

# YEAR 10

## COURSE HANDBOOK 2025



HALE SCHOOL

*Find your frontier*

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## COURSE SELECTION FOR YEAR 10, 2025

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, 2026.
- 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, 2026

The only optional courses for which a whole year of study is an essential prerequisite for Year 11 are: Chinese, French 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.

### Cambridge 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 students in Chemistry and/or Physics. Selection for IGCSE courses differs per department.

Students who wish to be considered for IGCSE Physics in Year 11 must enrol in Physics 1 and Physics 2 in Year 10. On completion of these units in Year 10, select students will be invited to complete the IGCSE course in Year 11. Students who accept the school's invitation in Year 10 will sit the IGCSE examination/s in Year 11, June or November 2026.

Students who wish to be considered for IGCSE Chemistry in Year 11 must enrol in Chemistry 1 and Chemistry 2. On completion of these units in Year 10, select students will be invited to complete the IGCSE course in Year 11. Students who accept the school's invitation in Year 10 will sit the IGCSE examination/s in Year 11 November 2026.

Please note the Year 10 IGCSE Mathematics programme will be discontinued in 2025. Selected students will be invited to join the Year 10 Extension Mathematics course. For more details, see page 41.

## COURSE SELECTION FOR YEAR 10, 2025 (continued)

### 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 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.

## COURSE SELECTION FOR YEAR 10, 2025 (continued)

### COURSE SELECTION FOR YEARS 11 AND 12

There will be two major groups of curriculum offerings in Year 11, 2026 and Year 12, 2027:

#### ATAR COURSES

In Year 11, Hale School currently offers 28 **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, there are currently 15 **General courses** 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 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 (2025), 11 (2026) and 12 (2027) is shown on the following pages. Advice about the WACE courses available will be presented to Year 10 students and their parents in the second semester of their Year 10 academic year.

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 2027

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 2027, 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 (i.e. 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, i.e. 5 courses. (or equivalents).
- 6 Achieve 14 C-grades in Year 11 and 12 units, including at least 6 C-grades in Year 12 units (or equivalents).

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.

## COURSE SELECTION FOR YEAR 10, 2025 (continued)

### 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 *HASS History and Civics & Citizenship* for one semester. Then, there are two options:

**Option 1:** *HASS 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 Science: Physics Chemistry Biology and WA Science: Earth & Space Sciences* 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: *WA Science: Physics & Chemistry* and *Biology 1* each studied in either Semester. The compulsory Earth & Space Science topic will be embedded in the two courses, *Biology 1* and *WA Science: 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 & Space Science topic will be embedded in the three 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 a 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, Art 1 and 2, Drama, Drama Performance and Production 1 and 2, Media, 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*.

**COURSE SELECTION FOR YEAR 10, 2025 (continued)**

Students select 10 semester-length courses (5 in Semester 1 plus 5 in Semester 2):

**Humanities & Social Sciences (HASS)**

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

| Semester 1                            |  | Semester 2                            |  |
|---------------------------------------|--|---------------------------------------|--|
| HASS History and Civics & Citizenship |  | HASS History and Civics & Citizenship |  |

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

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

| Semester 1                              |  | Semester 2                              |  |
|---|--|---|--|
| HASS Geography and Economics & Business |  | HASS Geography and Economics & Business |  |

OR

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

| Semester 1             |  | Semester 2             |  |
|------------------------|--|------------------------|--|
| Economics & Business 1 |  | Economics & Business 1 |  |
| Geography 1            |  | Geography 1            |  |

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                           |  |
|--------------------------------------|--|--------------------------------------|--|
| History: Ancient (one semester only) |  | History: Ancient (one semester only) |  |
| History: Modern (one semester only)  |  | History: Modern (one semester only)  |  |

**Sciences**

**Option 1:** A combination of two semester-length subjects, *WA Science: Physics Chemistry Biology and WA Science: Earth & Space Sciences* (**both must be studied, one in each semester**). The compulsory components of Physics, Chemistry, Biology, Earth & Space will be covered over both semesters. See [page 53](#) of the Year 10, 2025 Handbook.

**Note:** This course is not suitable for students to study ATAR Chemistry and/or Physics in Year 11.

| Semester 1   |  | Semester 2   |  |
|--|--|--|--|
| Combination of WA Science: Physics Chemistry Biology and WA Science: Earth & Space |  | Combination of WA Science: Physics Chemistry Biology and WA Science: Earth & Space |  |

OR

**Option 2:** A combination of two semester-length subjects, *WA Science: Physics & Chemistry* and *Biology 1* (**both must be studied**). Each course may be chosen once in either semester). See [page 54](#) of the Year 10, 2025 Handbook. The compulsory Earth & Space Sciences topic will be embedded within the two courses, *Biology 1* and *WA Science Physics & Chemistry*. **Note:** This course is not suitable for students to study ATAR Chemistry and/or Physics in Year 11.

| Semester 1                        |  | Semester 2                        |  |
|-----------------------------------|--|-----------------------------------|--|
| Biology 1                         |  | WA Curriculum Physics & Chemistry |  |
| WA Curriculum Physics & Chemistry |  | Biology 1                         |  |

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  |  |
|-------------|--|-------------|--|
| Biology 1   |  | Biology 1   |  |
| Chemistry 1 |  | Chemistry 1 |  |
| Physics 1   |  | Physics 1   |  |

Additional Science choices available 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, 2025 (continued)**

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.

| <b>Languages, Arts and Technologies, Philosophy, Physical Education</b> |  |   |  |
|---|--|---|--|
| <b>Semester 1</b>   |  | <b>Semester 2</b>                                 |  |
| Chinese 1   |  | Chinese 2 (must have studied Chinese 1)           |  |
| French 1  |  | French 2 (must have studied French 1)             |  |
| Art 1   |  | Art 2   |  |
| *Drama (one semester only)  |  | *Drama (one semester only)                        |  |
| *Drama Performance and Production 1                                     |  | *Drama Performance and Production 2               |  |
| Media (one semester only)   |  | Media (one semester only)                         |  |
| Music 1   |  | Music 2   |  |
| 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**

