

HALE SCHOOL  
YEAR 10  
COURSE HANDBOOK  
2020



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## COURSE SELECTION FOR YEAR 10, 2020

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Boys in Year 10 will participate in an exciting and important phase of secondary education. Their Year 10 course choices will assist them in making sound decisions for what they will study in the final two years of schooling, Years 11 and 12, and for the WACE. Year 10 units comprise year-long, compulsory subjects: English, Mathematics, Philosophy and Values Education, Health and Physical Education and semester-long, optional choices, allowing boys to explore strengths, interests and preferences. Semester 1 and Semester 2 reports will include the final grade, score and examination results for the courses completed in that semester.

The Year 10 academic programme is designed to:

- Provide students with a balanced education which complies with and provides appropriate extension from current state and national curriculum requirements.
- Provide students with the opportunity to experience subjects that they may be considering for study in Years 11 and 12, and so contribute to appropriate course selection for Year 11, 2021.
- Ensure that students acquire the appropriate background for the successful study of specific courses at Year 11 level.
- Allow some flexibility for students to select courses that will add breadth to their education. Students are able to select courses in which they are interested, and would like to develop some knowledge and understanding, but may not intend to study beyond Year 10.

Under the WA Curriculum, all students must study **English, Mathematics, Science** including Biology, Chemistry, Earth & Space Science and Physics, **Humanities & Social Sciences (HASS)**, which includes the four areas of History, Geography, Business & Economics, Civics & Citizenship, **Health Education**, and **Physical Education**.

### **Essential and Desirable Pre-requisites for Year 11, 2021**

The only optional courses for which a whole year of study is an essential prerequisite for Year 11 are: French, Japanese and Music. For a complete list of essential and desirable prerequisites for Year 11, please refer to [page 8](#).

### **CURRICULUM SUPPORT**

Curriculum Support is designed to meet the needs of those boys who are experiencing significant difficulties in the area of literacy skills and who have particular learning needs across the curriculum. Students in Year 10 Curriculum Support either continue with this course from Year 9 or are recommended by the Director of Curriculum and School Psychologists to join the Curriculum Support class in Year 10. The School will communicate directly with individual boys and their parents regarding enrolment in Year 10 Curriculum Support.

### **MUSIC**

Boys intending to select a Year 10 Music course must discuss this beforehand with the Director of Music.

### **IGCSE (International General Certificate of Secondary Education)**

The International General Certificate of Secondary Education (IGCSE) is an internationally recognised and highly regarded secondary school qualification. The higher standard of achievement and the prestigious qualification offered by the Cambridge IGCSE award will inspire students to excel. These courses are offered to merit selected students in Chemistry, Mathematics and/or Physics. Students who accept the school's invitation to study any of these courses in Year 10 will sit the IGCSE examination/s in Year 11 (June or November 2021).

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### ASSESSMENT, EXAMINATIONS AND REPORTING

Assessment typically combines several different approaches: in-class tests, common tests taken by a number of classes at once, examinations, assignments done in class or at home, portfolios, oral presentations, group or individual projects, for example. Students will be given detailed advice about the specific assessment requirements for each of their courses by their class teacher. Assessment dates are also recorded on the School Portal.

Examinations will be held at the end of each semester in those courses where it is considered to be an effective and valid means of determining student progress and achievement. The end of semester assessments, projects and/or examinations are of great importance because they are the culminating assessment for each course. Semester 1 and Semester 2 reports will include the final grade, score and examination results for the course.

### SCHOOL ASSESSMENT POLICY: RULES AND PROCEDURES

The Year 9 and 10 Assessment Rules and Procedures document is available to all Year 9 and 10 students and parents via the School Portal. It conforms to School Curriculum and Standards Authority requirements as set out in the WACE Manual. It is important that all Year 10 students read and understand the School policy with respect to assessment and examination conduct, conditions and practices.

### LITERACY AND NUMERACY REQUIREMENT

All students will be required to demonstrate a minimum standard in literacy and numeracy to achieve Secondary Graduation and the WACE.

Students who achieved Band 8 or above in all three of the Year 9 National Assessment Program Literacy and Numeracy (**NAPLAN**) tests are deemed to have 'pre-qualified' in reading, writing and numeracy. Students who have not achieved Band 8 or higher in one or more of the tests are required to complete the associated Online Literacy and Numeracy Assessment (**OLNA**). It is compulsory for these students to sit the relevant OLNA tests in Semester 1 of Year 10. If students do not meet the standard in Semester 1, then they must sit in Semester 2, Year 10, and, if required, Semester 1, Year 11. Students will have up to six opportunities (in March and September of each year) before completing Year 12 to demonstrate the WACE minimum standard of literacy and numeracy. If students do not demonstrate the literacy and numeracy standard by the time they exit secondary school, they can apply to the Authority to re-sit the assessment at any age.

### REPORTING

Formal school reports are part of a broader Hale School communication strategy to parents which includes diary comments, interim reports (Term 1 and Term 3), formal and informal parent teacher interviews and phone calls/emails as required. Semester reports are prepared twice a year, at the end of Semester 1 and Semester 2.

Semester reports for each subject will include some or all of the following: an examination mark, a semester mark and cohort average, an overall grade, some subject specific ratings and ratings against learning habits in the areas of organisation, participation, perseverance and initiative. The report may also include a graphic showing your son's placement within the cohort of the particular subject.

The four learning habit areas are:

**Organisation:** The student is well-prepared for class, organises materials, plans his time and manages his working environment.

**Participation:** The student pays attention, undertakes classroom activities, contributes to discussions, completes work set and collaborates with others.

**Perseverance:** The student persists with learning tasks.

**Initiative:** The student tries new ways of approaching tasks, explores ideas, seeks out assistance as appropriate and is interested in learning new things.

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### COURSE SELECTION FOR YEARS 11 AND 12

There will be two major groups of curriculum offerings in Year 11, 2021 and Year 12, 2022:

#### ATAR COURSES

In Year 11, Hale School offers 26 **ATAR courses**, designed and examined by the SCSA. Student results in ATAR courses, including a compulsory external examination, are used by the Tertiary Institutions Service Centre (**TISC**) to calculate a student's Australian Tertiary Admissions Ranking (**ATAR**). The ATAR is used to determine eligibility for university entrance both in WA and interstate. Students seeking to achieve an ATAR will need to complete a minimum of four Year 12 ATAR courses.

#### GENERAL COURSES

In addition, 13 **General courses** and 3 **Australian Qualifications Framework (AQF) Certificate II courses** are offered. These courses are designed for students who are typically aiming to enter further training or the workforce directly from school. Students enrolled in General and AQF Certificate courses will not be required to sit external examinations. For these courses, assessment will be school based. In addition, for General courses, an externally set task (**EST**) provided by the SCSA, will be undertaken by students in Semester 1, Year 12.

A table of the courses offered at Hale School in Years 10 (2020), 11 (2021) and 12 (2022) is shown on the following pages. Advice about the WACE courses available in 2021 and 2022 will be presented to Year 10 students and their parents during Semester 2, 2020.

Year 11 courses that have pre-requisite Year 10 courses are listed on [page 8](#). Under the guidance of their Heads of House, Year 10 students undertake a careers investigation project in Terms 2 and 3. They discover and reflect on what they know about themselves as well as explore a range of careers and post-secondary courses. They also investigate the choice of courses offered in Years 11 and 12. This process facilitates informed course selection for Year 11.

### ACHIEVEMENT OF THE WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE) IN 2022

At the end of their secondary schooling, all students enrolled with the School Curriculum and Standards Authority (SCSA) will receive a *Folio of Achievement* which will include a *Western Australian Statement of Student Achievement (WASSA)* and an *ATAR Course Report* for students who sit the ATAR examination in that course.

The SCSA will award the Western Australian Certificate of Education (WACE) to students who meet the eligibility criteria, set out below.

To qualify for the Western Australian Certificate of Education (WACE) in 2022, students must:

- 1 Demonstrate the minimum standard for literacy and numeracy by achieving Band 8 or higher in the three NAPLAN tests (Reading, Writing and Numeracy) in Year 9 or by passing the Online Literacy and Numeracy Assessment (OLNA) in Years 10, 11 or 12.
- 2 Complete at least 4 Year 12 ATAR courses including the external examinations (ie be eligible for an ATAR) **OR** at least 5 Year 12 General and/or ATAR courses or equivalent **OR** complete an AQF Certificate II or higher in combination with ATAR, General or Foundation courses.
- 3 Complete two Year 11 English units and one pair of Year 12 English units
- 4 Complete one pair of course units from each of List A (arts/languages/social science) and List B (mathematics/ science/technology) in Year 12.
- 5 Complete at least 20 units in all, including a minimum of ten Year 12 units, ie 5 courses. (or equivalent).
- 6 Achieve 14 C-grades in Year 11 and 12 units, including at least 6 C-grades in Year 12 units (or equivalent).



Unit equivalents can be obtained through VET qualifications and/or endorsed programs. The maximum number of unit equivalents available through VET and endorsed programs is four Year 11 units and four Year 12 units with a maximum of four units with endorsed programs – two in Year 11 and two in Year 12.

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### OVERVIEW OF YEAR 10 COURSES

In Year 10, five courses are compulsory for all students: *English; Mathematics; Health Education; Physical Education; Philosophy, Values & Religion*. In addition, students will select **ten** semester-length courses, five in each semester. The exception is for students in **Curriculum Support**. These students select **eight** semester-length courses, four in each semester.

To ensure that a balanced selection is made and to allow for students' different interests and abilities, students have a choice of options within the Humanities & Social Sciences, the Sciences and the Arts and Technologies subject areas.

### HUMANITIES & SOCIAL SCIENCES (HASS)

Students choose a minimum of 2 and a maximum of 4 courses from this learning area. All students study *History and Civics & Citizenship* for one semester. Then, there are two options:

**Option 1:** *Geography and Economics & Business* for one semester **OR**

**Option 2:** *Geography 1* for one semester and *Economics and Business 1* for one semester (two semesters).

One or two additional History courses may be selected, up to a maximum of 4 semester-length courses in total in the HASS learning area.

### SCIENCES

Students choose a minimum of 2 and a maximum of 5 courses from this learning area. There are three options:

**Option 1:** Students select the two semester-length courses: *WA Curriculum Science 1* and *2*, one in each semester. This covers the four compulsory Science subjects of *Physics, Chemistry, Biology, and Earth & Space Sciences*, **OR**

**Option 2:** Students select the two semester-length courses: *Biology 1* and *WA Curriculum Physics & Chemistry* each studied in either Semester. The compulsory *Earth and Space Science* topic will be embedded in the two other courses, *Biology 1* and *WA Curriculum Physics & Chemistry*, **OR**

**Option 3:** Students select the three semester-length courses: *Biology 1, Chemistry 1* and *Physics 1*. Each one may be chosen in either Semester. The compulsory *Earth and Space Science* topic will be embedded in the three other courses, *Biology 1, Chemistry 1* and *Physics 1*.

Additional Science courses, such as *Environmental Science, Human Biology, Chemistry 2* and *Physics 2* may be selected, up to a maximum of 5 semester-length courses in total in this learning area.

### LANGUAGES, THE ARTS AND TECHNOLOGIES, PHILOSOPHY AND PHYSICAL EDUCATION

Depending on the subjects chosen in the compulsory learning areas of Science and Humanities & Social Science, students may now choose minimum of 1 and a maximum of 6 courses in total from the Languages, Arts and Technologies, Philosophy and Physical Education learning areas, such as *Chinese 1 and 2, French 1 and 2, Japanese 1 and 2, Art 1 and 2, Drama, Drama Performance and Production 1 and 2, Music 1 and 2, Music - Contemporary, Applied information Technology 1 and 2, Materials Design and Technology, Wood or Metal, 1 and 2* and *Engineering Studies 1 and 2, Introduction to Philosophy and Physical Education Studies*.

