2023
edition

Year 9 and 10 Course Selection Guide

WESLEY COLLEGE
By daring & by doing

Contents.

This selection guide provides details and explanations of courses available to study in Years 9 and 10.

Dates to Note.

Tuesday 13 June	Year 9 2024 Parent Information Presentation
Thursday 15 June	Year 9 and 10 2024 Course Selection Guide released
Monday 17 July	Year 9 Boarding Student Parent Mentor Interviews
Tuesday 18 July	Communication released for Online Subject preferences submission
Thursday 20 July	Year 9 Day Student Parent Mentor Interviews
Wednesday 26 July	Online Subject preferences are due

Let’s start with an overview...

Overview.

A Wesley education is focussed 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

Introduction.

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, students and parents is of great importance and communication channels should be responsive to individual student needs;
- The choice of academic pathway, ATAR, Vocational or Hybrid 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.

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.

Courses.

COMPULSORY COURSES	YEAR 9 CURRICULUM ELECTIVES	YEAR 10 CURRICULUM ELECTIVES	ENRICHMENT ELECTIVES
English	French	French	Arts Lab
HASS	Indonesian	Indonesian	Maths Enrichment
Mathematics	Chinese	Chinese	English Focus
Science	Music*	Music	English Enrichment
HPE	Drama Studies	Drama	Science Enrichment
	Media Studies	Media Production and Analysis	Aboriginal Languages and Cultural Studies
	Visual Art	Photography	Contemporary Issues and Events
	Philisophy and Ethics	Visual Art	Project X
	Business Innovation and Enterprise	Philosophy and Ethics	Sports Analytics
	Metalwork	Business Enterprise and Leadership	
	Woodwork	Accounting and Finance	
	Mechatronic Engineering	Metalwork	
	Computer Game Programming	Woodwork	
		Engineering Systems	
		Computer Science	
		Sports Science	

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

Steps to help you decide.

Step 1

In considering the subjects highlighted above, which Learning Areas do I generally enjoy the most?

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

From which Learning Areas do I generally get my best results?

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

Step 2

List ALL the subjects you may be considering. Read the details in this booklet of each subject you have selected and look carefully at the possible Year 11 and 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 attracts an inadequate 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

English.

YEAR 9 AND 10 ENGLISH COURSES (AND CODES)

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

WHY STUDY ENGLISH?

At its simplest level, when you study English you study 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.

You also learn skills for life post-school, including written and verbal communication, analysis, and 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, there are three courses available: Practical, Standard and Further, in order of increasing difficulty. The curriculum, content and assessment focus are equivalent 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.

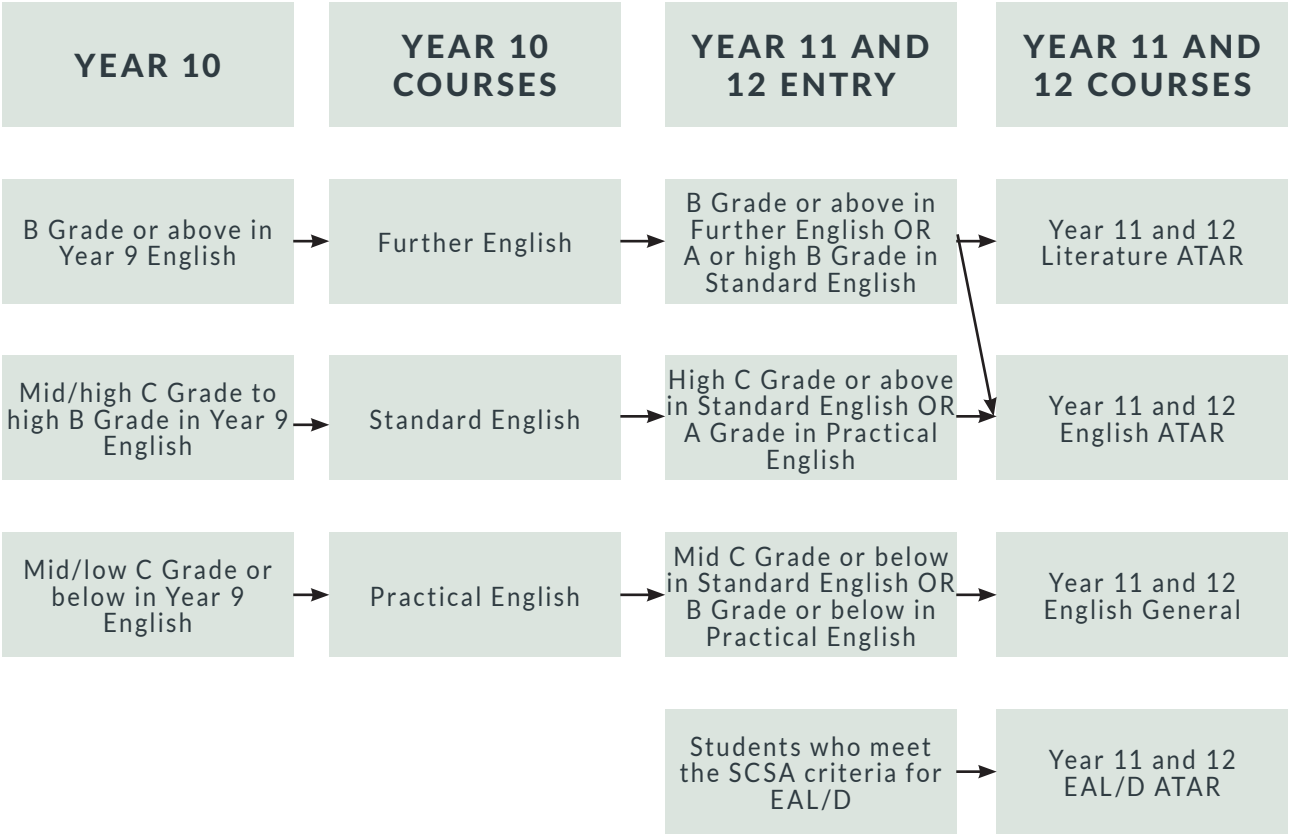
- Language: knowing about the English language;
- Literature: understanding, appreciating, responding to, analysing and creating literature; and
- Literacy: expanding the repertoire of English usage.

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, diversity, the Marvel cinematic universe, refugees, different cultures, Australian identity and coming of age. 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, imaginative and persuasive writing, multimodal text production, discussions and oral presentations.

FUTURE PATHWAYS

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



Humanities and Social Sciences.

YEAR 9 AND 10 HUMANITIES AND SOCIAL SCIENCES (HASS) COURSES (AND CODES)

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

WHY STUDY HASS?