| Learning Area                | YEAR 10, 2025  | YEAR 11, 2026   | YEAR 12, 2027  |
|------------------------------|--|---|--|
|                              |  | A = ATAR Courses, G = General 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 | <b>Compulsory and optional courses:</b><br><i>(refer to the table on page 5):</i><br>Philosophy, Values & Religion<br>HASS History Civics & Citizenship<br>HASS Geography Economics & Business<br>Economics & Business 1<br>Geography 1<br>History: Ancient<br>History: Modern<br>Introduction to Philosophy | Accounting and Finance (A)<br>Business Management & Enterprise (G)<br>Career and Enterprise (G)<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/G)<br>Politics & Law (A) |
| Science                      | <b>Compulsory and optional courses:</b><br><i>(refer to the table on page 5):</i><br>WA Science<br>Physics 1, Chemistry 1, Biology 1<br>Chemistry 2, 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                    | <b>All optional courses:</b><br>Chinese 1 and 2<br>French 1 and 2  | Chinese: Second Language (A)<br>French: Second Language (A)   | Chinese: Second Language (A)<br>French: Second Language (A)  |
| The Arts                     | <b>All optional courses:</b><br>Art 1 and 2<br>Drama<br>Drama – Performance & Production<br>Media<br>Music 1 and 2<br>Music - Contemporary   | Drama (A/G)<br>Media Production & Analysis (A)<br>Music (A)<br>Visual Arts (A/G)  | Drama (A/G)<br>Media Production & Analysis (A)<br>Music (A)<br>Visual Arts (A/G)   |
| Technologies                 | <b>All optional courses:</b><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>Engineering Studies (A/G)<br>Materials, Design and Technology Wood (A)<br>Materials, Design and Technology Metal (A/G)  | Applied Information Technology (A/G)<br>Engineering Studies (A/G)<br>Materials, Design and Technology Wood (A)<br>Materials, Design and Technology Metal (A/G)   |
| Health & Physical Education  | <b>Compulsory and optional courses:</b><br>Health Education (compulsory)<br>Physical Education (compulsory)<br>Physical Education Studies (optional)   | Outdoor Education (G)<br>Physical Education Studies (A/G)   | Outdoor Education (G)<br>Physical Education Studies (A/G)  |
| Vocational Education         | n/a  | Various AQF Certificate courses are available through the VET Programme which includes Career & Enterprise (G) and Workplace Learning (SCSA Endorsed Program)   | Certificate IV Business<br><br>Various AQF Certificate courses are available through the VET Programme which includes Career & Enterprise (G) and Workplace Learning (SCSA Endorsed Program)           |

**PRE-REQUISITES FOR YEAR 11, 2026 COURSES**

The following list indicates the pre-requisite and recommended Year 10 courses for Year 11 ATAR courses in 2026. General courses studied in Year 11 do not have pre-requisite courses in Year 10.

| <b>YEAR 11, 2026 ATAR COURSES</b> | <b>YEAR 10, 2025 PRE-REQUISITES</b>  |
|-----------------------------------|--|
| 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 <u>and</u> Chinese 2 required   |
| Drama                             | Study of either Drama or Drama Performance and Production 1 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  |
| 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 mathematics 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 |
| Media Production and Analysis     | No prerequisite required   |
| Modern History                    | History course desirable, but not essential  |
| Music                             | A good pass in 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;<br>Physical Education Studies desirable but not essential   |
| Physics                           | A good pass in Physics 1 required; Physics 2 desirable   |
| 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

### YEAR 10 CERTIFICATE

All Year 10 students will receive a Year 10 Certificate. It records the academic results achieved at the end of Year 10. Final semester grades are recorded for each course. Students who achieve a 'B' grade average or better in at least 12 of their full semester-length subjects will receive the *Certificate of Distinction*. The Director of Curriculum will determine the final list of students eligible to receive the Year 10 Certificates of Distinction.

### 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 and the Director of Curriculum.

##### 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.

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

### 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.
- 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 courses 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.

## APPLIED INFORMATION TECHNOLOGY 1

Optional course available in Semester 1

### 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

### 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

### Aims

The aims of Year 10 **Art 1** and **Art 2** are to enable, students to use visual art language and artistic conventions, in both written and practical work. They further develop and refine their ideas and techniques to resolve artwork by documenting the design, production and evaluation processes of their artwork. Students will extend their knowledge of art practices, such as, adaptation, manipulation, deconstruction and reinvention techniques, and use their understanding of a variety of art styles in the making of their 2d, and or 3d artwork.

Students extend their knowledge and practise of safe and sustainable visual arts practice. Resolved artwork is exhibited and appraised, with consideration to their own artistic intentions, personal expression, and audience. Students develop greater understanding of how contexts of culture, time and place impact on the development of ideas and production of art forms in the artistic process. They continue to explore artistic influences, while being encouraged to express greater individualism in their application of ideas and materials.

Students are provided with opportunities to reflect on traditional and contemporary artwork using a breadth of critical analysis frameworks, incorporating visual art language, art terminology and conventions. Students are required to address knowledge and skills in Visual Arts through art forms and art styles.

**Art forms:** 2d: Painting, printmaking, drawing, photo and digital media, graphics, textiles, collage  
3d: Ceramics, sculpture

**Art styles:** Realism, Modernism, contemporary Australian art; Postmodernism and international art.

### Content

Student achievement is through completing the course content of Making and Responding.

#### Making

- Inquiry, Art Practice and Presentation

#### Responding

- Analysis, Social, cultural and historical contexts and Interpretation /Response

### Assessment

A semester mark comprising both Making and Responding components of the course will be given.

#### Making

Students will complete a body of work made up of inquiry, art practice and presentation of resolved artworks. (Weighting = 60%)

#### Responding

Students will complete written tasks made up notations, analysis, investigation interpretation and personal response tasks. (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*

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: 35%
- Assignment work / practical assessment: 35%



## CHEMISTRY 1

Optional course available in [either Semester 1 or Semester 2](#)

Must be studied in combination with [Biology 1 and Physics 1](#)

The Chemistry 1 course allows students to meet and be extended considerably beyond 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 Chemistry 1, Physics 1, and Biology 1 may select additional science courses, up to a maximum of five science courses in total over the year. A student who wishes to study ATAR Chemistry and Physics would ideally study Chemistry 1 & 2, Physics 1 & 2, and Biology 1.

This rigorous Chemistry course is based on the first year of the Cambridge IGCSE course. It 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.

### 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 Bonding and behaviour of a variety of elements and compounds and appreciate how the structure of a material determines its properties. Students will represent chemical reactions as balanced chemical equations. Chemical equations will be used to calculate quantities in Chemistry. Reactions of Metals and Acids and Bases will be studied in detail.