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Students choose ten semester-length courses:

### Humanities & Social Sciences (HASS)

All students must select *History and Civics & Citizenship* in either Semester 1 or Semester 2:

| Semester 1                                  |  | Semester 2                                  |  |
|---|--|---|--|
| <i>History and Civics &amp; Citizenship</i> |  | <i>History and Civics &amp; Citizenship</i> |  |

In addition, you must choose one of the two options below:

**Option 1:** Choose 1 in either semester

| Semester 1                                    |  | Semester 2                                    |  |
|---|--|---|--|
| <i>Geography and Economics &amp; Business</i> |  | <i>Geography and Economics &amp; Business</i> |  |

OR

**Option 2:** Choose both *Economics & Business 1* and *Geography 1*

| Semester 1                        |  | Semester 2                        |  |
|-----------------------------------|--|-----------------------------------|--|
| <i>Economics &amp; Business 1</i> |  | <i>Economics &amp; Business 1</i> |  |
| <i>Geography 1</i>                |  | <i>Geography 1</i>                |  |

**Additional choices** in the HASS area may be made below, up to a maximum of 4 HASS courses in total over the year

| Semester 1                                       |  | Semester 2                                       |  |
|--|--|--|--|
| <i>History: Ancient (one semester only)</i>      |  | <i>History: Ancient (one semester only)</i>      |  |
| <i>History: Int. Affairs (one semester only)</i> |  | <i>History: Int. Affairs (one semester only)</i> |  |

### Sciences

**Option 1:** Two semester-length subjects, *WA Curriculum Science 1* and *2* (Both must be studied. Choose one in each semester). The compulsory components of *Physics, Chemistry, Biology, Earth & Space Sciences* will be covered over both semesters.

| Semester 1                     |  | Semester 2                     |  |
|--------------------------------|--|--------------------------------|--|
| <i>WA Curriculum Science 1</i> |  | <i>WA Curriculum Science 2</i> |  |

OR

**Option 2:** Two semester-length subjects, *Biology 1* and *WA Curriculum Physics & Chemistry* (Both must be studied. Choose each course once in either semester). The compulsory *Earth & Space Sciences* topic will be embedded within the two other courses, *Biology 1* and *WA Curriculum Physics & Chemistry*.

| Semester 1                                   |  | Semester 2                                   |  |
|--|--|--|--|
| <i>Biology 1</i>                             |  | <i>WA Curriculum Physics &amp; Chemistry</i> |  |
| <i>WA Curriculum Physics &amp; Chemistry</i> |  | <i>Biology 1</i>                             |  |

OR

**Option 3:** Three semester-length subjects, *Biology 1*, *Chemistry 1* and *Physics 1* (all 3 must be studied. Each course may be chosen once from either semester). The compulsory *Earth & Space Sciences* topic will be embedded within the three other courses, *Biology 1*, *Chemistry 1* and *Physics 1*.

| Semester 1         |  | Semester 2         |  |
|--------------------|--|--------------------|--|
| <i>Biology 1</i>   |  | <i>Biology 1</i>   |  |
| <i>Chemistry 1</i> |  | <i>Chemistry 1</i> |  |
| <i>Physics 1</i>   |  | <i>Physics 1</i>   |  |

Additional Science choices may be made below, up to a maximum of 5 Science courses in total over the year

| Semester 1                                |  | Semester 2                                |  |
|---|--|---|--|
| Environmental Science (one semester only) |  | Environmental Science (one semester only) |  |
| Human Biology (one semester only)         |  | Human Biology (one semester only)         |  |
|   |  | Chemistry 2                               |  |
|   |  | Physics 2                                 |  |

## COURSE SELECTION FOR YEAR 10, 2020

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Depending on your choices in the compulsory learning areas of Science and the Humanities & Social Sciences, above, you may now choose a minimum of 1 and a maximum of 6 courses in total from the Languages, Arts and Technologies learning areas below.

| Languages, Arts and Technologies, Philosophy, Physical Education |  |   |  |
|--|--|---|--|
| Semester 1   |  | Semester 2  |  |
| Chinese 1  |  | Chinese 2   |  |
| French 1   |  | French 2 (must have studied French 1)   |  |
| Japanese 1   |  | Japanese 2 (must have studied Japanese 1)                                     |  |
| Art 1  |  | Art 2   |  |
| *Drama (one semester only)                                       |  | *Drama (one semester only)  |  |
| *Drama Performance and Production 1                              |  | *Drama Performance and Production 2   |  |
| Music 1 – Classical <b>OR</b>                                    |  | Music 2 - Classical (must have studied Music 1 in the same context) <b>OR</b> |  |
| Music 1 - Jazz   |  | Music 2 – Jazz (must have studied Music 1 in the same context)                |  |
| Music – Contemporary (one semester only)                         |  | Music - Contemporary (one semester only)                                      |  |
| Introduction to Philosophy (one semester only)                   |  | Introduction to Philosophy (one semester only)                                |  |
| Applied Information Technology 1                                 |  | Applied Information Technology 2  |  |
| Materials Design and Technology (Wood) 1                         |  | Materials Design and Technology (Wood) 2                                      |  |
| <b>OR</b> Materials Design & Technology (Metal) 1                |  | <b>OR</b> Materials Design & Technology (Metal) 2                             |  |
| Engineering Studies 1  |  | Engineering Studies 2   |  |
| Physical Education Studies (one semester only)                   |  | Physical Education Studies (one semester only)                                |  |

\* Note a maximum of two Drama based courses may be selected.



## COURSES OFFERED IN YEARS 10, 11 AND 12

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| Learning Area                | YEAR 10, 2020  | YEAR 11, 2021  | YEAR 12, 2022  |
|------------------------------|--|--|--|
|                              |  | A = ATAR Courses, G = General Courses, AQF = AQF Courses   |  |
| English                      | English (compulsory)   | English (A/G)<br>Literature (A)  | English (A/G)<br>Literature (A)  |
| Mathematics                  | Mathematics (compulsory)   | Mathematics: Essential (G)<br>Mathematics: Applications (A)<br>Mathematics: Methods (A)<br>Mathematics: Specialist (A)   | Mathematics: Essential (G)<br>Mathematics: Applications (A)<br>Mathematics: Methods (A)<br>Mathematics: Specialist (A)   |
| Humanities & Social Sciences | Philosophy, Values & Religion (compulsory)<br>History, Geography, Economics & Business, Civics & Citizenship (compulsory)<br>Optional courses:<br>History: Ancient<br>History: International Affairs<br>Introduction to Philosophy | Accounting and Finance (A)<br>Cert II Business (AQF)<br>Economics (A)<br>Geography (A/G)<br>History: Ancient (A/G)<br>History: Modern (A)<br>Philosophy & Ethics (A/G)<br>Politics & Law (A) | Accounting and Finance (A)<br>Business Management & Enterprise (G)<br>Economics (A)<br>Geography (A/G)<br>History: Ancient (A)<br>History: Modern (A)<br>Philosophy & Ethics (A)<br>Politics & Law (A) |
| Science                      | Physics 1, Chemistry 1, Biology 1, Earth & Space Sciences (compulsory)<br>Optional courses:<br>Chemistry 2<br>Physics 2<br>Human Biology<br>Environmental Science  | Biology (A)<br>Chemistry (A)<br>Human Biology (A/G)<br>Physics (A)   | Biology (A)<br>Chemistry (A)<br>Human Biology (A/G)<br>Physics (A)   |
| Languages                    | All optional courses:<br>Chinese 1 and 2<br>French 1 and 2<br>Japanese 1 and 2   | Chinese: Second Language (A)<br>French: Second Language (A)<br>Japanese: Second Language (A)   | Chinese: Second Language (A)<br>French: Second Language (A)<br>Japanese: Second Language (A)   |
| The Arts                     | All optional courses:<br>Art 1 and 2<br>Drama<br>Drama – Performance & Production<br>Music 1 and 2<br>Music - Contemporary   | Drama (A/G)<br>Music (A)<br>Visual Arts (A/G)  | Drama (A/G)<br>Music (A)<br>Visual Arts (A/G)  |
| Technologies                 | All optional courses:<br>Applied Information Technology 1 and 2<br>Engineering Studies 1 and 2<br>Materials, Design & Technology (Metal) or (Wood) 1 and 2   | Applied Information Technology (A/G)<br>Cert II Information, Digital Media & Technology (AQF)<br>Engineering Studies (A/G)<br>Materials, Design & Technology (A/G)                           | Applied Information Technology (A/G)<br>Business Management & Enterprise (G)<br>Engineering Studies (A/G)<br>Materials, Design & Technology (A/G)  |
| Health & Physical Education  | Health Education (compulsory)<br>Physical Education (compulsory)<br>Optional:<br>Physical Education Studies  | Outdoor Education (G)<br>Physical Education Studies (A)<br>Cert II Sport Coaching (AQF)  | Physical Education Studies (A/G)   |

|                             |     |  |   |
|-----------------------------|-----|--|---|
| <b>Vocational Education</b> | n/a | Cert II Business<br>Cert II Information, Digital Media & Technology<br>Cert II Sport Coaching<br>Various AQF Certificate courses are available through the CareerLink Programme which includes Career & Enterprise (G) and Workplace Learning (an SCSA Endorsed Program) | Various AQF Certificate courses are available through the CareerLink Programme which includes Career & Enterprise (G) and Workplace Learning (an SCSA Endorsed Program) |
|-----------------------------|-----|--|---|

## PRE-REQUISITES FOR YEAR 11, 2021 COURSES

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The following list indicates the pre-requisite and recommended Year 10 courses for Year 11 ATAR courses in 2021. General courses studied in Year 11 do not have pre-requisite courses in Year 10.

| YEAR 11, 2021 ATAR COURSES       | YEAR 10, 2020 PRE-REQUISITES  |
|----------------------------------|---|
| Accounting and Finance           | Economics & Business 1 desirable, but not essential   |
| Ancient History                  | History course desirable, but not essential   |
| Applied Information Technology   | Technology course desirable, but not essential  |
| Biology                          | A pass in any Science course required   |
| Chemistry                        | A good pass in Chemistry 1 required.  |
| Chinese: Second Language         | A good pass in Chinese 1 and Chinese 2 required   |
| Drama                            | Study of either Drama or Drama Performance and Production1 or 2 desirable, but not essential  |
| Economics                        | Economics & Business 1 desirable, but not essential   |
| Engineering Studies              | Technology course desirable, but not essential  |
| English                          | A pass in Year 10 English required  |
| French                           | A good pass in French 1 <u>and</u> French 2 required  |
| Geography                        | Geography course desirable, but not essential   |
| Human Biological Science         | A pass in any Science course required   |
| Japanese: Second Language        | A good pass in Japanese 1 <u>and</u> Japanese 2 required  |
| Literature                       | An A-grade or B-grade in English is highly recommended  |
| Materials, Design and Technology | Technology course desirable, but not essential  |
| Mathematics: Applications        | Recommended for students in the Year 10 standard maths course.  |
| Mathematics: Methods             | Recommended for students with final marks 55% or above in Year 10 Mathematics-A.  |
| Mathematics: Specialist          | Students in the Mathematics extension programmes (Mathematics-A/IGCSE Additional Maths) with marks of 55% or above are recommended for both Mathematics: Methods and Mathematics: Specialist. |
| Modern History                   | History course desirable, but not essential   |
| Music                            | A good pass in Music 1 or Music 1 and Music 2 required  |

|                            |   |
|----------------------------|---|
| Philosophy and Ethics      | Introduction to Philosophy desirable, but not essential   |
| Physical Education Studies | A pass in a Year 10 science course required; Physical Education Studies desirable but not essential |
| Physics                    | A good pass in Physics 1 required.  |
| Politics and Law           | History course desirable, but not essential   |
| Visual Arts                | Art course desirable, but not essential   |

## HALE SCHOOL ACADEMIC AWARDS in Years 10, 11 and 12

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### YEAR 11 CERTIFICATE

All Year 11 students will receive a Year 11 Certificate. It records the academic results achieved at the end of Year 11. Final semester marks and/or grades are recorded for each WACE course. Students who achieve a 'B' grade average or better, with no more than two 'C' grades, in total at the end of Year 11 will receive the *Certificate of Distinction*.

The Director of Curriculum will determine the final list of students eligible to receive Year 11 Certificates of Distinction. Students who qualify for the *Year 11 Certificate of Distinction* also qualify for Academic Symbols. Students who achieve 12 'A' grades in Year 11 course units qualify for Academic Colours.

### ACADEMIC HONOURS, COLOURS AND SYMBOLS

Academic awards are made to reflect either academic achievement across all subjects in a student's course or outstanding achievements in particular areas of performance as set out in the following statement of criteria:

#### 4.1 Year 10

##### 4.1.1 Symbols

Symbols may be awarded to a Year 10 student who achieves outstanding results in state, national or international academic competitions or awards, as decided by Heads of Department.

##### 4.1.2 Colours or Honours

Colours or Honours may be awarded for achievement in category 4.1.1, above, in exceptional circumstances, as decided by Heads of Department.

#### 4.2 Year 11

##### 4.2.1 Symbols

- i) Symbols will be awarded to students who achieve a 'B' grade average or better, with no more than two 'C' grades in total in Year 11 WACE course units.
- ii) Symbols may be awarded to a Year 11 student who achieves outstanding results in state, national or international academic competitions or awards, as decided by Heads of Department.
- iii) The Director of Curriculum, on recommendation to the Headmaster, may vary these criteria in extraordinary circumstances.

##### 4.2.2 Colours

- i) Colours will be awarded to boys who achieve twelve 'A' grades in Year 11 WACE course units.
- ii) Colours may be awarded for achievement in category 4.2.1 (ii), above, in exceptional circumstances, as decided by Heads of Department.
- iii) The Director of Curriculum, on recommendation to the Headmaster, may vary these criteria in extraordinary circumstances.

##### 4.2.3 Honours

Honours may be awarded for achievement in category 4.2.1 (ii), above, in exceptional circumstances, as decided by Heads of Department.

### **4.3 Year 12**

#### **4.3.1 Symbols**

- i) Symbols will be awarded to students who have not already been awarded Symbols and whose final results include **either** ten 'B' grades or better **or** at least two 'A' grades, six 'B' grades and no more than two 'C' grades in Year 12 WACE course units.
- ii) Symbols may be awarded to a Year 12 student who achieves outstanding results in state, national or international academic competitions or awards, as decided by Heads of Department.

## **HALE SCHOOL ACADEMIC AWARDS in Years 10, 11 and 12**

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- iii) The Director of Curriculum, on recommendation to the Headmaster, may vary these criteria in extraordinary circumstances.

#### **4.3.2 Colours** may be awarded to those who have not already been awarded colours; and

- i) whose final results include ten 'A' grades in Year 12 WACE course units, or
- ii) a total of twenty 'A' grades and at least two 'B' grades in Year 11 and Year 12 WACE course units, or
- iii) achieve an Australian Tertiary Admission Rank (ATAR) of 98 or above, or
- iv) achieve outstanding ATAR Examination results (generally this will be the achievement of a Certificate of Distinction or a Subject Exhibition), as decided by the Headmaster and Heads of Department, or
- v) achieve outstanding results in state, national or international academic competitions or awards held during Year 12, as decided by Heads of Department.
- vi) The Director of Curriculum, on recommendation to the Headmaster, may vary these criteria in extraordinary circumstances.

