



YEAR 10
COURSE HANDBOOK
2026

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COURSE SELECTION FOR YEAR 10, 2026

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Boys in Year 10 will participate in an exciting and important phase of secondary education. Their Year 10 course choices will assist them in making sound decisions for what they will study in the final two years of schooling, Years 11 and 12, and for the WACE. Year 10 units comprise of year-long, compulsory courses: 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 program 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 courses that they may be considering for study in Years 11 and 12 and so contribute to appropriate course selection for Year 11, 2027.
- 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, 2027

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 literacy skills and who have particular Curriculum needs. Students in Year 10 Curriculum Support either continue with this course from Year 9 or are recommended by the Director of Studies and 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 2027.

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 2027.

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 course 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 course.

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 YEARS 11 AND 12

There will be two major groups of curriculum offerings in Year 11, 2027 and Year 12, 2028:

ATAR COURSES

In Year 11, Hale School currently offers 27 **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 13 General course are offered. These courses are designed for students who are typically aiming to enter further training or the workforce directly from school. Students enrolled in General 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 (2026), 11 (2027) and 12 (2028) 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 2028

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 2028, 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 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.

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 courses 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 courses 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*.

Students select 10 semester-length courses, 5 in Semester 1 and 5 in Semester 2

Humanities and 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	

You must choose 1 of the 2 options below:			
Option 1: Choose one in either semester			
Semester 1		Semester 2	
HASS Geography and Economics & Business		HASS Geography and Economics & Business	
OR			
Option 2: Choose <u>both</u> 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 in total in HASS over the year:			
Semester 1		Semester 2	
History: Ancient (one semester only)		History: Ancient (one semester only)	
History: International Affairs (one semester only)		History: International Affairs (one semester only)	

Sciences			
You must choose 1 of the 3 options below:			
Option 1: A combination of two semester-length courses, WA Science: Combination of Physics & Chemistry and WA Science: Biology and Earth & Space Sciences (both must be studied, one in each semester). See page 55 of the handbook. Note: This course is not suitable for students to study ATAR Chemistry and/or Physics in Year 11.			
Semester 1		Semester 2	
WA Science: Physics & Chemistry		WA Science: Physics & Chemistry	
WA Science: Biology and Earth & Space Sciences		WA Science: Biology and Earth & Space Sciences	
OR			
Option 2: A combination of two semester-length courses WA Science: Combination of Physics & Chemistry and Biology 1 (both must be studied, one in each semester). See page 56 of the handbook. Note: These course options are not suitable for students to study ATAR Chemistry and/or Physics in Year 11			
Semester 1		Semester 2	
Biology 1		WA Science: Physics & Chemistry	
WA Science: Physics & Chemistry		Biology 1	
OR			
Option 3: Three semester-length courses, 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 choices in the Science area may be made below, up to a maximum of 5 Science courses in total over the year			
Semester 1		Semester 2	
Environmental Science (one semester only)		Environmental Science (one semester only)	
Human Biology (one semester only)		Human Biology (one semester only)	
		Chemistry 2	
		Physics 2	

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

Languages, Arts and Technologies, Philosophy, Physical Education			
Semester 1		Semester 2	
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 1		Media 2	
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	
OR Materials Design & Technology (Metal) 1		OR 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.

TOTAL FROM ALL LEARNING AREAS FOR SEMESTER 1		TOTAL FROM ALL LEARNING AREAS FOR SEMESTER 2	
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COURSES OFFERED IN YEAR 10, 11 AND 12

