

SUBJECT SELECTION BOOKLET

YEAR 10



Narrogin
Senior High School

"Learning, Excellence, Equity & Care"

2019

Welcome to Year 10

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 (8) 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 One, if their performance changes significantly and class numbers allow. In addition to compulsory subjects, students can choose three (3) electives from the eight (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 Year Leader, Student Services Program Coordinator or Senior School Deputy Principal.

Year 10 Subjects (elective subjects are all 2 periods/week)		
Learning Area / Subject	Length - Full Year	* Estimated Cost *
English	4 periods/week	\$23.00
Mathematics	4 periods/week	\$23.00
Essential Mathematics	} 2 periods/week	\$23.00
Advanced Mathematics		\$23.00
Science	4 periods/week	\$33.00
Humanities and Social Sciences	4 periods/week	\$23.00
Indonesian	2 periods/week	\$24.00
Health & Physical Education (HPE)	3 periods/week	\$40.00
Academy Sports: Cricket, Hockey or Netball	2 periods/week	\$60.00 / \$90.00 / \$80.00
Technologies		
Applied Information Technology	} 2 periods/week	\$16.00
Wood Technology		\$70.00
Metal Engineering		\$85.00
Automated Systems		\$64.00
Food Science and Technology		\$45.00
Textiles and Fashion		\$35.00
Child Care and Textiles		\$35.00
The Arts		
Photography	} 2 periods/week	\$23.00
Music		\$23.00
Visual Arts		\$18.00
Media Arts		\$18.00
Drama		\$15.00
Dance		\$23.00

* These prices are an estimate based on current 2018 pricing, but may be subject to change *

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 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.

Pathway 3 - Focus

This pathway builds on literacy skills with a focus on improving students' ability in Reading and Writing. These aspects are necessary for achieving the required standards in OLNA (Online Literacy and Numeracy Assessments).

The year-long program, for all 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 Australia's Engagement with Asia
- Aboriginal and Torres Strait Islander Histories and Cultures

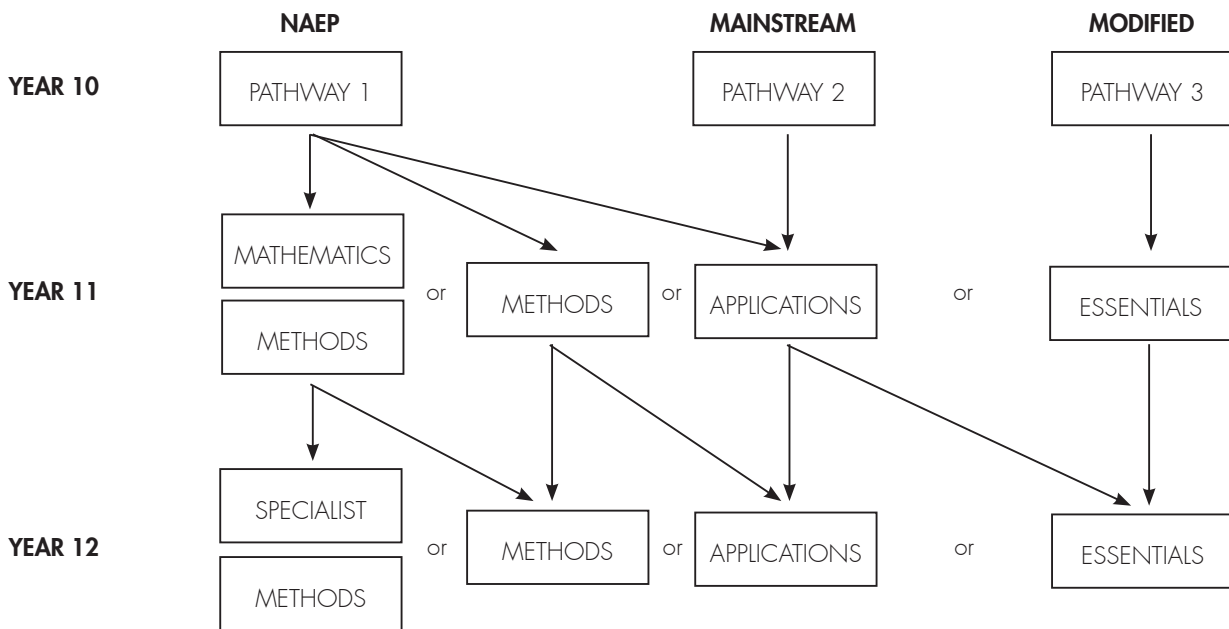
The body of knowledge which students study, is marked against the Australian Curriculum year level descriptors and Judging Standards in Year 10 English (Schools Curriculum and Standards Authority). Both the content and the tasks are differentiated according to the students' needs. Students are assessed on:

- Reading and Viewing
- Writing
- Speaking and Listening

All Year 10 students study the new Australian Curriculum which is organised around the interaction of three content strands and four proficiency strands. The proficiency strands are Understanding, Fluency, Problem Solving, and Reasoning. The content strands are Number and Algebra, Measurement and Geometry and Statistics and Probability. For further information, please see the ACARA website on the Australian Curriculum (<http://www.acara.edu.au>)

As students progress mathematically at different rates, in Year 10 the Mathematics programs are designed to cater for individual needs. Students will be allocated to pathways based on both their level of performance in Year 9 and on the teacher's judgements of their mathematical development. Students in Year 10 will generally continue the Mathematics pathway they studied in Year 9.

Pathways into Senior School



The Year 10 pathways are designed to provide sound preparation for further Mathematics study in Senior School courses and to ensure that all students have the opportunity to meet the minimum numeracy standard required to achieve a WACE. Mathematics Specialist, Methods and Applications are ATAR courses whereas Mathematics Essentials is a general course.

Students who have not achieved the minimum numeracy standard in Year 9 (NAPLAN Band 8 or above) will have to sit the Online Literacy and Numeracy Assessment (OLNA) in March and/or September of Year 10. Students who do not achieve the required standard (OLNA level 1) may be provided with access to Mathematics Foundations in Year 11.

ADVANCED MATHEMATICS ELECTIVE

This elective provides exposure to the mathematical skills required for Year 11 ATAR mathematics.

The topics covered in this elective include CAS calculator skills, substitution, indices, surd, Algebraic Manipulation and Trigonometry. There is an emphasis on supporting students to revise and extend mathematical concepts.

This elective will be a complement to the standard Mathematics course. It is recommended for students who wish to get a head start at Year 11 ATAR level mathematics.

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 2019. 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 to 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.

Pathway 1 - Enrichment

Leads to: Biology, Human Biology, Chemistry, Physics

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 would greatly assist student attainment.

Pathway 2 - General

Leads to: Biology, Human Biology

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 would greatly assist student attainment.

By studying Humanities and Social Sciences, students will develop the ability to question; think critically; make decisions based on evidence; devise proposals for actions; and communicate effectively. This 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.

In Year 10 Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History. Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

Students continue to build on their understanding of the concepts of democracy, democratic values, justice, and rights and responsibilities by exploring Australia's roles and responsibilities at a global level and its international legal obligations. (Justice at home and overseas).

Students are introduced to the concept of economic performance and living standards while continuing to further their understanding of the concepts of making choices, interdependence, specialisation, and allocation and markets through examining contemporary issues, events and/or case studies. (Economic performance and living standards).

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, through an applied focus on the management of environmental resources and the geography of human wellbeing at the full range of scales, from local to global and in a range of locations. (Geographies of human wellbeing & environmental change and management).

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. (Depth study 1 – Investigating World War II (1939 - 1945) and Depth study 2 – Investigating rights and freedoms -1945 – the present).