### Content

The course consists of the following topics:

- **Atomic Structure**  
Elements, compounds, and mixtures; Atomic structure and electron arrangements; The Periodic Table; Groups of the Periodic Table; Isotopes.
- **Ionic and Covalent Bonding**  
Ionic and covalent bonding; Properties of ionic substances; Properties of covalent molecular substances; Properties of covalent network substances.
- **Metallic Bonding**  
Metallic bonding; Properties and uses of metals; Alloys; Reactivity series of metals; Metal reactions with water, oxygen, and acids; Metal displacement reactions.
- **Writing formulae and balancing equations**  
Formulae of elements; Formulae of ionic compounds; Formulae of covalent molecular compounds; Word equations; Symbol equations; Balancing equations.
- **Quantitative Chemistry**  
Relative atomic and formula mass; Percentage Composition; Empirical Formulae; The mole concept; Molar masses; Stoichiometry calculations; Limiting Reagents.
- **Acids, bases, and salts**  
Properties of acids and bases; Reactions of acids and bases; pH Scale; Strength of Acids and bases; Types of oxides; Preparation of salts.

### 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 (including practical assessment): 50%
- Assignment work: 10%
- Examination: 40%

## CHEMISTRY 2

Optional course available in Semester 2 only

Requires completion of Chemistry 1 in Semester 1

The Chemistry 2 course has been designed for students who wish to study a full year of Chemistry in Year 10. Students will complete topics which will extend them considerably beyond the Chemistry requirements of the West Australian Curriculum and prepare them thoroughly for the study of ATAR Chemistry in Year 11.

**Students who wish to be considered for inclusion in the Cambridge IGCSE Chemistry course in Year 11 should select Chemistry 1 and Chemistry 2.**

IGCSE Chemistry is an extension and enrichment programme. Students studying both Chemistry 1 and Chemistry 2 will have completed the first year of the IGCSE Chemistry course in Year 10 (2025) as well as covering all requirements for Year 10 West Australian Curriculum Science (Chemistry strand).

The top 20 Year 10 Chemistry students in 2025 will be invited to complete the second year of the IGCSE Chemistry course alongside the study of the Year 11 ATAR Chemistry course in 2026. These selected students will sit the IGCSE Chemistry examinations in Year 11 (November 2026) in addition to their Yr11 ATAR Chemistry assessments.

### Aims

The Chemistry 2 course is designed to extend and challenge students and to introduce them to Redox chemistry, Electrochemistry, Reaction rates, energy and kinetics, Equilibrium, and Chemical analysis. Redox, combustion, and precipitation reactions will be studied in detail. 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

The course consists of the following topics:

- **Redox reactions and Electrochemistry**  
Definitions of oxidation and reduction; oxidation numbers; Identifying redox reactions; Oxidising and reducing agents. Electrolytic cells, anode, cathode, electrolyte; Electrolysis of molten ionic substances; Electrolysis of aqueous ionic substances; Electroplating; Anode and Cathode half equations; Electrorefining of copper; Hydrogen-oxygen fuel cells.
- **Quantitative Chemistry**  
Stoichiometry calculations including concentration of solutions and volumes of gases.
- **Reaction Rates (Energy and Kinetics)**  
Endothermic and exothermic reactions; Energy level diagrams; Calculating enthalpy change.  
Reaction rates; Collision theory; Factors that affect reaction rates.
- **Reversible reactions and equilibrium**  
Examples of reversible reactions; Equilibrium; Predicting changes to equilibrium position; Haber Process; Contact Process.
- **Chemical Analysis**  
Identification of gases; Identification of cations; Identification of anions.

### 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 (including practical assessment): 50%
- Assignment work: 10%
- Examination: 40%

## DRAMA

May be studied for one semester only

Optional course available in either Semester 1 or Semester 2

### Aims

Drama at Hale allows students the opportunity to develop their acting, directing, devising, designing and technical skills in a fun filled environment. Hale's Drama courses allow students to extend their performance techniques and their communication and confidence skills beyond the stage. Hale's new Performing Arts facilities allows students to perform in a variety of theatres as well as developing their technical knowledge in lighting, set and sound design.

Year 10 Drama is an engaging and practical course for students who would like to explore drama and extend their appreciation of the subject. This is a fun practical course focuses on exploring performance techniques. Students will have the opportunity to perform group and solo work. Students will extend on 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 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: Character, role, relationships, situation, voice, movement, focus, tension, space, time, language, symbol, audience, mood, and atmosphere. 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 courses – may be studied in Semester 1 or Semester 2 or both semesters

### Aims

Drama at Hale allows students the opportunity to develop their acting, directing, devising, designing and technical skills in a fun filled environment. Hale's Drama courses allow students to extend their performance techniques and their communication and confidence skills beyond the stage. Hale's new Performing Arts facilities allows students to perform in a variety of theatres as well as developing their technical knowledge in lighting, set and sound design.

Year 10 Drama performance and production course is engaging and practical for students who would like to extend their drama skills with a **focus on public performance**. This course allows students to explore theatre making extend their acting, directing and design skills such as sound, set, costume and lighting. Students will have creative opportunities to research devised drama and engage in selected script excerpts in context. Students create a solo performance and perform as part of an ensemble. This course assists students with 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. 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 enjoy performing and 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**. Both Drama Performance and Production 1 and 2 includes a public performance.

### Content

#### Drama Making

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

**Drama Processes and the Elements of Drama:** Character, role, relationships, situation, voice, movement, focus, tension, space, time, language, symbol, audience, mood, and atmosphere. 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.

## 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*

Under the WA Curriculum, all Year 10 students must study Humanities & Social Sciences (HASS), which includes the four areas of History, Geography, Economics & Business, 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

The Year 10 Economics & Business course introduces students to three important topics in Economics and Business: financial reporting and management, microeconomics and macroeconomics. Through exploration of current economic events, issues and case studies, students learn to analyse data and develop critical thinking skills. Whilst not a prerequisite, this course provides a solid foundation for students intending to study ATAR Economics and Accounting and Finance in Year 11.

### Content

The course commences with an in-depth study of a ASX listed company such as Wesfarmers. Students will analyse the management structure, financial statements and operations of the company. Corporate Social Responsibility (CSR) and the ways the business has improved productivity through research and development will also be explored. They will also learn the fundamentals of accounting for decision making and gain skills in preparation of basic financial statements.

Students will study microeconomics through an introduction to market theory. They will continue to develop their skills with demand and supply models and will gain an understanding of how markets operate and the factors affecting demand and supply in a market. Factors that influence major consumer and financial decisions will also be investigated and the short-term and long-term consequences of these decisions analysed. A study of marketing principles is also explored.