#### **4.3.3 Honours** may be awarded

- i) in recognition of outstanding ATAR Examination performance. Generally, this will be the achievement of a General Exhibition, but the award will be at the discretion of the Headmaster and Heads of Department.
- ii) to a Year 12 student who achieves outstanding results in 4.3.2 (iv), above, as decided by Heads of Department.

## **YEAR 10 SCHOLARSHIP INFORMATION**

### **JB CRAIG SCHOLARSHIP**

This scholarship is awarded in early December each year for outstanding examination performance by a Year 10 student. The Scholarship will be awarded to the Year 10 student who achieves the highest average examination mark over 10 or more full semester-length subjects and covers academic tuition fees for Years 11 and 12.

### **LISTER DRAKE SCHOLARSHIP**

This scholarship is awarded in June each year by the Old Haleians' Association for academic merit and outstanding contribution to the life of the School by the son or grandson of an Old Boy. The scholarship exam is sat by candidates in May each year. The Lister Drake Scholarship covers 25% of tuition fees and is for Years 11 and 12. For further information regarding scholarships, please contact the School Registrar.

## APPLIED INFORMATION TECHNOLOGY 1

Optional course available in Semester 1

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### Aims

**Applied Information Technology 1** is a practical course that develops an understanding of graphical communication with a focus on 3D modelling for 3D Game Development using industry level hardware and software packages. A problem-solving approach is followed to allow students to use the technologies and processes learnt in the course.

- Students develop the ability to solve practical problems using graphics media and computer software such as Autodesk Mudbox, Maya and Unity 3D.
- Students use appropriate technology to design, model and present tangible solutions to problems.
- Students investigate and apply elements of formal design; consider and analyse the world of designers; and relate the technologies used by this course to the outside world - past, present and future.

### Content

The course will initially focus on the development and production of 3D characters and game assets and their animation. A Secondary focus for the course will be the development of 3D environments and defining user interfaces to allow interaction in virtual worlds, this will include production of a basic game and provisioning of the developed products onto student owned devices.

The course includes:

- Production of a digital display portfolio to showcase student design and production work.
- Development of 2D and 3D images, textures using software from the Adobe Suite, including Photoshop.
- An introduction to developing and deploying applications for multiple platforms
- Development of 3D models and characters using Daz Studio, Mudbox, Maya and Unity 3D
- Sketching, and illustration tasks
- 3D Animation and 3D Game Development tasks

### Assessment

Students are continually assessed in accordance with Design and Technology learning outcomes that focus on:

Technology Process – Ability to Design, Manage, Produce and Evaluate Projects



Information – Ability to use ICT hardware and software systems.

|                    |                     | Semester 1 | Semester 2 |
|--------------------|---------------------|------------|------------|
| Technology process | Project Development | 30%        | 30%        |
| Information        | Project Work        | 70%        | 70%        |

## APPLIED INFORMATION TECHNOLOGY 2

Optional course available in Semester 2

Applied Information Technology 1 is not required

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### Aims

**Applied Information Technology 2** is a practical course that develops an understanding of graphical communication with a focus on 3D modelling for Game Development using industry level hardware and software packages. A problem-solving approach is followed to allow students to use the technologies and processes learnt in the course.

- Students develop the ability to solve practical problems using graphics media and computer software such as Autodesk Mudbox, Maya and Unity 3D.
- Students use appropriate technology to design, model and present tangible solutions to problems.
- Students investigate and apply elements of formal design; consider and analyse the world of designers; and relate the technologies used by this course to the outside world - past, present and future.
- Students are presented with a real-world design scenario and are required to collaborate through a Project Management structure to build a multi-level 3D game.

### Content

The course will focus on the development of digital products, such as graphics for use in advertising, development of mobile game apps for iOS and Android products and the production of short films.

These tasks will provide students with an insight into the use of a variety of computer-based technologies for multimedia, game production and desktop publishing.

The course includes:

- Production of a digital display portfolio to showcase student design and production work.
- Development of 3D models and characters using Daz Studio, Mudbox, Maya and Unity 3D
- Development and Deployment of a game across multiple platforms
- Project Management structures and real-world problem solving in collaborative teams
- Project Planning to complete major design task

### Assessment

Students are continually assessed in accordance with Design and Technology outcome statements that focus on:

Technology Process – Ability to Design, Manage, Produce and Evaluate Projects  
Information – Ability to use ICT hardware and software systems

|                    |                     | Semester 1 | Semester 2 |
|--------------------|---------------------|------------|------------|
| Technology process | Project Development | 30%        | 30%        |
| Information        | Project Work        | 70%        | 70%        |

## ART 1 and 2

Optional semester-long courses

Art 1 is available in Semester 1

Art 2 is available in Semester 2 and does not require Art 1

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### Aims

The aims of Year 10 **Art 1** and **Art 2** are to enable students to develop their Art making and Art responding skills. Each of the Art courses is based on four outcomes.

#### Art Making

- Outcome 1 - visual arts ideas
- Outcome 2 - visual skills and processes

#### Art Responding

- Outcome 3 - responses to visual arts
- Outcome 4 - visual arts in society

### Content

The achievement of the four visual outcomes is assessed through the course content of Art making and Art Responding.

**Art Making** will involve visual inquiry, design development, media manipulation, and production of a body of work; and the displaying of completed artworks. Students will be required to reflect on their completed artworks and the production skills and processes employed throughout the course.

**Art Responding** will involve written responses to artworks through critical analysis tasks and a case study research assignment.

### Assessment

A semester mark comprising both art making and art responding components of the course will be given.

#### Art Making

Students will complete a body of work. The production areas may include drawing, textiles, painting, ceramics, mixed media, photography, digital art and printmaking. (This list is not exhaustive) The production area is selected by the class teacher. (Weighting = 60%)

## Art Responding

Each project is interrelated with the study of specific artworks, artists and art movements selected by class teacher. Students will complete a Case Study research assignment, image analysis response, Examination and Artist Statement. (Weighting = 40%)

## BIOLOGY 1

Optional course available in either Semester 1 or Semester 2

Must be studied in combination with WA Curriculum Physics & Chemistry or Chemistry 1 and Physics 1

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This course allows students to meet the Year 10 Biology and Earth and Space Sciences requirements of the West Australian Curriculum and must be studied in combination with the *WA Curriculum Physics & Chemistry* course or *Physics 1* and *Chemistry 1* to cover the compulsory Physics and Chemistry components. Students who select this course and *WA Curriculum Physics & Chemistry* or *Physics 1* and *Chemistry 1* may select additional science courses, up to a maximum of five science courses in total over the year.

## Aims

This course covers aspects of the biology of the human species and other organisms, the impact that living things has on the Earth, and provides students with a background for studies in Year 11 Biology and Human Biology.

The main aims are for students to understand:

- Their own biology and that of other living things, and to recognise the interdependence of life
- That systems can interact and that such interactions can lead to change
- The models and concepts that are used to explain the processes that connect systems and can lead to change
- The concepts and principles used to explain the effects of change on systems of living things

Students will be expected to investigate questions about the natural world: using reflection and analysis to prepare a plan; to collect, process and interpret data; to communicate conclusions and to evaluate their plan, procedures and findings.

## Content

The topics to be covered include:

- Cell biology
- DNA and cell function

- Genetics
- Natural selection and evolution
- biotechnology
- Impact of the earth and space on living things

## Assessment

Students will be assessed on their science inquiry skills, their understanding of key concepts and their application to the course. A variety of assessment types are used:

- Examination: 30%
- Tests: 40%
- Assignment work / practical assessment: 30%

## CHEMISTRY 1

Optional course available in either Semester 1 or Semester 2

Must be studied in combination with **Biology 1** and **Physics 1**

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This course allows students to meet the Year 10 Chemistry requirements of the West Australian Curriculum and must be studied in combination with *Physics 1* and *Biology 1* to cover the compulsory Physics and Biology components. Students who select this course and *Physics 1* and *Biology 1* may select additional science courses, up to a maximum of five science courses in total over the year.

## Aims

Chemistry is the study of matter, the substances of which matter is composed, the properties and reactions of these substances, and the use of chemical reactions to form new substances. In Chemistry 1 students will learn how Atomic Theory and the Periodic Table can be used to make predictions about the behaviour of a variety of elements and compounds and appreciate how the structure of a material determines its properties. By carrying out and studying chemical reactions of many different types students will recognise that these can be used to produce a wide range of products and that rates of reactions can be controlled.

This course has been designed to extend and engage students and to prepare them for further studies in Chemistry. It is strongly recommended for students wishing to study Chemistry in Year 11.

## Content

The course consists of the following topics:

- **Atomic Structure and Bonding**  
Atomic structure and electron arrangements; Properties of the elements; The Periodic Table; Metallic, Ionic and Covalent bonding; Properties and uses of Metals; Properties of Ionic substances; Properties of Covalent molecular and network substances;
- **Quantitative Chemistry**  
Relative atomic and formula mass; Percentage Composition; Empirical Formulae; Molar masses; Stoichiometry; Limiting Reagents.
- **Chemical Reactions**

Combustion of fuels; Precipitation reactions; Metal reactions; Metal reactivity series and metal displacement reactions; Redox reactions; Products of reactions in industry including metal extraction and fuels; Representing reactions using word, molecular, and ionic equations.

- **Reaction Rates (Energy and Kinetics)**

Factors which effect reaction rates on a holistic and molecular level; Energy effects (laws, enthalpy, exothermic and endothermic reactions); Reaction rates (collision theory, activation energies and factors that affect reaction rates);

- **Earth Science and Global systems**

Modelling cycles including the water, carbon, nitrogen and rock cycles.

## Assessment

Students will be assessed on their understanding of key concepts, their science inquiry skills and their application to the course. They will be assessed on their chemical literacy, chemical numeracy and science inquiry skills.

- Tests: 30%
- Practical and assignment work: 30%
- Examination: 40%

## CHEMISTRY 2

Optional course available in Semester 2 only

Requires Chemistry 1

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Students who wish to be considered for inclusion in the International General Certificate of Secondary Education (IGCSE) Chemistry course should select Chemistry 1 and Chemistry 2. IGCSE Chemistry is an extension and enrichment programme. Students selecting both Chemistry 1 and 2 will study the first year of this course in Year 10 (2020). The top 20 Year 10 Chemistry students will be invited to complete the remaining content for the IGCSE Chemistry course whilst studying the Year 11 ATAR Chemistry course in 2021. These students will sit the IGCSE Chemistry examination in Year 11 (November 2021). The syllabus for IGCSE Chemistry in Year 10 covers all requirements for Year 10 WA Curriculum Science (Chemistry strand).

## Aims

Chemistry is the study of matter, the substances of which matter is composed, the properties and reactions of these substances, and the use of chemical reactions to form new substances. There are five main branches of Chemistry and the Chemistry 2 course is designed to extend and challenge students and to introduce three of these; Organic, Inorganic and Analytical Chemistry. The topics studied in Chemistry 2 lend themselves to a variety of practical activities and students will spend a considerable portion of their time working in the laboratory. Techniques learned here will be of great benefit to students progressing to Year 11 Chemistry.

## Content

In addition to reviewing all the Semester 1 content associated with the macroscopic properties of matter, atomic structure and bonding, chemical calculations and chemical reactions this course will also look at the following topics:

- **Groups of the Periodic Table**

Students will examine the Periodic Table further studying group properties and periodic trends such as atomic radius, melting and boiling points, electronegativity, ionisation energy and metallic character.



- **Acids, Bases and Salts**

Properties of acids and bases; Theories of acids and bases (Arrhenius and Bronsted-Lowry); Reactions of acids and bases; Strong, weak, concentrated, dilute acids and bases; pH scale and pH calculations; Preparation of salts.

- **Chemical Analysis**

Chemical and physical analytical techniques to identify gases, cations and anions.

- **Organic Chemistry**

The bonding capacity of carbon; Classification and naming of organic compounds; Isomerism; Drawing organic structures; Reactions of alkanes, alkenes and alkynes; If time permits students will be introduced to the important functional groups in organic compounds, their preparation and reactions.

## Assessment

Students will be assessed on their understanding of key concepts, their science inquiry skills and their application to the course. They will be assessed on their chemical literacy, chemical numeracy and science inquiry skills.

- Tests: 30%
- Practical and assignment work: 30%
- Examination: 40%

## DRAMA

May be studied for one semester only

Optional course available in either Semester 1 or Semester 2

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## Aims

Year 10 Drama is an engaging and practical course for students who would like to explore drama. Students will be given the opportunity to extend their communication, collaboration, critical and creative thinking skills to present drama works and explore drama techniques and conventions in a welcoming and creative environment. Using selected drama forms and styles students explore published script excerpts (e.g. Australian drama post-1960 or world drama) and devised drama processes. Students will have creative opportunities to research devised drama and engage in selected script excerpts in context. Student work in devised and scripted drama is the focus of reflective and responsive processes for this course. Drama forms and styles for Year 10 include 2 of the following: Grotowski's Poor Theatre, Youth Theatre, Contemporary Aboriginal Theatre, Theatre of the Absurd or Butoh. This course may be studied in either Semester 1 or Semester 2.

This course caters for students who would like to be creatively extended and wish to be involved in all aspects of Drama including acting tasks, script writing, direction, lighting and sound design.

