YEAR 10
2014
Subject Selection Information
This outline gives you information about Year 10 subjects and is designed to provide the basis for consultation between parents/caregivers, students and teachers.

In Year 10 all students will study English, Mathematics, Science, Society and Environment, and Health and Physical Education for four periods each week. Students will be allocated to pathways based on their Year 9 achievement. Parents/caregivers and students nevertheless have the right to have these pathways varied.

In addition to the compulsory subjects above students can choose an additional option in these Five Learning Areas. Students also have a choice of subjects from The Arts and Technology and Enterprise Learning Areas to complete their selections. All these subjects are taken over the whole year.

Should you have any difficulty in choosing an appropriate subject based on your strengths, interests and vocational aspirations please make an appointment with your Year Leader or a Deputy Principal.

### YEAR 10 SUBJECTS
(Elective subjects 2 periods/week)

<table>
<thead>
<tr>
<th>Learning Area/Subject</th>
<th>Length – Full Year</th>
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<tbody>
<tr>
<td><strong>English</strong></td>
<td></td>
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<tr>
<td>Speech and Drama</td>
<td>4 periods/week</td>
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<tr>
<td></td>
<td>2 periods/week</td>
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<tr>
<td><strong>Mathematics</strong></td>
<td></td>
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<tr>
<td>Mathematics Enrichment</td>
<td>4 periods/week</td>
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<td></td>
<td>2 periods/week</td>
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<tr>
<td><strong>Science</strong></td>
<td></td>
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<tr>
<td>Discovery Science</td>
<td>4 periods/week</td>
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<tr>
<td></td>
<td>2 periods/week</td>
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<tr>
<td><strong>Society and Environment</strong></td>
<td></td>
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<tr>
<td>Popular Culture Studies</td>
<td>4 periods/week</td>
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<tr>
<td></td>
<td>2 periods/week</td>
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<tr>
<td><strong>Health and Physical Education</strong></td>
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<tr>
<td>Academy Sports</td>
<td>4 periods/week</td>
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<td></td>
<td>2 periods/week</td>
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<tr>
<td><strong>The Arts</strong></td>
<td></td>
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<tr>
<td>Visual Arts</td>
<td>2 periods/week</td>
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<tr>
<td>Class Music</td>
<td>2 periods/week</td>
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<tr>
<td>Visual Communication</td>
<td>2 periods/week</td>
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<tr>
<td>Media – Video Production</td>
<td>2 periods/week</td>
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<tr>
<td><strong>Technology and Enterprise</strong></td>
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<tr>
<td>Business Studies</td>
<td>2 periods/week</td>
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<tr>
<td>Information, Communication and Technology</td>
<td>2 periods/week</td>
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<tr>
<td>Wood Technology</td>
<td>2 periods/week</td>
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<tr>
<td>Metal Engineering</td>
<td>2 periods/week</td>
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<tr>
<td>Integrated Technology</td>
<td>2 periods/week</td>
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<tr>
<td>Food Science and Technology</td>
<td>2 periods/week</td>
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<tr>
<td>Textiles and Fashion</td>
<td>2 periods/week</td>
</tr>
<tr>
<td>Child Care and Textiles</td>
<td>2 periods/week</td>
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</tbody>
</table>
YEAR 10 ENGLISH

In Year 10 English students will be studying a subject designed to enable them to make a successful transition to Year 11. In the mainstream classes students will be delivered a course which will enable them to consolidate and improve their understanding of key concepts. Students who show particular ability in English will be offered a place in the English Enrichment class. Students in this class will be challenged and extended.

In Year 11 those students with aspirations to go to University will need to study the English Stage 2 course Language and Power. In order to be successful in Stage 2 courses students will need to achieve a grade of B or better by the end of Year 10.

It is essential students work hard in Year 10 to consolidate and improve in the four core areas in English: Reading, Writing, Viewing and Speaking and Listening. A sound base is required if students are to enjoy success in Years 11 and 12.