Learning Area	YEAR 10, 2026	YEAR 11, 2027	YEAR 12, 2028
		A = ATAR Courses, G = General Courses	
English	English (compulsory)	English (A/G) Literature (A)	English (A/G) Literature (A)
Mathematics	Mathematics (compulsory)	Mathematics Essential (G) Mathematics Applications (A) Mathematics Methods (A) Mathematics Specialist (A)	Mathematics Essential (G) Mathematics Applications (A) Mathematics Methods (A) Mathematics Specialist (A)
Humanities & Social Sciences	Compulsory and optional courses: (refer to the table on page 5): Philosophy, Values & Religion HASS History Civics & Citizenship HASS Geography Economics & Business Economics & Business 1 Geography 1 History: Ancient History: International Affairs Introduction to Philosophy	Accounting and Finance (A) Business Management & Enterprise (G) Career and Enterprise (G) Economics (A) Geography (A/G) History Ancient (A/G) History Modern (A) Philosophy & Ethics (A/G) Politics & Law (A)	Accounting and Finance (A) Business Management & Enterprise (G) Economics (A) Geography (A/G) History Ancient (A) History Modern (A) Philosophy & Ethics (A/G) Politics & Law (A)
Science	Compulsory and optional courses: (refer to the table on page 5): WA Science Physics 1, Chemistry 1, Biology 1 Chemistry 2, Physics 2 Human Biology Environmental Science	Biology (A) Chemistry (A) Human Biology (A/G) Physics (A)	Biology (A) Chemistry (A) Human Biology (A/G) Physics (A)
Languages	All optional courses: Chinese 1 and 2 French 1 and 2	Chinese: Second Language (A) French: Second Language (A)	Chinese: Second Language (A) French: Second Language (A)
The Arts	All optional courses: Art 1 and 2 Drama Drama – Performance & Production Media 1 and 2 Music 1 and 2 Music - Contemporary	Drama (A/G) Media Production & Analysis (A) Music (A) Visual Arts (A/G)	Drama (A/G) Media Production & Analysis (A) Music (A) Visual Arts (A/G)
Technologies	All optional courses: Applied Information Technology 1 and 2 Engineering Studies 1 and 2 Materials Design & Technology (Metal) or (Wood) 1 and 2	Applied Information Technology (A/G) Engineering Studies (A/G) Materials, Design and Technology Wood (A) Materials, Design and Technology Metal (A/G)	Applied Information Technology (A/G) Engineering Studies (A/G) Materials, Design and Technology Wood (A) Materials, Design and Technology Metal (A/G)
Health & Physical Education	Compulsory and optional courses: Health Education (compulsory) Physical Education (compulsory) Physical Education Studies (optional)	Outdoor Education (G) Physical Education Studies (A/G)	Outdoor Education (G) Physical Education Studies (A/G)
Vocational Education		Various AQF Certificate courses are available through the VET Program which includes Career & Enterprise (G) and Workplace Learning (SCSA Endorsed Program)	Certificate IV Business Various AQF Certificate courses are available through the VET Program which includes Career & Enterprise (G) and Workplace Learning (SCSA Endorsed Program)

PRE-REQUISITES FOR YEAR 11, 2027 COURSES

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The following list indicates the pre-requisite and recommended Year 10 courses for Year 11 ATAR courses in 2027. General courses studied in Year 11 do not have pre-requisite courses in Year 10.

YEAR 11, 2027 ATAR COURSES	YEAR 10, 2026 PRE-REQUISITES
Accounting and Finance	Economics & Business 1 desirable, but not essential
Ancient History	History course desirable, but not essential
Applied Information Technology	Technology course desirable, but not essential
Biology	A pass in any Science course required
Chemistry	A good pass in Chemistry 1 required; Chemistry 2 desirable
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 programs (Mathematics-A) 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. 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

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YEAR 10 CERTIFICATE

All Year 10 students will receive a Year 10 Certificate. It records the academic results achieved at the end of Semester 1 and Semester 2. Grades and/or final semester marks are recorded for each course. Students who achieve at least twelve 'B' grades in total over Semester 1 and 2, excluding Philosophy, Values & Religion and Health and Physical Education which have reduced hours, will receive a *Certificate of Distinction*. The Director of Studies and Curriculum, on recommendation to the Headmaster, may vary the criteria for the *Certificates of Distinction* in extraordinary circumstances.

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 Studies and 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 Studies and 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 Studies and 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 Studies and Curriculum, on recommendation to the Headmaster, may vary these criteria in extraordinary circumstances.

4.2.3 Honours

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

4.3 Year 12

4.3.1 Symbols

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

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Aims

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

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

Content

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

The course includes:

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

Assessment

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

Knowledge and Understanding - Ability to Acquire Information, Analyse Data, Design, Manage, Produce and Evaluate Projects.

Processes and Production Skills - Ability to use ICT hardware and software systems.

Project Development:	30%
Information Project Work:	70%

APPLIED INFORMATION TECHNOLOGY 2

Optional course available in Semester 1

Applied Information Technology 1 is not required

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Aims

Applied Information Technology 2 is a practical course develops students' skills in **graphical communication**, focusing on **3D modelling** and **interactive media development** using **industry-standard software** such as **Autodesk Mudbox** and **Unity 3D**. Students will engage in **problem-solving tasks**, creating tangible solutions with a focus on **virtual reality (VR)**, **interactive experiences**, and **emerging technologies**.

- **Digital Portfolio Development:** Create a professional digital display portfolio to showcase design and production work.
- **3D Modelling:** Develop high-quality 3D models using **Autodesk Mudbox** and integrate them into interactive environments with **Unity 3D**.
- **VR Project:** Design and build immersive **VR scenes** in Unity 3D, utilizing custom 3D assets.
- **Raspberry Pi and Arduino Integration:** Configure **Raspberry Pi Zero W** and integrate with **Arduino Nano** using **Python** for programming and hardware control.
- **Web Server Setup:** Set up a **web server** on Raspberry Pi using **Apache** or **Nginx** to enable remote communication and interaction with IoT devices.
- **Project Management:** Collaborate within a **project management structure** to solve real-world problems through the design and implementation of interactive media solutions.
- **Project Planning:** Apply structured project planning techniques to manage time, resources, and team collaboration effectively for the successful completion of major design tasks.

