YEAR 10
2015
Subject Selection
Information
This outline gives you information about the curriculum programs for Year 10 students and is designed to provide the basis for consultation between parents/caregivers, students and teachers. Narrogin SHS endeavours to ensure that students in Year 10 receive a diverse curriculum that exposes all students to each of the eight Learning Areas.

In Year 10 all students will study English, Mathematics, Science, Humanities and Social Sciences, and Health and Physical Education for four periods each week. Students will be allocated to pathways based on their Year 9 achievement. It is possible for students to move from one pathway into another, at the end of Semester 1, if their performance changes significantly and class numbers allow. In addition to compulsory subjects, students can choose 5 electives from the 8 Learning Areas.

Should you have any difficulty in choosing an appropriate subject based on your strengths, interests and vocational aspirations please make an appointment with your Student Manager, Student Services Manager or Middle School 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>English</td>
<td>4 periods/week</td>
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<tr>
<td><strong>Mathematics</strong></td>
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<tr>
<td>Applied Mathematics</td>
<td>4 periods/week</td>
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<tr>
<td>Focus Mathematics</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><strong>Humanities And Social Science</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>Business Studies (Certificate I in Business)</td>
<td>2 periods/week</td>
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<tr>
<td><strong>Health and Physical Education (HPE)</strong></td>
<td></td>
</tr>
<tr>
<td>Academy Sports: Cricket, Netball or Hockey</td>
<td>4 periods/week</td>
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<tr>
<td><strong>Language Other Than English (LOTE)</strong></td>
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<tr>
<td>Indonesian</td>
<td>2 periods/week</td>
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<tr>
<td><strong>Technologies</strong></td>
<td></td>
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<tr>
<td>Information Communication &amp; Technology</td>
<td>2 periods/week</td>
</tr>
<tr>
<td>Wood Technology</td>
<td>2 or 4 periods/week</td>
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<tr>
<td>Metal Engineering</td>
<td>2 or 4 periods/week</td>
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<tr>
<td>Integrated Technology</td>
<td>2 periods/week</td>
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<tr>
<td>International Foods</td>
<td>2 periods/week</td>
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<tr>
<td>Textiles and Fashion</td>
<td>2 periods/week</td>
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<tr>
<td>Child Care and Textiles</td>
<td>2 periods/week</td>
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<tr>
<td>Game Development</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>Music</td>
<td>2 periods/week</td>
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<tr>
<td>Instrumental Music</td>
<td>2 periods/week</td>
</tr>
<tr>
<td>Visual Communication</td>
<td>1 period/week</td>
</tr>
<tr>
<td>Media - Video Production</td>
<td>2 periods/week</td>
</tr>
<tr>
<td>Drama</td>
<td>2 periods/week</td>
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</tbody>
</table>
In Year 10, students are placed into pathways based on their Year 9 results, NAPLAN, their Attitude, Behaviour and Effort scores and on the recommendations of teachers. It is possible for students to move from one pathway into another, at the end of Semester One, if their performance changes significantly and class numbers allow.

**Pathway 1 - Pre-ATAR**

This pathway is only offered to students who have a particular talent for English. It builds upon a sound knowledge of Language, Literature and Literacy to develop students’ critical and analytical skills in addition to polishing their ability to apply their knowledge across genres. It is expected that students who join this pathway will go on to study ATAR English or Literature in Years 11 and 12.

**Pathway 2 – Pre-General**

This pathway continues to develop skills in Language, Literature and Literacy, with a focus on improving students’ all round ability to work within a range of English genres. It is expected that students who join this pathway will study General English in Years 11 and 12, although those students who do particularly well in this pathway may be suited to studying ATAR English.

The year-long program, for both pathways, utilises the interrelatedness of the three strands of Language, Literature and Literacy and each term’s unit integrates the content from all three strands. Students cover one theme per term within which receptive and productive tasks are set. These themes are:

- Sustainability
- Personal and Social Capabilities and Ethical Understanding
- Asia and Australian Engagement
- Aboriginal and Islander Histories and Culture: Intercultural Understanding

The body of knowledge which students study, is marked against the Australian Curriculum year level descriptors and *Judging Standards in Year 8 English* (Schools Curriculum and Standards Authority). Both the content and the tasks are differentiated according to the students’ needs.

Students are assessed on:

- Reading and Viewing
- Writing
- Speaking and Listening
AUSTRALIAN CURRICULUM: MATHEMATICS

All students study the Australian Mathematics Curriculum which is organised around the interaction of three content strands:

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

In Year 10 students develop their understanding and knowledge using the proficiency strands of Understanding, Fluency, Problem Solving, and Reasoning. They describe how content is explored or developed, that is, the thinking and doing of mathematics.

