



St Hilda's  
ANGLICAN SCHOOL FOR GIRLS

# YEAR 10 HANDBOOK 2019

# Welcome to Year 10

In Year 10 students can look forward to an exciting and challenging year during which they will experience the pleasures and demands of their outdoor education camp, work experience, community service and course information sessions in preparation for Year 11. In addition, Year 10s have examinations in Term 4.

Year 10 is filled with opportunities for social growth and academic achievement. There are many activities in mainstream school life as well as in cocurricular areas. Girls are encouraged to follow their interests and become involved in all aspects of school life.

As part of a supportive pastoral program, tutors work with their wellbeing groups to monitor student progress and guide and assist girls throughout the year. Girls have the benefit of interesting visiting speakers who address them on pertinent topics such as health and drug education, study skills and world issues. They also learn about safety in the cyber world, friendships, community awareness and a variety of life skills.

All girls undertake a seven day mobile expedition at Wooleen Station in the Murchison which provides personal challenges and develops interpersonal skills while they use the outdoor skills they have learned on previous camps.

## Year 10 Courses

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Courses	Time*
• <a href="#">Career and Enterprise</a>	1 period
• <a href="#">English/English as an Additional Language/Dialect**</a>	5 periods
• <a href="#">Mathematics</a>	5 periods
• <a href="#">Physical and Health Education</a>	2 periods
• <a href="#">Religious and Philosophical Studies</a>	1 period
• <a href="#">Science</a>	5 periods
• <a href="#">Humanities Humanities (Society and</a>	5 periods

\* One period is approximately 50 minutes

\*\* English as an Additional Language/Dialect (EALD) is available and the number of periods will be negotiated.

### Options

Choose two or three options. Two and four period options are available as indicated below. Select one four period option and either one or two additional options to total eight periods. Please note that the School will not run an option if too few students select the course.

#### Four period options

[Chinese Second Language](#), [Drama](#), [French Second Language](#), [Japanese Second Language](#), [Materials Design and Technology \(Textiles\)](#), [Media Production and Analysis](#), [Music](#), [Philosophy](#), [Photography Design](#), [Physical Education Studies](#), [Visual Art](#)

Literacy Support is available as a four period option. Selection criteria will apply.

#### Two period options

[Accounting and Finance](#), [Business Management and Enterprise](#), [Drama in Practice](#), [Extra English](#), [Food Science and Technology](#), [Media Production and Analysis](#), [Music](#), [Multimedia and Graphic Design](#), [Neuroscience and Molecular Biology](#), [Philosophy](#), [Photography Design](#), [Textiles](#), [Visual Art](#)

# Course Descriptions Year 10

## Accounting and Finance

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In the business world as well as in our personal lives, accounting is one discipline of study that all people, regardless of occupation, should have some knowledge of as the same fundamental accounting principles always needs to be applied. Everyone has to make numerous financial decisions on a personal or business level, many of them with far reaching consequences. This course provides students with the opportunity to learn the basic principles of accounting and finance by creating an understanding of the systems and processes through which financial practices and decision making are carried out, as well as the ethical, social and environmental issues involved. It will also provide the foundation to the ATAR course Accounting and Finance in Year 11 and 12.

The focus for the first half of the year is personal finance. Students are introduced to the concepts, principles and terminology used in financial decision making and management on a personal basis.

Students learn to calculate income tax payable, complete a tax return form, prepare budgets and bank reconciliation statements.

The focus for the second half of the year is accounting for small cash entities. Students extend their knowledge of the fundamental principles and conventions of accounting and finance to learn how these apply to the establishment and operation of the business they will create. They get a chance to run their business on market day and learn about financial record keeping on a cash basis for their business. Students learn the main issues involved in business decision making and carry out simple analysis to determine the financial performance and position of their business.

### Feedback and reporting

Students receive feedback on a variety of tasks including case studies, research, assignments and presentations.

### Homework

Completion of class work, research and assignments.

## Business Management and Enterprise

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The focus of this course is on establishing and operating a small business in Australia. Opportunities are provided to explore alternative types of businesses and the legal requirements to establish a small business together with the factors that contribute to business success.

Entrepreneurship and innovative thinking are introduced, generating ideas and proposals that may be suitable for business ventures. These proposals are developed in groups to produce a business plan in preparation to enter the Plan Your Own Enterprise Competition.

Students will discover the elements of the marketing mix. This knowledge will then be applied in their business plan and in an advertising campaign for a product of their choosing.

Finally, students will learn about the employment cycle; how to attract applicants, make a selection, remunerate employees, manage performance and terminate the employment relationship.

The Business Management and Enterprise course aims to prepare all students for a future where they will need to identify possibilities and create opportunities within a business environment. In an age when many

business practices and ethical standards are being examined, this course will give students the ability to make sound and ethical decisions based on knowledge and understanding. The course aims to empower students to make business decisions based on critical thinking that are in line with their own values and the values of the society in which they live. They will be well equipped to be proactive participants in the dynamic world of business, behaving responsibly and demonstrating integrity in business activities.