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:

- Economics and Business
- Geography
- History
- Politics and Law (Civics and Citizenship)

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
Economics and Business	This unit will explore why and how participants in the global economy are dependent on each other through: • historical and contemporary performance of the Australian economy and our relationship with Asian nations in cultural and economic exchange; • Free Trade Agreements; • China's economic growth; • implications for the future; • Consumer risk protection; • Financial investment options, its risks and rewards.	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: • markets with a focus on consumers and businesses; • concept of economic performance and measuring Australia's recent experience; • identification of recent trends and international comparisons on economic performance; • Macroeconomic concepts of economic growth, unemployment and inflation; • The ways businesses contribute to improvements in productivity and economic conditions in relation to Australia.
Geography	This unit addresses the interconnectedness of the physical environment and human use of it: • The characteristics of the physical environment and world biomes; • the processes that influence the production of food and their significance; • food security as well as how the associated environmental challenges impact the sustainability of our environment; • the interconnection of people and places through trade and travel.	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: Environmental Change and Management: • the significance of our world; • the concept of sustainability; • how humans change environments; and • challenges to sustainability as well as different views and attitudes about the use and sustainability of our world.

SUBJECT	YEAR 9	YEAR 10
Geography (continued)		Geographies of Human Wellbeing: • use of different measurements to map and understand human wellbeing and development; • why so many inequalities exist in our world; • the study of various countries and an inquiry into the differences that exist between these places, why these differences occur; and • what can be done to close the gaps between and within these countries.
History	This unit will develop understandings around sources, perspectives and significance of historical events and people through: • the Industrial Revolution; • Australia's involvement in World War One and an analysis of its significance to the nation in the past and present; • source analysis skills.	This unit will develop understandings about the concepts of change and continuity over time through: • Australia's World War II experience; • rights and freedoms through the United Nations and civil rights movements in Australia and abroad; and • inquiry and source analysis skills.
Politics and Law (Civics and Citizenship)	The focus of this unit is on the importance of active and informed citizenship to the Australian political system through: • Australia's democratic values; • the beliefs and policies of political parties; • the voting systems used to elect representatives in Australia; • contemporary issues in the political system; • the court system in WA; • the strengths and challenges of democracy and justice in Australia.	The focus of this unit is on democracy and justice issues in Australia and overseas through: • key features that promote and protect democratic government; • human rights in Australia and how they can be protected by the people, organisations and government; • Australia's political and legal system compared to one country in the Asia region; • the role the United Nations plays in promoting and protecting justice for global citizens; and • recent and contemporary examples or events.

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.

YEAR 9 HASS	YEAR 10 HASS	YEAR 11	YEAR 12
Humanities and Social Sciences and electives	Humanities and Social Sciences and electives	Accounting and Finance	Accounting and Finance
Business. Innovation and Enterprise	Accounting and Finance	Business Management and Enterprise ATAR and GENERAL	Business Management and Enterprise
Philosophy and Ethics	Business, Enterprise and Leadership	Economics	Economics
Contemporary Issues and Events	Contemporary Issues and Events	Geography	Geography
Project X	Philosophy and Ethics	Modern History	Modern History
	Project X	Politics and Law	Politics and Law
		Philosophy and Ethics	Philosophy and Ethics
		Aboriginal and Intercultural Studies	UniReady
			Aboriginal and Intercultural Studies

Mathematics.

YEAR 9 AND 10 MATHEMATICS COURSES (AND CODES)

- Year 9 Mathematics Further (9MAF)
- Year 9 Mathematics Standard (9MAT)
- Year 9 Mathematics Practical (9MAP)
- Year 9 Mathematics Modified (9MMOD)
- Year 10 Mathematics Further (XMAF)
- Year 10 Mathematics Standard (XMAT)
- Year 10 Mathematics Practical (XMAP)
- Year 10 Mathematics Modified (XMMOD)

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, HASS, 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, with a modified course for those Students on Individual Education Plans (IEP).

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 Year 9 Practical course caters for students who have difficulty accessing the Year 9 curriculum and will study similar content to the Standard course, focussing on core concepts, and will have the same assessment structure as the Further and Standard courses.

The Year 10 Practical course caters for students who have difficulty accessing the Year 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.

Mathematics Further

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, MCYA Challenge 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.

Mathematics Standard

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. 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

Mathematics Practical

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 focussing 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 9 Practical (9MAP) content

- Simple interest
- Index laws and scientific notation
- Expanding and factorising
- Midpoint, gradient and distance between points from graphs
- Linear graphs
- 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

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 external testing (including PAT, AAS and NAPLAN) as well as the Year 8 Mathematics program 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.

FUTURE PATHWAYS

There are four courses offered in Mathematics at Wesley for Years 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 are offered in Year 12.

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

YEAR 10	YEAR 11 CHOICES	YEAR 12 CHOICES	TERTIARY OUTCOMES
Further strong 'B' Grade or better	Methods Units 1&2 and Specialist Units 1&2	Methods Units 3&4 and Specialist Units 3&4	Strong mathematics for engineering; science; computing science etc.
Further 'B' Grade or better	Methods Units 1&2	Methods Units 3&4	Sound mathematics for business; computing; general science etc.
Strong 'C' Grade or better	Applications Units 1&2	Applications Units 3&4	General tertiary entry (no further mathematics study)
Standard 'D' Grade or better Practical 'C' Grade or better	Essential Units 1&2	Essential Units 3&4	Appropriate for TAFE & trades

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 SCIENCE COURSES (AND CODES)

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

WHY STUDY SCIENCE?

Science helps you make sense of the world around you. It explores a wide range of interesting and diverse systems from large scale ecosystems, to your own circulatory system. Science equips you to be an informed citizen able to critically analyse information and use evidence in your decision making.

You develop your understanding of microscopic and atomic structures, how systems across 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 strands 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 you to predict how changes will affect equilibrium within these systems.

FUTURE PATHWAYS

Science ATAR Courses in Years 11 and 12

- ATAR Human Biology
- ATAR Biological Science
- ATAR Chemistry
- ATAR Physics

Science GENERAL in Years 11 and 12

- GENERAL Marine and Maritime Studies

Guidance for Students and Parents

All students do a compulsory year of Science in Year 10 which covers the four key areas of Biology, Chemistry, Physics and Earth Sciences.

It is recommended you evaluate University and TAFE prerequisites prior to subject selection.

FUTURE PATHWAYS

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

YEAR 10 COURSE	MINIMUM ENTRY TARGETS FOR YEAR 11 SCIENCE ATAR SUBJECTS	YEAR 11 SUBJECTS
	C Grade for Year 10 English and:	
Science (Code: XSCI) →	C Grade for Science (XSCI) and Mathematics →	ATAR Human Biology
Science (Code: XSCI) →	C Grade for Science (XSCI) and Mathematics →	ATAR Biology
Science (Code: XSCI) →	B Grade for Science (XSCI) and B across the Year Grade for Mathematics →	ATAR Chemistry
Science (Code: XSCI) →	B Grade for Science (XSCI) and B across the Year Grade for Mathematics →	ATAR Physics
Science (Code: XSCI) →	B Grade or above in Year 10 Science →	ATAR Psychology
Science (Code: XSCI) →	Nil →	GENERAL Marine and Maritime Studies

Health and Physical Education.