Content

The course will focus on the development of digital products, integrating and developing AI technologies, to develop interactive digital products to deploy across platforms such as iOS, Android and Windows.

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

The course includes:

- Production of a digital display portfolio to showcase student design and production work.
- Development of 3D experiences using Mudbox, Blender and Unity 3D
- Development and Deployment of an AI assisted chat-bot
- 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:

Knowledge and Understanding - Ability to Acquire Information, Analyse Data, Design, Manage, Produce and Evaluate Projects.

Processes and Production Skills - Ability to use ICT hardware and software systems.

Project Development: 30%

Project Work: 70%

ART 1 and 2

Optional semester-long courses

Art 1 is available in Semester 1

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

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Aims

Year 10 Art offers students the opportunity to refine their fine art skills and deepen their understanding of visual language through focused, high-level creative practice. This course encourages students to express their individuality while developing sophisticated problem-solving abilities and mastering the construction of artworks to a high level of resolution.

Through a combination of technical skill-building, conceptual exploration, and critical thinking, students will learn to create artworks that are not only visually compelling but also rich in meaning and intention. Whether working in traditional or contemporary media, students are supported in pushing creative boundaries and producing resolved, exhibition-ready artworks.

This course is ideal for students who are passionate about art and are ready to take their creative expression to the next level. It is recommended that students considering studying Visual Art in Year 11, first progress through Year 10 Art.

Content

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

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

Art Responding will involve written responses to artworks through critical analysis tasks and an Investigation task on a specific artist.

Assessment

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

Art Making

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

Art Responding

Each project is interrelated with the study of specific artworks, artists and art movements selected by class teacher. Students will complete an Investigation task and analysis responses, Examination and Artist Statement.

Art Making Weighting: 60%.

Art Responding Weighting: 40%.

BIOLOGY 1

Optional course available in either Semester 1 or 2.

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

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

Aims

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

The main aims are for students to understand:

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

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

Content

The topics to be covered include:

- Cell biology
- DNA and cell function
- Genetics
- Natural selection and evolution
- Biotechnology
- Impact of the earth and space on living things

Assessment

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

Examination:	30%
Tests:	35%
Extended response:	17.5%
Practical assessment:	17.5%

CHEMISTRY 1

Optional course available in either Semester 1 or 2
Must be studied in combination with Biology 1 and Physics 1

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The Chemistry 1 course allows students to meet and be extended considerably beyond the Year 10 Chemistry requirements of the Western 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. Reaction rates and energy changes in reactions will be studied, including the factors that influence the rate of chemical reactions.

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, Covalent and Metallic Bonding**
Ionic and covalent bonding; Properties of ionic substances; Properties of covalent molecular substances; Properties of covalent network substances; Properties and uses of metals;
- **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; Preparation of salts.
- **Reaction Rates (Energy and Kinetics)**
Endothermic and exothermic reactions; Energy level diagrams; Calculating enthalpy change.
Reaction rates; Collision theory; Factors that affect reaction rates.

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

Requires completion of Chemistry 1 in Semester 1

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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 Western 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:

IGCSE Chemistry is an extension and enrichment program. Students studying both Chemistry 1 and Chemistry 2 will have completed the first year of the IGCSE Chemistry course in Year 10 (2026) as well as covering all requirements for Year 10 West Australian Curriculum Science (Chemistry strand).

The top 20 Year 10 Chemistry students in 2026 will be invited to complete the second year of the IGCSE Chemistry course alongside the study of the Year 11 ATAR Chemistry course in 2027. These selected students will sit the IGCSE Chemistry examinations in Year 11 (November 2027) 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, 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; Metal displacement 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; Electrefining of copper; Hydrogen-oxygen fuel cells.
- **Quantitative Chemistry**
Stoichiometry calculations including concentration of solutions and volumes of gases.
- **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

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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: 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: 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 Making Weighting: 60%

Drama Responding Weighting: 40%

DRAMA PERFORMANCE AND PRODUCTION 1 AND 2

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

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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: 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: Is assessed in various forms through written, interview, reflections, and group discussions. It involves students reflecting, analysing, interpreting, and evaluating in the Arts.

Drama Making Weighting: 60%

Drama Responding Weighting: 40%

ECONOMICS & BUSINESS 1

Optional course available in either Semester 1 or Semester 2

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

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Under the WA Curriculum, all Year 10 students must study Humanities & Social Sciences (HASS), which includes the four areas of History, Geography, 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 HASS course covers two key topics: **Economic performance and living standards** and **the changing world of business**.