## Content

### Drama Making

**Voice and Movement:** Techniques for selected drama forms and styles, mime techniques.

**Drama Processes and the Elements of Drama:** Role, character and relationships; voice and movement; space and situation; mood, atmosphere and dramatic tension. Approaches to characterisation suited to the selected drama forms and styles, texts and themes.

**Drama Forms and Styles:** Script interpretation. Devised drama exploring international or global themes based on research and selected drama forms and styles.

**Drama Conventions:** Drama structures based on cyclical structures and numerous plotlines. Improvisation conventions.

### **Drama Responding**

**Drama Reflections:** Reflective writing, analysing choices in drama and making and using precise drama terminology and language

**Drama Responses:** Analytical writing using different forms of communication on viewed live performances (live or digital copies of live performances).

**Oral Communication:** Oral communication (explaining in an interview, the reasons behind choices in drama making).

### **Assessment**

Students will be assessed on their understanding of key concepts, their technical skills and their application to the course. Assessments will include written tests, composition tasks, classroom performances and examinations (written and performance) at the end of each semester.

**Making (60%)** Practical application of acting techniques and production skills covered in the course. Engaging students' cognition, imagination, senses and emotions in conceptual and practical ways and involves thinking kinaesthetically, critically and creatively.

**Responding (40%)** is assessed in various forms through written, interview, reflections and group discussions. It involves students reflecting, analysing, interpreting and evaluating in the Arts.

Making and Responding are intrinsically connected. Together they provide students with knowledge and skills both as practitioners and audience members and develop students' skills in critical and creative thinking.

## **DRAMA PERFORMANCE AND PRODUCTION 1 and 2**

Optional course – may be studied in Semester 1 or Semester 2 or both semesters

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### **Aims**

Year 10 Drama is an engaging and practical course for students who would like to explore drama with a focus on performance and production. Students will be given the opportunity to extend their communication, collaboration, critical and creative thinking skills to present drama works and explore drama techniques and conventions in a welcoming and creative environment. Using selected drama forms and styles students explore published script excerpts (e.g. Australian drama post-1960 or world drama) and devised drama processes. Students will have creative opportunities to research devised drama and engage in selected script excerpts in context. Student work in devised and scripted drama is the focus of reflective and responsive processes for this course. Drama forms and styles for Year 10 include 2 of the following: Grotowski's Poor Theatre, Youth Theatre, Contemporary Aboriginal Theatre, Theatre of the Absurd or Butoh.

The Year 10 **Drama Performance and Production** course is offered over one semester or two semesters. It is tailored specifically for those students who may consider continuing their Drama studies in Year 11 and Year 12. It caters for students who wish to be intensively involved in all aspects of the performance process including challenging acting tasks, script writing, direction and lighting and sound design. Drama Performance and Production 1 and 2 have different content. Students may study one or both courses. Drama Performance and Production 2 includes a public performance in Semester 2. A maximum of two Drama courses may be selected.

### **Content**

#### **Drama Making**

**Voice and Movement:** Techniques for selected drama forms and styles, mime techniques.

**Drama Processes and the Elements of Drama:** Role, character and relationships; voice and movement; space and situation; mood, atmosphere and dramatic tension. Approaches to characterisation suited to the selected drama forms and styles, texts and themes.

**Drama Forms and Styles:** Script interpretation. Devised drama exploring international or global themes based on research and selected drama forms and styles.

**Drama Conventions:** Drama structures based on cyclical structures and numerous plotlines. Improvisation conventions.

### Drama Responding

**Drama Reflections:** Reflective writing, analysing choices in drama and making and using precise drama terminology and language

**Drama Responses:** Analytical writing using different forms of communication on viewed live performances (live or digital copies of live performances).

**Oral Communication:** Oral communication (explaining in an interview, the reasons behind choices in drama making).

### Assessment

Students will be assessed on their understanding of key concepts, their technical skills and their application to the course. Assessments will include written tests, composition tasks, classroom performances and examinations (written and performance) at the end of each semester.

**Making (60%)** Practical application of acting techniques and production skills covered in the course. Engaging students' cognition, imagination, senses and emotions in conceptual and practical ways and involves thinking kinaesthetically, critically and creatively.

**Responding (40%)** is assessed in various forms through written, interview, reflections and group discussions. It involves students reflecting, analysing, interpreting and evaluating in the Arts.

Making and Responding are intrinsically connected. Together they provide students with knowledge and skills both as practitioners and audience members and develop students' skills in critical and creative thinking.

## ECONOMICS & BUSINESS 1

Optional course available in either Semester 1 or Semester 2

Must be studied in combination with *Geography 1* and *History and Civics & Citizenship*

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Under the WA Curriculum, all Year 10 students must study Humanities & Social Sciences (HASS), which includes the four areas of History, Geography, Business & Economics, and Civics & Citizenship. At Hale School, all Year 10 students will study the compulsory subject of *History and Civics & Citizenship* for one semester. Students may then choose to study either the combined subject of *Geography and Economics & Business* for one semester or *Geography 1* for one semester and *Economics and Business 1* for one semester.

Students may select additional HASS courses, up to a maximum of four HASS courses in total over the year. This course in combination with *History and Civics & Citizenship* provides the minimum background for students who wish to study History, Politics & Law, Geography, Accounting & Finance or Economics in Years 11 and 12.

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.

### Aims

Students studying Economics & Business will examine contemporary issues, events and case studies, from personal to global contexts, and will consider opportunities and challenges for the future. The subject provides

students with the knowledge and skills they need to develop a broad understanding of the world in which we live and how people can participate as active and informed citizens in the 21st century.

## Content

Students will become familiar with indicators of economic performance including economic growth, unemployment and inflation rates, levels of debt and human development indexes. They will develop an understanding of how Australia's economy is performing and identify the links between economic performance and living standards. The distribution of income and wealth in the economy and the ways in which governments can redistribute income through taxation and social welfare payments will be examined. Factors that influence major consumer and financial decisions will be investigated and the short-term and long-term consequences of these decisions analysed. Ways that businesses respond to improved economic conditions and organise themselves to improve productivity through research and development, funding to create innovative products, adjusting marketing strategies to expand their market share will be explored. Students will also be introduced to Accounting and Finance by learning the five financial elements, processing simple business transactions and preparing basic financial statements for a sole trader business.

## Assessment

The course will assess how students apply social science data gathering techniques to collect, record and evaluate financial information. Students will be assessed on their ability to judge the credibility and relevance of information, to formulate conclusions and to predict consequences. Students will be expected to actively apply, and practise strategies developed in the course.

Students will be required to investigate contemporary economic issues and report on them verbally and in written form. Students will also be required to work collaboratively, complete class work and sit two written tests, including multiple choice questions, short responses and an extended answer. There is a written examination at the end of the course. Assessed outcomes will be converted to a final grade at the end of the semester.

|             |                            |     |
|-------------|----------------------------|-----|
| Weightings: | Examination                | 30% |
|             | Tests                      | 30% |
|             | Assignments and class work | 40% |

## ENGINEERING STUDIES 1

Optional course available in Semester 1

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## Aims

**Engineering Studies 1** is a practical course used to develop an understanding of electronics, materials, simple structures, mechanisms and autonomous control.

- Students develop their ability to solve practical problems through the use of a design process.
- Students use appropriate technologies to design, make, test and present tangible solutions to problems.
- Students investigate and analyse the world of engineered solutions and its impacts on society and the environment.

## Content

The Year 10 **Engineering Studies 1** course students in the designing, construction and analysis of a sumobot – a fighting robot! To achieve this, they are required to construct printed circuit boards known as 'shields', fit these to an Arduino Uno microcontroller and then integrate the control circuitry with power supplies and a motorized gearbox. These are fitted to a standard laser cut acrylic frame that students customize by designing and laser cutting battery holders, a face (ferocious of course) and arms (muscular). Furthermore, the Uno is

programmed such that the sumobot can move autonomously within a fighting rink where it engages with an opponent and endeavours to push it out of the boundary of the rink.

The development and testing of the sumobot is documented in a folio (PowerPoint) and basic theory is taught through the completion of a series of work sheets. The theory is tested in an end of semester examination.

Additionally, a research assignment is undertaken that explores the nature of autonomous control of engineered devices that exist in the real world along with related impacts on society and the environment.

## Assessment

Students are assessed on their creativity and design skills, their application of engineering principles and their understanding of engineering theory. Six tasks are used to produce a course mark and grade. These are organised under two assessment types:

### Knowledge and understanding

|                     |     |     |  |
|---------------------|-----|-----|--|
| Project folio       | 10% |     |  |
| Research assignment | 10% |     |  |
| Examination         | 20% | 40% |  |

### Processes and production

|                                |     |     |      |
|--------------------------------|-----|-----|------|
| Project folio continued        | 15% |     |      |
| Printed circuit boards         | 15% |     |      |
| Sumobot                        | 15% |     |      |
| Performance testing of sumobot | 15% | 60% | 100% |

## ENGINEERING STUDIES 2

Optional course available in Semester 2

Engineering Studies 1 is not required

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## Aims

**Engineering Studies 2** is a practical course used to develop an understanding of electronics, materials, simple structures and remote control.

- Students develop their ability to solve practical problems by applying a design process.
- Students use appropriate technologies to design, make, test and present tangible solutions to problems.
- Students investigate and analyse the world of engineered solutions and its impact on society and the environment.

## Content



The major project is a model 'rough terrain' vehicle that is controlled via a joystick at the end of an umbilical cord. The model vehicle will undergo performance testing by climbing and manoeuvring through a range of simulated terrains i.e. inclines, 'log' obstacles and a gravel pit. To build the project requires the construction of a printed circuit board that is incorporated with an Arduino Uno microcontroller. Structural elements are designed using drawing software and the resulting parts are made from acrylic or medium density fibreboard using machine tools and a laser cutter. Motorized gearboxes are fitted to the structure to drive a track system and control strategies developed, downloaded to the microcontroller, tested and refined until a solution to controlling the vehicle is achieved.

The development and testing of the major project is documented in a PowerPoint design folio. Basic theory is taught through the completion of a series of work sheets. The theory is tested in an end of semester examination.

Additionally, a research assignment is undertaken that explores related engineered products that exist in the real world with an emphasis on the technologies that are used along with associated impacts on society and the environment.

## Assessment

Students are assessed on their creativity and design skills, their application of engineering principles and their understanding of engineering theory. Six tasks are used to produce a course mark and grade. These are organised under two assessment types:

### Knowledge and understanding

|                     |     |     |  |
|---------------------|-----|-----|--|
| Project folio       | 10% |     |  |
| Research assignment | 10% |     |  |
| Examination         | 20% | 40% |  |

### Processes and production

|                             |     |     |      |
|-----------------------------|-----|-----|------|
| Project folio continued     | 15% |     |      |
| Printed circuit boards      | 10% |     |      |
| Model rough terrain vehicle | 20% |     |      |
| Performance testing         | 15% | 60% | 100% |

## ENGLISH

Compulsory course studied in both semesters

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## Aims

The Year 10 English course aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning

- develop interest and skills in inquiring into the aesthetic aspects of texts and develop an informed appreciation of literature.

## Content

The English course is organised into three interrelated strands: Language (knowing about the English language), Literature (understanding, appreciating, responding to, analysing and creating literature) and Literacy (expanding the repertoire of English usage). Together the three strands focus on developing students' knowledge, understanding and skills in **Listening, Speaking, Viewing, Reading, Writing and Creating**. These are developed through interactions with texts that are chosen to be developmentally appropriate, stimulate interest in the course and encourage appreciation of all forms of communication are described below.

### Reading, viewing and listening

- evaluate how text structures can be used in innovative ways by different authors.
- explain how the choice of language features, images and vocabulary contributes to the development of individual style and can be manipulated to achieve particular effects.
- develop and justify their own interpretations of texts.
- evaluate other interpretations, analysing the evidence used to support them.

### Writing, speaking and creating

- show how the selection of language features can achieve precision and stylistic effect.
- explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments.
- develop their own style by experimenting with language features, stylistic devices, text structures and images.
- create a wide range of texts to articulate complex ideas.
- demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.
- make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments.

Textual experiences include:

**Literary texts:** Prose fiction (short stories and novels), poetry and drama.

**Non-fiction texts:** Feature articles and opinionative writing. Analytical writing.

**Oral texts:** Persuasive and informative speeches, collaborative work.

**Print and non-print visual texts:** Documentary and still images.

**Hybrid and multi-modal texts.**

## Assessment

Students will be assessed on their comprehension and interpretation of texts, writing style and structure, oral communication, competence in addressing the question or topic and effective use of supporting evidence.

- Assignments and tests assessing Reading, Viewing, Writing, Creating, Speaking and Listening: 80%
- Semester 1 and 2 Examinations: 20%

## ENVIRONMENTAL SCIENCE

May be studied for one semester only

Optional course available in Semester 1 or Semester 2

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This course is suitable for students who wish to develop a deeper understanding of Environmental Science and who may wish to study Biology in Year 11.

## Aims

Year 10 **Environmental Science** provides students with a broad experience in Biological, Physical and Geological Science. Environmental Science is intended to cater for a broad range of ability levels. The main aims are for students to understand:

- The importance of natural products and processes
- That systems can interact and that such interactions can lead to change
- The models and concepts that are used to explain the processes that connect systems and can lead to change
- The concepts and principles used to explain the effects of change on systems of living things

Students will be expected to investigate questions about the natural world, using reflection and analysis to prepare a plan; to collect, process and interpret data; to communicate conclusions; and to evaluate their plan, procedures and findings.