#### Feedback and reporting

Students will receive feedback on a variety of assessment types – Investigation, Production and Response.

#### Homework

Completion of class work and assignments.

## Career and Enterprise

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The focus of this unit is personal independent career development. Opportunities are provided to develop career competencies in preparation for undertaking work experience. This unit facilitates the study of career management, corporate citizenship, and environmental trends and influences through a range of alternative scenarios such as particular occupations, industries, work patterns, settings or roles.

#### Homework

Approximately one hour per week.

#### Feedback and reporting

Students receive feedback on a variety of assessments. A range of assessment tasks contribute to their grade, including the Work Experience Journal, and the Supervisor Report, which is completed by their Supervisor on their last day of Work Experience.

#### Homework

Completion of class work and assignments.

## Drama

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### Drama (four period option)

Drama not only encourages students to think about and develop the skills associated with theatrical performance, but it also provides an opportunity for them to explore their own perceptions and creative responses to the world around them. Students work independently and collaboratively to perform devised and scripted drama in different forms, styles and performance spaces. They study the theories and techniques of a range of practitioners, and explore and reflect on the roles of the actor, dramaturge, director, playwright, choreographer, designer and stage manager. They work both independently and collaboratively to plan, direct, produce, rehearse and refine performances, and are introduced to a variety of theatrical styles including Elizabethan Theatre, Realism, Music Theatre, Surrealism, Australian Drama and Physical Theatre.

Students continue to refine and extend their understanding of the elements of drama, and analyse and evaluate how combinations of these convey meaning. They convey physical and psychological aspects of

roles and characters consistent with the intentions of dramatic forms and performance styles. They practice, refine and extend the expressive capacity of voice and movement and continue to maintain focus, manipulate space and time, language, and ideas whilst experimenting with both linear and episodic plot forms to explore the way that narrative shapes and structures dramatic action. Students continue to experiment with mood and atmosphere, use devices such as contrast, juxtaposition and dramatic symbol. Students extend their understanding of the power of lighting, sound, props, costumes, multimedia and staging equipment, making deliberate artistic and aesthetic choices and shape design elements to unify dramatic meaning for an audience. Students are involved in a compulsory, formal performance where they showcase their class work to the public in a supportive environment.

As they experience drama, they also draw on drama from a range of cultures, times and locations and consider drama in international contexts. They continue to explore the drama and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students enrich their own drama making and learn that particular dramatists can be identified by the style of their work. They critically evaluate and respond to dramatic work, making informed judgements about their own drama making and the drama they see as audiences.

### Feedback and reporting

After each task students receive diagnostic feedback so that they can recognise areas of strength and focus on areas for development. Students complete written responses through a series of short answer questions and extended responses which assist them to understand drama in a context and how performance choices impact on an audience. The assessment types are: Making and Responding.

### Homework

Approximately two hours a week.

It is recommended that those students wishing to pursue Drama – ATAR enrol in this course.

## Drama in Practice (two period option)

This course covers a very similar program of study to the four period option, however, with less contact hours the emphasis is more on a practical exploration rather than a theoretical focus. Students work independently and in teams to perform devised and scripted drama in different forms, styles and performance spaces. Students continue to refine and extend their understanding of the elements of drama, and analyse and evaluate how combinations of these convey meaning and aesthetic effect. Students actively develop performance techniques through improvisation, play building and script analysis, and are exposed to a wide range of stimuli to bring their creative ideas through to fruition. Students have the option of participating in a public Showcase at the end of the year. There is reduced emphasis on the written component of the course compared to the four period Drama course.

### Feedback and reporting

After each task students receive diagnostic feedback so that they can recognise areas of strength and focus on areas for development. The assessment types and are: Making and Responding.

### Homework

Approximately one hour a week.

## English

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The course aims to consolidate skills learned in Year 8 and 9 and to develop students' analytical skills with a view to facilitating the transition to upper school English courses. The texts studied are more complex than previously studied and students focus on contexts, representations and conventions. In their writing, students refine their essay writing skills and develop their analytical, discursive and reflective writing. In their study of each unit, students are introduced to the reading practices and critical vocabulary of the subject.

### Feedback and reporting

Assessment is continuous across the year and includes a variety of oral and written tasks, both creative and analytical. Assessment tasks focus on four areas: Reading, Writing, Viewing, and Speaking and Listening. Students receive feedback on their performance in individual assessment tasks.

### Homework

Two hours per week (reading, writing and language study).

## Extra English

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Extra English is designed to give guidance and assistance to girls who need to consolidate comprehension skills. Skills and understandings for the analysis of texts will be further developed by way of Direct Instruction.

### Feedback and reporting

Continuous assessment based on class work, assignments and tests.

\*\* A four period option of Literacy Support is available for students who meet the selection criteria.