In **Economic performance and living standards** students will become familiar with the key indicators of 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 managing the effects of externalities. Students will study microeconomics through an introduction to market theory. In the Semester course, students will also develop their skills with demand and supply models and will gain and understanding of how markets operate and the factors affecting demand and supply in a market.

In the **changing world of business**, students will study the ways in which businesses respond to changing economic conditions. The course includes an in-depth study of an ASX listed company such as Wesfarmers where they will analyse the management structure, financial statements and operations of the company. The role of ethical decision making through production and consumption and the processes businesses use to improve productivity through research and development will also be explored. In the Semester course, students will also learn the fundamentals of accounting for decision making and gain skills in preparation of basic financial statements.

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: 30%

Tests: 40%

ENGINEERING STUDIES 1

Optional course available in Semester 1

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Aims

Engineering Studies 1 is a practical course used to develop an understanding of electronics, materials, mechanisms, Computer Aided Design (CAD), advanced manufacturing and autonomous control systems.

- Students develop their ability to solve practical problems by applying the Engineering Design Process.
- Students use appropriate technologies including LASER cutting and 3D printing to design, make, test and present tangible solutions to problems.
- Students investigate and analyse the world of engineered solutions, with a specific focus on autonomous technologies, and the impacts they have on society and the environment.

Content

The Year 10 **Engineering Studies 1** course includes the design, construction and analysis of a fighting Sumobot – An autonomous fighting machine! To achieve this, students are required to construct two printed circuit boards for integration with an Arduino Nano microcontroller and then couple the completed control circuitry with power supplies and a motorised gearbox. These are fitted to a customised Medium Density Fibreboard (MDF) chassis that students customise further by designing individualised 3D printed tactical armaments. Furthermore, the Microcontroller is programmed by the students such that the Sumobot can move autonomously within a fighting rink where it engages with an opponent and endeavours to push it out over the boundary of the rink.

The development and evaluation of the student's customised Sumobot is documented in an e-folio (PowerPoint) and fundamental engineering theory is taught through the staged completion of a Semester One Theory Booklet. 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: 40%

Project folio:	10%
Research assignment:	10%
Examination:	20%

Processes and production: 60%

Project folio continued:	15%
Printed circuit boards:	15%
Sumobot:	15%
Performance testing of Sumobot:	15%

ENGINEERING STUDIES 2

Optional course available in Semester 2

Engineering Studies 1 is not required

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Aims

Engineering Studies 2 is a practical course used to develop an understanding of electronics, materials, mechanisms, Computer Aided Design (CAD), advanced manufacturing and remote-control technologies.

- Students develop their ability to solve practical problems by applying the Engineering Design Process.
- Students use appropriate technologies including LASER cutting and 3D printing to design, make, test and present tangible solutions to problems.
- Students investigate and analyse the world of engineered solutions, with a specific focus on remote-control technologies, and the impacts they have on society and the environment.

Content

The major project is a model Rough-Terrain Vehicle (RTV) that is controlled via radio remote control. 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 Nano microcontroller. Structural elements are designed using CAD software (Fusion) and the resulting parts are made from acrylic or medium density fibreboard using a LASER cutter. Geared Head Motors 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 evaluation of the RTV project is documented in a PowerPoint design folio. Fundamental engineering theory is taught through the staged completion of a Semester Two Theory Booklet. The theory is tested in an end of semester examination. Additionally, a research assignment is undertaken that explores engineered products in the real world that utilise remote-control systems 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:	40%
Project folio:	10%
Research assignment:	10%
Examination:	20%
Processes and production:	60%
Project folio continued:	15%
Printed circuit boards:	10%
Model rough terrain vehicle:	20%
Performance testing:	15%

ENGLISH

Compulsory course studied in both semesters

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Aims

The Year 10 English course aims to ensure that students:

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

Content

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

Reading, viewing and listening

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

Writing, speaking and creating

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

Textual experiences include:

Literary texts: prose fiction (short stories and 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: 70%