PATHWAY 1 General English  Leads to Stage 1 or 2 Senior School Courses

This pathway exposes students to the essential skills required in aspects of Senior School English courses while providing the opportunity to develop critical literacy skills essential for success. Students who do well in this pathway would normally be encouraged to study Stage 2 English in Year 11, while those who achieve a satisfactory level would be encouraged to study Stage 1 English.

PATHWAY 2 Enrichment English  Leads to Stage 2 Senior School Courses

This pathway exposes students to the essential skills required in aspects of Senior School English courses, although there will be greater rigour and an emphasis on the critical understanding of a range of texts and genres. Students who are successful in this pathway are encouraged to study Stage 2 English or English Literature.

YEAR 10 SPEECH AND DRAMA

In this subject students will develop skills in improvisation, play building, script writing, stage management and production management and design. They will be learning to work both independently and in a team. There are no prerequisites for this course other than enthusiasm and a willingness to participate in all activities. The focus for learning is on:

- Stage management (props, costuming, set design etc)
- Speech and debating
- Play writing
- Scripted drama

There will be at least two performances per semester and we may participate in competitions such as the Eisteddfod and the Kojonup Speech and Drama Festival. Students may also nominate for selection into the NSHS Country Week Speech and Debating Team.
In 2014, Year 10 students will be offered two alternative Mathematics pathways. These pathways will prepare students for Upper School courses. Pathway 1 will follow the Australian Curriculum and further develop students understanding gained in Year 9 and introduce new concepts in preparation for Upper School Study. Pathway 2, the Pre Engineering course, will be offered to those students who have shown an aptitude for Mathematics and would like to consider Engineering or other high level Mathematics courses at University.

### YEAR 10 MATHEMATICS ENRICHMENT

Mathematics Enrichment is an academically challenging subject for those students who would be considering studying Stage 3 Mathematics and/or Specialist Mathematics in the Senior School. The course would introduce students to a wide variety of mathematics associated with the sciences such as vectors, matrices, simple harmonic motion, 3D geometry, exponential growth and decay and complex numbers.

<table>
<thead>
<tr>
<th>PATHWAY 1</th>
<th>General Mathematics</th>
<th>Leads to Stage 1 and Stage 2 Senior School Courses.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>This course enables students to continue to study the Australian Mathematics Curriculum. Typically these students will in the Senior School either study a Stage Two Mathematics course suitable for University entry, Stage 1 mathematics course to meet WACE requirements or combine their mathematics with VET and trades studies.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PATHWAY 2</th>
<th>Pre – Engineering</th>
<th>Typically leads to 3AMAT/3BMAT and 3CMAT/3DMAT 3AMAS/3BMAS and 3CMAS/3DMAS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This Mathematics course is designed for those students wishing to study Stage 3 Mathematics and Specialist Mathematics course in the Senior School. These students would be considering engineering and high level Mathematics courses as an end point.</td>
<td></td>
</tr>
</tbody>
</table>
Based on Year 9 results, students will initially be placed in one of two pathways. Changes to a student’s pathway may occur at the end of Semester 1 provided their performance warrants and that numbers permit. Both pathways include the study of Newton’s Laws of Motion, genetics, atomic structure, Earth and space, chemical reactions, biodiversity and evolution.

Students in Pathway 2 study these topics at a deeper and more detailed level. Pathway 2 would predominately have students that are aiming to be in an ATAR Science subject in 2015. Students within Pathway 1 and 2 will have common assessments; therefore students can be ranked in the cohort irrelevant the title of the pathway.

The Australian Curriculum dictates the Science curriculum at Narrogin Senior High School.

The science curriculum promotes six overarching ideas that highlight certain common approaches to a scientific view of the world and which can be applied to many of the areas of science understanding. These overarching ideas are patterns, order and organisation; form and function; stability and change; systems; scale and measurement and matter and energy.

Assessments are broken in to three sections. These sections are:

i. Science Understanding
ii. Science as Human Endeavour
iii. Science Inquiry Skills

### PATHWAY 1
**Science**

Leads to Biology 2A/2B, Human Biology 2A/2B, Integrated Science 1A/1B, Conservation and Land Management (VET), Human Biology 1A/1B

This pathway exposes students to the critical elements required in aspects of the Senior School Science courses. There are no pre-requisites for Senior School courses, however there are recommended backgrounds that take these pathway differences into account.