In the macroeconomic topic, students will become familiar with the key indicators of economic performance including economic growth, unemployment and inflation. Using current economic data, they will analyse the economic performance of the economy and examine the role of government macroeconomic policy, such as fiscal and monetary policy, to manage the economy. The Business cycle model will also be introduced. Students will explore living standards 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 seek to improve living standards through income redistribution and microeconomic policy. They will also examine alternative measures of living standards and how these may be applied in the Australian context.

### Assessment

Students will be assessed on their ability to analyse economic data and apply their theory knowledge to real world economic events. They will be required to work collaboratively, complete class work and sit three written tests, including multiple choice questions, data interpretation, 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. There is a written examination at the end of the course.

|             |             |     |               |     |
|-------------|-------------|-----|---------------|-----|
| Weightings: | Examination | 30% | Investigation | 20% |
|             | Tests       | 40% | In class work | 10% |

## ENGINEERING STUDIES 1

Optional course available in Semester 1

### 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 impact on society and the environment.

### Content

The Year 10 **Engineering Studies 1** course includes the design, construction and analysis of a sumobot – a fighting robot! To achieve this, students 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 customise 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

### 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

### 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 novel), poetry, and drama.

**Non-fiction texts:** persuasive and interpretive feature articles.

**Oral texts:** persuasive and interpretive speeches.

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

**Multi-modal texts:** digital poems.

### 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: 70%
- Semester 1 and 2 Examinations: 30%



**ENGLISH** (continued)

Compulsory course studied in both semesters

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

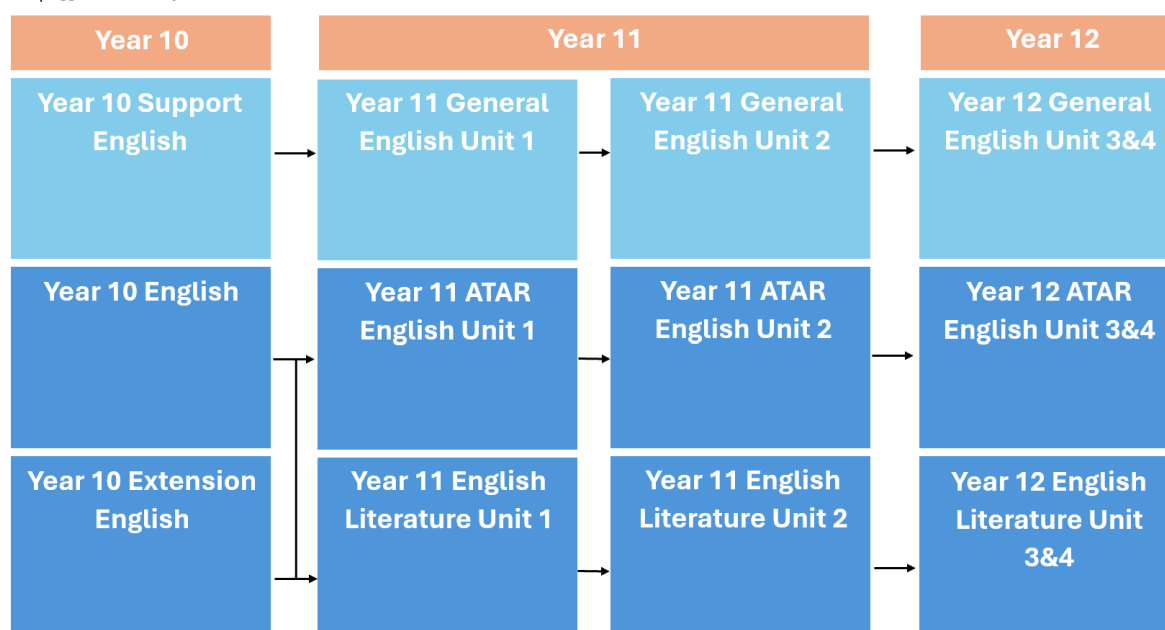
As English is compulsory, students do not choose it on their Year 10 course selection form. Students will be placed in one of the following classes in Year 10 based on student achievement in Year 9:

- Year 10 Support English (2 classes)
- Year 10 Standard English (8 classes)
- Year 10 Extension (2 classes) – formed from the top half of Year 9 Standard classes

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.

- **English Support** is for students who are identified as benefitting from extra support in English. Students cover similar course content to the 10 Standard English course.
- **Standard English** contains the material from the Year 10 WA English Curriculum.
- **Extension English** classes are exposed to material which is an additional component of the Year 10 WA English Curriculum, developing and extending their skills for entrance into Literature and ATAR English.

Suggested Pathways for students from Year 10 to Years 11 and 12



Notes of importance:

- For students in English support and General English, the cut off of 60-65%, will be raised to 80% in order to change to a course of a higher level of complexity.
- The guide above does not provide a concrete indicator for the accessibility of some courses to some students.

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

We encourage students to speak to their English teacher about the pathway they are aiming for and their current progress towards that goal.

## ENVIRONMENTAL SCIENCE

May be studied for one semester only

Optional course available in Semester 1 or Semester 2

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: 30%
- Tests/Practical exercises/Assignments: 70%

## HASS GEOGRAPHY AND ECONOMICS & BUSINESS

Available in either Semester 1 or Semester 2

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

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 a systems approach to environment and how best to manage environmental change. In addition, the course examines ways of measuring and mapping human wellbeing, describing the spatial differences that become evident, explain the reasons therefore and strategise ways in which wellbeing can be improved.

#### 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 farming techniques, 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.

## HASS GEOGRAPHY AND ECONOMICS & BUSINESS (continued)

Available in either Semester 1 or Semester 2

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

### ECONOMICS & BUSINESS

#### Aims

The Year 10 Economics & Business course introduces students to three important topics in Economics and Business: business operations and productivity, macroeconomic indicators and the business cycle and living standards. Through exploration of current economic events, issues and case studies, students learn to analyse data and develop critical thinking skills. Economic literacy gained through this course enables students to develop economic and financial decision-making skills which promotes individual and societal wealth and wellbeing.

#### Content

Students will study macroeconomics through an introduction to Australia's key indicators of economic performance, economic growth, unemployment and inflation. Using current economic data, they will analyse the economic performance of the economy and examine the role of macroeconomic government policy, such as fiscal and monetary policy, to manage the economy. The Business cycle model will also be introduced. Students explore living standards 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 seek to improve living standards through income redistribution and microeconomic policy. They will also examine alternative measures of living standards and how these may be applied in the Australian context. They will explore the ways businesses respond to improved economic conditions and organise themselves to improve productivity through research and development, funding to create innovative products and the importance of Corporate Social Responsibility (CSR) in business management and development.