Pathway 1 - Enrichment

This pathway is only offered, to students who have a particular talent for Mathematics. It is expected that students who join this pathway will go on to study ATAR Mathematical Methods (Stage 3) and/or Mathematics Specialist (Specialist) courses in Upper School.

Pathway 2 – General

Students in the General pathway would be expected to study Foundation, Essential or Applications of Mathematics in Upper School. The Foundation and Essential Mathematics courses enable students to achieve the numeracy requirements of their WACE. The Application of Mathematics course is designed for students whose future career pathways require tertiary study.

MATHEMATICS ELECTIVES

APPLIED MATHEMATICS

The Mathematics elective is specifically for students considering Science based entry to University. The elective introduces the mathematical concepts and content covered in upper school science subjects. These include motion and forces in gravitational fields, electricity and magnetism, particles waves and quanta, as well as the mathematics involved in chemistry and balancing chemical equations. It is recommended that students take this elective in both Semester One and Semester Two.

FOCUS MATHEMATICS

This elective is for students who experience difficulties with their General Mathematics and wish to receive further support to improve their understanding and mathematical knowledge. This course focuses on the Number strand and develop students’ understanding of percentages, fractions and decimals. This course would support students considering Foundations of Mathematics in Upper School.
In Year 10, students are placed into pathways based on their Year 9 results. It is possible for students to move from one pathway into another, at the end of Semester One, if their performance changes significantly and class numbers allow.

Pathway 1 is only offered to students who have a particular talent for Science and are aiming to study an ATAR Science subject in 2015. Students in Pathway 1 study topics at a deeper and more detailed level. 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 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 are; patterns, order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy. Assessments are broken into three sections:

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

By the end of Year 10, students understand how the Periodic Table organises elements and use it to make predictions about the properties of elements. They can explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions. They explain the concept of energy conservation and represent energy transfer and transformation within systems. They understand the relationships between force, mass and acceleration to predict changes in the motion of objects. Students can describe and analyse interactions and cycles within and between Earth’s spheres. They can evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth. They can explain the processes that underpin heredity and evolution. Students can analyse how the models and theories they use have developed over time and discuss the factors that prompted their review.

<table>
<thead>
<tr>
<th>Pathway 1</th>
<th>Leads to Biology, Chemistry, Earth and Environmental Science, Human Biology, Physics and Integrated Science, Conservation and Land Management (VET).</th>
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<tbody>
<tr>
<td>Pathway 2</td>
<td>Leads to Biology, Earth and Environmental Science, Human Biology, Integrated Science, Conservation and Land Management (VET).</td>
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<tr>
<td>General</td>
<td>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 2. There are no pre-requisites for Senior School courses, however there are recommended backgrounds that take these pathway differences into account.</td>
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**SCIENCE ELECTIVE**

**DISCOVERY SCIENCE**

This elective is for those students who have an interest in the physical 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 include:

- Aeronautical engineering
- Making and launching rockets—advanced level
- Chemical analysis and forensics
- Designing and constructing structures
- Biochemistry and Medicine
- Biomechanics and Sport
- Environmental Sciences

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 Humanities and Social Sciences 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.

The themes studied in Year 10 are aimed at generating an understanding of Australia and its interaction with the global community. Key areas of study will include, Geography, such as sustainable solutions to contemporary issues, environmental change and management, patterns of relative wealth and poverty can be identified, and human wellbeing, Economics/Business and Civics & Citizenship.

Course content will also include the *Australian Curriculum – History*, and in particular The Modern World & Australia (1918 to Present). Student 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. Throughout the year students will also prepare for transition to Year 11. All students will study the same course content. The knowledge, concepts and skills are focused towards supporting students in their transition from Year 10 to Senior School courses, or bound for the workplace. Continued emphasis will be placed on students to become self-motivated and independent learners. Studies in Year 10 will be based around personal, local national, regional and global contexts.

Students will be placed into pathways based on their Year 9 results and their Attitude, Behaviour and Effort scores. Year 9 teachers will also recommend students for each pathway. It is possible for students to move from one pathway into another, at the end of Semester One, if the student has progressed.

**Pathway 1 - Enrichment**

This pathway is offered to students who have worked well above the standard in Year 9. It is expected that students who join this pathway will go on to study ATAR in Years 11 and 12. Possibly undertaking study in either Geography or Modern History.

**Pathway 2 - General**

This pathway is offered to students who have met or worked below the standard in Year 9. The main focus of this pathway is to build on skills, including inquiry skills. It is expected that students who join this pathway will go on to study General or Foundation courses in Year 11 and 12, or Certificate II and III in Business. Students who do particularly well in this pathway may be suited to studying ATAR Geography and/or Modern History.
BUSINESS STUDIES (Certificate I in Business)

In this certificate course students will undertake some competencies towards completing in preparation to completing a Certificate I or II in Business. 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 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.