## English as an Additional Language/Dialect

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Students who meet the eligibility requirements and who intend to study English as an Additional Language at Years 11 and 12 levels should take this course. They read a variety of fiction and non fiction texts, study current affairs and improve their writing skills. They refine their knowledge of English grammar and vocabulary. They also have opportunities to learn about Australian culture and global issues through the media of film, TV documentary, and journalism.

### Feedback and reporting

The following skills are assessed: report and essay writing, reading comprehension, listening comprehension, and oral presentation. Assessment is continuous and based on class work, assignments and tests.

## Food Science and Technology

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Students work creatively with food and use technology to produce exciting and innovative dishes and meals to satisfy a variety of design criteria. Students explore ways in which individuals select and use foods, and how this is determined by family customs, lifestyle, budget, availability of food and food preparation skills. Entrees, main courses and desserts are planned to meet the dietary needs of different people. Students prepare meals for a variety of scenarios including dinner parties, entertaining and café menus. They identify

trends in the food industry that influence their food selections. Factors that affect the local food supply and personal food production systems are examined. They identify the laws and regulations that ensure a safe, local food supply, and the preparation and storage techniques that prevent food contamination.

### Feedback and reporting

Students will be provided with verbal and written feedback on their practical work and written assignments.

### Homework

Complete class work.

## Humanities

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Students undertake four separate units of study - Economics, Geography, History, and Politics and Law.

### Geography

Students examine the geographies of human wellbeing and the reasons for variations in wellbeing between more economically developed and less economically developed countries. They also examine the human-induced environmental changes that challenge sustainability in marine environments and the strategies to manage these human impacts.

### History

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. Students investigate the causes, events and impact of war on Australian society and the world through a study of World War II.

### Economics

Students are introduced to the concept of economic performance and living standards while continuing to further their understanding of the concepts of making choices, interdependence, specialisation, and allocation and markets through examining contemporary issues, events and/or case studies investigating the reasons for variations in the performance of economies. They explore the nature of externalities and investigate the role of governments in managing economic performance to improve living standards. They inquire into the ways businesses can manage their workforces to improve productivity.

### Politics and Law

Students develop their understanding of justice at home and overseas by examining the key features and values of Australia's system of government compared with other systems of government. Students examine Australia's role and responsibilities at a global level including international agreements such as the Universal Declaration of Human Rights.

Students investigate Australia's political system through research, role play and group discussions. They also examine the sources of human rights in Australia and the extent to which they are upheld.

### Feedback and reporting

In each unit of study there is a strong emphasis on students developing an increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating,

communicating and reflecting. Students apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

Each unit/discipline has its own specialised skills.

Homework

Approximately one hour per week.

## Languages

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### Eligibility to undertake second language study

Language courses in Year 7-10 are aimed at students for whom the intended language of study is a second, or subsequent, language. As such, students have not been exposed to, or interacted in, the language outside the language classroom. They have typically learnt everything they know about the language and culture through classroom teaching in an Australian school, or similar environment, where English is the language of school instruction. Further advice relating to languages courses can be found at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au).

### Chinese

The Year 10 Chinese course is designed to equip students with the skills to function within an increasingly globalised society, and a culturally and linguistically diverse local community providing the foundation for life long language learning. It provides students with the opportunity to further their achievement of specific overarching learning outcomes of Listening and Responding, Spoken Interaction, Viewing, Reading and Responding, and Writing.

This course allows students to share and obtain information from others related to personal identity, aspects of living in Chinese speaking communities, and popular culture. They begin to develop an understanding of what it is to be Chinese and Chinese speaking, and compare their own lives to those of others in Chinese speaking communities. Students share information about their own sense of space or place, and develop a sense of space and place related to China and Chinese speaking countries. They begin to develop the skills needed to travel within, and learn more about Chinese speaking communities and cultures.

Students use Chinese to interact and communicate with others in two unit contexts: Teenagers and Things to Do. This course assumes that students have completed Years 8 and 9 Chinese or equivalent.

The focus for Semester 1 is 青少年 (**teenagers**). Students share and obtain information from others related to personal identity, aspects of living in Chinese speaking communities, and popular culture. They begin to develop an understanding of what it is to be Chinese and Chinese speaking, and compare their own lives to those of others in Chinese speaking communities.

Semester 2 focuses on the topic of 课余生活 (**things to do**). Students share information about their own sense of space or place, and develop a sense of space and place related to China and Chinese speaking countries. They begin to develop the skills needed to travel within, and learn more about, Chinese speaking communities and cultures.

Students examine the activities that are popular with youth today, including their school life, and share information about where and how they spend their leisure time. They express their opinions in simple discussions and learn how to receive and provide directions of how to get around. Students learn about China and its festivals, and to communicate with Chinese friends.

Audio visual materials, online activities, cooking and language games are incorporated into the course. Students are regularly given the opportunity to work on self access programs which allow them to work at their own pace on specific skills development.