Students will be placed into pathways based on their Year 9 results and Attitude, Behaviour and Effort (ABEs), as well as academic ability. 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 - NAEP/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 Senior School, possibly undertaking study in either Geography and/or Modern History. Students may also elect to complete a Certificate I in Business, which can then move in to a Certificate II or III in Year 11.

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 courses in Senior School, and/or a Certificate II or III in Business. They may also enter the ATAR pathway studying Geography or Modern History.

POPULAR CULTURE STUDIES ELECTIVE

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), Movies, Surf Music (Beach Boys), Australian films with international success, Australian soapies, Mini series, the significance of Sport in Australian culture (e.g. AFL, Cricket, Tennis), Legends of Australian Sport and 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. Plus research into a decade, such as the 60's, 70's etc. The research will look at music, film and sport.

BUSINESS STUDIES ELECTIVE

Students will undertake studies in Business, which may lead to the completion of a Certificate I in Business. Students will complete competencies such as Develop Keyboard Skills, Apply Basic Communication Skills and Operate a Personal Computer.

INDONESIAN ELECTIVE

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 outcomes/strands/modes:

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

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 or a camp/overnight trip to Perth. Additional costs will apply for extra-curricular opportunities.

Students identify attitudes and values for a healthy, active lifestyle and demonstrate values consistent with the prevention of ill-health; the acceptance of personal responsibility for their health and physical activity levels; respect for social justice principles; and a commitment to personal achievement. The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

All students in Year 10 will study these two separate curriculums each comprising 3 sub-strands. Students study each for 2 lessons per week.

Personal, Social and Community Health

- Being Healthy, Safe & Active
- Communicating & Interacting for Health & Wellbeing
- Contributing to Healthy, Active Communities

Movement and Physical Activity

- Moving Our Body
- Understanding Movement
- Learning Through Movement

Students earn a grade for Personal, Social and Community Health, as well as a grade for Movement and Physical Activity.

In Year 10 students can choose another option from the Movement & Physical Activity component of the curriculum. These are:

SPORTS ACADEMY ELECTIVE (an extra 2 periods per week)

- Cricket, or
- Hockey, or
- Netball

Students also study a Career Education program that revolves around narrowing down career choices. Students will select subjects for Senior School based on this work and their success in subjects studied so far. Activities culminate in the creation of an Individual Pathway Plan (IPP). Students will also engage in Keys For Life, a road safety program, which will culminate in them receiving support for their Learner's Permit. Students who pass receive exemptions when applying for a Learner's Permit – a privilege authorised by the Department of Transport. Successful completion will also give Endorsed Program points towards their WACE.

The Arts entertain, inform, challenge, and encourage responses, and enrich our knowledge of self, communities, world cultures and histories. The Arts contribute to the development of confident and creative individuals, nurturing and challenging active and informed citizens. Learning in the Arts is based on cognitive, affective and sensory responses to arts practices as students revisit increasingly complex content, skills and processes with developing confidence and sophistication through the years of schooling. In Year 10, students are provided with a wide array of Arts subjects.

VISUAL ARTS ELECTIVE

In Year 10, students use visual language and artistic conventions, in both written and practical work. They further develop and refine their ideas and techniques to resolve artworks by documenting the design, production and evaluation processes of their artworks. Students will extend their knowledge of art practices, such as, adaptation, manipulation, deconstruction and reinvention techniques, and use their understanding of a variety of art styles in the making of their 2D and 3D artworks. Students are provided with opportunities to reflect on traditional and contemporary artworks using a breadth of critical analysis frameworks, incorporating visual language, art terminology and conventions. In Year 10, the learning focus is on:

- Art Making: Students create works in Drawing, painting, textiles, sculpture, using a range of media techniques
- Responding: Students respond to the works of other artists and their own through investigation tasks and analysis

DANCE ELECTIVE

In Year 10, through performance, students work on confidence, accuracy, clarity of movement and projection. They refine their discussion of the use of the dance elements and choreographic processes in their own dance and the dance of others. They investigate dance and influences of the social, cultural and historical contexts in which it exists.