Semester 1 and 2 Examinations: 30%

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

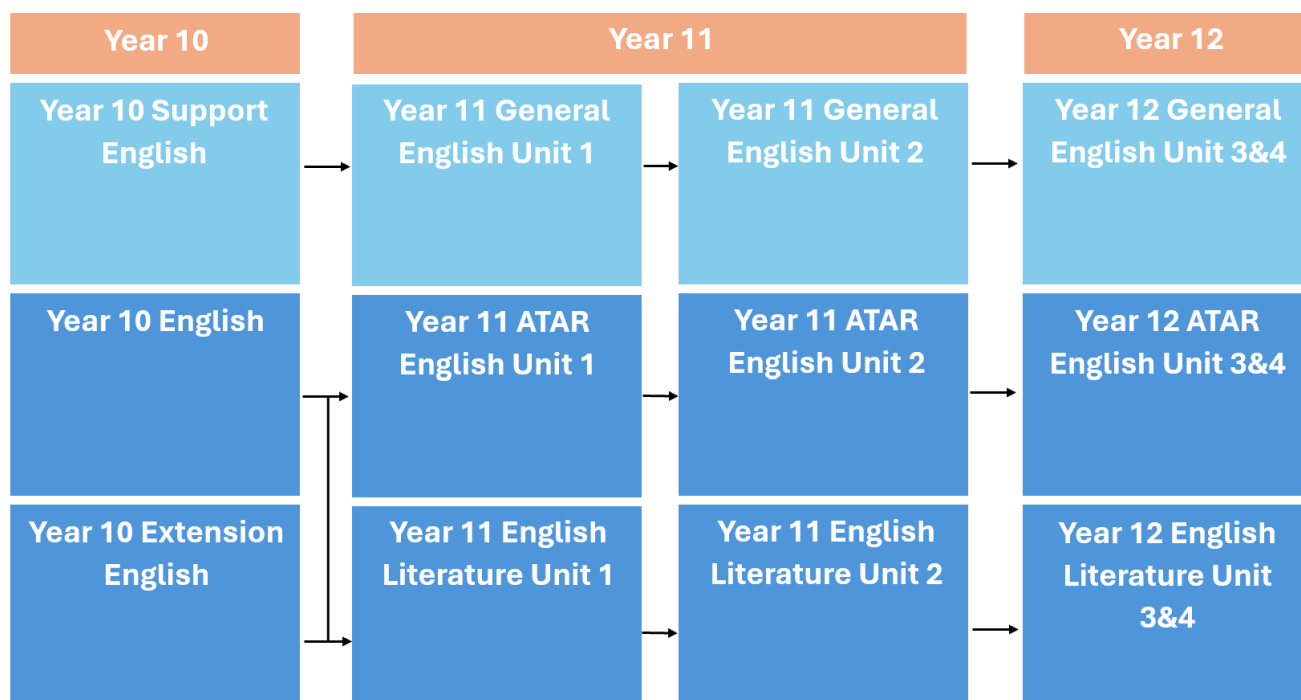
As English is compulsory, students do not choose it on their Year 10 course selection form. Students will be placed in one of the following classes in Year 10 based on student achievement in Year 9:

- 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 program 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.

Pathways from Year 10 English to Years 11 and 12:

We encourage students to speak to their English teacher about the pathway they are aiming for and their current progress towards that goal. At Hale here are options to study ATAR English, Literature or English as an Additional Dialect or General English.

ENVIRONMENTAL SCIENCE

May be studied for one semester only

Optional course available in Semester 1 or Semester 2

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

Aims

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

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

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

Content

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

- Global warming
- Ozone depletion
- Salinity
- Introduced species
- 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:	17.5%
Scientific Method:	35%
Extended tasks: 1	7.5%

HASS GEOGRAPHY AND ECONOMICS & BUSINESS

Available in either Semester 1 or Semester 2

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

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

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

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

GEOGRAPHY

Aims

This course considers 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 human-induced changes that challenges the sustainability of natural environments such as land degradation in a Western Australian context. In addition, students will investigate the causes and consequences of environmental change at a local, national or global scale. Students will develop an understanding about a range of responses to manage environmental change and apply environmental, social and economic criteria to evaluate these responses.

The Geography of Human Wellbeing: This unit focusses on the reasons for spatial variations between Australia and one less economically developed country in selected indicators of human wellbeing. Students will investigate the methods used to measure spatial variations in human wellbeing and development along with the issues affecting human wellbeing in Australia and less economically developed countries. The course concludes with

students investigating the role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries.

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 data analysis, 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

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

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

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 human-induced changes that challenges the sustainability of natural environments such as land degradation in a Western Australian context. In addition, students will investigate the causes and consequences of environmental change at a local, national or global scale in an urban environment. Students will undertake fieldwork in the Perth Metropolitan Area to develop an understanding about a range of responses to manage urban environmental change and apply environmental, social and economic criteria to evaluate these responses.

The Geography of Human Wellbeing: This unit focusses on the reasons for spatial variations between Australia and one less economically developed country in selected indicators of human wellbeing. Students will investigate the methods used to measure spatial variations in human wellbeing and development along with the issues affecting human wellbeing in Australia and less economically developed countries. The course concludes with students investigating the role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries.