By the end of the year, students will have developed skills to:

- give answers to often asked questions about school
- write about a typical day at school
- listen to a short text on familiar topics and answer questions in English
- read a variety of texts on familiar topics and demonstrate comprehension in English
- show an understanding of the Chinese way of life

### Feedback and reporting

Regular role play and quizzes are used to evaluate conversation and character recognition. There are oral and reading assessments and assignments which may be linguistically based or require research by students on a cultural topic. At the end of each unit students complete a test across the four strands of Listening, Reading, Speaking and Writing. A grade will be given based on these assessment tasks. As well as a grade, the student's achievements are described according to the following outcomes: Listening and Responding, Spoken Interaction, Viewing, Reading and Responding, and Writing.

### Homework

Two hours each week learning vocabulary and grammar, as well as completion of exercises and assignments.

## French

An ability to communicate in French provides opportunities for students to learn about the rich and diverse French culture, traditions and belief systems. In this course, students analyse, process and respond to texts to understand aspects of the language and culture of a range of French speaking communities throughout the world. This course assumes that students have completed key grammatical structures, verbs and vocabulary covered in Years 7 to 9.

This course introduces students to the French language and culture from a personal perspective, enabling them to share personal information and obtain information from others related to aspects of living in a French speaking community and youth culture. Students extend their knowledge of French speaking countries. They begin to develop the skills to travel within France, and learn more about French speaking communities and cultures in order to understand the diversity of the French speaking world.

The following learning outcomes are addressed in the course:

- listening and responding, and speaking
- viewing, reading and responding
- writing
- cultural understandings
- application of knowledge of the system of French to assist them to make meaning and create text
- language learning strategies

The course incorporates a variety of tasks and resources including critical thinking and collaborative tasks and multi-media interactive resources and all students participate in the state wide Alliance Française examination.

### Feedback and reporting

Students gain feedback on their development through assignments, short tests and skills assessments. There is a final examination based on the whole of the course.

### Homework

Approximately one and a half hours per week learning vocabulary, grammar and completing assignments and worksheets.

## Japanese

In this course, students continue to develop the necessary understandings and values to communicate effectively with Japanese speakers in both social and workplace contexts in Australia, Japan and elsewhere. They develop a stronger sense of their personal identity and greater respect for people of Japanese speaking communities. Students use Japanese to interact and communicate with others in two unit contexts: Teenagers and The Neighbourhood. This course assumes that students have completed Years 8 and 9 Japanese or equivalent.

In Semester 1, the topic “**teenagers**” introduces students to the Japanese language and culture enabling them to share personal information and obtain basic information from others related to personal identity, daily life of Japanese speaking communities, and popular activities. Students interact with others and develop their communication skills within the focus topic of shopping. Students use Japanese to make purchases, role play shopping situations and learn to use Japanese currency.

In Semester 2, the topic “**the neighbourhood**” focuses on the topics of locations, the neighbourhood and Japanese food. Students learn how to ask for and give directions, locate items and shops, and learn more about cultural differences between Australia and Japan.

Students use authentic resources such as menus and department store guides in speaking, reading and writing tasks. They recognise and write kanji specific to topics and course content. Importance is given to developing their ability to understand, speak, read and write Japanese. A variety of language learning strategies and teaching techniques is used, including SMART technologies, iPod Touch/iPad and audio visual technology, in a self access learning environment. Students also work with language assistant support staff.

A unique feature of this course is the oral communication component which allows students to build their confidence in speaking Japanese. Students use photos and other items of interest to engage in role play and conversation with staff in realistic situations to help build their confidence in using the language.

The topics explored in both units ensure coverage of the three nationally required themes of the individual, the Japanese speaking communities and the changing world.

### Feedback and reporting

Differentiation of the course provides for students to work with staff regularly and receive appropriate feedback. Feedback is ongoing with students who are encouraged to work at their own pace.

The development of language skills is assessed and students are assigned a grade at the end of the year. There is a final examination based on course content and topics.

### Homework

Approximately one and a half hours per week learning vocabulary, kanji and grammar with short exercises and completion of assignments and worksheets.

## Materials, Design and Technology (Textiles)

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### Materials, Design and Technology (four period option)

Do you have a flare with fashion or a desire to design? This course focuses on developing students’ skills in dressmaking and textile design. Combining the knowledge of pattern manipulation and their imagination and creative flare, students design and create articles of clothing and fashion accessories. Students are introduced to a range of production techniques and equipment, develop skills, generate plans and realise their design ideas through the production of their design project.

Students are introduced to principles and practices of design, and the fundamentals of design required to

manufacture products for themselves and clients. They learn to communicate various aspects of the design process using written and visual forms of communication, including fashion illustration and 2-D working drawings. Throughout the process, students learn about textile materials, including their origins, classifications, properties and suitability for purpose. Analysing target and niche markets, students gain an understanding of the local textile industry and become informed consumers. Students work in a defined environment and learn to use a variety of relevant production technologies relating to the textiles industry safely and effectively.

#### Feedback and reporting

Students will be provided with verbal and written feedback on design fundamentals, production techniques and response tasks.