### PATHWAY 2
**Enrichment Science**

Leads to Biology 2A/2B, Chemistry 2A/2B, Human Biology 2A/2B, Physics 2A/2B and Integrated Science 1A/1B, Conservation and Land Management (VET), Human Biology 1A/1B

This pathway exposes students to the critical elements required in aspects of the Senior School Science courses and with a greater level of rigour than in Pathway 1. There are no pre-requisites for Senior School courses, however there are recommended backgrounds that take these pathway differences into account.

### YEAR 10 DISCOVERY SCIENCE

This subject is for those students who have an interest in chemistry, physics and the biological sciences. It will cover many areas and is designed to allow students to have an opportunity to enjoy activities that would not usually be taught in the compulsory class. Topics and activities that will be explored to gain an understanding of important concepts include:

- Making batteries
- Making and launching rockets
- Chemical analysis and forensics
- Designing and constructing structures
- Electronic Engineering
- Biochemistry and Medicine
- Biomechanics and Sport
- Environmental Sciences
- Scitech Excursion

Students will be only assessed on practical skills and effort.

This subject is designed for any student, irrelevant of ability or grades achieved in 2013.
The Society and Environment learning area develops students’ understanding of how individuals and groups live together and interact with their physical and cultural environment. Students 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.

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

The themes studied in Year 10 are aimed at generating an understanding of Australia and its interaction with the global community through the examination of the topics below. The subject aims to increase awareness and develop in students an understanding of their rights and responsibilities as global citizens. Themes studied are Civics and Citizenship, Geography (Environmental Change and Human Wellbeing), Modern World History (1918 to Present) and Economics/Business.

A key focus will include the Australian Curriculum – History, in particular The Modern World and Australia (1918 to Present). Students will develop historical understandings around a variety of in depth studies, ranging from World War II to rights and freedoms, as well as the development of popular culture over time.

Both pathways below will lead to Stage 2 courses however, students will need to meet a certain standard of achievement in order to be recommended for these Senior School courses.

<table>
<thead>
<tr>
<th>PATHWAY 1</th>
<th>Leads to Business Management and Enterprise 1A/1B, Geography 2A/2B, Politics and Law 2A/2B, Modern History 2A/2B, Economics 2A/2B</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>This pathway exposes students to the required aspects of the Senior School Society and Environment courses.</td>
</tr>
<tr>
<td>PATHWAY 2</td>
<td>Leads to Business Management and Enterprise 1A/1B, Geography 2A/2B, Politics and Law 2A/2B, Modern History 2A/2B.</td>
</tr>
<tr>
<td>Enrichment</td>
<td>This pathway is offered to those students who have shown particular ability in Year 9 Society and Environment subjects. An important aspect of the pathway is encouraging students to become self-motivated and independent learners.</td>
</tr>
</tbody>
</table>

**POPULAR CULTURE STUDIES**

This course is based on students developing an interest in history by studying Popular Culture (1945 – present). Students will investigate the nature of popular culture in detail, including music, film and sport. They will investigate in detail the development of popular culture in post-war Australia and the impact on society, including the introduction of television and rock ‘n’ roll music. Students will investigate in detail the influence of overseas and other countries on the changing music, film and television industry, including Hollywood and Bollywood. Lastly students will look at specific case studies from Australia on how Australia has contributed to international popular culture, through sport (cricket, Olympic Games etc), television and film.
In this subject students will learn how to communicate appropriately in a language other than English. All languages have their own particular features and underlying cultural understandings that shape communication and enable the achievement of a range of communicative purposes.

Languages Other Than English develops students’ abilities to:

i. understand other languages and cultures

ii. interact with people from other cultural backgrounds.

Students also explore the links between English and Indonesian, as well as the similarities and differences of the two cultures. Students will also participate in a wide variety of classroom activities, including the use of technology to assist in learning the Indonesian language. Students will build on their vocabulary from Years 8 and 9 to become even more fluent with the Indonesian language.