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:	40%
Response/practical skills:	40%
Examination:	35%

HEALTH EDUCATION

Compulsory course studied in both semesters

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Aims

The Year 10 **Health Education** program 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 program 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 and other Illicit drugs

Growing and Developing Healthy Relationships

- Values and expectations in relationships
- Sexual decision making
- Sexually transmitted diseases, Contraception and 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

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Under the WA Curriculum, all Year 10 students must study Humanities & Social Sciences (HASS), which includes the four areas of History, Geography, Business & Economics, and Civics & Citizenship. At Hale School, all Year 10 students will study the compulsory subject of *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).

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 unit 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 unit 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.

Exam:	30%
Source Analysis, Investigation, Explanation Essay:	70%

The results in both the History and Civics & Citizenship components will be and a single mark and grade will be awarded for the *HASS History and Civics & Citizenship* course.

HISTORY: ANCIENT - RISE OF ROME AND SPARTA

Optional course available in either Semester 1 or Semester 2

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

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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 Ancient 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 develop that determine people's rights and responsibilities.

Aims

Students will be expected to formulate a hypothesis for an investigation, research and select the appropriate data, and justify their own conclusions by logically examining viewpoints and evidence presented for bias, accuracy and omission. In addition to advancing their skills in researching, analysing sources and developing written texts, students will have opportunities to engage in discussions, debates, and presenting. Students will also have opportunities to examine and consider the contribution of a range of archaeological and written source evidence from the periods studied.

Content

This course enables students to continue to develop their knowledge of Ancient History. In the first unit of this course, students will study several key developments in Sparta's history during the periods of Archaic and Classical Greece. They will learn about how significant political and military reforms of Lycurgus reshaped both its government and the everyday life of its citizens. Some features of the society will be compared to modern examples from a range of regimes in the 20th to 21st century, including oligarchy as a form of government, the role of 'secret police' and eugenics. Sparta's relationships, including conflicts, with other Greek states will be explored, including its alliance system known as the Peloponnesian League and its breach of the Olympic Truce in 420 BCE. This course involves an inquiry in which students will scrutinise a representation of the ancient Sparta in film and critically evaluate its accuracy through investigating the key features of the society and historical events.

In the second unit on the Middle Roman Republic, students will study the history of the conflict between the growing empire of Rome and the great city of Carthage during the 3rd and 2nd centuries BCE – a war that pitted the military might of these two great cities against each other for almost 120 years. These Punic Wars, as they were known at the time, revealed the power of the Roman forces and character, and laid the foundations for the infamous empire they came to control. Students will compare some of the key political, social, economic and military features of these two societies, including their early engineering achievements. The causes, events and effects of the First Punic War, one of the largest naval wars in History, will comprise the main depth study for this unit. Students will also study an overview of the Second Punic War, including such famous historical figures as Hannibal Barca, Fabius Maximus and Scipio Africanus. Students will develop and deliver a presentation on a significant battle from the period of study and evaluate its impacts. To finish, we will analyse and reflect on the outcome of the third conflict, an event that Professor Richard Miles has notably termed the 'Roman Holocaust.'

Assessment

The assessment programme will include:

Historical inquiry essay: 25%, Source analysis test: 25%, Presentation: 20%, Examination: 30%

HISTORY: INTERNATIONAL 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

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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 International Affairs course enable students to become more informed world citizens while developing a growing appreciation for the common humanity of all.

Content

The International 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 Trump Presidency
- 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, a podcast 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

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Aims

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

The main aims are for students to understand:

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

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

Content

The topics to be covered include:

- Human body systems
- Cellular respiration
- Primates

Assessment

Students will be assessed on 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%
Extended response:	10%
Practical assessment:	20%

INTRODUCTION TO PHILOSOPHY

May be studied for one semester only

Optional course available in either Semester 1 or Semester 2

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Aims

This course is designed to 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 OR 2

Optional courses available in Semester 1 and Semester 2

Chinese 2 requires completion of Chinese 1

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

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

Aims

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

Content

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

The students are trained in the four macro-skills:

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

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

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

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

Assessment

Students will be assessed in the four areas of Speaking, Listening and Reading, and Writing. Assessment in both Chinese 1 and Chinese 2 consists of:

Examination: 50%

Class tests: 50%

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: [Years 11 and 12 | Languages](#)

LANGUAGES: FRENCH 1 OR 2

Optional courses available in Semester 1 and Semester 2

French 2 requires completion of French 1

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

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

Aims

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

Content

The course combines a topic and situation-based approach with a more conventional structural and grammar progression. Students of French are now permitted to use a dictionary during some class assessments and exams. They are, therefore, trained to make the best use of the dictionary as a tool to optimise their performance. As much as possible, authentic French documents are used (films, documentaries, magazines, newspapers, Internet, radio programs). 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: [Years 11 and 12 | Languages](#)

MATERIALS DESIGN AND TECHNOLOGY (Metal) 1

Optional course available in Semester 1

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

Aims

The aims of this course are:

- To develop the students' ability to design, make and appraise articles constructed predominantly from metals.
- To develop 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 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 utilising 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; toolbox, metal briefcase, guitar case, camping equipment box, could be made but the possibilities are wide and varied.