## Content

The course will cover topics that revolve around sustainability such as:

- Global warming
- Ozone depletion
- Salinity
- Aquaculture
- Renewable and non-renewable resources
- Human uses of environmental applications of biotechnology, food and agriculture

## Assessment

Students will be assessed on their science inquiry skills, understanding of concepts, understanding of science in society and their application to the course.

- Examinations: 20%
- Tests/Practical exercises/Assignments: 80%

## GEOGRAPHY AND ECONOMICS & BUSINESS

Optional course available in either Semester 1 or Semester 2

Must be studied in combination with *History and Civics & Citizenship*

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Under the WA Curriculum, all Year 10 students must study Humanities & Social Sciences (HASS), which includes the four areas of History, Geography, Business & Economics, and Civics & Citizenship. At Hale School, all Year 10 students will study the compulsory subject of *History and Civics & Citizenship* for one semester. Students may then choose to study either the combined subject of *Geography and Economics & Business* for one semester or *Geography 1* for one semester and *Economics and Business 1* for one semester. Students may select additional HASS courses, up to a maximum of four HASS courses in total over the year.

This course in combination with the *History and Civics & Citizenship* course provides the minimum background for students who wish to study History, Politics & Law, Geography, Accounting & Finance or Economics in Years 11 and 12.

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.

## **GEOGRAPHY**

### **Aims**

This course considers the characteristics of the environment and the strategies and decisions made in order to manage it and examines the differences in the wellbeing of humans throughout the world.

### **Content**

The Year 10 Geography course is organised into two interrelated strands: **Geographical Knowledge** and **Geographical Inquiry and Skills**.

**Geographical Knowledge** relates to the facts, generalisations, principles and models that assist in explaining existing situations in the world and provide the foundation for predicting what may occur in new situations. **Geographical Inquiry** is the process used to expand geographical understanding by adopting a data gathering, evaluation, analysis and interpretation methodology, and may be used at a variety of scales. **Geographical Skills** are a range of techniques used to gather data, represent data, analyse data and communicate findings. Throughout the course, geographical concepts such as place, distribution, environment, spatial interaction, sustainability, scale and the change of spatial patterns over time are integral to development of geographical understanding.

#### **This course covers two units:**

**Environmental Change and Management:** This unit investigates the elements and factors associated with the principles associated with sustainability in an environmental setting. A variety of global examples, such as species loss and land degradation, will be studied to develop an understanding about the impact of global population growth on the environment. Australian examples, such as James Price Point, are used to assess the impact of development on the physical and cultural environment.

**The Geography of Human Wellbeing:** This unit focusses on the difference that exist between regions of the world in terms of their quality of life. It investigates the key characteristics of these differences and the factors contributing to these differences. With this in mind the course concludes with determining how and who could contribute to an improvement in living conditions in selected regions of the world.

## **GEOGRAPHY AND ECONOMICS & BUSINESS**

Optional course available in either Semester 1 or Semester 2

Must be studied in combination with *History and Civics & Citizenship*

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## **ECONOMICS & BUSINESS**

### **Aims**

Students studying Economics & Business will examine contemporary issues, events and case studies, from personal to global contexts, and will consider opportunities and challenges for the future. The subject provides

students with the knowledge and skills they need to develop a broad understanding of the world in which we live and how people can participate as active and informed citizens in the 21st century.

## Content

Students will become familiar with indicators of economic performance including economic growth, unemployment and inflation rates, levels of debt and human development indexes. They will develop an understanding of how Australia's economy is performing and identify the links between economic performance and living standards. The distribution of income and wealth in the economy and the ways in which governments can redistribute income through taxation and social welfare payments will be examined. Factors that influence major consumer and financial decisions will be investigated and the short-term and long-term consequences of these decisions analysed. Ways that businesses respond to improved economic conditions and organise themselves to improve productivity through research and development, funding to create innovative products, adjusting marketing strategies to expand their market share will be explored. Students will also be introduced to Accounting and Finance by learning the five financial elements, processing simple business transactions and preparing basic financial statements for a sole trader business.

## Assessment

In the Geography component, students will be assessed in a variety of skills such as mapping and graphing, which will include topographic maps, research investigations and extended response writing. The course will conclude with an examination.

|                                      |     |     |
|--------------------------------------|-----|-----|
| Tests, Practical and assignment work | 25% |     |
| Examination                          | 25% | 50% |

The Economics & Business component will assess how students apply social science data gathering techniques to collect, record and evaluate financial information. Students will be assessed on their ability to judge the credibility and relevance of information, to formulate conclusions and to predict consequences. Students will be expected to actively apply, and practise strategies developed in the course. There is a written examination at the end of the course.

|                            |     |     |
|----------------------------|-----|-----|
| Tests                      | 10% |     |
| Assignments and class work | 15% |     |
| Examination                | 25% | 50% |

The results in both the Geography and Economics & Business components will be combined and a single mark and grade will be awarded for the *Geography and Economics & Business* course.

## GEOGRAPHY 1

Optional course available in either Semester 1 or Semester 2

Must be studied in combination with *Economics & Business 1* and *History and Civics & Citizenship*

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choose to study either the combined subject of *Geography and Economics & Business* for one semester or *Geography 1* for one semester and *Economics and Business 1* for one semester.

Students may select additional HASS courses, up to a maximum of four HASS courses in total over the year.

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.

## **GEOGRAPHY 1**

### **Aims**

This course considers:

- the characteristics of the environment and the strategies and decisions made in order to manage it.
- the differences in the wellbeing of humans throughout the world

### **Content**

The Year 10 Geography course is organised into two interrelated strands: **Geographical Knowledge** and **Geographical Inquiry and Skills**.

**Geographical Knowledge** relates to the facts, generalisations, principles and models that assist in explaining existing situations in the world and provide the foundation for predicting what may occur in new situations. **Geographical Inquiry** is the process used to expand geographical understanding by adopting a data gathering, evaluation, analysis and interpretation methodology, and may be used at a variety of scales. **Geographical Skills** are a range of techniques used to gather data, represent data, analyse data and communicate findings. Throughout the course, geographical concepts such as place, distribution, environment, spatial interaction, sustainability, scale and the change of spatial patterns over time are integral to development of geographical understanding.

**This course covers two units:**

**Environmental Change and Management:** This unit investigates the elements and factors associated with the principles associated with sustainability in an environmental setting. A variety of global examples, such as species loss and land degradation, will be studied to develop an understanding about the impact of global population growth on the environment. Australian examples, such as James Price Point, are used to assess the impact of development on the physical and cultural environment.

**The Geography of Human Wellbeing:** This unit focusses on the difference that exist between regions of the world in terms of their quality of life. It investigates the key characteristics of these differences and the factors contributing to these differences. With this in mind the course concludes with determining how and who could contribute to an improvement in living conditions in selected regions of the world.

### **Assessment**

The assessment regime will use a variety of skills related assessments such as mapping and graphing, which will include topographic maps, research investigations and extended response writing. The course will conclude with an examination.

- Tests, Practical and assignment work: 70%
- Examination: 30%

## **HEALTH EDUCATION**

Compulsory course studied in both semesters

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### **Aims**

The Year 10 **Health Education** programme promotes and encourages positive health behaviour. Students achieve this outcome through the acquisition of knowledge, the opportunity to clarify values and attitudes and the development of interpersonal skills.

## **Content**

The topics covered in the Year 10 programme are:

### **Mental and Emotional Health**

- Life senses as protective factors for good mental health and wellbeing
- The core skills associated with the senses that are essential to functioning effectively and enhancing wellbeing
- The influence of self-talk on feelings and emotional health and wellbeing
- The use of a problem-solving approach to evaluate evidence to challenge unhelpful thinking and promote more helpful thinking
- Effective ways of managing negative emotions and reducing stress
- Understanding the perspective of other people
- Problem-solving to generate alternative solutions to a problem or issue related to emotional health and wellbeing
- Creating realistic options for coping with changes and challenges in your life
- The importance of social support systems, people and services that provide support
- Options for seeking help or support for self or others

### **Drug Education**

- Alcohol
- Tobacco
- Cannabis
- Other Illicit drugs

### **Growing and Developing Healthy Relationships**

- Values and expectations in relationships
- Sexual decision making
- Sexually transmitted diseases
- Contraception
- Safer sex
- Laws relating to sex

### **Assessment:**

Students will be assessed on their Personal, Social and Community Health knowledge and understanding through the completion of activities in their workbooks and end of unit assessments. They will also be assessed using the Hale School Learning habits of organisation, participation, perseverance and initiative in relation to Health Education.



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Students may select additional HASS courses, up to a maximum of four HASS courses in total over the year. This course in combination with the *Geography and Economics & Business* course provides the minimum background for students who wish to study History, Politics & Law, Geography, Accounting & Finance or Economics in Years 11 and 12.

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.

## **HISTORY**

The history course demonstrates that throughout history there is a pattern of change and continuity, which has evolved at different rates in different societies; that people's beliefs and motives influence perspectives on people and events of the past; that changes to culture and social organisation influence the identity of individuals and societies and that the features of political and legal systems adapt to ensure people's rights and responsibilities.

### **Aims**

Students will be expected to formulate their own hypotheses for an investigation, identify the main aspects of the investigation and select the appropriate data, and justify their own conclusions by logically examining viewpoints and evidence presented for bias, accuracy and omission.

### **Content**

#### **The Modern World & Australia between the Wars.**

This part of the course enables students to continue to develop their knowledge of Australian and World history from the aftermath of World War I through the period of the 1920's and 30s. Democracy to Despotism: consequences of Versailles, League of Nations, a brief look at the emergence of USA & Germany post war, boom and depression in Australia.

#### **World War II**

Background/causes of World War 2, appeasement, major events, theatres of war and campaigns, Australia's military role, changing Australian foreign policy, the Home Front, the legacy of war.

#### **Rights and Freedoms**

The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration. The background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations. The US civil rights movement and its influence on Australia. The significance of the following for the civil rights of Aboriginal and Torres Strait Islander peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology. The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007).

## **CIVICS & CITIZENSHIP**

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. They inquire into the values and practices that enable a resilient democracy to be sustained.

### **Aims**

The Civics & Citizenship course will encourage in students a deep knowledge and sense of wonder, curiosity and respect for places, people, cultures, events, ideas and environments throughout the world. It aims to develop a lifelong sense of belonging to, and engagement with, civic life, with the capacity and willingness to be informed, responsible, ethical and active participants in society at a local, national and global scale and a knowledge, understanding and an appreciation of the past and the forces that shape society. The course will expand students' ability to think critically, solve problems, make informed decisions and propose actions in relation to real-world events and issues. It introduces enterprising behaviours and capabilities that enable students to be active participants and decision-makers in matters affecting them, which can be transferred into life, work and business opportunities and provide an understanding of, and commitment to, the concepts of sustainability to bring about equity and social justice. It aims to develop a knowledge and understanding of the connections among the peoples of Asia, Australia and the rest of the world.

### **Content**

- The key features and values of Australia's system of government (e.g. democratic elections, the separation of powers) compared with one other system of government in the Asia region, such as Indonesia.
- Australia's roles and responsibilities at a global level (e.g. participation in international organisations, such as the United Nations)
- The role of the High Court, including interpreting the Constitution.
- The international agreements Australia has ratified and examples of how they shape government policies and laws (e.g. the protection of World Heritage areas, the International Convention on the Elimination of All Forms of Racial Discrimination, the Convention on the Rights of the Child, the Declaration on the Rights of Indigenous Peoples).
- The threats to Australia's democracy and other democracies, such as the influence of vested interests, organised crime, corruption and lawlessness.
- The safeguards that protect Australia's democratic system and society, including shared values and the right to dissent within the bounds of the law.

### **Assessment**

In the History component, students will be assessed on their knowledge and understanding, their source analysis technique, effective use of evidence and examples and their essay structure and expression. Students will also complete a directed investigation. Assessment will include source and cartoon analysis, in-class essays and an exam at the end of the semester.

In the Civics & Citizenship component, students will be assessed on their knowledge and understanding and effective use of evidence and examples. They will also be assessed through multiple choice, short answer tests and note making.

|  |     |
|--|-----|
| Exam   | 30% |
| Source Analysis, Investigation, Test, Collaborative Task | 70% |

The results in both the History and Civics & Citizenship components will be combined (History 65% plus Civics & Citizenship 35%) and a single mark and grade will be awarded for the *History and Civics & Citizenship* course.

## HISTORY – ANCIENT (The Rise of the Roman Republic: Power, Glory & War)

Optional course available in either Semester 1 or Semester 2

May be studied for one semester only in addition to the compulsory HASS courses

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The History course demonstrates that throughout history there is a pattern of change and continuity, which has evolved at different rates in different societies; that people's beliefs and motives influence perspectives on people and events of the past; that changes to culture and social organisation influence the identity of individuals and societies and that the features of political and legal systems adapt to ensure people's rights and responsibilities.

### Aims

Students will be expected to formulate their own hypotheses for an investigation, identify the main aspects of the investigation and select the appropriate data, and justify their own conclusions by logically examining viewpoints and evidence presented for bias, accuracy and omission.

### Content

This course enables students to continue to develop their knowledge of Ancient History.

