

- Humanities and Social Science courses in Year 11 and Year 12 including History and Philosophy and Ethics
- University
- Informed decision-making and participation for Australian citizens.

# Project X

- Year 9 Project X (9EPX)
- Year 10 Project X (XEPX)

## Why Study Project X Enrichment?

What do Ann Makonski, Nic Marchesi, Lucas Patchett and Malala Yousafzai have in common? They all made a significant impact on the world as teenagers. Ann Makonski designed a flashlight that changes body heat to light, Nic Marchesi and Lucas Patchett started Orange Sky Laundry in Queensland offering a service to homeless people, and Malala Yousafzai won the Nobel Peace Prize for campaigning for female access to education in Pakistan.

Have you ever wished you could investigate something you were passionate about? Maybe look for a new solution for one of the world's problems?

Students are introduced to inquiry, research, design, prototyping, project management and exhibition frameworks as they embark on a self-directed research project. Students examine research question methodology, internet search engine algorithms, data collection, data analysis, implementation project planning, knowledge creation and innovation.

As part of the self-directed research project students will collect, curate and annotate observations and develop an exhibit that show cases their research and findings.

## Assessment

Will be project and portfolio based.

## Sport Analytics

- Year 9 Sport Analytics (9ESA)
- Year 10 Sport Analytics (XESA)

### Why Study Sports Analytics

Have you ever listened to your coach and wondered where he got his information? Have you ever watched a match and believed the team had their game plan all wrong?

- Explore the theoretical concepts and principles that underpin the field of sports analytics and performance analysis.
- Using small and pre-existing sports-related data sets, you will be taught basic data handling and analytical skills.
- Explore a variety of techniques available to the sports analyst to analyse athlete performance.

**Please note, this course is about analysing sport- and does not involve an active component.**

### Further Information

Please contact Mr Daniel Hiscock

## Chinese Background Speakers

- Year 9 Chinese Background Speakers (9CBS)
- Year 10 Chinese Background Speakers (XCBS)

### Why Study Chinese Background Speakers?

The Chinese course will be offered for the first time in 2021.

This course affords students with a background of Chinese language the opportunity to strengthen their personal connections to the Chinese culture.

The Chinese background course also provides opportunities for students to:

- enhance their enjoyment of learning Chinese by broadening and deepening their language experience
- gain insight into the culture of Chinese-speaking communities and the communities' perspective on contemporary issues
- keep up-to-date with current issues in China through a study of media
- gain an appreciation of the Chinese language through the study of contemporary texts
- use Chinese as an adjunct to their future career path.

### Further Information

Please contact Mr Bon Zhao

# LOOKING AHEAD

At the completion of Year 12, students must meet a number of requirements to be awarded a Western Australian Certificate of Education (WACE). The first of these is a set of requirements about course completion. From 2020, students entering Year 11 now have essentially three available pathways to address this particular requirement:

- An ATAR pathway (complete at least four ATAR courses in Year 12)
- A GENERAL pathway (complete at least five GENERAL courses in Year 12)
- A VET/GENERAL pathway (complete a combination of GENERAL and VET courses in Year 12).

As you read through this course booklet for Years 9 and 10 consider the future pathways of the courses and what is available in Years 11 and 12. In Year 11 students will be required to select six courses. In Year 12 many students will drop one of their courses and concentrate on five courses. For WACE requirements students must do two units of English in each year and must have at least one course from each of the Lists A and B in Year 12.

Here are the Year 11 and 12 Courses scheduled to be on offer at Wesley in 2021.

## LIST A TERTIARY ENTRANCE/ATAR PATHWAYS

Year 11 Courses Units 1 and 2	Course code	Year 12 Courses Units 3 and 4	Course code
Business Management & Enterprise	AEBME	Business Management & Enterprise	ATBME
Drama	AEDRA	Drama	ATDRA
Economics	AEECO	Economics	ATECO
English	AEENG	English	ATENG
English as Additional Language or Dialect	AEELD	English as Additional Language or Dialect	ATELD
French	AEFSL	French	ATFSL
Geography	AEGEO	Geography	ATGEO
History - Modern	AEHIM	History - Modern	ATHIM
Indonesian: Second Language	AEIND	Indonesian: Second Language	ATIND
Literature	AELIT	Literature	ATLIT
Media Production and Analysis	AEMPA	Media Production and Analysis	ATMPA
Music - Western Art	AEMUSW	Music - Western Art	ATMUSW
Philosophy and Ethics	AEPAE	Philosophy and Ethics	ATPAE
Politics and Law	AEPAL	Politics and Law	ATPAL
Visual Arts	AEVAR	Visual Arts	ATVAR

## GENERAL COURSES LIST A GENERAL and VET/GENERAL PATHWAYS

Year 11 Courses Units 1 and 2	Course Code	Year 12 Courses Units 3 and 4	Course Code
Business Management and Enterprise	GEBME (2021)	Business Management and Enterprise	GTBME (2022)
Drama	GEDRA	Drama	GTDRA
English	GEENG	English	GTENG
Music	GEMUS	Music	GTMUS

**ATAR COURSES LIST B  
TERTIARY ENTRANCE/ATAR PATHWAYS**

Year 11 Courses Units 1 and 2	Course code	Year 12 Courses Units 3 and 4	Course code
Accounting and Finance	AEACF	Accounting and Finance	ATACF
Biology	AEBLY	Biology	ATBLY
Chemistry	AECHE	Chemistry	ATCHE
Computer Science	AECSC	Computer Science	ATCSC
Design – Photography	AEDES	Design – Photography	ATDES
Engineering Studies	AEEST	Engineering Studies	ATEST
Human Biological Science	AEHBY	Human Biological Science	ATHBY
Mathematics Applications	AEMAA	Mathematics Applications	ATMAA
Mathematics Methods	AEMAM	Mathematics Methods	ATMAM
Mathematics Specialist	AEMAS	Mathematics Specialist	ATMAS
Physical Education Studies	AEPES	Physical Education Studies	ATPES
Physics	AEPHY	Physics	ATPHY

**GENERAL COURSES LIST B  
GENERAL and VET/GENERAL PATHWAYS**

Year 11 Courses Units 1 and 2	Course Code	Year 12 Courses Units 3 and 4	Course Code
Design -Tech Graphics	GEDEST	Design - Tech Graphics from 2022	GTDEST
Marine and Maritime Studies	GEMMS	Marine and Maritime Studies	GTMMS
Mathematics Essential	GEMAE	Mathematics Essential	GTMAE
Materials D&T – Wood	GEMDTW	Materials D&T – Wood	GTMDTW
Materials D&T – Metal	GEMDTM	Materials D&T – Metal	GTMDTM
Outdoor Education	GEOED	Outdoor Education	GTOED
Physical Education Studies	GEPEP (2021)	Physical Education Studies	GTPES (2022)

**UNLISTED  
NON-TERTIARY ENDORSED/VET PROGRAMS**

Year 11 Courses	Unit Code	Year 12 Courses	Unit Code
Workplace Learning	ADWPL	Workplace Learning	ADWPL
Certificate II in Sport Coaching	C2SPC	Certificate II in Sport Coaching	C2SPC
Certificate II in Information, Digital Media and Technology	C2IDMT	Certificate III in Business	C3BUS
Certificate II Visual Art (Art /Photography) -two-year course	C2EVAAP	Certificate II Visual Art (Art & Photography) second year of course	C2TVAAP
		Cert II Visual Art (Design & Drafting) second year of course	C2TVADD
		Certificate II in Information, Digital Media and Technology	C2IDMT