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.

Design Project folios:	25%
Production Feeder task:	15%
Production Feeder Task folio:	10%
Major Project:	40%
Response Written Assignment:	10%

MATERIALS DESIGN AND TECHNOLOGY (Metal) 2

Optional course available in Semester 2

Materials Design and Technology Metal 1 is not required

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

Aims

The aims of this course are:

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

Content

Students will design and safely 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 utilising 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.

Design Project folios:	35%
Production Casting:	20%
Lathe project:	25%
CNC plasma project:	15%
Written Assignment:	5%

MATERIALS DESIGN AND TECHNOLOGY (Wood) 1

Optional course available in Semester 1

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Materials, Design and Technology Wood is a practical course used to develop an understanding of working with wood through the application of Design Thinking processes and the use of tools and equipment to produce a product.

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.

Assessment for this course will focus on 4 learning aspects:

Materials and technologies specialisations:	36%
Investigating and defining:	5%
Designing:	15%
Producing and implementing:	40%
Evaluating:	4%

MATERIALS DESIGN AND TECHNOLOGY (WOOD) 2

Optional course available in Semester 2

Materials Design and Technology Wood 1 is not required

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

Aims

Students will be encouraged to:

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

Content

Through the 2 projects undertaken students are introduced to a range of technology skills including safe machining practices, production sequencing and project management, Computer Aided Design (CAD), LASER cutting and 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 for this course will focus on 4 learning aspects:

Materials and technologies specialisations:	36%
Investigating and defining:	5%
Designing:	15%
Producing and implementing:	40%
Evaluating:	4%

MATHEMATICS

Compulsory course studied in both semesters

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

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 curriculum provides opportunities for students to engage in a range of approaches to learning through the proficiency strands of Understanding, Fluency, Problem-solving and Reasoning. These reinforce the significance of working mathematically with the content and describe how the content is explored or developed. Students draw on the behaviours of the proficiencies when selecting and using year level content to apply the mathematical modelling process, leading to an increased understanding of the complexity of the natural environment, society and technology.

Content Description

- income tax and compound interest. They explore the effect of error when using approximate rather than exact real values, including in measurement situations. They apply the index laws and extend their algebraic and graphical understanding to include inequalities, simultaneous equations and quadratic and exponential functions.
- **Measurement and Geometry:** Students make connections between measurement and geometry by considering the effect on perimeter, area, volume, capacity and surface area when similar figures and objects are enlarged or reduced. Students use geometric reasoning to establish conditions for similar triangles. They find unknown sides and angles in right-angled triangles using Pythagoras' theorem or trigonometry and extend their three-dimensional spatial reasoning and use of formula to include volume, capacity and surface area of composite objects.
- **Statistics and Probability:** Students connect probability and statistics by collecting data from two- and three-stage chance experiments and simulations, both with and without replacement, to model conditional events. They interpret, compare key features and analyse, multiple boxplots. Students broaden their understanding of analysis to include commenting on association in bivariate and categorical data. Students critically analyse statistical reports in the media and identify potential sources of bias.

Although all students follow a program covering the same broad learning areas as prescribed by the Western Australian Curriculum, the level of complexity will vary from class to class.

- **10 Support Mathematics** is for students who are identified as benefitting from extra support in Mathematics. Students cover similar content to the 10 Standard Mathematics course, tailored to suit a General course pathway in Year 11.
- **10 Standard Mathematics** contains the material from the Year 10 WA Mathematics Curriculum. This course is designed to prepare students for the Year 11 Mathematics Applications ATAR course.