HUMANITIES AND SOCIAL SCIENCES ELECTIVE

POPULAR CULTURE STUDIES

Do you like listening to music? Do you love sport? Do you like learning about movies? Would you like to learn about what was popular in the past and what is popular today? Then Popular Culture Studies (1945 – present) may be a great elective for you...

Key Content:

1. The nature of popular culture in Australia at the end of World War II, including music, film and sport.
2. Developments in popular culture in post-war Australia and their impact on society, including the introduction of television and rock 'n' roll.
3. The changing nature of the music, film and television industry in Australia during the post-war period, including the influence of overseas developments (such as Hollywood, Bollywood and the animation film industry in China and Japan).
4. Australia’s contribution to international popular culture (music, film, television, sport).
5. Continuity and change in beliefs and values that have influenced the Australian way of life.

Key areas of study: Music (e.g. Rock 'n' roll music), Television (Classic Australian Television - Skippy), Movies (e.g. Jedda, Storm Boy), Surf Music (Beach Boys), Australian films with international success (e.g. Crocodile Dundee, Phar Lap, The Man from Snowy River), Australian soapis, Mini series, Significance of Sport in Australian culture (e.g. AFL, Cricket, Tennis etc...), Legends of Australian Sport, Sporting Halls of Fame (e.g. AFL)

Students will select one of the following to research in detail - Australian Pop Music, Popular Australian TV, Modern Australian Fashion, Australian design, Australian cars, Australian poetry, Australian novels, or Australian success in sport.

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Learning a language is an effective way to learn about societies and cultures other than our own and it assists us to see the world from another perspective. Languages education is an integral part of a balanced school curriculum. Learning languages plays an important role in preparing students for participation as global citizens within the 21st Century. There are many benefits of learning a language, which include being able to communicate within and across cultures extending literacy skills, and creating an appreciation and respect for diversity. Learning and being competent in a second language can enhance career and employment prospects.

There are four outcomes to the Languages curriculum. Students will be taught and assessed on:

- Listening, Responding and Speaking
- Viewing, Reading and Responding
- Writing
- Cultural Understandings

Students will study contexts such as preferences in entertainment, future occupation, overseas travel, getting around in an Indonesian-speaking community, and how contemporary culture links to traditional culture.

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.

*During the year, students may be offered the opportunity to travel to Indonesia on a study tour. Additional costs will apply for extra-curricular opportunities.*
GENERAL HEALTH AND PHYSICAL EDUCATION

General 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, basketball and lawn bowls.

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

All students will study General Health and Physical Education.

HEALTH AND PHYSICAL EDUCATION ELECTIVES

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 One and Four and Hockey in Term Two and Three. Furthermore, students will have access to cross-training opportunities through a quality basketball program. 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 cricket skills and knowledge.

Academy Sports students also benefit from two half-day sports carnivals and games against visiting schools.
THE ARTS

VISUAL ARTS
The Arts develop creative thinking, originality, problem solving, the understanding of complex situations and 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 provides 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 showing 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:
- Arts ideas
- Arts skills, Techniques and Processes
- Arts Responses
- Arts in Society

MUSIC
CLASS MUSIC
Students selecting this subject should have studied Class Music in Year 8 and 9, possess a 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:
- Theory - in particular how to arrange music; transpose, understand chords and write simple songs.
- Performance practice - gaining confidence in performing in small groups, effectively arrange music to suit various songs and instruments, and simple recording techniques.
- 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.

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, colour film and computer software digital imaging (Adobe Cs 6 Suite).

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 soap operas, advertising, current affairs, feature and documentary films. Students spend some time learning about stereotypes, characterisation, 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.
DRAMA

In this subject students 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.
TECHNOLOGIES

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.

GAME DEVELOPMENT

This course provides an overview of mobile game development using Game Salad Creator. Topics covered include: history of the mobile game industry, mobile platforms, tools, genres, design, art and programming for mobile devices. Upon completion of this course, students will be able to understand art and design requirements and issues associated with different types of mobile games and create an original mobile game.

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. This course may be chosen for four hours a week for the year.

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. This course may be chosen for four hours a week for the year.

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 design and control elements of the manufacturing process. Students will also be involved in building prototypes and testing their designs. Students will also develop an understanding of structures, systems and forces associated with each project.
INTERNATIONAL FOODS
Students will continue to build on their knowledge of the properties and skills in preparing a variety of food products, as well as the importance of good nutrition. Practical lessons may focus on the formal menu, design foods for gifts, celebration foods and international food.

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. This course develops skills to assist students to complete Certificate II in Kitchen Operations during Year 11 and 12, which may lead to a career in Hospitality in the Trade Training Centre.

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.

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.