YEAR 9 AND 10 HEALTH AND PHYSICAL EDUCATION COURSES (AND CODES)

- 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.

Year 9 Electives

You will select courses from the list below to a total of 4 units, plus two reserve choices.

- 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 long	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
Mechatronic Engineering	Semester long	1
Computer Game Programming	Semester long	1

*Music Scholarship students must choose year-long Music.

Curriculum Electives.

Year 10 Electives

You will select courses from the list below to a total of 4 units, plus two reserve choices.

- Languages 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 COURSES

- French: Second Language
- Indonesian: Second Language
- Chinese: Second Language

WHY STUDY LANGUAGES?

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

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

Topics in Year 10 include:

French Second Language	Indonesian Second Language	Chinese Second Language
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.

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.

FUTURE PATHWAYS

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

YEAR 9	YEAR 10	YEAR 11	YEAR 12
French (Second Language) Indonesian (Second Language) Chinese (Second Language)	French (Second Language) Indonesian (Second Language) Chinese (Second Language)	French (Second Language) Indonesian (Second Language) Chinese (Second Language)	French (Second Language) Indonesian (Second Language) Chinese (Second Language)

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 at the moment, as it is our newest language, and will be offered in Year 11 and 12 when numbers permit.

The Arts.

YEAR 9 AND 10 ARTS COURSES (AND CODES)

Music

- Music: School of Rock (9MUS)
- Music: Storytelling Through Music (9MSM)
- Music: Year 10 Music (XMUS)

Arts

- Year 9 & 10 Media Studies (9MPA) (XMPA)
- Year 9 & 10 Visual Arts (9VAR) (XVAR)
- Year 10 Design Photography (XPHO)
- Year 9 & 10 Drama Studies (9DRA) (XDRA)

WHY STUDY ARTS?

Art makes us human.

It helps us to make sense of our own lives and identify with the lives of others. It is also increasingly recognised as a driver of the innovative thinking needed to solve our world's most pressing problems. Learning and practising art, and tapping into your creativity, can make you better at whatever you do.

In a world that requires us to be agile and reinvent ourselves, the Arts offers to develop transferable skills which will be a viable commodity in a digital age.

HOW DOES STUDYING ARTS PREPARE ME FOR THE 21ST CENTURY?

Research and predictions have shown that soft, transferable skills will, in fact, be the most in demand for jobs of the future.

Transferable skills are sometimes referred to as 'people skills' because they're about personal attributes that are essential in every industry. Importantly, these skills can never be automated, ensuring you'll be ready and well equipped for work.

- Problem solving and investigation
- Critical and Creative thinking
- Written and verbal presentation skills
- Emotional judgement and professional ethics
- Decisiveness and conflict resolution
- Teamwork Skills
- Flexibility and Adaptability
- Self-management
- Self-motivation
- Strong reasoning ability

Developing your transferable skills experience via the Arts will set you apart from the competition while preparing you for life beyond Wesley College.

- Responsibility and Leadership
- Complex and Analytical reasoning
- Time Management
- Working under pressure

Year 9 Music

YEAR 9 MUSIC: SCHOOL OF ROCK (9MUS)

Pre-requisites

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

Why Study Music?

Super-charge your music skills in Year 9 Music! This semester elective seeks to support students in their ongoing development as solo and ensemble performers. Students will study various instruments and musical styles that will allow them to compose, arrange and perform music for their instrument and for various instrumental groups in the class. Along the way, students will develop music literacy skills through singing, playing of instruments, aural training, music theory, composition and arrangement, aiming to develop students as musically-literate performers.

This is a course that combines creativity with performance and theory to allow students to express themselves, 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.

YEAR 9 MUSIC EXTENSION: STORYTELLING THROUGH MUSIC (9MSM)

Prerequisites

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

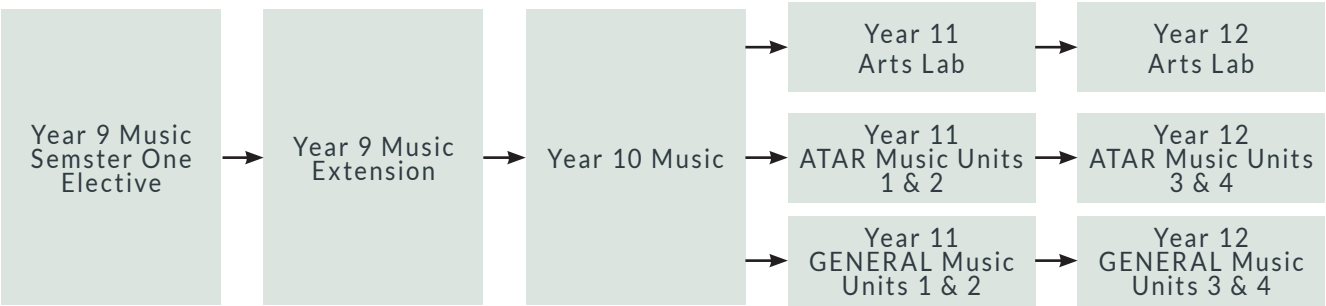
Why Study Music Extension?

The Year 9 Music Extension: Storytelling Through Music 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 19th and 20th 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 MUSIC (XMUS)

Prerequisites

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. Students must engage in regular instrumental or voice lessons and practices throughout the year.

Why Study Music?

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 your 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).

Year 9 Drama

YEAR 9 DRAMA STUDIES (9DRA)

Why Study Drama?

In Year 9, students develop their collaborative skills, confidence and stage craft through a variety of creative drama-based activities. Students will have the opportunities to enhance their 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 students to Design & Technologies used in the theatre, such as lighting design, sound design & costume creation.

The Course does include the basic concepts inherent in Drama in Year 9 and this is pursued more intently in Year 10, 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

Year 9 Drama → Year 10 Drama →

- Year 11 GENERAL Drama Units 1 & 2 → Year 12 GENERAL Drama Units 3 & 4
- Year 11 ATAR Drama Units 1 & 2 → Year 12 ATAR Drama Units 3 & 4
- Year 11 Arts Lab → Year 12 Arts Lab

Year 10 Drama

YEAR 10 DRAMA STUDIES (XDRA)

Why Study Drama?

Drama is a vibrant and varied art form that is part of our everyday life. Through taking on roles and enacting real-life and surreal events, performers engage with audiences who suspend reality to enter the world of drama. Drama entertains, informs, communicates and challenges.

While some students intend to make a career in Drama and related fields, they also participate in Drama for enjoyment and satisfaction. They experience the pleasure that comes from developing personal skills, knowledge and understandings that can be transferred to a range of careers and situations. Drama builds confidence, empathy, understanding about the human experience and a sense of identity and belonging. These are invaluable qualities for contemporary living.