*During the year, students will undertake an excursion programme to either Perth or an alternative location where they will visit various locations. Please note: Extra costs may be required for excursion.*
Health and Physical Education enables children and young people to promote their own and others health, wellbeing, safety and participation in physical activity throughout their lifetime. The knowledge, understanding and skills in this area underpin the competence, confidence and commitment required for all students to engage in healthy, active living in varied and rapidly changing contexts.

Within the context of Physical Activity students learn the sports of tennis, touch rugby, volleyball and basketball and lawn bowls.

Within the context of Health students learn about sexuality, biomechanics, sport medicine, First Aid and Keys for Life (driver education).

YEAR 10 ACADEMY SPORTS

This subject is for students who have a strong interest in sport and fitness. The three academy sports are Hockey, Cricket and Netball. It may be possible for students to move between these sports during the year. For example, a student may choose to study Cricket in Term 1 and 4 and Hockey in Term 2 and 3. Furthermore, students will have access to cross training opportunities through a quality basketball programme. Other physical activities such as Pilates, Yoga and circuit training may also be available.

Hockey is taught at the Narrogin Recreation Centre on the synthetic turf. Netball is predominately taught at the school with some visits to the recreation centre. Cricket is taught at the school. Four synthetic nets, a central turf wicket along with specialist equipment such as ball machines give high quality opportunities for students to develop their skills and knowledge.

Academy Sports students also benefit from two half day sports carnivals and games against visiting schools.
YEAR 10 VISUAL ARTS
The Arts develop creative thought, including originality, problem solving, the understanding of complex situations and they help students to reflect on the motivations of others as well as developing interpersonal skills. The Arts support development and achievement in the general capabilities of students such as literacy, numeracy, information and communication technology, self-management, teamwork, social competence, intercultural understanding and creativity.

Our program will provide students with excellent facilities and specially trained teachers.

This subject focuses on the development of skills in a variety of studio areas including painting, printmaking, ceramics, sculpture and textiles. Students will need to keep a visual diary with their ideas and planning. Students are expected to reflect and respond to their own experiences and those of artists and peers.

There are four aspects to the Arts curriculum. In Year 10 students will be taught and assessed on:

i. Arts ideas
ii. Arts skills, Techniques and Processes
iii. Arts Responses
iv. Arts in Society

YEAR 10 MUSIC
CLASS MUSIC
Students selecting this subject should have studied lower school Class Music, have sound theoretical or instrumental knowledge or have instrumental ability.

This subject is an in depth study of the different aspects of music. The focus of the subject will be on contemporary music styles from its beginnings to current trends.

Students will study:

i. Theory - in particular how to arrange music; transpose, understand chords and write simple songs.
ii. Performance practice - gaining confidence in performing in small groups, how to effectively arrange music to suit various songs and instruments, and simple recording techniques.
iii. Music in Society - its history, influences and developments.

INSTRUMENTAL MUSIC
Students who enrol in Instrumental Music MUST also be enrolled in Class Music. Students have a half hour lesson each week on their instrument and play as a member of the school ensemble. Students are encouraged to develop their performance skills. This class is taken in addition to a full timetable. Students do not need to select this subject as they are placed automatically if they studied Instrumental Music in Years 8 and 9.

YEAR 10 VISUAL COMMUNICATION
Students in this subject will use darkroom equipment and chemical processes to further develop their black and white processing and camera skills. The subject has a high practical component with the students learning the more advanced controls of the 35mm SLR camera and specialised equipment, including studio flash photography.

The subject includes digital photography where possible in place of film photography, colour film and computer software digital imaging (Adobe Cs 6 Suite).

YEAR 10 MEDIA – VIDEO PRODUCTION
This subject will be based on the Senior School Media Production and Analysis Course. The focus during Year 10 leans more toward the production side of the course. Students learn to plan and produce film by using digital video cameras and digital editing. Viewing and analysis takes place at the beginning of projects to familiarise students with the various codes and conventions used in different genres and styles of film. Viewing is important at this stage because this subject investigates elements of television, including soaps, advertising, current affairs, feature and documentary film. Students spend some time learning about stereotypes, characterisations, audience and the teen market, as depicted through these various genres.