#### Homework

Students are required to complete assignments requiring approximately 30 minutes per week.

### **Textiles (two period option)**

The focus of this option is textile and clothing production with an emphasis on practical work. Students are introduced to a range of production techniques and equipment, and develop skills, generate plans and realise their design ideas through the production of their casual dress and accessory. They learn to communicate various aspects of the design process within the structure of design, make and appraise. Throughout the process, students learn about materials, including their origins, classifications, properties and suitability for purpose. Analysing target and niche markets, students gain an understanding of the local textile industry and become informed consumers. Students work in a defined environment and learn to use a variety of relevant production technologies safely and effectively.

#### Feedback and reporting

Students will be provided with verbal and written feedback on design fundamentals, production techniques and response tasks.

#### Homework

Students are required to complete assignments requiring approximately 15 minutes per week.

### **Mathematics**

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Students study the Australian Curriculum: Mathematics v8.1. They are exposed to essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. Their numeracy capabilities required for their personal, work and civic life are developed and the fundamentals on which mathematical specialties and professional applications of mathematics are built.

All students benefit from access to the power of mathematical reasoning and learn to apply their mathematical understanding creatively and efficiently. They encounter carefully paced, in depth study of critical skills and concepts, encouraging them to become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences.

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

*At Year 10 level:*

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

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

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

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

By the end of Year 10, students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. Students make the connections between algebraic and graphical representations of relations. They expand binomial expressions and factorise monic quadratic expressions. Students find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations.

Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles.

Students compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges.

Mathematically talented students are offered extension activities from a range of sources. These include competitions and Mathematics Olympiads organised by the Australian Mathematics Trust (AMT), the Mathematics Association and several universities. They also complete the more challenging extension activities from their class texts and other resources.

## **Differentiating classes in Year 10 Maths**

During Year 10, mathematics concepts become significantly more abstract so we consider that it is increasingly important to cater for the wider range of student abilities. Our aim is for each student to experience success and to enjoy learning mathematics, no matter what their ability. In addition, we consider students' future aspirations for the study of mathematics in Years 11 and 12 when making class placements. Therefore we offer three different mathematics courses for the Year 10 cohort:

### ***Mathematics 10A***

This course prepares students for the Mathematics Methods course in Year 11.

It covers the Year 10 Australian Curriculum given above as well as most of the 10A Australian Curriculum content. By the end of the year, students in this course will also have extended the trigonometry topic to include the unit circle, sine and cosine rules and trigonometric graphs. Students will manipulate surds and use this to simplify solutions of quadratic equations and

trigonometry in three dimensions. They also transform a variety of graphs including parabolas, exponentials, hyperbolas and circles and solve exponential equations. Students interpret mean and standard deviation and investigate bivariate data sets. They also solve problems involving surface area and volume of pyramids, cones and spheres and composite solids.

### **Mathematics 10B**

This course prepares students for the Mathematics Applications course in Year 11.

It covers most of the Year 10 Australian Curriculum as given above and considers the ability level of the girls in this course and chooses the content and sets the assessments accordingly.

### **Mathematics Course 2**

This course prepares students for the Mathematics Essentials course in Year 11.

It covers the essential components of the Year 10 Australian Curriculum as given above to the level most appropriate to the students' abilities within this course.

Generally there are four 10A classes, two 10B classes and one Course 2 class. Each of these classes is formed on the basis of previous assessment results and the movement of students between these classes occurs up to three times each year. Further information regarding differentiation can be found in the Extension and Enrichment booklet.

### Feedback and reporting

Each student's progress is monitored by her performance on tests and investigations set within their respective course as well as the ICAS Mathematics assessment. Informal assessment and monitoring occurs in each class by the teacher.

Students will receive two grades, the first and most important for their progress in their respective course, and the second for their progress against the whole Year 10 Australian Curriculum.

### Homework

Students are expected to complete between 20 and 30 minutes each night.

## Media Production and Analysis

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Media Production and Analysis combines creativity and analysis to explore the ways that film and television texts present themes and issues. The media are an important and ever increasing part of our culture. Media institutions are becoming the most powerful entities in our globalised world which makes it crucial for students to understand their potential for power. The media provide entertainment and information, and tell stories about ourselves and others. They continue to produce works which are enjoyed and appreciated by audiences for their beauty, entertainment, ingenuity and originality. The media can amuse us, stimulate us, move us and, at times, upset or anger us. They provoke discussion and the development of opinions, points of view and values. Access to a wide range of media enables students to understand the capacity of the media and to stimulate creativity in their own productions.

### **Media Production and Analysis (four period option)**

Media Production and Analysis combines creativity and analysis to explore the ways that film and photography texts present stories, themes and issues. Students study film and photography genre with an emphasis on stylistic conventions perceived to be of relevance to a teenage audience. These media texts construct worlds that often engage adolescents, and students learn to deconstruct the representations in these worlds.