In this course, students are introduced to the skills, techniques and conventions of realism, comedy, improvisation and play building, including the structure of 'process drama' moving from pretext to devising a drama work. Through small-scale drama performance projects students extend their understanding and application of voice and movement skills and techniques.

The course aims to enhance the students understanding of the Design & Technologies skills used in the theatre, such as lighting design, sound design & costume creation. Year 10 students will be able to view Live Theatre during the course and are able to participate in the College Production either on or offstage. They will study a variety of form and styles such as Theatre of the Absurd, Poor Theatre, Contemporary Indigenous Theatre, Improvisation and Youth Theatre in a creative and engaging environment.

FUTURE PATHWAYS

Media Studies

COURSES AND CODES

- Year 9 Media Studies (9MPA)
- Year 10 Media Studies (XMPA)

Why Study Media Studies?

Media Studies is a dynamic area that involves the integration of multiple media forms. You will learn to apply technology creatively and safely to present content in an innovative manner. By creating media artworks, you will engage the senses, imagination, and intellect, that support you to express yourself and challenge constructs of the world.

Media Studies provides the opportunity to develop ideas and skills to create content using DSLR cameras, digital editing software as well as studio systems. You will develop essential multi-literacy skills required for creative and critical thinking. 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. This is done by working collaboratively through production process and individually through inquiry. You will extend and refine skills and processes by working in teams, problem-solving, and working to timelines.

The central focus of Media Studies 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 forever changing 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 Studies is perfect for anyone who may need to create and present digital content. 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 and rely on some form of digital content creation.

Students will be given significant freedom of choice to explore their creativity through visual and aural expression in a collaborative environment to develop essential 21st Century skills.

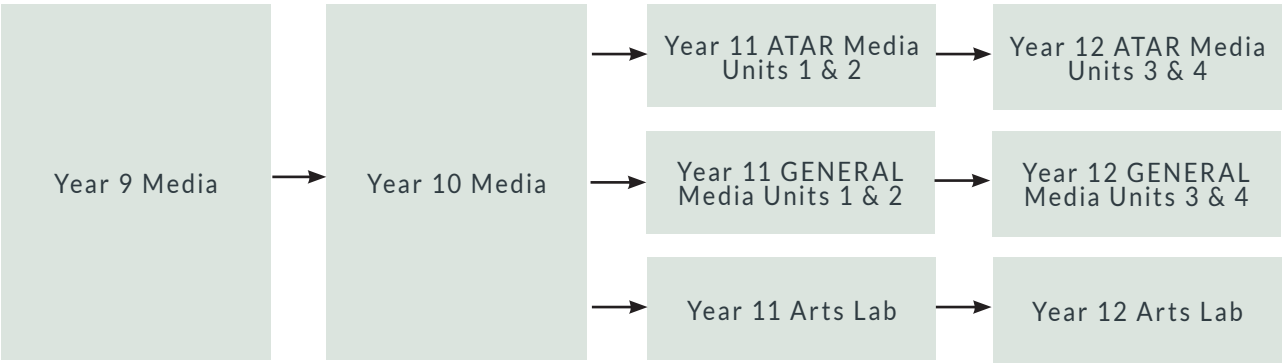
This course is recommended for students who enjoy Media and whose aim is to complete either ATAR Media Production and Analysis or pursue creating media works through Arts Lab as part of their WACE program.

Assessment

The course will be assessed with an emphasis on:

- Art Making– creating media art works through inquiry, art practice and presentation
- Art Responding – analysis, interpretation, reflection, and personal response.

FUTURE PATHWAYS



Visual Arts

COURSES AND CODES

- Year 9 Visual Art (9VAR)
- Year 10 Visual Art (XVAR)

Why Study Visual Art?

Visual Arts engages you in a journey of discovery, experimentation and problem-solving to develop further your skills in critical reasoning, visual perception, and visual language; three highly important skills in interpreting and understanding the modern world. You undertake this journey by utilising visual techniques, technologies, practices, and processes. Visual Arts supports your ability to recognise and develop a cultural appreciation of visual arts in the past and contemporary creative practices through exploring and responding to artists and their artworks.

The process of creating artworks will also encourage you to work individually and collaboratively, in both 2D and 3D contexts. You will be encouraged and supported to develop your confidence in expressing your ideas and opinions about your work and the work of other artists using visual literacy and communication skills and critical thinking processes. These experiences will help build an understanding of the range of historical and cultural viewpoints and an appreciation of the role of art in the community and the wider world.

This course is for anyone who likes the idea of inventing original and creative artworks, while developing your own personal aesthetic; supported by specialist art teachers who will work with your learning needs and encourage your creative interests and career choices.

Visual Arts knowledge and skills ensure that, individually and collaboratively, students:

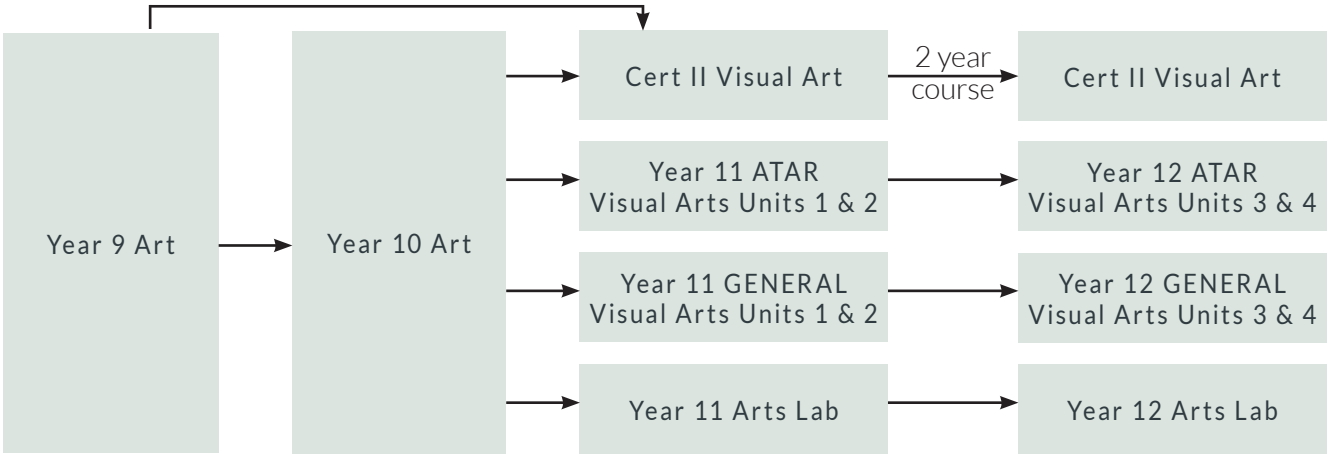
- demonstrate confidence, curiosity, imagination, and enjoyment when engaged in visual arts making
- apply visual arts techniques, materials, processes, and technologies to create artworks through the design and inquiry process
- apply visual language and critical, creative thinking skills when creating and responding to artwork
- develop an aesthetic, artistic and cultural appreciation of visual arts in past and contemporary contexts, both as artists and art critics.