#### Assessment

The overall mark for Geography and Economics & Business courses will be combined with 50% of the mark from Geography and 50% of the mark from Economics & Business. A single mark and grade will be awarded for the *Geography and Economics & Business* course.

#### Geography

In the Geography course, 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 | 30% |
| Examination                          | 20% |

#### Economics and Business

In the Geography and Economics & Business course, students will be assessed in a variety of skills such as their ability to analyse economic data, applying their theory knowledge to real world economic events and extended answer writing. There is a written examination at the end of the course.

|               |     |
|---------------|-----|
| Tests         | 15% |
| Investigation | 10% |
| Examination   | 25% |

## GEOGRAPHY 1

Optional course available in either Semester 1 or Semester 2

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

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. 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 a systems approach to environment and how best to manage environmental change. In addition, the course examines ways of measuring and mapping human wellbeing, describing the spatial differences that become evident, explain the reasons therefore and strategise ways in which wellbeing can be improved.

### 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 Cockburn Sound, 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.

- Geographical inquiry/Fieldwork: 25%
- Response/practical skills: 40%
- Examination: 35%

## HEALTH EDUCATION

Compulsory course studied in both semesters

### 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

- 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
- Consent and Laws relating to sex

### Accreditations offered:

**Bronze Medallion Certificate – Royal Life Saving Society WA:** The Royal Life Saving Society Bronze Medallion is recognised as the minimum standard for a qualified lifesaver. This course will enhance students' personal survival skills while providing them with the knowledge and skills to develop the level of judgement, technique and physical ability required to safely carry out water rescues.

**Keys 4 Life Certificate – School Drug Education and Road Awareness:** Keys4Life is a pre-driver program that helps to educate young people about safer road use and allows them to sit their Learner's Permit Theory Test. Preparing young people for safer driving is an important component of the Western Australian road safety strategy as each year young drivers are over-represented in road crash statistics.

### 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.

## HASS HISTORY and CIVICS & CITIZENSHIP

Compulsory course available in either Semester 1 or Semester 2

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 *HASS History and Civics & Citizenship* for one semester. Students may then choose to study either the combined subject of *HASS 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 *HASS 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).

## HASS HISTORY and CIVICS & CITIZENSHIP (continued)

Compulsory course available in either Semester 1 or Semester 2

### 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. 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 an Inquiry and note making tasks.

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

The results in both the History and Civics & Citizenship components will be combined (History 85% plus Civics & Citizenship 15%) and a single mark and grade will be awarded for the *HASS History and Civics & Citizenship* course.



## HISTORY – ANCIENT (Rome: Rise of an Empire)

Optional course available in either Semester 1 or Semester 2

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

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 *HASS 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. In addition, students may select additional History courses, up to a maximum of four HASS courses in total over the year.

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 came to control. The course will initially study the key political, social, economic and military features of both societies, including their engineering achievements. The causes, events and effects of the three wars which make up with Punic Wars will be studied and including the role of significant individuals such as Hannibal, Fabius Maximus and Scipio Africanus. Students will also have opportunities to examine and analyse a range of archaeological and written source evidence from the period, and later representations in art and film. As part of their studies, students will be able to choose to research either a major battle, key development or a significant individual and present their findings to the class via a presentation.

### Assessment

Students will be assessed on their knowledge and understanding, their source analysis & short answer technique, effective use of evidence and examples and their essay structure and expression. Students will complete a directed historical inquiry on a topic from a wide array of options and present their findings to the class. They will also be assessed through an in-class essay, a source analysis & short answer test, and an examination at the end of the semester.

Explanation: In-class Essay 20%, Source Analysis & Short Answer Test 20%, Inquiry Presentation & Validation 30%, Examination 30%

## HISTORY – MODERN (Current Affairs)

Optional course available in either Semester 1 or Semester 2

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

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 *HASS 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. In addition, students may select additional History courses, up to a maximum of four HASS courses in total over the year.

### Aims

Students will gain an appreciation and overview of the historical context for current global issues, which will help them to understand the world today.

The knowledge and values developed in the Current Affairs course enable students to become more informed world citizens while developing a growing appreciation for the common humanity of all.

### Content

The Current Affairs course is for the student who has an interest in the world around them. The course covers the big issues of the day which have led to ethnic and traditional rivalries, regional conflicts, power struggles between western and other civilisations, tensions between different values and ideas, and the politics behind all these issues.

Through the investigation, there is scope for students to choose and pursue an area of interest.

The course content is continually updated to reflect current hot spots and contemporary developments. Some of the following topics may be explored:

- The history of the Middle East conflict, the war in Gaza and possible two state solution in Israel/Palestine
- The outcome of the US Presidential election (2024) and the consequences for the world
- Global recovery from COVID-19
- The question of US world leadership and the challenge of China's increasing influence in the world
- The war in Ukraine and how Europe and the world deals with Russia
- The future of international organisations such as the UN and EU
- Strategies for dealing with terrorism
- Current global/national strategies for dealing with climate change
- Responses to dictatorships and authoritarian governments e.g. N. Korea, China, Russia
- The rise of populism in the world (Europe focus)
- The issue of cybersecurity and its role in destabilising nations and systems
- Australian responses to the changing world order and its place within that order

### Assessment

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

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.

Tests, Investigation and Essay: 70%      Examination: 30%

## HUMAN BIOLOGY

May be studied for one semester only

Optional course available in either Semester 1 or Semester 2

### 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

### Aims

This course is designed to give boys insight into the content and methodology associated with philosophy in the western analytic tradition. As topics are introduced, examined and discussed, the transferable skills of clarifying, critically evaluating, and advancing reasoning will be constantly emphasised and practiced and assessed.

### Content

Boys can expect to discuss issues associated with a range of topics including reasoning, governance, justice, anger, stoicism, crime, punishment, the death penalty, truth, fake news, artificial intelligence, wokeness, freedom of expression, ethical theory and more. These topics will be taught by examining and evaluating potential responses to questions such as 'Is our current political system just?', 'What is preferable, capitalism or socialism?', 'Is anger a destructive and irrational emotional response, or can it be channelled productively to aid positive social change?', 'Should we execute criminals guilty of serious crimes?', 'What is truth?', 'Can news be trusted?', 'Do the benefits of Artificial Intelligence outweigh the dangers?', 'Has the woke movement gone too far?', 'Should there be limits to freedom of expression?', 'Can we follow any guidelines to help work out how to do the right thing?'