In Year 10 the learning focuses will be:

- The four elements of dance
- Responding to dance works through various writing tasks
- Jazz
- Contemporary
- Hip-hop

PHOTOGRAPHY ELECTIVE

In Year 10 Photography, students are provided with opportunities to explore the way photography is created in different contexts and how it can be used to challenge the values of an audience. They will experiment with past and current photography trends and incorporate their work into various design projects. Students will also be provided with opportunities to exhibit and display their work throughout the year. Learning foci will be:

- Composition
- Portraits
- Surrealism
- Photoshop skills
- Image Analysis
- Cinemagraphs

MEDIA ARTS ELECTIVE

In Year 10, students will make and respond to their own media productions and professional media works and explore various genres of contemporary media. Throughout the year students will focus on Videography and Graphic Design tasks to develop their knowledge and skills. Students will respond to and create various:

- TV Advertisements
- Music film clips
- Documentaries
- Animation
- Print Advertisements
- Digital Drawings
- Magazine Layouts

DRAMA ELECTIVE

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.

MUSIC ELECTIVE

CLASS MUSIC

This subject is compulsory for **ALL** band students and develops musicianship in conjunction with the Instrumental Music course. Please ensure to choose Music as your first choice.

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.

In Year 10, students consolidate music skills and knowledge across a range of performing, composing, aural and analysis activities. They continue to refine aural skills and aural memory to identify, sing/play and notate melodic and rhythmic dictations, chord changes and progressions. Students explore their emerging personal style and music ideas through combining and manipulating the elements of music, and synthesising stylistic features and conventions when composing, arranging and performing.

INSTRUMENTAL MUSIC

This subject is compulsory for all band students and is offered in conjunction with the Instrumental Music School Services (IMSS). Individual and small group lessons will assist the student to develop skills in a specific instrument. Currently, the school offers instrumental tuition on the following instruments: Flute, Clarinet, Saxophone, Trumpet, Low Brass and Percussion.

APPLIED INFORMATION TECHNOLOGY ELECTIVE

This subject will provide practical skills and knowledge of the essential elements of various software applications. Students will learn skills that enable them to operate a computer and use software applications including word processing, spreadsheets, databases, presentation packages, internet and email. Students will also learn about the different fields of information technology. Upon successful completion of the subject, students will have gained essential knowledge in the following areas:

- Computer hardware & software
- Computer technology
- Microsoft applications
- Data communication and the internet

These activities provide an excellent background to Applied Information Technology in Senior School.

WOOD TECHNOLOGY ELECTIVE

Students develop skills in designing, drawing, woodturning, freeform woodwork and project construction using the available tools and machinery, including CNC router and laser cutting technology. Project choice will vary and students may also be able to design and make their own projects. Examples of projects include coffee tables, blanket box, turned bowls, a jewellery box and small cabinets.

METAL ENGINEERING ELECTIVE

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. Students will be encouraged to use CNC plasma cutting technology in their projects.

AUTOMATED SYSTEMS ELECTIVE

Students will develop their knowledge of product design using 3D computer modelling, laser cutting and 3D printing processes. Students will construct PCB electronic circuits and have the opportunity to embed these in their own design projects. Students will use micro controllers to code and test a basic robotic design.

FOOD SCIENCE AND TECHNOLOGY ELECTIVE

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. This subject is a pathway to either a General Food Science and Technology course in Senior School or to a Certificate II in Hospitality in the Trade Training Centre.

TEXTILES AND FASHION ELECTIVE

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 some grooming and deportment to be able to confidently model their garment in a Fashion Parade. Students will also have the opportunity to make an item by recycling a pair of jeans.

CHILD CARE AND TEXTILES ELECTIVE

Students will study child development from conception to pre-school. Topics may include child development, play, safety and baby sitting. 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.