Through engagement with this course, students become proficient film and photography producers using digital filming and editing facilities. They experiment with abstract art styles, manipulate persuasive advertising techniques within print media and explore narrative conventions through their original webisodes.

The course is recommended for students who wish to gain some practical film making and photography skills, who wish to become more media literate and/or who wish to pursue Media Analysis and Production in Year 11.

#### Feedback and reporting

Students receive continuous feedback on all aspects of their progress including production, written and oral work.

#### Homework

Because of the emphasis on production, it is envisaged that most work will be completed in class time but some students may choose to complete some production aspects outside of school hours. Media equipment will be available to loan for this purpose.

### **Media Production and Analysis (two period option)**

This option is an abridged version of the four period Media Production and Analysis course.

#### Feedback and reporting

Students are required to complete three assessment tasks, taking the form of an investigation, a production and a response. Tasks include the production of an episode of TV drama or short film, a television news bulletin and a documentary film.

## Multimedia and Graphics Design

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This is an exciting and engaging course which develops skills in digital technology. The focus is on Programming and Application Development, 3D Digital Art and web publishing; and using these skills to create commercial type products. Students will be introduced to a number of software and multimedia applications that will focus on specific design and software skills as well as creative expression. Students will concentrate on 3D creations using 3D software and 3D printing. Students will learn how to operate, calibrate and prepare the 3D printer for printing.

The main applications that students will use are Adobe Photoshop, Premiere Pro, and **Tinker Cad**. Students will also learn programming control structures and algorithms, design and write programs in the Python language, and will script web pages with HTML5, CSS3 and JavaScript.

#### Feedback and reporting

Assessment is based on portfolio work and on screen assessment.

#### Homework

Students complete class work.

## Music (four period or two period option)

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Students have many opportunities to perform and compose music in a wide range of styles using the software program Sibelius. They compose a variety of ensemble pieces including a jazz arrangement for a full swing band, a 20<sup>th</sup> Century Serialism piece, melody writing, word setting, SATB tasks and a National Anthem. They perform two solos and two ensemble pieces during the year.

Students develop a range of aural and composing skills, sometimes using the software programs Auralia and Musition, and work on melodic and rhythmic dictation, intervals, chord progressions and stylistic analysis. They also use the software program Musition and a comprehensive music website to extend their knowledge of music theory. Students explore and study Western Art Music from the Classical, Romantic and Modern periods as well as contemporary music, including jazz and popular music. Students continue to develop their conducting skills and they have the opportunity to conduct an ensemble such as the Senior Concert Band.

#### Feedback and reporting

There are tests and assessments throughout the course and one examination at the end of the year. Students perform on four occasions as soloists and in ensembles. There are also regular composition assignments. Students are encouraged to discuss their progress and results with teachers throughout the year. Extra support and assistance is always available both during and outside class time.

#### Homework

Approximately one hour per week as well as time spent practising as a singer/instrumentalist. Students are encouraged to access Auralia and Musition Cloud at home to continue developing their aural skills.

## Neuroscience and Molecular Biology

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Have you ever wondered how your brain works to remember information, how vision, movement and the other senses work, and what happens when you are asleep?

These and many other questions will be answered by studying Neuroscience. You will be taken on a journey through the nervous system and brain and hear from scientists working in the field.

As part of this unit, you will be asked to compete in the Brain Bee Challenge. This competition has been designed to motivate young people to learn about the brain and to inspire students to pursue careers in Neuroscience. You will be involved in cutting edge technology from examining the properties of nanoparticles through to attempting to insert a glowing gene plasmid into bacteria. This will include working with gel electrophoresis to determine the DNA fingerprint for this gene.

#### Feedback and reporting

Class work, research, assignments, debates, role play and practical work.

#### Homework

Completion of class work, research and assignments.

## Philosophy

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### **Philosophy (two period option)**

In Philosophy and Ethics students study Critical Reasoning and Personhood. In Critical Reasoning students are introduced to the basic tools and techniques of Philosophy, which included the essential structure of an argument, different types of reasoning and validity and soundness. In Personhood, students explore and debate the philosophical concepts relating to defining persons and develop evaluative and critical thinking skills by reflecting on ethical questions. Through this unit students are encouraged to advance their own views by mapping and constructing arguments.

#### Feedback and reporting

Students are assessed on their ability to write an extended argument, to respond analytically to a passage and to participate in a Community of Inquiry. The three areas of assessment demonstrate how well the student can formulate a cogent argument, critically evaluate an argument and take part in reasoned philosophical discussion. Feedback is provided in the classroom and in writing for all assessments.

Homework

Approximately one hour per week.

### **Philosophy (four period option)**

In Philosophy and Ethics students study Critical Reasoning and Personhood. In Critical Reasoning students are introduced to the basic tools and techniques of Philosophy, which included the essential structure of an argument, different types of reasoning and validity and soundness. In Rights and Fairness, students explore and debate the philosophical concepts relating to defining rights and develop evaluative and critical thinking skills by reflecting on ethical questions of Fairness. Discussion of The Tragedy of the Commons and The Veil of Ignorance encourage students to reflect on current world challenges in a philosophical manner. Through this unit students are encouraged to advance their own views by mapping and constructing arguments.