### 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 a passage containing reasoning. Boys will also sit an examination at the end of the semester. The content and level of complexity for 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

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 strict eligibility criteria, please refer to the SCSA website:

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/languages>

## 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

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, 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 strict eligibility criteria, please refer to the SCSA website:

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/languages>

## MATERIALS DESIGN AND TECHNOLOGY (Metal) 1

Optional course available in Semester 1

*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 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 | Feeder 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

Materials Design and Technology Metal 1 is not required

*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 work on processes such as using the metal lathe and metal casting.

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%         |            |
|            | Lathe project      | 30%        |            |
|            | CNC plasma project | 25%        | 60%        |



## MATERIALS DESIGN AND TECHNOLOGY (Wood) 1

Optional course available in Semester 1

*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 project          | 35%        |            |
|            | Manufacturing project | 25%        | 60%        |

## MATERIALS DESIGN AND TECHNOLOGY (Wood) 2

Optional course available in Semester 2

Materials Design and Technology Wood 1 is not required

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 engraving.

### 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% Project 1 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% Project 2

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

## MATHEMATICS

Compulsory course studied in both semesters

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

### Aims

The Year 10 Mathematics course aims 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;
- 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 integral parts 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 (continued)

### Compulsory course studied in both semesters

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.

- **Mathematics Support** is for students who are identified as benefitting from extra support in Mathematics. Students cover similar course content to the 10 Standard course.
- **Standard Mathematics** contains the material from the Year 10 WA Mathematics Curriculum.
- **10A Mathematics** classes are exposed to material which is an additional component of the Year 10 WA Mathematics Curriculum.
- The **Extension Mathematics** course is an advanced course that goes beyond the Year 10 WA Mathematics 10A Curriculum.

### Year 10 Extension Mathematics

From 2025 onwards, the **Year 10 Extension Mathematics** programme replaces the former Year 10 IGCSE Mathematics programme. This change has been made to better meet the needs of our top mathematics students after an in-depth review and extensive research from 2021-2024.

The new Extension course will: be tailor-made for Hale School Extension students; still contain the best parts of the IGCSE Additional Mathematics course without the formal assessment; better align content between Year 9 Extension and Year 11/12 courses; challenge and enrich the top students whilst best preparing them for Senior mathematics courses and beyond; cover the WA curriculum in depth and extend into other areas of mathematics that are beyond the curriculum; encourage Extension students to focus less on assessment and more on deep learning and enjoyment of mathematics.

## 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:

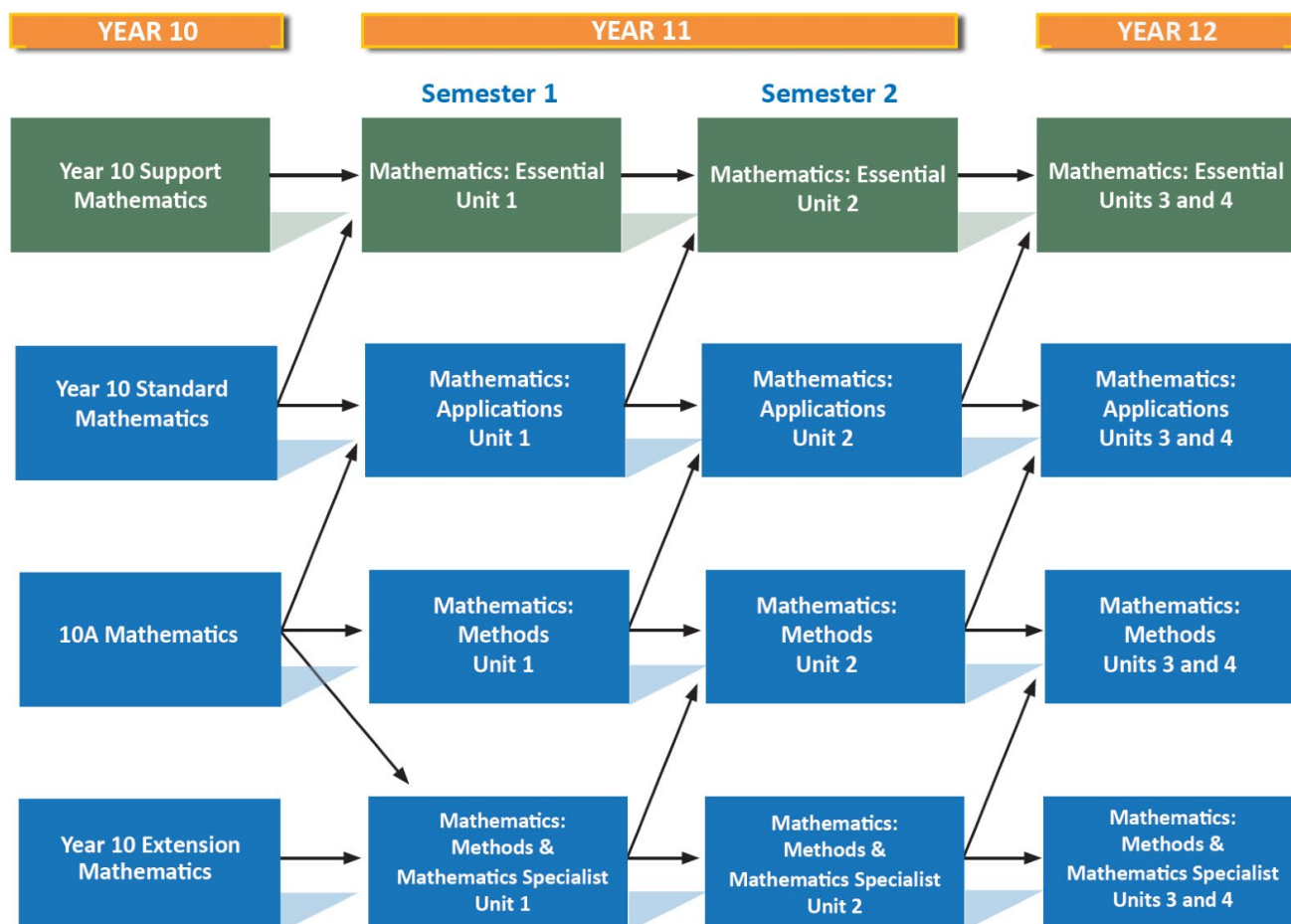
- Year 10 Support Mathematics (2 classes)
- Year 10 Standard Mathematics (4 classes)
- Year 10A Mathematics (4 classes) – formed from the top half of Year 9 Standard classes
- Year 10 Extension Mathematics (2 classes) – formed from the Year 9 Extension classes

We encourage students to speak to their Mathematics teacher about the [pathway](#) they are aiming for and their current progress towards that goal.