This course traces the history of the conflict between the growing empire of Rome and the great city of Carthage during the 3rd and 2nd century BC – a war that pitted the military might of these two great cities against each other for around 130 years. These Punic Wars, as they were known at the time, revealed the strength of the Roman forces and character, and laid the foundations for the remarkable empire they soon came to control. The focus is on such outstanding historical figures as Hannibal and Scipio Africanus and gives an insight into the workings of the Roman republican government and the Roman military machine.

### Assessment

Students will be assessed on their knowledge and understanding, their documentary study technique, effective use of evidence and examples and their essay structure and expression. Students will complete a directed investigation. They will also be assessed through document analysis, in-class essays and an exam at the end of the semester.

|                                       |     |      |
|---------------------------------------|-----|------|
| Explanation, Source Analysis, Inquiry | 75% |      |
| Examination                           | 25% | 100% |

## HISTORY – MODERN (International Affairs in the 21st Century)

Optional course available in either Semester 1 or Semester 2

May be studied for one semester only in addition to the compulsory HASS courses

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The history course demonstrates that throughout history there is a pattern of change and continuity, which has evolved at different rates in different societies; that people's beliefs and motives influence perspectives on people and events of the past; that changes to culture and social organisation influence the identity of individuals and societies and that the features of political and legal systems adapt to ensure people's rights and responsibilities.

### Aims

Students will be expected to formulate their own hypotheses for an investigation, identify the main aspects of the investigation and select the appropriate data, and justify their own conclusions by logically examining viewpoints and evidence presented for bias, accuracy and omission.

### Content

This course is for the student who has an interest in the world around them, the big issues of the day which has led the world to regional conflicts, struggles between western and other civilisations, struggles over different values and ideas, ethnic and traditional rivalries and the politics behind all of these issues. Students will gain an appreciation and overview of the historical context for these issues, which will help them to understand the world of today and the way we are as Australian and world citizens.

Some of the following topics may be explored.

- Economic recovery of Europe and the future of the EU
- Brexit and the future of Britain in Europe
- Strategies for dealing with terrorism in US, Europe, Australia etc
- Evolution of the Afghanistan conflict and debate on future strategies
- Current global/national strategies of dealing with climate change/emissions trading and Paris Agreement
- Possible two state solution in Israel/Palestine
- Responses to dictatorships and authoritarian governments eg N. Korea, China, Russia
- The rise and fall of IS and the western response
- Reshaping of US society/economy by President Trump
- The US-led invasion and occupation of Iraq
- The growth of China and India and their increasing influence in the world
- The Syrian civil war
- The rise of populism in the world
- Mass refugee exodus from the Middle east to Europe
- The rise of militant Islam and the western response to that phenomenon
- Indonesia – the struggle of modernisation in a clash of civilisations
- Putin's Russia and the struggle for power in Europe (including Ukraine war)

### Assessment

Students will be assessed on their knowledge and understanding, their documentary study technique, effective use of evidence and examples and their essay structure and expression. Assessment will consist of a content essay, a document study, an investigation, objective knowledge tests, and an examination at the end of the semester.

|                                       |     |      |
|---------------------------------------|-----|------|
| Explanation, Source Analysis, Inquiry | 70% |      |
| Examination                           | 30% | 100% |

## HUMAN BIOLOGY

May be studied for one semester only

Optional course available in either Semester 1 or Semester 2

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### Aims

This course covers aspects of the biology of the human species and other organisms and provides students with a background for studies in Year 11 Human Biology.

The main aims are for students to understand:

- Their own biology and to recognise the interdependence of life
- That systems can interact and that such interactions can lead to change
- The models and concepts that are used to explain the processes that connect systems and can lead to change
- The concepts and principles used to explain the effects of change on systems of living things

Students will be expected to investigate questions about the natural world: using reflection and analysis to prepare a plan; to collect, process and interpret data; to communicate conclusions and to evaluate their plan, procedures and findings.

### Content

The topics to be covered include:

- Human body systems
- Cellular respiration
- Primates

### Assessment

Students will be assessed on the science inquiry skills, their understanding of key concepts and their application to the course. A variety of assessment types are used:

- Examinations: 30%
- Tests: 40%
- Assignment work / practical assessment: 30%

## INTRODUCTION TO PHILOSOPHY

May be studied for one semester only

Optional course available in either Semester 1 or Semester 2

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### Aims

This course is designed to achieve three core goals. First, the transferable skills of identifying, evaluating and advancing reasoning will be taught, practiced, assessed and valued. Second, boys will be introduced to a variety of enduring questions which fall under the following headings; What exists? How do we know? How should we live? Third, engagement with these enduring questions should lead to internal reflection and the development of individual character.

### Content

In this elective course boys will study a range of stimulating questions such as 'Are Pokémon real?' and 'Can you be sure you are not just a brain in a vat?' and 'Does Kanye West live the good life?'. These questions feed into the three traditional branches of Western analytic philosophy. The first branch addresses what exists. For example, does free will exist, or are things determined? The second branch addresses how we know. For example, can all knowledge be explained scientifically? The third branch addresses how we should live. For example, is there more to life than seeking happiness? Boys will be taught to approach these questions and others like them in a rational and reflective manner. Emphasis will be placed on learning how to reason effectively. For example, boys will learn about logical fallacies.

### Assessment

The assessment structure will mirror that of the ATAR Philosophy and Ethics course of study. Boys will be formally assessed on reasoning, construction of argument and clarification and evaluation of both a passage and dialogue containing reasoning. Boys will also sit a two-hour examination toward the end of the semester. The content and level of complexity for all five assessments will be tailored to an age appropriate level. In addition, boys will be informally assessed on their contributions during class discussion.

## LANGUAGES - CHINESE 1 and 2

Optional courses available in Semester 1 and Semester 2

Chinese 2 requires completion of Chinese 1

The study of Year 10 Chinese requires successful completion of Year 9 Chinese

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Successful completion of Year 10 *Chinese 1 and 2* is a pre-requisite for studying Chinese in Year 11.

### Aims

- To further develop communication skills in Chinese, using the four macro-skills of speaking, listening, reading and writing
- To further understanding of the cultures and ways of life where the Chinese language is spoken
- To enhance understanding of the student's own language and culture

### Content

Students who choose Chinese will be undertaking a course of study focusing on a variety of topics relevant to their own life. They will develop their communication skills by increasing their knowledge and understanding of essential vocabulary, expressions and sentence structures. Their ability to read and write the Chinese language will be developed further with the acquisition of at least 400 Chinese characters. Culturally-related information and content is also an important part of the curriculum where learning of the language is enhanced through appropriate cultural discussions and activities. The course is organised around a range of materials which include textbooks, worksheets, newspaper articles, Chinese blogs, audio-visual materials and computer-based activities. The Chinese/English dictionary is used in all formal assessments and examinations.

The students are trained in the four macro-skills:

**Speaking** to respond to visual stimuli, to respond to questions, to express opinions, to learn and use every day colloquial Chinese expressions.

**Listening** with understanding of key words, deducing meaning from key words and context, dictation exercises.

**Reading** to recognise and understand at least 400 characters and deduce meanings of unfamiliar characters from familiar characters and radicals, use Pinyin system of pronunciation.

**Writing** to learn essential sentence structures and grammar, colloquial expressions and idioms for communication, narrative and critical writing.

### Assessment

Students will be assessed in the four areas of Speaking (30% weighting), Listening (20% weighting) and Reading (30% weighting) and Writing (20% weighting). Assessment in both Chinese 1 and Chinese 2 consists of:

Examination: 50%

Class tests: Speaking 15%, Listening 10%, Reading 15%, Writing 10%.

### Chinese: Second language ATAR eligibility criteria

Please be aware that the SCSA has made changes to the application process for enrolment in all language courses. In the Chinese ATAR stream (Years 11 and 12) there are two courses: Second Language and



Background Language. Hale School will offer the Second Language course to eligible students. For information on eligibility criteria, please refer to the SCSA website:

[http://senior-secondary.scsa.wa.edu.au/\\_data/assets/pdf\\_file/0003/77205/Application-for-permission-to-enrol-in-a-WACE-language-course-in-2018.pdf](http://senior-secondary.scsa.wa.edu.au/_data/assets/pdf_file/0003/77205/Application-for-permission-to-enrol-in-a-WACE-language-course-in-2018.pdf)

## LANGUAGES - FRENCH 1 and 2

Optional courses available in Semester 1 and Semester 2

French 2 requires completion of French 1

The study of Year 10 French requires successful completion of Year 9 French

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Successful completion of Year 10 *French 1 and 2* is a pre-requisite for studying French in Year 11.

### Aims

- To develop communication skills in French, using the four macro-skills of speaking, listening, reading and writing
- To further understanding of the cultures and ways of life where the French language is spoken
- To enhance understanding of the student's own language and culture

### Content

The course combines a topic and situation-based approach with a more conventional structural and grammar progression. Students of French are now permitted to use a dictionary during some class assessments and exams. They are, therefore, trained to make the best use of the dictionary as a tool to optimise their performance.

As much as possible, authentic French documents are used (films, documentaries, magazines, newspapers, Internet, CD ROMs, radio programmes). Students are also encouraged to correspond with French students via email and regular mail, thus all new language is practised in context.

The tasks set for students involve an exploration of issues and concerns they might well be tackling in other areas of the curriculum.

The students are trained in the four macro-skills:

**Speaking** to find out and give information, to make personal contacts, to reply to questions, to express opinions, to cope confidently with the kind of situations they might encounter on a trip in a French speaking country

**Listening** with understanding of gist and of detail

**Reading** to elicit information, practise pronunciation or for personal enjoyment

**Writing** to help with the learning process and provide essential practice of key structures and vocabulary, for simple communication and creative writing

### Assessment

Students will be assessed in the four macro-skills of speaking, listening, reading, and writing. Assessment in both French 1 and in French 2 consists of:

Examination: 50%

Class tests: 50%

### **French: Second language ATAR eligibility criteria**

Please be aware that the SCSA has made changes to the application process for enrolment in all language courses. In the French ATAR stream (Years 11 and 12) there are two courses: Second Language and Background Language. Hale School will offer the Second Language course to eligible students. For information on eligibility criteria, please refer to the SCSA website:

[http://senior-secondary.scsa.wa.edu.au/\\_data/assets/pdf\\_file/0003/77205/Application-for-permission-to-enrol-in-a-WACE-language-course-in-2018.pdf](http://senior-secondary.scsa.wa.edu.au/_data/assets/pdf_file/0003/77205/Application-for-permission-to-enrol-in-a-WACE-language-course-in-2018.pdf)

## **LANGUAGES - JAPANESE 1 and 2**

Optional courses available in Semester 1 and Semester 2

Japanese 2 requires completion of Japanese 1

The study of Year 10 Japanese requires successful completion of Year 9 Japanese

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Successful completion of Year 10 *Japanese 1 and 2* is a prerequisite for studying Japanese in Year 11.

Students who choose Japanese will be undertaking a course of study focusing on a variety of topics relevant to their own life. They will develop their communication skills by increasing their knowledge and understanding of essential words, expressions and sentence structures. Their ability to read and write the Japanese language will be developed further with the introduction of more “Kanji” characters. Culturally related information and content is also an important part of the curriculum where learning of the language is enhanced through appropriate cultural discussions and research. The course is organised around a range of materials which include textbooks, workbooks, audio-visual materials and computer-based activities.

### **Aims**

- To develop students’ basic communication skills in Japanese
- To increase students’ awareness, understanding and knowledge of Japanese culture and modern lifestyle
- To enhance students’ understanding of their own language and culture

### **Content**

Students will develop their Japanese abilities in the following areas:

#### **Oral & Aural Interaction**

This involves communicating orally in Japanese on a variety of topics. Students will learn to initiate interaction as well as respond to questions asked by others.

#### **Reading**

Students will read a range of texts written in Japanese scripts, including some Kanji, and respond to those texts by speaking, writing or in other non-verbal forms.

#### **Writing**

Students will perform simple written tasks in Japanese on a range of topics relevant to everyday life.

### **Assessment**

Students will be assessed in the three areas of Speaking (20% weighting), Listening (20% weighting) and Reading and Writing (60% weighting). Assessment in both Japanese 1 and Japanese 2 consists of:

Examination: 50%

Class tests: Oral & Aural 25%, Reading & Writing 25%

### **Japanese: Second language ATAR eligibility criteria**

Please be aware that the SCSA has made changes to the application process for enrolment in all language courses. In the Japanese ATAR stream (Years 11 and 12) there are two courses: Second Language and Background Language. Hale School will offer the Second Language course to eligible students. For information on eligibility criteria, please refer to the SCSA website:

[http://senior-secondary.scsa.wa.edu.au/\\_data/assets/pdf\\_file/0003/77205/Application-for-permission-to-enrol-in-a-WACE-language-course-in-2018.pdf](http://senior-secondary.scsa.wa.edu.au/_data/assets/pdf_file/0003/77205/Application-for-permission-to-enrol-in-a-WACE-language-course-in-2018.pdf)

## MATERIALS, DESIGN AND TECHNOLOGY (Metal) 1

Optional course available in Semester 1

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*Materials, Design and Technology* is a practical course used to develop an understanding of materials, processes, tools and equipment through the application of the Technology Process.

### Aims

The aims of this course are:

- To develop the students' ability to design, make and appraise articles constructed predominantly from metals.
- To develop sheet students' experience in working with sheet metal fabrication.

### Content

Students will design and safely produce a storage container using sheet metal fabrication processes.