This Year 10 subject provides an insight to students who may be considering Media Production and Analysis as a Senior School course, or who may simply want to learn and explore the various creative applications of the digital technologies and techniques used.
YEAR 10 BUSINESS STUDIES (Certificate I in Business)

In this certificate course students will be able to undertake some competencies/modules in preparation to completing a Certificate in Business in Senior School. Completion of this qualification in Year 10 will mean some students are placed in an ideal position to complete work towards a higher qualification in Year 11 and 12. Some competencies included may include the following; using business equipment and resources, applying basic communication skills, working effectively in a business environment, developing keyboard skills, producing simple word processed documents, and operating a personal computer. Skills learnt in this course will be of value to students who select the Certificate II in Business in Senior School.

*Please note: All Certificate courses have an administration fee attached.*

YEAR 10 INFORMATION, COMMUNICATION AND TECHNOLOGY
(Certificate I in Information Technology)

In this certificate course students will be able to undertake some competencies towards completing a certificate I in Information Technology. Completion of this qualification in Year 10 will mean some students are placed in an ideal position to complete work towards a higher qualification in Year 11 and 12. Skills learnt in this course will be of value to students who select the Certificate II in Information, Media and Technology.

*Please note: All certificate courses have an administration fee attached.*

YEAR 10 WOOD TECHNOLOGY

Students develop skills in designing, drawing, woodturning, freeform woodwork and model construction using the available technology. Project choice will vary and students may also be able to design and make their own projects. Examples of projects include coffee tables, a potato and onion box, turned bowls, a jewellery box and small cabinets.

YEAR 10 METAL ENGINEERING

In this subject students are encouraged to develop their own ideas through drawing and then fabricating their models using machines, welding skills and fabrication techniques. Examples of projects include tool boxes, aluminium containers, coffee tables, wrought iron work and a weight bench.

YEAR 10 INTEGRATED TECHNOLOGY

Students will develop an understanding of Computer Assisted Drawing (CAD), design and manufacture in this subject. There will be an emphasis on using computers to communicate designs and control elements of the manufacturing process. Students will also be involved in building phototypes and testing their designs. Students will also develop an understanding of structures, systems and forces associated with each project.
YEAR 10 FOOD SCIENCE AND TECHNOLOGY

Students will continue to build on their knowledge and skills of the properties and preparation of a variety of food products as well as the importance of good nutrition. Practical lessons may focus on for example, the formal menu, foods for gift giving, celebration foods and international food while adapting processes and methods of cookery.

In this subject students will have the opportunity to complete some Units of Competency towards attaining a Certificate II in Hospitality. This qualification may be used to further career development in the Hospitality Industry or to gain part time employment. Studies in this area can become a pathway to further studies in Hospitality in the Trade Training Centre in Years 11 and 12 where Certificates II in Kitchen Operations may be completed.

YEAR 10 TEXTILES AND FASHION

The emphasis in this subject is on students gaining skills to make their own clothes. Using commercial patterns students will make a variety of garments which may include skirts, tops, pants and assorted accessories. Students understand how a person’s choice and style of clothing can help their self image. They will learn all the skills to produce a garment as well as grooming and deportment and are required to enter the Teenage Fashion Awards. Students will also have the opportunity to make an item by recycling a pair of jeans.

This subject is a pathway to the study of Textiles in Years 11 and 12.

YEAR 10 CHILDCARE AND TEXTILES

Students will study child development from conception to pre-school. Topics may include conception, pregnancy, birth, needs of babies, play and safety. Practical activities may include making children’s clothing, toys and planned activities such as a children’s birthday party. These activities provide an excellent background for Children, Family and the Community in Senior School.

In the textiles component of the subject students will gain skills in making clothing and accessories. This may include making articles for themselves and their environment, such as their bedroom. These activities provide an excellent background for the study of Textiles in Years 11 and 12.