## MATHEMATICS (continued)

Compulsory course studied in both semesters

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



### Assessment

Assessment in all courses will reflect the minimum achievement standards as prescribed in the Western Australian Curriculum. Assessment will include examinations, tests, and investigations.

## MEDIA

May be studied for one semester only

Optional course available in either Semester 1 or Semester 2

### Aims

Year 10 Media offers students access to Hale’s new state-of-the art production studios and classrooms. Here, students will learn to operate 4K digital cameras, lighting grids, microphones, Steadicams, teleprompters, green screen technology and a range of editing tools.

This dynamic, engaging and hands-on course allows students to extend their knowledge of key media concepts such as genre, narrative, values, stereotypes, trends, controls and constraints. The course has a focus on cinematography, with students learning manual camera mode on digital DSLR cameras, and on sound, with a study of the sound-based film A Quiet Place (2018) and experimentation with microphones, Foley Effects and sound recording equipment. Students work both independently and collaboratively on a range of practical productions, including:

- Sound and Foley Effects
- Advanced cinematography
- Short film

They will gather skills and experience that can benefit other Hale subjects, and develop an awareness of current and future career paths in the expansive and ever-evolving media industry.

**An SD card is required equipment for each student.**

### Content Structure

The Media course is organised into two interrelated strands: **Making** and **Responding**.

**Making** engages student’s cognition, imagination, senses and emotions in conceptual and practical ways and involves thinking kinesthetically, critically and creatively.

**Responding** 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 student’s skills in critical and creative thinking.

### Content Description

This course is designed with a variety of challenges in mind to develop terminology, creative and critical thinking, as well as skills in design and production. The coursework is completed through exploration of imagery, text and sound to express ideas, concepts and stories using effective teamwork strategies to produce media artwork. During the semester, the aim is to increase student’s confidence to participate in, experiment with, and interpret the media-rich culture and communications practices that surround them.

The **Making** component of the course includes development of the following capabilities:

- Introduction to key terminology and technologies related to selected context and focus
- Codes and conventions for constructing meaning in the selected media type, genre and/or style studied
- Alternative points of view for different audiences in the context of the media type, genre and/or style studied
- Media works that manipulate narrative conventions in the context of the media type, genre and/or style studied
- Representation of ideas, issues and/or people in the media now, and/or in the past, and the values they represent or challenge (consideration of stereotypes)
- Controls, constraints and audience values impacting the production context of media work

## **MEDIA** (continued)

May be studied for one semester only

Optional course available in either Semester 1 or Semester 2

- Media production skills to integrate and shape codes and conventions in media work for a specific purpose, meaning and style
- Independent awareness of safe production practices when using technologies and resources
- Team skills and specific role responsibilities
- Personal and group timelines and development of problem-solving skills
- Clear self-production process using appropriate technical skills and processes, scripts, storyboards and layouts

The **Responding** component concentrates on reflective processes on own and others' work, the impact on meaning of the use of the elements of media in performance and general media terminology and language.

Media knowledge and skills ensure that, individually and collaboratively, students develop:

- The impact of their own and others' media work for the intended audience, purpose and context
- Media work from contemporary and past times to explore differing viewpoints in Australian media work and/or international media work
- Media conventions, social and cultural beliefs and values local and/or global that underpin representations and shape the purposes and processes in media work
- Values presented or challenged by celebrities, stars and/or heroes
- Impact of intended audience on the producer's selections in choosing codes and conventions, styles, narrative, genre, representations, stereotypes, differing points of view and values
- Intended audience profile of specific media work
- Impact of past and current trends in how audiences use media

### **Assessment**

A semester mark comprising both the Making and Responding components of the course will be given. Students will be assessed on their ability to respond to, reflect on and critically evaluate their own work and the work of others, on their use of media skills and techniques, and on their use of appropriate media terminology and language in the communication of media ideas.

All assessment is completed in-class:

- Making – 70%
- Responding – 30%

## MUSIC 1 and 2

This course is recommended as a year long course but may be available as a separate semester long course in consultation with the Director of Music.

The Music 1 and 2 sequential courses cater to students interested in studying jazz, classical, musical theatre, and contemporary music. This course is recommended for students who have completed the Year 9 Music course. Upon selecting the course and in consultation with their Music teachers, each student can choose the performance style in which they would like to study the practical component of the music course. Students considering studying Music ATAR courses in Year 11 and Year 12 are highly advised to select this course. Year-long Music 1 and 2 must be selected by all boys awarded a Music Scholarship.

### 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 active involvement in the key areas of Music Literacy, Music Analysis, Practical and Performance skills, and Composition and Arranging.
- Develop performance skills to enable participation in a 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 music language (reading and writing music), developing analysis skills, creativity in music through composition and arranging, and performance skills.
- Promote the understanding of expression (thoughts and feelings) that may be more readily accessible through music than other forms of communication.

### Content Structure

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

**Making** engages students' cognition, imagination, senses, and emotions in conceptual and practical ways and involves thinking kinaesthetically, critically, and creatively.

**Responding** involves students reflecting, analysing, interpreting, and evaluating in the Arts.

Making and Responding are intrinsically connected: together, they provide students with knowledge and skills as practitioners and audience members and develop students' critical and creative thinking.

There are four content areas:

**Music Literacy:** Students develop their ability to read and write music, analysing and aurally identifying elements and characteristics. Aural skills (Music listening) will be developed through practical music activities, listening to music styles and their characteristics, and recognition of instruments, form, texture, timbre, harmony, and expressive devices. Other Music theory and written work includes aural and visual recognition and notation of rhythm, pitch, and harmony.

**Music Analysis:** Students will explore composers, performers, compositions, and characteristics of different musical styles. Analysis skills related to compositional devices and musical forms will be developed through studying works from classical, jazz, musical theatre, and contemporary musical styles.

**Practical and Performance Skills:** All students enrolled in Year 10 Music must be engaged in instrumental music lessons. Students will be required to deliver assessed solo performances during the year and are expected to participate in appropriate music ensembles. Students will also participate in class activities to support the development of practical vocal, sight-reading, improvisation, and performance skills.