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

COURSES AND CODES

- Year 10 Design Photography (XPHO)

Why Study 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 your ideas.

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

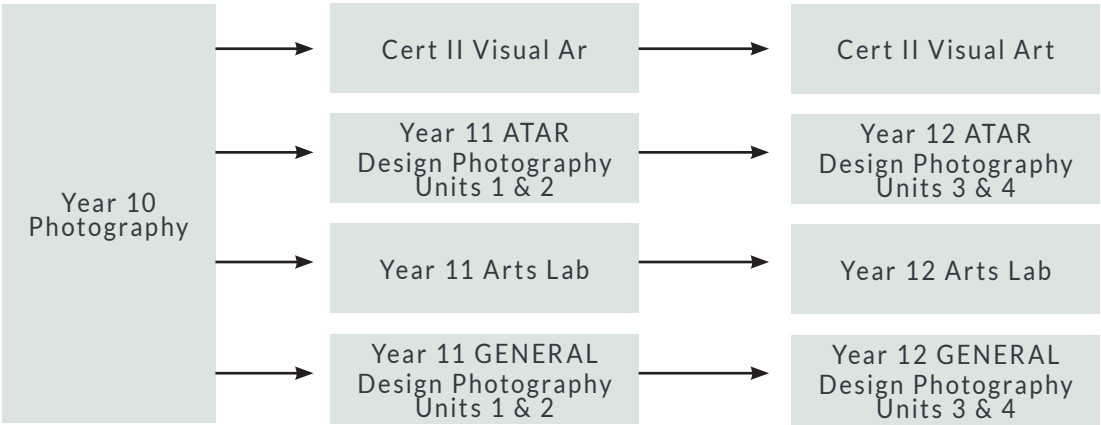
This course is recommended for students who enjoy Photography and whose aim is to complete either ATAR Design or the Certificate II in Visual Arts and Photography as part of their WACE program.

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.

YEAR 9 AND 10 HUMANITIES AND SOCIAL SCIENCES (HASS) COURSES (AND CODES)

- Year 9 Philosophy and Ethics (9PAE)
- Year 10 Philosophy and Ethics (XPAE)
- Year 9 Business, Innovation and Enterprise (9BIE)
- Year 10 Business, Enterprise and Leadership (XBEL)
- Year 10 Accounting and Finance (XACF)

WHY STUDY HASS?

The subjects that fall under the umbrella of Humanities and Social Sciences at Wesley College are vast. They include Accounting and Finance, Business Management and Enterprise, and Philosophy and Ethics. The study of one or more of these subjects leads to in-depth knowledge and understanding of the world you live in and encourages you to think critically and creatively about your impact on the future. You will learn life long skills of interpreting information in written form as well as through images, data and diagrams and you will continuously be exposed to current events, both within and outside Australia. A study of Humanities and Social Sciences subjects is well regarded by universities and employers as it demonstrates strong communication skills, innovative thinking and active citizenship.

Philosophy and Ethics

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:

- How can I decide what is right and what is wrong?
- Is the world designed? If it is designed, does it need a designer?
- If everything in the universe needs a cause, does the universe need a cause?
- Is it ever ok to lie?
- If God is good would he allow evil events to take place (but…what is 'evil'?)
- Has nature got any purpose?
- What is knowledge?
- Does evolution get rid of God?
- 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 you 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 include:

- What makes a good argument?
- What is knowledge?
- Can I have knowledge of things that I haven't experienced?
- Can I trust my senses?
- What is the criteria for personhood?
- Could a robot ever be conscious?
- Can we ever have a fair society?
- 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?
- What is the ultimate reality of our existence?

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

ASSESSMENTS

- Critical reasoning
- Analysis and evaluation of short texts
- 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

COURSES AND CODES

- 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, scientific, technological, economic and environmental problems or issues in Australia and the global market. You will build your 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 a 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-focussed 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 the 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 & Enterprise General and ATAR in Year 11 and Year 12
- University – Commerce.

Year 10 Business, Enterprise and Leadership

COURSES AND CODES

- Year 10 Business, Enterprise and Leadership (XBEL)

Why Study Business, Enterprise 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 and attitudes and promotes 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 your role as a business leader. 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 General and ATAR in Year 11 and Year 12
- University – Commerce.

Year 10
Accounting and Finance

COURSES AND CODES

- Year 10 Accounting and Finance (XACF)

Prerequisites

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 on the double-entry accounting entity principle. It covers:

- The Accounting Cycle;
- Balance Sheets;
- 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 your lives as individuals, employees, and business-people.

Technologies.

YEAR 9 AND 10 TECHNOLOGIES COURSES (AND CODES)

- Year 9 Materials and Design - Metalwork (9MDTM)
- Year 10 Materials and Design - Metalwork (XMDTM)
- Year 9 Materials and Design - Woodwork (9MDTW)
- Year 10 Materials and Design - Woodwork (XMDTW)
- Year 9 Mechatronic Engineering (9TCE)
- Year 9 Computer Game Programming (9CGD)
- Year 10 Engineering Systems (XTES)
- Year 10 Computer Science (XTCS)

WHY STUDY TECHNOLOGIES?

A technologies course involves the application of knowledge, resources, materials, tools, and information in the design of products and processes to develop and extend skills to control and modify natural and manmade environments. At Wesley, this involves the application of the latest industry-based tools and equipment to solve problems in creative ways.

The world in which we live is complex and ever-changing. The study of technologies subjects equips students with skills and dispositions to participate in society as informed citizens. Within each of the technology subjects, students explore a range of authentic real-world situations that assist students become technology literate, and it is through this technology literacy that students are able to be active contributors to society.