During this course, students will:

- Produce a design folio in order to communicate the development of the problem solving activity
- Develop 2D and 3D images using 3D CAD software
- Design, develop and manufacture their own product
- Be encouraged to adopt an enterprising approach utilizing the Technology Process

This course will focus on the development of safe working practices in the workshop and the correct application of tools, machines and processes in the context of sheet metalwork. Students will design and then make a metal storage container to suit their own particular needs. Items such as a; tool box, metal brief case, guitar case, camping equipment box, could be made but the possibilities are endless.

### Assessment

At the conclusion of the course students will submit a completed folio and a manufactured product for assessment. Students will be assessed on their creativity and design skills, their application of manufacturing techniques and their communication using appropriate technology.

|            |                    | Semester 1 | Semester 2 |
|------------|--------------------|------------|------------|
| Design     | Project folios     | 30%        | 30%        |
| Production | Fedder task        | 10%        |            |
|            | Metal Box          | 30%        |            |
| Response   | Aluminium Badge    | 10%        | 60%        |
|            | Written Assignment | 10%        | 10%        |

## MATERIALS, DESIGN AND TECHNOLOGY (Metal) 2

Optional course available in Semester 2

MDT Metal 1 is not required

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*Materials, Design and Technology* is a practical course used to develop an understanding of materials, processes, tools and equipment through the application of a Technology Process.

### Aims

The aims of this course are:

- To develop the students' ability to design, make and appraise articles constructed predominantly from metal.
- To develop experience in various forms of casting metal.
- To develop metal machining skill using the metal lathe.

### Content

Students will design and safely produce projects such as; sterling silver rings, screw drivers and a BBQ implement.

During this course, students will:

- Produce a design folio showcasing elements of the Technology Process.
- Design, develop and manufacture their own product as well as products from existing designs.
- Be encouraged to adopt an enterprising approach utilizing the Technology Process.

This course will focus on the development of safe working practices in the workshop and the correct application of tools, machines and processes in the context of metal casting. Process undertaken will include; lost wax casting, aluminium casting and machining using the metal lathe.

### Assessment

At the end of the course students will submit a completed folio and a number of manufactured products for assessment. Students will be assessed on their creativity and design skills, their application of manufacturing techniques and their communication using appropriate technology.

|            |                | Semester 1 | Semester 2 |
|------------|----------------|------------|------------|
| Design     | Project folios | 40%        | 40%        |
| Production | Casting        | 5%         |            |
|            | BBQ Mate       | 30%        |            |
|            | Screwdriver    | 25%        | 60%        |

## MATERIALS, DESIGN AND TECHNOLOGY (Wood) 1

Optional course available in Semester 1

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*Materials, Design and Technology* is a practical course used to develop an understanding of materials, processes, tools and equipment through the application of a Technology Process.

### Aims

The aims of this course are:

- To develop the students' ability to design, make and appraise articles constructed predominantly from timbers.
- To expand and develop students' construction skills when working with solid timber.

### Content

Students will design and safely produce a modern LED desk/table lamp and will develop hand skills in the production of production of a complex wooden puzzle. During this course, students will:

- Produce a design folio to communicate the development of the problem-solving activity
- Develop 2D and 3D images using 3D CAD software
- Design, develop and manufacture their own product
- Be encouraged to adopt an enterprising approach to the Technology Process

The course will focus on the development of safe working practices in the workshop and the correct application of tools, machines and processes in the context of woodwork.

### Assessment

At the end of the course students will submit a completed folio and a number of manufactured products for assessment. Students will be assessed on their creativity and design skills, their application of manufacturing techniques and their communication using appropriate technology.

|            |                       | Semester 1 | Semester 2 |
|------------|-----------------------|------------|------------|
| Design     | Project folio         | 40%        | 40%        |
| Production | Lamp                  | 35%        |            |
|            | Manufacturing project | 25%        | 60%        |

## **MATERIALS, DESIGN AND TECHNOLOGY (Wood) 2**

Optional course available in Semester 2

MDT Wood 1 is not required

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The focus for the *Materials, Design and Technology* course is developing Advanced Manufacturing skills for designing and working with timber products. It is for students who have some previous knowledge of woodworking production processes as well as informal experiences interacting with a variety of projects designed to meet certain needs.

### **Aims**

Students will be encouraged to:

- Take greater risks when making decisions
- Become more ambitious, creative and precise in their work with Computer Aided Design
- Learn to solve problems through a collaborative process of peer/peer and student/teacher relationships
- Use their initiative to create novel solutions to design challenges
- Work safely, autonomously and confidently with a range of tools and machines and materials.
- Gain an appreciation of the properties of the natural and manufactured materials they will be working with and apply their understanding of these characteristics in the manufacturing of projects of their own design.

### **Content**

Through the 2 projects undertaken students are introduced to a range of technology skills including safe machining practices, production sequencing and project management, Computer Aided Design (CAD), LASER cutting and the integration of electronics.

### **Assessment**

At the conclusion of the course students will submit a completed folio and a number of manufactured products for assessment. Students will be assessed on their creativity and design skills, their application of manufacturing techniques and their communication using appropriate technology.

#### **Assessment Weighting:**

Task 1: 15% Folio – Speaker and Wooden Game Design Processes

Task 2: 25% Bluetooth Speaker Production

Task 3: 5% Evaluations – Final Products & processes

Task 4: 10% Folio – Collaborative work - CAD Drawings and planning

Task 5: 5% Folio – Production Journal Entries

Task 6: 35% Wooden Game Production

Task 7: 5% Assignment - Materials Investigation – Natural Timber and plywood properties.

## MATHEMATICS

Compulsory course studied in both semesters

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The Year 10 *Mathematics* course follows the Western Australian Curriculum and builds on the skills and understandings developed in Years 8 and 9.

IGCSE Mathematics is an extension and enrichment programme. One class of 20 students will be merit selected to study this course in Year 10 (2020). These students will sit the IGCSE Mathematics examination in Year 11 (2021). The syllabus for IGCSE Mathematics in Year 10 covers all requirements for Year 10 WA Curriculum Mathematics. Similarly, in Year 11, the students in IGCSE Mathematics will cover Year 11 ATAR Mathematics content.

### Aims

The aims of the Year 10 Mathematics course are, firstly, to further develop all students' mathematical understandings, skills and proficiency in the three prescribed content areas of Number and Algebra, Measurement and Geometry, and Statistics and Probability; and secondly, to prepare all Year 10 students appropriately for mathematics courses in Years 11 and 12.

### Content Structure

The Mathematics course requires students to progress their mathematics learning through four proficiency strands: Understanding, Fluency, Problem Solving, and Reasoning, which are an integral part of the three main content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. In the Mathematics course:

**Understanding** includes applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, comparing simple and compound interest in financial contexts and determining probabilities of two and three step experiments.

**Fluency** includes factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigate the shape of data sets.

**Problem Solving** includes calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities, and investigating independence of events.



**Reasoning** includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets.

## Content Description

**Number and Algebra:** Students apply their understanding of number and algebra in the context of financial mathematics. They connect expressions that are algebraically equivalent by expanding and factorising. Students explore linear and non-linear relationships considering both graphical and algebraic forms and they solve equations.

**Measurement and Geometry:** Students solve problems involving surface area and volume for a range of shapes, they formulate proofs using congruent triangles and angle properties and they solve problems using an understanding of the properties of right-angled triangles.

**Statistics and Probability:** Students describe the outcomes of multiple step experiments both with and without replacement, they use the language of chance including conditional probabilities. Students use a variety of ways to represent, interpret and compare data sets including quartiles, box plots, histograms and scatter plots, including situations where time is the independent variable.

## MATHEMATICS

Compulsory course studied in both semesters

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### Class Sets in Year 10 and Pathways to Years 11 and 12

As Mathematics is compulsory, students do not choose it on their Year 10 course selection form. Students will be placed in one of the following classes in Year 10 based on student achievement in Year 9: Year 10 Mathematics Support classes (2 classes); Year 10 Standard Programme (4 classes), Year 10 Mathematics-A Programme (5 classes); Year 10 IGCSE: Additional Mathematics Programme (1 class).

Although all students follow a programme covering the same broad learning areas as prescribed by the Western Australian Curriculum, the level of complexity will vary from class to class. In Year 10 the top 5 classes are exposed to Mathematics-A material which is an additional component of the Year 10 Western Australian Mathematics Curriculum. This course is a prerequisite for the Mathematics Methods and the Mathematics Specialist course in Years 11 and 12. Standard Mathematics contains the material from the Year 10 Western Australian Mathematics Curriculum. This course leads to Mathematics Applications in Years 11 and 12. The Mathematics Support course is for students who are identified as benefitting from extra support in Mathematics. Content is delivered at a more appropriate pace and work is individually scaffolded to achieve better learning outcomes. Please note that students cover similar course content to the 10 Standard course.

The suggested pathways from Year 10 to Years 11 and 12 are:

| Year 10   |   | Year 11  |   | Year 12  |
|---|---|--|---|--|
| Mathematics Support<br>(General course pathway)     | → | Mathematics: Essential<br>(Units 1 & 2)                              | → | Mathematics: Essential<br>(Units 3 & 4)                              |
| Standard Programme<br>(ATAR course pathway)         | → | Mathematics: Applications<br>(Units 1 & 2)                           | → | Mathematics: Applications<br>(Units 3 & 4)                           |
| Mathematics-A &<br>IGCSE: Additional<br>Mathematics | → | Mathematics: Methods and<br>Mathematics: Specialist<br>(Units 1 & 2) | → | Mathematics: Methods and<br>Mathematics: Specialist<br>(Units 3 & 4) |

## Assessment

Assessment in all sets will reflect the minimum achievement standards as prescribed in the Western Australian Curriculum. Assessment will include examinations, common tests, problem solving, investigations and class tests.

## MUSIC 1 and 2

Optional courses available in Semester 1 and Semester 2

The study of Year 10 Music requires the successful completion of Year 9 Music

Music 2 requires successful completion of Music 1

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The *Music 1 and 2* courses are designed to cater for students who have an interest in Jazz and/or Classical Music. On selecting the course and in consultation with Music teachers, each student will be able to choose the context (Jazz or Classical) in which they would like to study Music. Students who are considering studying Music ATAR courses in Year 11 and Year 12 are highly advised to select this course.

Boys intending to select a Year 10 Music course must discuss this beforehand with the Director of Music.

### Aims

The aims of the course are to:

- continue developing musical skills and understanding from previous Music studies;
- stimulate and develop an appreciation and enjoyment of music through an active involvement in the four key areas: Music Literacy, Analysis and Context, Practical and Performance skills, and Composing and Arranging;
- develop performing skills to enable participation in the wide range of musical activities;
- develop a perceptive, sensitive and critical response to music of different styles within a cultural and historical context;
- encourage confident use of the language (reading and writing music), the development of memory and skills such as analysis, inventiveness and coordination; and
- encourage the understanding and expression of thoughts and feelings that may be more readily accessible through music than through other forms of communication.

### Content

The music courses are organised into two interrelated strands: **Making** and **Responding**.

There are four content areas:

#### Music Literacy

Music listening (Aural) skills will be developed through work that involves practical activities and listening analysis of music. Listening analysis involves the recognition of instruments, music styles and their characteristics, form, texture, timbre, harmony and expressive devices. Other written work includes rhythmic and melodic dictations and recognition of chords within a harmonic progression.

### **Analysis and Context**

Students will explore composers, compositions and characteristics of Western Art Music in the Romantic and 20<sup>th</sup> Century periods and/or Jazz styles post 1950s. Analysis skills related to compositional devices, harmonic structure and musical form will be developed through reading and studying significant musical works.

### **Practical and Performance skills**

All students enrolled in Year 10 Music must be engaged in instrumental music lessons throughout the year. Students will be required to deliver a solo performance during each term and are encouraged to be a member of a music ensemble. Students will also participate in class activities that help improve practical vocal, sight-reading and improvisation skills.

### **Composing and Arranging**

Students will explore arranging and composition techniques pertinent to Jazz and/or Romantic and 20<sup>th</sup> Century styles. A portfolio of their creative work will be presented at the end of the year.

### **Assessment**

Students will be assessed on their practical musicianship skills, instrumental performance, reading, writing and understanding of music notation, creating music using composition conventions, listening and responding to music and their understanding of music literature. Assessments in Year 10 Music will include written tests, composition tasks, classroom performances, examinations (written and performance) at the end of each semester. Classwork 50%, Examinations 50% (Written 60% and Performance 40%).

## **MUSIC - CONTEMPORARY**

May be studied for one semester only

Optional course available in either Semester 1 or Semester 2

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Year 10 *Music - Contemporary* is suitable for all students who enjoy listening to, creating and playing music. With an emphasis on practical music making, this course is designed to give students a solid foundation in fundamental musical concepts in a creative environment.

Boys intending to select a Year 10 Music course must discuss this beforehand with the Director of Music.

### **Aims**

The aims of the course are to:

- continue developing musical skills and understanding from previous Music studies;
- stimulate and develop an appreciation and enjoyment of music through an active involvement in the four key areas: Music Literacy, Analysis and Context, Practical and Performance skills, and Composing and Arranging;
- develop practical skills to enable participation in the wide range of musical activities;
- develop a perceptive, sensitive and critical response to music of different contemporary styles within a cultural and historical context;
- encourage confident use of the language (reading and writing music), the development of memory and skills such as analysis, inventiveness and coordination;
- develop an understanding of modern techniques essential to the recording and production of contemporary music;
- explore a range of music technologies in the creation of contemporary music; and
- encourage the understanding and expression of thoughts and feelings that may be more readily accessible through music than through other forms of communication.