Feedback and reporting

Students are assessed on their ability to write an extended argument, to respond analytically to a passage and to participate in a Community of Inquiry. The three areas of assessment demonstrate how well the student can formulate a cogent argument, critically evaluate an argument and take part in reasoned philosophical discussion. Feedback is provided in the classroom and in writing for all assessments.

Homework

Approximately one hour per week.

## Photography Design

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### **Photography Design (four period option)**

Students explore visual communication design through understanding and applying composition principles and developing their technical skills in photography. They explore the commercial and creative contexts of photography to achieve audience specific images.

Tasks allow students to develop their visual communication skills through photography. Students develop skills to understand and interpret designs, and to competently develop, plan and produce functionally effective photography based artefacts for the world of today and for the future. Artefacts may be two and/or three-dimensional.

Students develop skills and understanding of photographic techniques and processes. Students work with various techniques and aspects of photography including lighting, composition, depth of field, shutter speed control, editing and printing. Photography preproduction skills such as studio staging, stage make up and props are explored. Multimedia skills selected from scanning, stop motion animation, manipulation of images in Adobe Photoshop and Illustrator and the various outputs for digital images including print and multimedia presentations are explored developed. Visits to galleries and exhibitions and participation in workshops enhance the course. Students display their completed work in the Annual Student Art Exhibition.

Feedback and Assessment

Students complete practical projects and written tasks that address the two assessment outcomes:

Photography Production and Photography Response. Students present their work in a portfolio. They receive formal feedback using marking keys.

### Prerequisites

A genuine interest in photography and design, and evidence of ability from previous photography courses.

### Homework

Students complete class work as required. Approximately one hour per week.

## Photography Design (two period option)

This course allows students to develop their photography practices. It covers a similar program to the four period option with more emphasis given to the creative possibilities of photography and extending the knowledge and experience gained in Year 9.

The focus is on practical, aesthetic and analytical skills development. Practical skills cover and extend the fundamentals of the camera, composition, lighting and effects using digital media. Students develop their understanding of photography as a design discipline through constructing photographic images and responding to styles and genres, with a focus on contemporary photographers' practice. They will develop an understanding of photographers in society by investigating professional exhibitions and analysing images. Students participate in the Annual Student Art Exhibition, excursions and workshops.

### Feedback and Reporting

Students complete practical projects and written tasks. Assessment is based on the completion of set tasks presented in a photo journal. Finished photography works are displayed and completed projects are assessed using a feedback sheet which assesses the outcomes: Production and Response

### Homework

Students complete class work as required, approximately 30 minutes per week.

## Physical and Health Education

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### Physical Education

The primary objective of the course is to assist each student to reach her full movement potential through participation in a range of physical activities, and for her to obtain enjoyment and satisfaction through movement.

Year 10 students have one lesson in Physical Education each week. During the year students have the opportunity to improve their individual skills and game strategies in swimming, badminton, strength and conditioning and ultimate frisbee. Students are encouraged to develop and maintain personal fitness during the year and learn how to develop a strength and conditioning program.

Cocurricular activities are offered at a social, Interhouse and Interschool levels in the following sports: tennis, hockey, netball, soccer, rowing, cross country, softball, water polo, volleyball, swimming, athletics and basketball. These activities promote cooperation, social interaction, initiative, leadership and responsibility.

### Health Education

Health Education develops concepts for a healthy lifestyle. Students learn about mental health, body image, managing risk, respectful relationships and human sexuality with a focus on communicable diseases.

### Feedback and reporting

In Physical Education, girls are assessed based on the three sub strands: Moving our Body, Understanding Movement and Learning Through Movement. Fitness testing is conducted twice yearly for students to monitor their fitness levels.

Health Education assessments cover the three sub-strands: Being Healthy, Safe and Active, Communicating and Interacting for Health and Wellbeing and Contributing to Healthy and Active Communities. Continuous feedback is given on tests, worksheets, class activities and discussions addressing concepts of a healthy lifestyle.

Homework

Completing worksheets, assignments and preparation for assessments.

## Physical Education Studies

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The course provides students with an opportunity to further their achievement in Sport Science. It involves a practical component which includes skill development and advanced game strategies and tactics. Theory focuses on functional anatomy, exercise physiology, biomechanics, sports psychology, motor learning and coaching, physical fitness, nutrition and sporting injuries.

Feedback and reporting

Assessment consists of class work, research assignments, practical activities and class tests.

Homework

Approximately three hours per week completing class work and assignments.

## Religious and Philosophical Studies (RAPS)

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In Semester one, students investigate Islam. They examine Quranic teachings and critically compare them to public perceptions and stereotypes, revealing the challenges of daily life for Muslims. Students then explore the meaning and purpose of the Islamic pilgrimage to Mecca, the Hajj and reflect on the importance of this experience to a modern Muslim teenager.