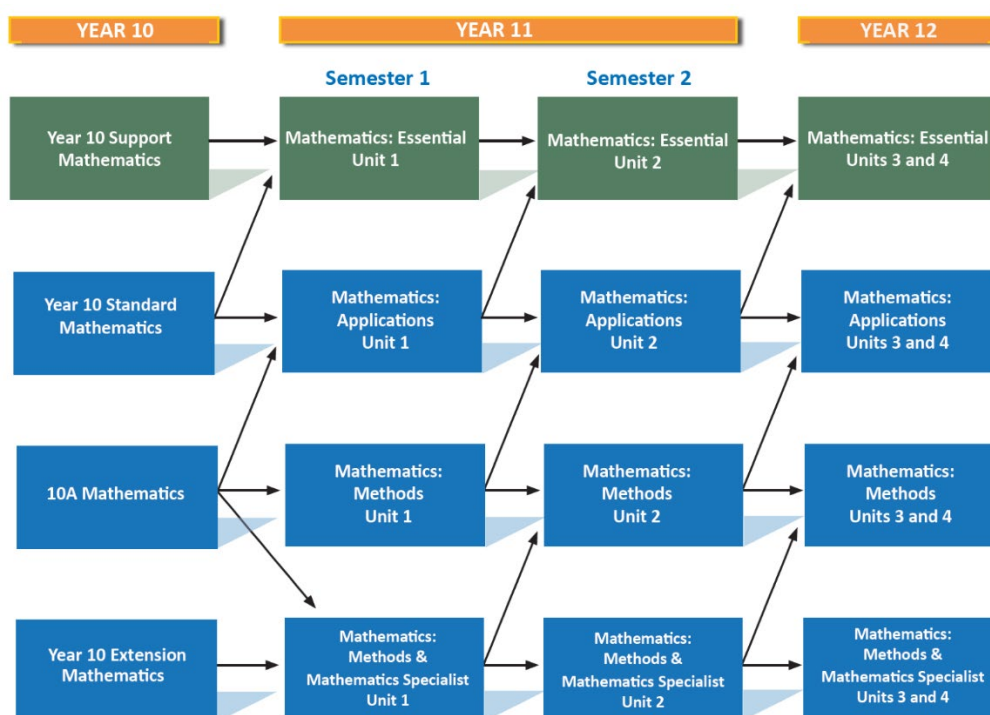
- **10 Advanced Mathematics** classes are extended beyond the WA Curriculum in preparation for the Year 11 Methods and/or Specialist Mathematics courses. This course is suitable for Year 9 students achieving at an A grade or high B grade level.
- **10 Extension Mathematics** is similar in content and level to the Cambridge IGCSE Additional Mathematics curriculum. It is tailor-made for the most able Hale mathematics students working above an A grade level. The course aims to challenge and enrich the top students, whilst best preparing them for high-level Year 11 and 12 ATAR Mathematics courses. It will cover the WA curriculum in depth and extend into other areas of mathematics such as vectors, functions, combinatorics, binomial theorem, and logarithms.

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 10 Advanced 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. 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 1 and 2

Optional semester-long courses

Media 1 is available in Semester 1

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

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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, editing and sound. Students will learn manual camera mode on digital DSLR cameras, editing on the Adobe's suite, and sound using an array of microphones and mixing desks. The course will include a dedicated film study. Students work both independently and collaboratively on a range of practical productions:

In Media 1 and 2, students 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.

It is recommended, but not a requirement, that students considering studying Year 11 Media Production and Analysis, successfully progress through Year 10 Media.

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 skills in critical and creative thinking.

Media 1

Media 1 is offered in Semester 1 only. It includes photography, sound and music video productions, as well as a film study.

Media 2

Media 2 is offered in Semester 2 only, and Media 1 is not a requirement for Media 2. It includes videography, lighting, editing and television productions, as well as a film study.

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.

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 assessments are completed in-class.

Media Making: 70%

Media 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

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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

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

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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

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Aims

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

- Students build on the experiences gained in the Years 7 to 9 Physical Education program 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 programs for themselves, according to their preferred sport or recreation.

Badminton

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

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

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Aims

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

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

Content

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

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

Assessment

This course will be assessed by way of tests 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

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

Aims

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

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

Content

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

- **Motion:** the motion of objects can be described and predicted using the laws of physics.
- **Energy:** conservation of energy in a system can be explained by describing energy transfers and transformations.
- **Waves and Light:** the application of wave theory to describe the propagation, nature and behaviour of waves.
- **Optics:** the formation of images using plane mirrors and spherical 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

Examinations:	30%
Topic Tests:	50%
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

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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 program. 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

Examinations:	40%
Topic Tests:	30%
Investigation:	10%
Experiments:	10%
Laboratory Test:	10%

PHILOSOPHY, VALUES AND RELIGION

Compulsory course studied in both semesters

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Aims

The Year 10 Philosophy, Values and Religion (PVR) course 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

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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 structure can be applied to predict the bonding and properties of substances. Chemical reactions follow general patterns that can be used to predict reaction products. The rate of chemical reactions can be altered by changing conditions. 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 Bonding, Chemical Reactions and Rates of reaction
- Physical science (Physics): Motion, Forces and Energy
- Investigating scientifically

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

WA SCIENCE: COMBINATION OF PHYSICS, CHEMISTRY AND BIOLOGY 1

Optional year-long combination studied in both semesters

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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 structure can be applied to predict the bonding and properties of substances. Chemical reactions follow general patterns that can be used to predict reaction products. The rate of chemical reactions can be altered by changing conditions. 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 Bonding, Chemical Reactions and Rates of reaction
- 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

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%