**Composing and Arranging:** Students will explore arranging and composition techniques to create compositions and arrangements in a range of styles

### Assessment

Students will be assessed on the four areas outlined above. Year 10 Music assessments will include written tests, composition tasks, classroom performances, and examinations (written and performance) at the end of each semester.



## MUSIC - CONTEMPORARY

May be studied for one semester only

Optional course available in either Semester 1 or Semester 2

Year 10 *Music - Contemporary* is suitable for all students who enjoy listening to, creating, and playing music. This course emphasises practical music-making and provides students with a solid foundation in fundamental musical concepts in a creative environment.

### 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 active involvement in the key areas of Music Literacy, Music Analysis, Practical and Performance skills, and Composition and Arranging.
- Develop practical skills to enable participation in a wide range of musical activities.
- Develop a perceptive, sensitive, and critical response to the music of different contemporary styles within a cultural and historical context.
- Encourage confident use of music language (reading and writing music), developing analysis skills, creativity in music through composition and arranging, and performance skills.
- 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.
- Promote the understanding of expression (thoughts and feelings) that may be more readily accessible through music than other forms of communication.

### Content Structure

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

**Making** engages students' cognition, imagination, senses, and emotions in conceptual and practical ways and involves thinking kinaesthetically, critically, and creatively.

**Responding** 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.

There are three content areas:

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

**Analysis and Context:** Students will explore music from different eras and genres. Analysis skills related to composition and elements of music will be developed through practical activities and aural analysis. Other written work includes the development of an understanding of music notation and chord symbols.

**Practical and Performance Skills:** Students will perform and rehearse as soloists and in groups throughout the course. Students will gain experience playing the keyboard, guitar, and drums.

### Assessment

Students will be assessed on the three content areas outlined above. Year 10 Contemporary Music assessments will include written tests, composition tasks, and classroom performances.

It is highly recommended that students studying Year 10 Contemporary Music are **enrolled in instrumental tuition on an instrument of their choice**. Gaining proficiency on an instrument is an integral component of building confidence in performing, creating, and understanding music.

## PHYSICAL EDUCATION

Compulsory course studied in both semesters

### 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

#### **Bronze Medallion Certificate – Royal Life Saving Society WA**

The Royal Life Saving Society Bronze Medallion is recognised as the minimum standard for a qualified lifesaver. This course will enhance students' personal survival skills while providing them with the knowledge and skills to develop the level of judgement, technique and physical ability required to safely carry out water rescues. 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. 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 programmes 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.

#### **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.

#### **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.

### 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

### 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 and an examination. Achievement is aligned as best as possible to the ATAR Physical Education Studies course scales of achievement.

#### Response: 60%

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**

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: 30%
- Topic Tests: 40%
- Investigation: 10%
- Experiments: 10%
- Laboratory Test: 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 completion of Physics 1 in Semester 1

This optional course is offered to students who have already completed the Physics 1 course and thus the Year 10 Physics requirements of the West Australian Curriculum. Studying this unit will provide essential experience in content areas required by the IGCSE Physics syllabus.

**Students who wish to be considered for inclusion in the International General Certificate of Secondary Education (IGCSE) Physics course must select Physics 1 and Physics 2.** No further action is necessary at this stage. IGCSE Physics is an extension and enrichment programme. Students will be merit selected to further prepare and sit the IGCSE Physics examination in Year 11. 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: 30%
- Investigation: 10%
- Experiments: 10%
- Laboratory Test: 10%

## PHILOSOPHY, VALUES AND RELIGION

Compulsory course studied in both semesters

### Aims

The Year 10 Philosophy, Values and Religion (PVR) course seeks to equip boys with transferable skills helping them to clarify, critically evaluate and advance reasoning. These skills are then applied to a range of philosophical, ethical, and religious issues. Dialogue is central. This is encouraged using the 'community of inquiry' approach which helps boys discuss important topics maturely in a safe and respectful environment. The goal is to allow ideas to be shared, developed, and evaluated. Boys benefit from having an opportunity to practice reasoning skills and hopefully gain a more informed understanding of issues raised.

### Content

In Term 1 boys will explore issues arising within the field of practical ethics. Discussion will centre on the migrant crisis, racism, abortion, euthanasia, and population growth. Boys will be reminded about best practice concerning extended argument methodology.

In Term 2 boys will build on what they learnt about reasoning in Year 9. Greater attention will be placed on the function of elements in a chain of reasoning including separable statements, connectives, premises, inference indicators, conclusions, demonstratives & conditional statements. Time permitting, boys will then consider a range of deeper philosophical themes underpinning discussions concerning responses to the covid pandemic.

In Term 3 boys will study religious and scientific accounts of human existence. They will assess arguments for and against the existence of God and learn about the different methodologies associated with science and religion. The unit will conclude with an exploration of the implications for humans in terms of meaning and purpose in life if theism or atheism are embraced.

In Term 4 boys will watch The Matrix film and explore philosophical, ethical, and religious themes through study and discussion. This will involve examining epistemological questions such as what it means to know something, ethical questions addressing how life should be lived, and comparing the Gospel of St John with the narrative in The Matrix.

### 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 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 construction of argument assessment 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 SCIENCE:

### Combination of Physics Chemistry Biology and Earth & Space Sciences

Optional year long combination studied in both semesters

This combination 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 topics. It must be studied over both Semesters. Students who select this combination 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 suitable for students who wish to study ATAR Chemistry and/or Physics in Year 11.

#### One Semester of Physics and Chemistry

**Aims:** 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%

#### One Semester of Biology and Earth and Space Sciences

**Aims:** 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
- 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: 25%
- Tests: 45%
- Assignment work / practical assessment: 30%

## WA SCIENCE:

### Combination of Physics & Chemistry and Biology 1

Optional year long combination studied in both semesters

This combination allows students to meet the Year 10 Science requirements of the Western Australian Curriculum and includes the *Biology 1* course. The compulsory Earth & Space Sciences topic will be embedded within the two courses. Students who select this combination may select additional science courses, up to a maximum of five science courses in total over the year. This course is not suitable for students who wish to study Physics and/or Chemistry in Year 11.

#### One Semester of Physics and Chemistry

**Aims:** 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%

#### One Semester of Biology 1

**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



## WA SCIENCE:

### Combination of Physics & Chemistry and Biology 1 (continued)

Optional year long combination studied in both semesters

#### 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%