Materials and Design Metalwork

COURSES AND 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

COURSES AND 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 woods, using a set of 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 your 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 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
Mechatronic Engineering

COURSES AND CODES

- Year 9 Mechatronic Engineering (9TCE)

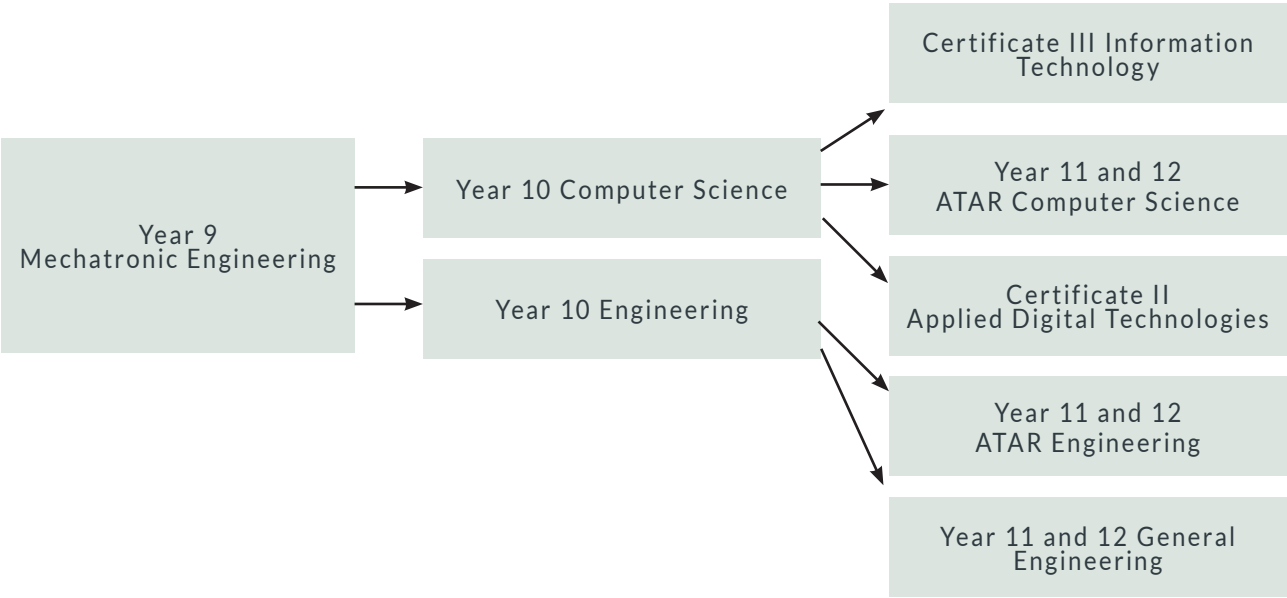
Why Study Mechatronic Engineering?

Have you always enjoyed the challenge of building something that you can electronically control? Then Mechatronic 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 electronic controlled system against design criteria, in a series of tasks simulated to real life problems. You will code solutions to various design challenges using flow charts or a computer language 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 Programming

COURSES AND CODES

- Year 9 Game Programming (9CGD)

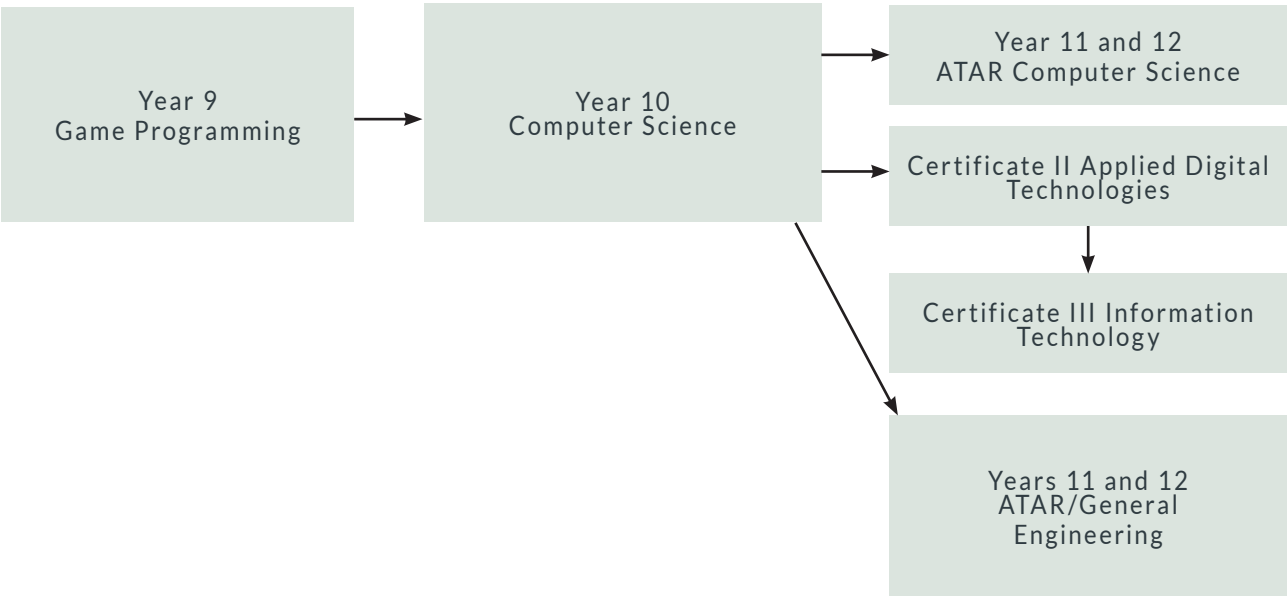
Why Study Computer Game Programming?

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 and engage in creative design. Through a series of guided examples you will become familiar with the code structure and the algorithms used in the development of 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 of programming solutions and graphics which emphasise 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

COURSES AND CODES

- 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 will enable you to make a robot. This maybe based upon the concepts such as Ninja Warrior meets Gibb River Road, a Mars Rover or Robowars. The projects are designed for students to adapt their robot to overcome various challenges and to learn the fundamentals needed for a basic electronic system that can sense its surroundings and negoiate its path around them.

During this course you will be learning about Engineering principles such as forces, mechanisms, structures, CAD/CAM processes, control systems. This will enable you to design and make working protypes to solve authentic problems. Some of the projects that you will demonstrate your understanding of these principles and processes are:

- Remote controlled vehicle
- Robo wars
- Mars/Lunar Rover

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

FUTURE PATHWAYS

Year 10 Engineering → Years 11 and 12 General/ATAR Engineering

Year 10
Computer Science

COURSES AND CODES

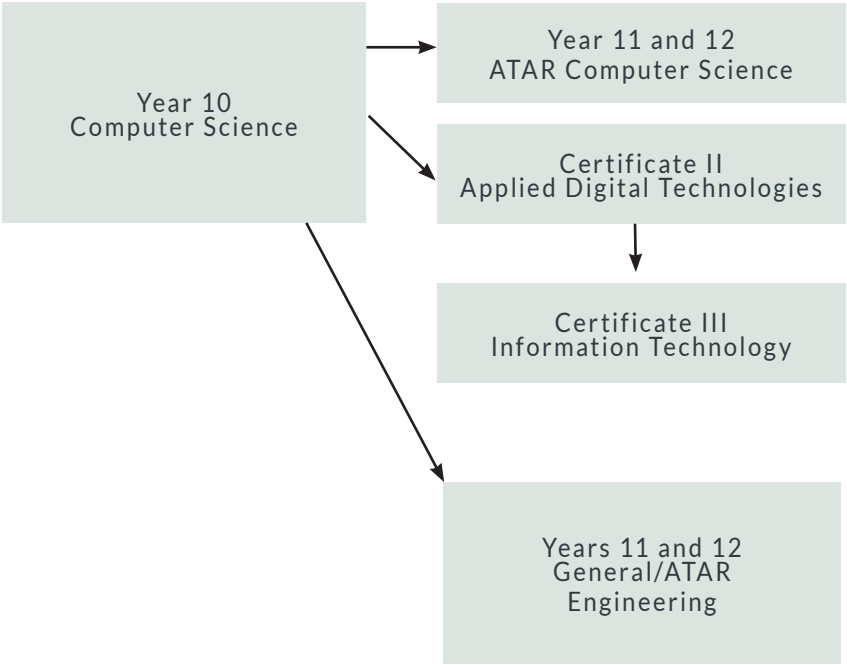
- Year 10 Computer Science (XTCS)

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

COURSES AND CODES

- 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 and 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.