### **Content**

The two main topic areas are:

**Recording and Music Production:** Using software such as Garage Band and Logic Pro, students will learn how to record and produce their own music.

**Reggae Music:** This unit explores the musical characteristics and cultural significance of Reggae music. Students will compose and arrange music in a Reggae style.

## Assessment

Students will be assessed on their practical musicianship skills, instrumental performance, reading, writing and understanding of music notation, creating music using composition conventions, listening and responding to music, and their understanding of music literature.

Assessments in Year 10 Contemporary Music will comprise of the following activities:

- Written tests
- Composition tasks
- Assignments
- Classroom performances

All students are expected to take instrumental tuition on an instrument of their choice OR take part in one of the Hale Ensembles whilst studying Year 10 Contemporary Music. This is an integral component of the course as musical performance contributes towards their final assessment marks and grade.

## PHYSICAL EDUCATION

Compulsory course studied in both semesters

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### Aims

The Year 10 *Physical Education* course completes a four-year programme designed to complement the School and House sports programmes.

- Students build on the experiences gained in the Years 7 to 9 Physical Education programme through involvement in games.
- Students develop an understanding of physical fitness and an awareness of the benefits of good physical fitness.
- Students develop skills, tactics and game etiquette in a wide variety of games while at the same time demonstrating cooperation and good sportsmanship.

### Content

#### Swimming/Water Safety/Water polo

Students will develop water confidence through several fun activities as well as improving their swimming technique, all with the underlining theme of safety in and around water. Activities to emphasise this include entries, basic rescues and identification of swimmers in trouble. Development of water polo game skills – passing, ball tracking, shooting, marking an opponent.

#### Ultimate Frisbee

Development of game skills: forehand and backhand throwing, catching, understanding of basic rules and team tactics. Development of skills enhances participation in House Ultimate Frisbee matches.

#### Flag Football

Knowledge and understanding of positions associated with flag football (American football) and the development of physical skills related to these positions. Development of team tactics to overcome opposition and understanding of rules and set plays developed.

### **Resistance training**

With the use of the Hale School fitness centre students learn correct technique for various weight training exercises. Students also develop knowledge of the types of training (eg muscle endurance, muscle strength) and devise individual programs for themselves, according to their preferred sport or recreation.

### **Badminton**

Development of the various shots in badminton (serving, clears, net shots, smash). Knowledge of rules and scoring in singles and doubles badminton matches.

### **Golf**

Students develop the correct grip, stance and swing associated with a golf shot (irons). Accuracy of shots is reinforced early in lessons and distances hit over is steadily lengthened.

### **Touch rugby**

Development of game skills – passing, ball tracking, evasion and roll balls. Students in their teams develop offensive and defensive team plays to overcome their opposition.

## **PHYSICAL EDUCATION**

Compulsory course studied in both semesters

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### **Minor Games**

Students learn various minor games and through their understanding of the rules devise tactics to produce a competitive edge over their competition. Physical Skills that are involved in games include running and evasion, throwing and catching.

### **Cricket**

Students consolidate the previously learnt skills of bowling, batting and fielding in modified cricket games.

## **Assessment**

The results of fitness tests will be recorded and reported to parents. Furthermore, students will be assessed on their physical activity (movement and motor) skills in the designated sports and assessed using the Hale School Learning habits of organisation, participation, perseverance and initiative in relation to Physical Education.

## PHYSICAL EDUCATION STUDIES

May be studied for one semester only

Optional course available in either Semester 1 or Semester 2

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### Aims

The aim of this course is to provide students intending to pursue Physical Education Studies up to university entrance level with the basic theoretical knowledge required for the Year 11 and 12 *Physical Education Studies* courses.

Students studying this course will develop knowledge and understanding that will support their pursuit of personal interests and provide an opportunity for them to achieve success in the future as an athlete, coach, official or administrator involved in physical activity.

### Content

This course will introduce students to physiological and socio-cultural concepts that form the basis of their own and others' participation in physical activity. It will cover the topics of functional anatomy, exercise physiology and biomechanics.

The course is derived from content that aligns with the Year 11 and 12 ATAR Physical Education Courses, however, there is no practical component to this course.

### Assessment

This course will be assessed by way of tests, assignments and an examination. Achievement is aligned as best as possible to the ATAR Physical Education Studies course scales of achievement.

**Investigation: 24%**

Students plan and conduct research and communicate their findings.

**Response: 36%**

Students analyse and respond to questions, stimuli or prompts.

**Examination: 40%**

Typically conducted at the end of each semester and/or unit.

## PHYSICS 1

Optional course available in either Semester 1 or Semester 2

Must be studied in combination with Biology 1 and Chemistry 1

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This course allows students to meet the Year 10 Physics requirements of the West Australian Curriculum and must be studied in combination with *Biology 1* and *Chemistry 1* to cover the compulsory Biology and Chemistry components. Students who select this course and *Biology 1* and *Chemistry 1* may select additional science courses, up to a maximum of five science courses in total over the year.

### Aims

Physics is the study of the most fundamental interactions between time, space, energy and matter. The laws of Physics underpin all natural sciences and provide the foundation for engineering and other areas of applied science. Innovative discoveries in Physics constantly open new avenues for learning about nature. Studying Physics will provide students with a flexible foundation to support careers in diverse fields, from basic physics research to engineering and medicine, and will prepare them to be active participants in our increasingly technical world.

- Students develop an understanding of the basic principles of Physics and their application
- Students appreciate the widespread application of these principles in all aspects of life and technology in the modern world.
- Students develop the skills needed to apply general principles to a broad range of problems.



- Students appreciate the power and limitations of scientific method and experimental verification of hypotheses.

## Content

Year 10 **Physics 1** builds upon the knowledge and experience gained in the Physics component of the Year 9 Science course. It serves as a basis for further study in this course at Year 11 level as well as providing a terminal course in elementary Physics.

- **Motion:** the motion of objects can be described and predicted using the laws of physics.
- **Energy:** conservation of energy in a system can be explained by describing energy transfers and transformations.
- **Waves and Light:** the application of wave theory to describe the propagation, nature and behaviour of waves.
- **Optics:** the formation of images using spherical mirrors and lenses that are the basis of various optical instruments.
- **Cosmology:** the Universe contains features including galaxies, stars and solar systems and the Big Bang theory can be used to explain the origin of the Universe.

## Assessment

Assessments will include:

- Examinations: 40%
- Topic Tests: 40%
- Laboratory Test: 10%
- Experiments and Investigations: 10%

The following learning behaviours will be assessed and reported:

- Clarity of presentation
- Attention to detail
- Problem solving skills
- Experiments and investigations
- Practice exercises completion

## PHYSICS 2

Optional course available in Semester 2 only

Requires Physics 1

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This course allows students to meet the Year 10 Physics requirements of the West Australian Curriculum and must be studied in combination with *Chemistry 1* and *Biology 1* to cover the compulsory Physics and Biology components. Students who select this course and *Chemistry 1* and *Biology 1* may select additional science courses, up to a maximum of five science courses in total over the year.

Students who wish to be considered for inclusion in the International General Certificate of Secondary Education (IGCSE) Physics course should select Physics 1 and Physics 2. No further action is necessary at this stage. IGCSE Physics is an extension and enrichment programme. One class of 20 students will be merit selected to study this course in Year 10 (2020). These students will sit the IGCSE Physics examination in Year 11 (2021). The syllabus for IGCSE Physics in Year 10 covers all requirements for Year 10 WA Curriculum Science (Physics strand). In Year 11, the remaining content for the IGCSE Physics course will be completed whilst studying the Year 11 ATAR Physics course.

## Aims

Physics is the study of the most fundamental interactions between time, space, energy and matter. The laws of Physics underpin all natural sciences and provide the foundation for engineering and other areas of applied

science. Innovative discoveries in Physics constantly open new avenues for learning about nature. Studying Physics will provide students with a flexible foundation to support careers in diverse fields, from basic physics research to engineering and medicine, and will prepare them to be active participants in our increasingly technical world. While this course is optional, it is strongly recommended for students intending to study Physics in year 11.

- Students develop an understanding of the basic principles of Physics and their applications.
- Students appreciate the widespread application of these principles in all aspects of life and technology in the modern world.
- Students develop the skills needed to apply general principles to a broad range of problems.
- Students appreciate the power and limitations of scientific method and experimental verification of hypotheses.

## Content

The Year 10 **Physics IGCSE** course is designed to extend and challenge students who have an interest in developing a broader understanding of Physics concepts. Participation in the Physics IGCSE course will expose students to a wider selection of topics that will enhance their preparation for the ATAR Physics courses. This international course includes content selected from the following areas:

- **Motion and Mechanical principles**
- **Energy and Power**
- **Wave Theory, Light and Sound**
- **Thermal properties and Atomic Physics**
- **Electricity and Electromagnetism:**
- **Cosmology**

## Assessment

School Assessments will include:

- Examinations: 40%
- Topic Tests: 40%
- Laboratory Test: 10%
- Experiments and Investigations: 10%

## PHILOSOPHY, VALUES AND RELIGION

Compulsory course studied in both semesters

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## Aims

The Year 10 Philosophy, Values and Religion (PVR) course is designed to equip boys with practical reasoning skills which will be applied to philosophical, ethical and religious issues. Boys should recognise these skills are transferable and will be of use in many other subjects, both at school and at university and in many vocations. Furthermore, engagement with enduring questions should lead to internal reflection and the development of individual character.

## Content

Unit one builds upon the knowledge and understanding of philosophical reasoning gained from Year 9. Boys are reminded about the structure of an argument, understanding the function of premises, inferences and conclusions. They will be asked to recognise, evaluate and diagram simple and moderately complex arguments. Once boys are familiar with these critical reasoning skills, they will use them to explore and evaluate ethical theories including the divine command theory, utilitarianism and the golden rule.

Unit two involves studying a series of applied ethical issues linked by the theme of life and death. Boys will explore philosophical and religious attitudes toward abortion, voluntary euthanasia, capital punishment and war. Prior knowledge concerning philosophical reasoning and ethical theory will equip boys with the tools required to provide an informed analysis of these issues.

Unit three focuses on the existence of the Judeo-Christian God. Boys will study the concept of the Judeo-Christian God before critically evaluating various arguments which seek to prove or disprove the Judeo-Christian God's existence. For example, the design argument, the first cause argument, the argument from religious experience, the moral argument, the problem of innocent suffering and the argument from plurality.

Unit four explores various approaches associated with the question of what gives life meaning. Boys will study scientific, religious and philosophical responses to this enduring existential question. The question of whether meaning is something humans construct or discover will be examined. Focus will lie on what it means to live the good life, the centrality of values and whether happiness is the ultimate goal or not.

## Assessment

Boys will be assessed on their knowledge of course content for each of the four units. They will also be assessed on three core skills; reasoning, construction of an argument (twice) and argument analysis. The reasoning assessment will test their capacity to recognise, evaluate and diagram arguments of simple and moderate complexity as well as distinguish between inferential strength and the overall cogency of a chain of reasoning. The two construction of argument assessments will involve arguing either for or against a given statement. The analysis assessment tests boy's capacity to identify and critically evaluate an argument contained within a passage.

## WA CURRICULUM PHYSICS & CHEMISTRY

Optional course studied in either Semester 1 or Semester 2

Must be studied in combination with Biology 1

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This course allows students to meet the Year 10 Physics and Chemistry requirements of the Western Australian Curriculum and must be studied in combination with the *Biology 1* course to cover the compulsory Biology and Earth and Space Sciences components. Students who select this course and the *Biology 1* course may select additional science courses, up to a maximum of five science courses in total over the year. This course is not appropriate for students who wish to study Physics and/or Chemistry in Year 11.

## Aims

In the *WA Curriculum Physics & Chemistry* course students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the chemical and physical evidence for different theories. Atomic theory is developed to understand relationships within the periodic table. Understanding motion, forces and energy are related by applying physical laws.

## Content

The motion of objects and energy transfers and transformations will be described, explained and predicted using the foundation laws and principles of Physics. A variety of chemical reactions are studied, and students gain an appreciation that these can be used to produce a wide range of products and at many different rates.

The topics to be covered include:

- Chemistry: Atomic Structure and Chemical Reactions
- Physical science (physics): Motion, Forces and Energy
- Investigating scientifically

## Assessment

Students will be assessed on their science inquiry skills, their understanding of key concepts and their application to the course. A variety of assessment types are used:

- Examination: 30%
- Tests: 50%
- Assignment work / practical assessment: 20%

## WA CURRICULUM SCIENCE 1 AND 2

Optional course studied in both semesters

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This course allows students to meet the Year 10 Science requirements of the Western Australian Curriculum by studying the compulsory Biology, Chemistry, Earth and Space Sciences and Physics components. It must be studied over both Semesters. Students who select this course in Semester 1 and 2 may select additional science courses, up to a maximum of five science courses in total over the year or may not wish to study any further science courses in Year 10. This course is not appropriate for students who wish to study ATAR Chemistry and/or Physics in Year 11.

## Aims

In the *WA Curriculum Science course* students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Atomic

theory is developed to understand relationships within the periodic table. Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

## **Content**

The topics to be covered include:

- Biology
- Earth and Space Sciences
- Chemistry
- Physical science (physics)
- Investigating scientifically

## **Assessment**

Students will be assessed on their science inquiry skills, their understanding of key concepts and their application to the course. A variety of assessment types are used:

- Examination: 30%
- Tests: 40%
- Assignment work / practical assessment: 30%