In Semester two continuing with world faiths, they consider the concept of a good life in the light of Buddhist teachings. Students analyse religious and non religious beliefs about death and the afterlife, and explore how such beliefs may give life meaning and develop an ethical mind set.

## Science

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The Year 10 Science program develops knowledge and understandings of scientific concepts, science process skills and positive scientific attitudes. Discrete units of Biology, Chemistry and Physics are studied which also include components of Earth and Space Sciences. The units provide a strong foundation for later studies in Science. Students are placed in classes on the basis of their Year 9 results. Alternative Chemistry and Physics units are available for students who do not wish to pursue these courses in Years 11 and 12.

The five week duration units include for Semester 1: Biology 1, Physics 1, Chemistry 1, Forensic Science (alternative) and Food Chemistry (alternative). For Semester 2 they include: Biology 2, Lifestyle Chemistry (alternative), Chemistry 2, Sports Science (alternative), and Physics 2.

Individual unit booklets are supplied by the School.

## Differentiating classes in Year 10 Science

Science concepts become significantly more abstract as students' progress through school and we consider that it is increasingly important to cater for the wider range of abilities. Our aim is for each student to experience success and to enjoy learning science, no matter what their ability.

The cohort is generally divided into six or seven classes depending on the number of students. Group 6/7, which are smaller classes, are created to provide more tailored support. These classes study an alternative program in Physics and Chemistry.

With the other students studying the same mainstream program, we create a smaller class of students who require more tailored support and at the other end of the spectrum we create a larger class of more able students. This differentiation is based on the ranking of students' results from Year 9. Results are again examined at the end of Semester 1 and some students move to different classes.

If students who are initially selected for the alternative program wish to study Chemistry and/or Physics during Years 11 and 12, then their requests are considered and students are placed in the appropriate class which studies Chemistry and Physics during Year 10.

If students decide that they do not wish to pursue Chemistry and Physics for Years 11 and 12, and they are in the mainstream program, the opportunity is provided to move to the alternative program at the completion of Semester 1. This course leads to Biology, Human Biology and Psychology (not Physics and Chemistry) for the Western Australian Certificate of Education.

With regard to students participating in an exchange program, they are placed in a group that provides them with the best opportunity to cover the units in preparation for their Year 11 studies.

### Feedback and reporting

The units are reported on separately and Semester 1 and Semester 2 grades are determined by averaging the results. The 50 minute examination addresses the units studied. The purpose of the examination is to encourage students to revise their work and use feedback on earlier work to improve their results. Units are assessed individually using a combination of projects, assignments, practical activities and mini tests followed by a final test. Results are reported separately for each of these disciplines.

Feedback on students' progress is provided by assignments, projects, practical activities and/or tests which are conducted approximately midway through the unit and at the completion of the unit.

### Homework

Approximately one hour per week.

## Visual Arts

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### Visual Arts (four period option)

This is a dynamic and stimulating course which progressively builds skills and competence in art practice. By developing an appreciation of the art world, students acquire skills to produce contemporary art work. The course promotes originality and authenticity in art making.

Art projects are selected from a combination of the following: drawing, painting, sculpture, printmaking, ceramic, digital art, and/or fibre arts. Projects may be of 2-D, 3-D and/or time based forms. The study of art contexts is central to the production of original artworks and this is formalised to improve students' visual awareness, visual literacy and knowledge of art and design theory and history. Students analyse, research, discuss and present their knowledge and understanding of art, artists and the world around them. The course encourages students to develop conceptual and material strength in their own artworks and, over time, develop a personal style.

The course is enriched by visiting artists, exhibitions, workshops and field trips. Students work with a process journal which contains their visual inquiry, design development, media experimentation and art and design appreciation that leads to the production of a body of work. Students participate in the Annual Student Art Exhibition.

### Feedback and reporting

Assessment is based on completion of a set of tasks in assessment strands: Art Making and Art Responding. Students maintain a process journal and exhibit resolved artworks in the Annual Student Art Exhibition. They receive diagnostic feedback for works in progress and formal feedback when they complete tasks.

### Prerequisites

A genuine interest in art and evidence of ability from previous art courses.

### Homework

Students complete class work as required, approximately one and a half hours per week dedicated to out of class assessment tasks.

## **Visual Arts (two period option)**

This course allows students to stay in touch with Art. It covers a similar program to the Visual Arts option with an emphasis on the exploration and development of practical skills. The study of art and design history and theory is integrated in the practical aspects of the course.

### Feedback and reporting

Assessment is based on completion of a set of tasks in the assessment strands: Art Making and Art Responding. Students maintain a process journal and exhibit resolved artworks in the Annual Student Art Exhibition. They receive diagnostic feedback for works in progress and formal feedback when they complete tasks.

### Homework

Students complete class work as required. Approximately one and a half hours per week is dedicated to out of class assessment tasks.