The theory component of the Sports Science course is delivered and assessed online using Revise Online [this program is also used throughout Year 11 and 12 Physical Education Studies (General and ATAR)]. There is a cost of $70 to cover an annual subscription for Revise Online.

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 one semester. Courses are run dependent on demand. Taking a course in Year 9 is not a requirement for selecting it in year 10. The courses will be stand alone.

You will select two courses and two reserves.

ENRICHMENT: YEAR 9

COURSE
Aboriginal Languages and Cultural Studies: Being Global and Local
Arts Lab
Contemporary Issues and Events
English Enrichment: The Wonder of Words
English Focus: Revisiting Core Skills
Mathematics Enrichment: Maths Talent Quest
Mathematics Focus: Revisiting Core Skills
Project X
Science Enrichment: S.A.S (Serious About Science)
Sports Analytics

ENRICHMENT: YEAR 10

COURSE
Aboriginal Languages and Cultural Studies: Being Global and Local
Arts Lab
Contemporary Issues and Events
English Enrichment: Wars and Wordsmiths
English Focus: Refining Core Skills
Mathematics Enrichment: Puzzles, Games and Tricks
Mathematics Focus: Refining Core Skills
Project X
Science Enrichment: S.A.S (Serious About Science)
Sports Analytics

Arts Lab

COURSES AND CODES

- Arts Lab - Year 9 (9AL)
- Arts Lab - Year 10 (XAL)

Arts Lab is Wesley College's own developed course that is endorsed by and evolves through relationships with Curtin University and Murdoch University to create innovative opportunities and relevant pathways into Tertiary Education, Arts industries, and build essential skills for life.

Who should elect to work in Arts Lab?

Arts Lab is for students that are interested in exploring the Arts in a space that is free from the constraints of the curriculum, where projects are built from ideas that you bring into the lab.

Arts Lab will provide an insight into an authentic arts world, providing the essential structure and pathways associated with Project Based Learning and Design Thinking.

Within Arts Lab, unique student designed projects will evolve and build towards opportunities for authentic outcomes, such as performance, an exhibition or a product that can be developed as a commercial enterprise or simply serve as a personal artistic experience.

Arts Lab will help to create and foster relationships with industry artists and Tertiary institutions that can help to develop ideas and projects during the process. Students will have the opportunity to discuss, listen, work alongside, and learn from a diverse pool of artists via an authentic and organic process that mirrors the processes that exist beyond the boundaries of Wesley College and will help to nurture the skills required for the 21st Century.

For students that require additional Arts experience beyond the Arts electives The Arts Lab allows students to work across a single semester or across the year depending on the breadth and detail of projects they invest in.

Please note it is a requirement to elect at least ONE Arts elective to be eligible for Arts Lab Enrichment.

Further Information

Please contact Mr Stephen Roberts, Mr Cameron Van Reyk, or Mr Rob Bygott.

Mathematics Enrichment

COURSES AND CODES

- Year 9 Mathematics Enrichment: Maths Talent Quest (9MTQ)
- Year 10 Mathematics Enrichment: Puzzles, Games and Tricks (XMEP)

Why Choose Maths Talent Quest?

How many elastic bands does it take to explode a watermelon? How much would it cost to live on the moon for a year? Who is more injury prone; first, second or third children?

Is there a burning question you would like to investigate? In this unit you will further develop your Mathematical Thinking Process by solving several small and engaging problems as a class before embarking on a large problem of your own choosing, in a small team of like-minded problem solvers.

Why Choose Mathematics Enrichment: Puzzles, Games and Tricks?

Do you enjoy logic puzzles and are you interested in looking at a variety of different types to become familiar with solving them? Do you revel in games of strategy and want to know how to always win? Do you love card tricks and want to figure out why the 'self-working' ones actually work?

Join us as we explore a variety of mathematically based puzzles, games and card tricks and work out how to solve them.

Mathematics Focus

COURSES AND CODES

- Year 9 Mathematics Focus: Revisiting Core Skills (9MFO)
- Year 10 Mathematics Focus: Refining Core Skills (XMFO)

Why Choose Mathematics Focus?

Do you feel that you have some gaps in your mathematical knowledge?

This unit is designed to diagnose where those gaps are, revisit and learn the skills associated and support understanding of core curriculum concepts. This includes:

- Number and Algebra
- Measurement and Geometry
- Problem Solving
- Showing mathematical reasoning

From diagnostic testing, areas of need will be identified, and these will be supported and practiced through an online platform and the availability of one-to-one teaching. The platform will also measure improvement for those targeted areas. Support with ongoing classwork, homework and assessment preparation will also be available.

Please note: this unit is suitable only for those students who are still developing their mastery of core numeracy skills.

English Enrichment

COURSES AND CODES

- Year 9 English Enrichment: The Wonder of Words (9EWW)
- Year 10 English Enrichment: Wars and Wordsmiths (XEWW)

Why Choose The Wonder of Words?

Do you have a story that you want to tell? Do you read books and wonder about the magic of storytelling?

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 writer's workshops, targeting a wide range of creative writing skills, and teaching you the tips and tricks of the trade. You will also have the opportunity to develop a signature piece of narrative work and workshop your ideas with experts. You will also be introduced to a range of writing competitions for young people.

You will develop a portfolio of writing culminating in your signature story, which may be submitted for competitions.

Why Choose Wars and Wordsmiths: A History of the English Languag

Ever wondered why cough, rough, bough, though and through don't rhyme? Why we raise pigs and cows but eat pork and beef?

The history of English is one of invasion, conquest and assimilation. English bears few traces of the first peoples to inhabit England. Instead, it stems from Germanic mercenaries who settled there in the fifth century. Over time, English has been influenced by Viking raiders, Norman armies, the Holy Roman Empire, and Renaissance explorers, resulting in the melange of Celtic, Anglo-Saxon, Latin, Greek, French and Dutch that lives on in the language we use today.

You will explore this fascinating history, as well as the 4000-year-old Semitic runes which became our alphabet, the basics of etymology, and the forces which continue shape the evolution of language today, including media, technology, and geography. You will explore the development of Australian slang and imagine how language might continue to evolve in the future.

You will undertake fun individual and group projects on topics such as tracing the origins of words and investigating some iconic historical figures who single-handedly influenced our language. You will play word games and broaden your vocabulary. This course is for anyone with an interest in reading, language, culture or history.

English Focus

COURSES AND CODES

- Year 9 English Focus: Revisiting Core Skills (9ECS)
- Year 10 English Focus: Refining Core Skills (XECS)

Why Choose Revisiting Core Skills?

Do you find the mechanics of reading and writing a challenge?

This unit is designed to revisit core skills associated with studying English, including:

- Reading strategies such as skimming, scanning and close reading
- Comprehension strategies, such as identifying main and subordinate ideas, as well as summarising and predicting
- Differentiating between literal and inferential meanings in texts
- Selecting appropriate textual evidence
- The basics of grammar and punctuation
- Constructing different types of sentences

You will receive explicit instruction in these core skills and rehearse them through various spoken, written and digital exercises. You will be guided to complete at least one extended piece of writing.

Please note: this unit is suitable only for those students who are still developing their mastery of core literacy skills.

Why Choose Refining Core Skills?

As you engage with the knowledge, skills and understandings of the Year 10 English courses, there is often little class time to focus on core skills you might be expected to have mastered.

This unit is designed to refine core skills associated with studying Year 10 English, including:

- Reading strategies, with a focus on close reading
- Comprehension strategies, such as identifying relationships between ideas in texts
- Identifying multiple meanings in texts
- Analysing textual evidence
- Editing for clarity and cohesion, as well as accuracy of grammar and punctuation

You will receive explicit instruction in these core skills and rehearse them through various spoken, written and digital exercises. You will complete at least one extended piece of writing.

Please note: this unit is suitable only for those students who are still developing their mastery of core literacy skills.

Science Enrichment

COURSES AND CODES

- 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 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, potential offerings such as:

- Forensic Science
- Food Science and nutrition
- Rockets
- The Science of Vehicles
- Science/STEM Projects.

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.

Contemporary Issues and Events

COURSES AND CODES

- 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 are 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 globalised 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 opinions. This course should produce intelligent thinkers who are confident in exploring the world around them and engaging in matters of importance.

Project X

COURSES AND CODES

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

Why Study Project X?

Project X is an introductory Design Thinking course in which students are supported and challenged to think outside the box. A number of key concepts are explored, including:

- Self-directed Learning
- Solution Focussed Planning
- Design Thinking Processes
- Journaling

Students are engaged in a series of guided Design Thinking processes before commencing their own self-directed research project. Throughout this process, students will complete research, ideate solutions and develop an action plan. Bringing the entire process together, students will develop a final Solution Proposal to a challenge or problem that they are personally invested in.

The course strikes a balance of skill development, hands on learning and real-world problem solving, facilitated in a semi-adult learning environment.

Further Information

Please contact Angela Jones

Sports Analytics

COURSES AND CODES

- Year 9 Sports Analytics (9ESA)
- Year 10 Sports 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 Alistair Park

Aboriginal Languages and Cultural Studies: Being Global and Local

COURSES AND CODES

- 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: Recognising culture and developing respect, Interacting and empathising 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 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.

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. Students entering Year 11 have three pathways available to them:

- An ATAR pathway - complete at least four ATAR courses in Year 12
- A VOCATIONAL pathway - complete a combination of General and VET Courses and/or INSTEP
- A HYBRID pathway - complete UNIREADY and a combination of ATAR, GENERAL, and VET courses

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 2024.

ATAR Courses List A

Tertiary Entrance/ATAR Pathways

SUBJECT	YEAR 11 COURSE CODE	YEAR 12 COURSE CODE
Business Management & Enterprise	AEBME	ATBME
Chinese: Second Language	AECHI	ATCHI
Drama	AEDRA	ATDRA
Economics	AEECO	ATECO
English	AEENG	ATENG
English as Additional Language or Dialect	AEELD	ATELD
French: Second Language	AEFSL	ATFSL
Geography	AEGEO	ATGEO
History – Modern	AEHIM	ATHIM
Indonesian: Second Language	AEIND	ATIND
Literature	AELIT	ATLIT
Media Production and Analysis	AEMPA	ATMPA
Music	AEMUS	ATMUS
Philosophy and Ethics	AEPAE	ATPAE
Politics and Law	AEPAL	ATPAL
Visual Arts	AEVAR	ATVAR

General Courses List A

General and VET/General Pathways

SUBJECT	YEAR 11 COURSE CODE	YEAR 12 COURSE CODE
English	GEENG	GTENG
Business Management and Enterprise	GEBME	GTBME
Drama	GEDRA	GTDRA
Media Production and Analysis	GEMPA	GTMPA
Music	GEMUS	GTMUS
Visual Arts	GEVAR	GTVAR

ATAR Courses List B

Tertiary Entrance/ATAR Pathways

SUBJECT	YEAR 11 COURSE CODE	YEAR 12 COURSE CODE
Accounting and Finance	AEACF	ATACF
Biology	AEBLY	ATBLY
Chemistry	AECHE	ATCHE
Computer Science	AECSC	ATCSC
Engineering Studies	AEEST	ATEST
Human Biology	AEHBY	ATHBY
Mathematics Applications	AEMAA	ATMAA
Mathematics Methods	AEMAM	ATMAM
Mathematics Specialist	AEMAS	ATMAS
Outdoor Education (online collaboration)	AEOED	ATOED
Physical Education Studies	AEPES	ATPES
Physics	AEPHY	ATPHY
Psychology (online collaboration)	AEPSY	ATPSY

General Courses List B

General and VET/General Pathways

SUBJECT	YEAR 11 COURSE CODE	YEAR 12 COURSE CODE
Design - Tech Graphics	GEDEST	GTDEST
Design – Photography	GEDES	GTDES
Engineering Studies	GEEST	GTEST
Marine and Maritime Studies	GEMMS	GTMMS
Mathematics Essential	GEMAE	GTMAE
Materials D&T – Wood	GEMDTW	GTMDTW
Materials D&T – Metal	GEMDTM	GTMDTM
Physical Education Studies	GEPES	GTPES+

Unlisted

Non-Tertiary Endorsed/VET Programs

SUBJECT	YEAR 11 COURSE CODE	YEAR 12 COURSE CODE
Workplace Learning	EWPL	TWPL
Certificate II in Sport Coaching -one-year course	C2ESPC	C2TSPC
Certificate II in Applied Digital Technologies -one-year course	C2EADT	C2TADT
Certificate III in Information Technology -one-year course		C3IT
Certificate II Visual Art (Art / Photography) -two-year course	C2EVA	C2TVA
Arts Lab	ECAPAL	TCAPAL
UniReady		TUREP